

Chapter One

1.1 Introduction:

Speaking is probably the language skills that most language learners wish to perfect as soon as possible. It used to be only language skills that were difficult to practice online. As we know learning language skills are very important in developing student's competence but at the sometimes English receive little attention among students.

May students can speak and understand what they seem to face great difficulties in language accuracy. For teacher must guide student to solve problems. There are several reasons behind student's lack of speaking.

Teacher can help learners to be more speaking if they carefully chose the wish materials. Even high techniques with practicing activities support student to get more changes improve their speaking.

English language openly use in the different place with different way of speaking within a different self-competence.

1.2 Statement of the problem

Once as I am a part from Sudan University of Education English Department. I discover there is a problem in class three students in English speaking. It is an attempt to suggest ways to help the university students in language. It is an attempt to high he problematic areas to provide solution.

1.3 Research Questions:

- To what extent third year students do not able to speak fluency?
- To what extent third year do not able to understand meaning of speak?
- To what extent third year do not able to give feedback where they give involved in read communication?

1.4 Hypotheses:

- Third year student do not able to speak fluency.
- Third year student do not able to find solutions.

1.5 Significance of the study:

The study will be very important and benefit for English student and speak designers because it deals with the problems faced by university students who study English. It trying to help all the learner to do their best and to promote a chance within languages and to make emphasis on beneficial of language skills, providing with different activities to enriching students speaking language.

1.6 Limitations of the study:

This study is limited to the third class students at Sudan University investigate the problems faced in developing speaking during the year 2016 – 2017.

1.7 Methodology of the research

The researcher will use descriptive analytical as well questionnaire method, and questionnaire in the collection of relevant data in pursing this study.

Chapter Two

3. Literature Review

Many linguists and researchers on (SLA) concluded that the English pronunciation problems among speakers of other languages are the same but it is according to each language background. Arabic language is among them, so here we are going to see some of the factors that influence on learning second language (L2) in general and English pronunciation in particular and also try to identify the exact reasons behind such errors and finally try to find the suitable techniques and strategies that help the students improve their English pronunciation.

3.1 Factors That Influence Learning English in General

Many studies in the field of (SLA) discussed the factors that hinder achieving native-like pronunciation among foreign languages learners in general and among Sudanese learners in particular (O'Connor, 2003; Yule, 2003).

Researchers and linguists have pointed some linguistic factors such as the differences of the sound system between the (L1) and the (L2), the inconsistency of some sounds in English language, the mother tongue interference and the influence of spelling on pronunciation. These factors are known as linguistic factors, which are the main topic of this research; so all of them will be discussed separately in detail as follows:

2.9 Speaking skills:

Speaking is producing (he sounds and utterances by selectors vocabulary that is understandable and appropriate for the audience, or it is an interactive process of constructing meaning that involves producing and receiving ill information. And speaking skill is the ability (o use a particular la nave 10 produce the individual phonemes of the language.

(Pittman, 1963, P. 179) points out that “our principal classroom activity in the teaching of English structure will be the oral practice of structures.

This oral practice of controlled sentences patterns should be given in situations designed to give the greatest amount of practice in English speech to the pupil. How can a teacher enable learners to exploit higher knowledge of structure to interact with each other orally? The importance to prepare an interactional atmosphere in the class room appear not only for teachers to let learners gain their fulltime in speaking, but also to create and arrange the situation in which oral practice take place. As Speaking is an Incans of 10 establish an exchanging information in conversation, chat comfortable area interaction with classmates, in which a listener to understand clearly and accurately what has been said. Particularly, when learners choose and prepare their discussion topic which will be enough to give them feeling of real communication in the class room activity. Also speaker retrieval words and phrases from his/her memory and use them in appropriate time and place which reflects good skill of speaking learners have.

(Richards and Rodgers, 2001, P.39) point out “first, Language English teaching begins with spoken language. Material is taught orally it is presented in written form. Second, new language points are introduced and practiced situationally “.

The two characteristics above can demonstrate obviously using speaking skill to express about what is running in mind or feelings is very important stage to exchange information with others. Teachers should do their best to facilitate good understanding of communicative competence aspects for learners, so as to practice the knowledge that they gain during learning teaching process orally and interactively in pairs and groups. Then when a learner practice different forms of speech will achieve both function — convey meaning of speech — and purposes — express about feeling ideas

behavior..... This style strength learners speaking skills to know the kinds of vocabulary which is going to use e.g in a business , politics and family. Likewise the ability to master speaking skills link learners with the field in which they use a language. And after 'learners apply the language learned in the class room to situations outside the class room can give them a great chance to speak about the real life situation, at the same time gain experience in using different parts of Communicative and linguistic competence. Moreover learners obtain self confidence in speaking the thing that may not find in an ordinary glass room interaction and can easily develop speaking *Skills among learners.

2.10 Communicative Activities:

Learners of English language at all levels need to speak and understand spoken English for different reasons. But before starting speaking they need strong classroom community which support natural language production, and one of these supporters is Communicative activities which means any activities which encourage learners to speak with and listen to others appropriately. (Little wood, 1981, p. 87) divided the activities into two parts:

a. Communicative activities:

- Functional communicative activities
- Social interactional activities

Functional communicative activities requires students to use their language recourse to overcome an information gap (learners to communicate in order to get information which they do not possess) or solve problems. And social interactional activities require the learner to pay attention to the context and the role of learners involved.

2.11 Pre- communicative activities:

Whenever pre- communicative activities occur they

3ip-4serve to prepare learner for later communication.. .. pre- activities performs two functions, it enables the teacher to diagnose the learners' weakness in particular in situation, and it enables the learners themselves become aware of their language needs.

Accordingly pre- communicative activities concerns with isolating an item or skill from a language and practice it to prepare a learner for using that item later on with other language aspects. In addition to that it can help teachers to find learners' weakness so as to put the solution for it, also these activities enable learners to recognize their needs. And they are divided into two parts as follows:

- Structural communicative activities
- Quasi- communicative activities

(Little wood, 1981, p.89) The main criterion for success is whether the learner produces acceptable language. ..Criterion for success is whether the meaning is conveyed effectively”

Little stated certain criterion for success to each kind of activity for communicative activities the standard of success is depending on how meaning of the speech is conveyed effectively, and the standard of success for the second type of activity is how a learner to produce acceptable language.

2.12 Principles of the communicative Language Teaching:

l- Learning by doing, to make real communication which focus on language learning in a real life situation. And can-y out meaningful activities, so as to help learners in practicing their linguistic knowledge and develop their communicative

Competence. (Richards and Rodgers, 2() 01, p.223) “Activities in which language is used for carrying out meaningful tasks promote learning ” According to the above point of view a teacher should pay more attention

to tasks and activities which can attract learners to the language, at the same time give them a chance to express about their thoughts in a meaningful way in order to promote the learners' performance in communicating with each other. Moreover, learners can enjoy themselves in such an interaction. And find fun to express about their emotions and behavior.

2- Authentic and meaningful communication should be the goal of classroom activities.

Accordingly a teacher provides adherence between learners and classroom by designing activities and tasks that better match their learning teaching styles. Also this sort of communication can establish a comfortable zone of interaction with others.

3- To provide opportunities for learners to experiment what they know and support them to learn activities selected according to how well they engage the learner in meaningful language use. *ibid* "learners learn language through using it to communicate ' to make use of both linguistic and communicative functions of language properly for establishing meaningful communication.

4- (John Green Wood, 1981, p. 86) "in communicative activities, the learner has to activate and integrate his pre- communicative knowledge and skills, in order to use them for the communication of meanings. He is therefore now engaged in practicing the total skill of communication. As stated above a learner should make use of his/her knowledge which gained inside the classroom for communicative purposes i.e. to link the four skills in a situation where he/ she is going to practice the language. This contain justifying an opinion, clarifying understanding, confirming information etc.

5- (Richards and Rodgers, 2001, p. 172) "learning is a process of creative construction and involves trial and error'

While learning is a process of creative construction that necessitate for learners to try more than one time to use their previous knowledge of language to speak well, by knowing that, there are many errors, but by trial each time a learner is going to improve his/ her linguistic competence. Saying. (Maged, p.1878) "He who makes no mistakes makes nothing" So teachers should encourage learners to their bit knowledge to speak and motivate them to participate in each communicative activities, dialogue, conversation, role play etc. Also teachers not to stop learners for correction to leave it as a feedback at the end of the lesson, because errors are consider as a natural outcome of improving speaking abilities.

6- To provide opportunities for learners to develop both accuracy and fluency. And motivate learners to use language through meaningful interaction and perform skillfully during communicative activities. (Rodgers and Richards, 2001, p. 172) "Fluency is an important dimension of communication "accordingly, teachers' pay great attention to how learners interact positively with each other in a good way and without or with less mistakes. In addition to that to enable learners to use different kinds of materials at different situation and time, to maintain learners to use language forms appropriately.

7- To promote collaborative learning via dealing with different types of pair and group work, and to develop group mates work in a way and style that produce successful result. The teacher facilitator — organizes groups work and encourage learners to interact communicatively a teacher is going to set up communicative activities)

8- Input needs: teachers use different sorts and range of materials which are needed to be authentic and reflect real life situation and demands. One of the most important factors of communicative activities is material which play a major role in any activity.

9- (Diane,2000, p.125) " The target language is a vehicle for classroom communication, not just the object of study" As Diane states above target language should be the major means of communication inside the classroom, either for teachers with learners or learners with learners. And using of target language can facilitate the task for learners to improve both linguistic and communicative knowledge, at the same time to support memorizing target language easily.

10- (ibid: 127) "one function can have many different linguistic forms". Accordingly teachers work to enable learners to recognize a function of language and know how a speaker can express about that in different linguistic forms. And this can lead learners to master language competence.

11- (ibid: 127) ' In communicating, a speaker has a choice not only about what to say, but also how to say it"

According to the above point of view a teacher should offer a choice to suggest alternative forms of linguistic and how to use them in, different situations i.e. to give learners a chance to interact with his/her colleagues freely in the form of language and its situation which he/ she is going to use it.

12- (ibid: 130) "Students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension"

According to this point listening skill is one of an important factor in communication by training learners to listen to a great number of materials such as radio, TV and tapes. So listening to any type of debates can promote learners' performance in listening. And this process enables a learner to understand speakers in different real life situations.

2.13 Techniques and materials of the communicative Language Teaching:

(A S Hornby, 2005, p. 1520) defined technique as "the skill with which somebody is able to do something practical"

According to the above view technique is the ability to do something skillfully and effectively and the same is true for teachers to use it practically inside the classroom. (Richards and Rodgers, 2001, p. 200)

"Materials play an important part in creating opportunities for student's to work cooperatively. The same materials can be used as are. Used in other types of lessons but variations are required in how the materials are used"

The researcher thinks that materials are net lines of teaching learning process. As stated above they play an important role in providing learners with opportunities to deal with each other on one side and with the classroom environment on the other side. (Jeremy Harmer, 2002, p. 1) defined Communicative Learning as "principles and techniques for helping students work together more effectively"

According to the above point of view techniques are necessarily needed in learning teaching process, so as to help teachers to teach and learners to learn in an interactional situation. And teachers should know well how to choose a beneficial technique which goes with learners needs, furthermore each technique should suit its material and educational environment to get an effective learning teaching process. Here are some examples of materials and their techniques:

2.13.1 Imagination:

(Little wood, 1981, p. 49) learners are asked to imagine themselves in a situation which could occur outside the classroom"

According to the above technique of imagination teachers should prepare a good atmosphere for learners to develop their imagination. And give them

the chance to imagine the role of a character to perform that role as it is e.g. the way of talking to a leader, a servant, a lawyer,

2.13.2 Dramatization:

To act the speech or actions as a real character of that action did. (Joanna Baker, 2000, p.93) “ students can improvise and create a drama for themselves using language they have already learned" therefore teachers should encourage learners to dramatize events by creating a suitable environment for them, so as to make use of language aspects in a real life situation. Thus learners can find a chance to practice the dialogues by heart and present them on the stage by paying attention to intonation, pronunciation and body language i.e. to help learners to possess the ability of keeping and producing phonological aspects by heart.

2.13.5 Realia:

(Richards and Rodgers, 2001, p. 95) “Language based realia such as symbols, etc. Different kinds of objects can be used to support communicative exercises such as a plastic model

Using real objects inside the classroom can facilitate explanation of some complex lexical items and give learners an opportunity to recognize parts of their real life outside the classroom. Moreover realia fixed meanings of words in learner’s memory more than just a single vocal meaning. At the same time realia can help learners to recall the meaning of words by just remembering the shape or picture of the object. Ibid” by relating classroom activities to the real world and by fostering real communication among learners. Materials come from the world of realia rather than from the text book"

2.13.6 Language games:

(Baker and H Westrup, 2000, p. 133) games are used frequently in Communicative Language Teaching the students find them enjoyable, and

if they are properly designed, they give students valuable communicative practice"

As a nature of human being changing situations and styles in life is a normal habit which a company life survival. Accordingly games play two beneficial roles in learning teaching process: Firstly help learners enjoy themselves and understand the subject as a language. Secondly can be as a means of entertainment through it the classroom changed to be a real life theatre for natural communication instead of a place for studying subjects only.

2.13.7 Role- play:

(ibid, 135) "Role play are very important in Communicative Language Teaching because they give students an opportunity to practice communicating in different social contexts and in different social roles"

Teachers should exploit this technique which can be used for different types of lessons. In it a learner can find him/ herself as a real member of educational family like creating co- communication situation in the classroom e.g. changes the classroom to, supermarket, airport, hospital.....

2.14 Phonological aspects:

2.14.1 Pronunciation:

(A S Hornby, 2005, p, 1164) "Pronunciation is the way in which a language or particular word or sound is pronounced"

According to the stated view above pronunciation is a way in which a sound pronounced clearly so as to interact effectively with others and a listener understands the speaker intelligibility.

Spoken English has 44 sounds and 26 letters this difference causes difficulties for learners to produce or pronounce a word correctly, so a learner should do a lot of work to understand how pronunciation takes place, because if a learner knows how to pronounce words he/she can easily read them.

(Larsen and Freeman, 2000, P. 84)" it is important to start by helping your students recognize sounds before you expect them to produce them" Accordingly it is very important to start teaching new complex words orally then to write them on the board. Most English teachers do not pay much attention to pronunciation perhaps they thought that they may face with many difficulties in teaching it.

(Jeremy Harmer, 2002, P.183) " pronunciation teaching is not only makes students aware of different sounds and sound features, but can also improve their speaking immeasurably".

At the beginning of teaching teachers should show where the sounds are made in the mouth and where should be stressed. At the same time pronunciation can be good enough for learners to communicate effectively, and can make their speech intelligible as a one goal of pronunciation. But there are some problems which happen during pronouncing some words, and this due to the absence of some sounds in Arabic Language or learners, moreover one vowel letter may have more than one sound in addition to the silent letters the thing that did not exist in learners' mother tongue language such " p " sound which is not exist in Arabic language. For a learner instead of saying / put/ he or she said /but/ - / van /, /fan/ half/ have. A native speaker can differentiate or distinguish between different phonemes such as s & z which represent two different phonemes, but can caused ambiguity for L2 learners. Also vowel difference causes a difference in meaning and can lead to misunderstanding and confusion e.g. / chat / so t; It teachers should be aware about sounds / chart/ - and their articulations. But this does not mean to prevent use mother tongue language at all in the classroom as ibid " points out at the fact that it is not wise to tamp out the mother tongue use completely" Accordingly this may discourage students especially those who feel the need of mother tongue in the classroom and this depends on teachers' role in organizing and dealing with such case.

(Diane and Freeman, 2000, P85) presented some ideas for improving pronunciation. i/ Saying the sound clearly on its own several times and asking students to repeat it.

ii/ Saying the sound in a word or sentence and asking students to repeat it.

iii/ Explaining in your first or main language how to produce the sound.

iv/ Contrasting the sound with a similar sound so that students can clearly hear the difference.

To apply the above four ideas of improving pronunciation both teachers and learners should work together and teachers should explain the aspects of connected speech rhythm, stress, intonation.... practically in front of the learners and then work together with learners in producing sounds.

2.14.2 Fluency:

Haflmann & Stork suggested that a person is said to be fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed. Then so as a learner to be fluent speaker first, he / she must know the structure of a language which can help him to make use of his/ her knowledge accurately and in appropriate spot, but by focusing on the content of what a learner going to say. Moreover, a learner finds a chance to recall the units and patterns of a language so as to use them correctly and in a suitable situation i.e. to coincide time and place in using such a language automatically during real life speech by concentrating on the speech rate or the speed where needed. Also a learner can use language naturally via communication with others who hear it normally and it can convey the exact meaning which a speaker or a learner wants to reach.

(Fill more's, 1984, P.93) identifies four abilities that might be subsumed under the term fluency, the first of which is the ability to talk at length with few pauses. The three other abilities include the ability to talk in coherent, reasoned and 'semantically dense sentences ' the ability to have appropriate things to say in a wide range of contexts, and finally the ability to creative and imaginative in language use "

It is necessary to know the syllables of the sentences and when and where to stop during talking because the length between words, phrases or syllables is very important to clarify meaning of speech. On the other hand

the pauses which occurs through talking can also determine some features of speech qualities. At the same time talking in coherent way makes words and phrases give a complete meaning of each word. This way of speaking can lead a learner to possess a high ability in rhetoric through using appropriate linguistic aspects of English Language. In addition to that imagination increases the ability of thinking which play an important role in developing mental processes in which speech takes place i.e. telling stories which depend on imagination a learner can find a chance to talk in a good way and perform very well. Moreover, there are many items which help a learner to become fluent speaker of a language. First, to let a learner get enough time to talk without interrupting during speaking and encourage him/ her to use a large quantity of language knowledge. Second, a teacher let the chance for learners to choose the sort of activities which they are going to practice with classmates. Third, a learner should have an opportunity to repeat a dialogue or conversation fairly, because repetition has a great positive effect on building fluency. Also a learner be trained should be trained to use speed accurately, so as to know when and where to speed up language in a real life interaction by considering content and context of speech.

Mother Tongue Interference

Several works have been conducted on the influence of L2 in learning English language (Catford, 1977), (Moosa, 1972) and (Swan; Smith, 2001) reported that /p/ and /b/ sounds are two different phonemes and each one is distinguished by a native speaker. In Arabic Language, the situation is different, because there is only the phoneme /b/ so this is the reason why most Arabic speakers mispronounce words with these sounds /p/ and /b/ (of course the Sudanese students of English face the same problem. Students confuse between /p/ and /b/ e.g. words like ('park', 'bark'), ('pen', 'ben'), ('pull', 'bull'), ('supper', 'subber') if we ask the students to

say these words, they pronounce /b/ instead of /p/ in each pair of the words above and sometimes /p/ is used in the place of /b/ but this rarely happens. The reason for shifting from /p/ to /b/ is the fact that the two sounds are regarded, as they are two allophones of one phoneme.

Also in the far past, (Alkhuli, 1983) noted that Arab students of English confuse /p/ with /b/ and that is linked to the influence of the mother tongue, so their tongues get stiff with their LI sounds, and they commit such errors until the mastery of L2 sounds. Many other sounds are influenced by the mother tongue of foreign learners (Gruttenden, 1994) showed that foreign learners of English language should be careful not to use /t/ or /s/ for /θ/ and /d/ or /z/ for /ð/; (/z/ and /s/ are used by SSE whose language background is Sudanese Spoken Arabic e.g. central and northern Sudan, and /d/ is used for /ð/ by non-Arabic speaking Sudanese background, e.g. students who descend from southern Sudan).

In the near past (Brown, 2000) found that a second language learner meets some difficulties, because his LI affects his L2 specially in adulthood, and this effect is a result of LI transfer; so it is a significant source of making errors for second language learners. (Ladefoged, 2001; Carter & Nunan, 2001) showed that mother tongue has clear influence on learning L2 pronunciation. Where LI and L2 rules are in conflict, errors are expected to be committed by foreign learners. All that can be linked to what is known as the interference between LI and L2. So many learners use /p/ as /b/, others use /s/ for /θ/ and /z/ for /ð/ and /b/ for /v/.

In addition to the past works, (O'Connor, 2003; Yule, 2003) have studied pronunciation problems and the influence of LI. So many sounds such as /p/ and /b/, /s/ and /θ/, /z/ and /ð/, /tʃ/ and /ʃ/, /v/ and /b/ are confused e.g. (pit / bit), (thin / sin), (question / action), (very / berry). For the (SSEs) /z/ and /s/ are usually used in the place of /ð/ and /θ/ which result from the

interference of Sudanese spoken Arabic. /ð/ and /θ/ exist in some forms of Arabic e.g.

(Iraqi, Saudi Arabian, Kuwaiti, etc); however, they do not exist in Sudanese dialect where they are replaced by /s/ and /z/.

The mispronunciation of the above sounds is the result of the over practice of the first language, a process of fossilization. The adults vocal musculature is set to pronounce foreign sounds with an accent (Yule; O'Connor,

2003) reported that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of our LI have strongly built up.

And that means we use new ways of hearing and new ways of using our organs of speech. So it is too difficult to change such habits which a learner has obtained since his childhood or at least it needs very long years to be changed and after also very long time and regular practice, and all that is linked to a certain age of the learner. So the points mentioned above altogether share the concept that the learners confuse such sounds and replace each of them with other sounds that are said to be the nearest ones to them (O'Connor, 2003).

3.1.2 Sound System Differences between LI and L2

As it has been mentioned by many linguists and researchers, there is a conflict between the sound systems of LI and L2 (Moosa, 1972) noted that the Arab learners of English form habits of their mother tongue (Arabic), so they strongly build the phonological features of Arabic; this makes them encounter many difficulties in distinguishing sound systems between a native language and the second language. For the SSA we discuss the problem from two perspectives, the first one is that there is a difference between the sound system in Sudanese Spoken Arabic and the sound

system in other forms of Arabic language, and the second one is that there is also a difference between the sound system in Sudanese Spoken Arabic, and the sounds system in English language.

Another study on the effect of sound system on learning pronunciation was done by (Alkhuli, 1983) who showed that the main problem in teaching and learning English pronunciation result from the differences in the sound system of English and the native language, so a speaker of Sudanese Spoken Arabic is not accustomed to pronounce for instance θ -sound and ð-sound, because they do not found in his native language. This means that the organs of speech of the learner are not trained to produce such sound systems because they are unfamiliar to him; that is why he uses the nearest sounds such as /s/ and /z/. About the same area of the study (Cruttenden, 1994) noted that in the field of (SLA), learners with different linguistic backgrounds would of course face different difficulties in order to produce English sounds, because of the differences between the two languages (e.g. English and Arabic). These differences between the sound systems are regarded as a barrier against competence in the pronunciation of English, because the new sounds still remain strange for their organs of speech specially if they start learning English after the age of adulthood, but this problem is expected to be solved after a long time of regular practice and hard work.

Most of the Sudanese Students of English face such problem because in Arabic the vowel system is very simple and the learner can read an Arabic word easily without any confusion, but in English he may pronounce /i/ for /e/ and L2. In English the /r/ is distinctly pronounced only before a vowel e.g. the /r/ after a vowel is not pronounced. In Arabic however, the /r/-sound is distinctly pronounced in all positions, before or after a vowel. So the Sudanese students of English pronounce /r/ in any position of an English word for instance in words like red, room, and river.

In Arabic, each letter represents only one sound, so it's easy to read any word from a written text. Also there is no sound which is not pronounced (silent), as it happens a lot in English. When there is a difference in the sound system in the LI and L2 showed that errors are expected to be committed because the learners transfer their mother tongue sound system into the target language (Nunan, 2001).

The (SSEs) as speakers of Arabic tend to replace /v/ by /f/ or /b/ because this sound does not exist in their native language sound system. So their speech organs are not trained to produce such sound. They pronounce very as berry or ferry and van as fan. The learners difficulties hi a L2 could be predicted based on systematic differences of the two languages, and those learners from different first language backgrounds would experience different difficulties when attempting to learn a L2.

It was also reported that it is essential to understand which sounds in a language are phonemes because they express the differences in meaning and the learner should be able to pronounce them, otherwise he commits errors.

In English language there are twenty-four consonants and twenty vowels; that mean there are forty-four phonemes in English language the learner should be able to produce them while he is learning English. Learners of different language backgrounds will of course face some difficulties to pronounce them because of their language background (O'Connor, 2003).

In Arabic language the whole number of the sounds is less than the one in English language, so the total sounds of Arabic language are twenty-eight letters each of them represents only one sound. So there are only twenty-eight sounds in Arabic language. As we know a sound is made by definite movement of the organs of speech, so to produce any sound that means to perform the exact organs movement of the sound. If the learner's language sound system has not any of the forty-four English sounds, he will face a

difficulty to produce it e.g. (ð, θ, p, v) sounds which do not exist in Sudanese Spoken Arabic sound system, so Sudanese students pronounce them incorrectly and the reason for that is the differences between the sound system in the LI and L2.

3.1.3 Inconsistency of English Vowels

One of the important problems faced by the students of English in general and the Sudanese students of English in particular, is that each English vowel sound has more than just one pronunciation. So this causes many difficulties to the learners and leads them to a mispronunciation (Cruttenden, 1994) noted that the main difficulty for all those whose own languages have a less complex vowel system, lies in the establishment of the qualitative oppositions.

Instead of using the exact quality and quantity of a special sound, the learner erroneously changes either the quality or the quantity of the sound; so in a certain word the learner tends to use the variant sounds e.g. in words like son/sʌn/, come /kʌm/, among /əməŋ/, monkey /mʌŋki/, blood /blʌd/, flood /flʌd/; in all these words /o/ and /oo/ stand for the same sound of /ʌ/, but most of the learners, unless they have a mastery of the pronunciation of such vowels, they pronounce /ɔ/ or /u:/ in the place of /ʌ/. This is because of their first background about each sound, so they picture this thought in their minds as if each vowel has only one type of pronunciation and if that is true the learner can easily know and expect how to pronounce each word even if he is seeing it for the first time. That is if each letter represents only one phoneme, but in fact the situation is not like this, and that is one of the basic problems of English.

(O'Connor, 2003) reported that it is not simple to know the exact sounds the letters stand for or represent in a certain word for instance in the words city /siti/, busy /bizi/, women /wimin/, pretty /priti /, village /vilidʒ/,

English /i ɪ glɪf/ the letters y, u, o, a, e, all of them stands for the same vowel sound /i/. In words like, banana /bəna:nə/bather /beɪðə /r/, man /mæn/, many /meni/ the ‘a’ stands for five different vowels sound. The learner, who doesn’t have sufficient knowledge of different pronunciations of the vowels above, meets some difficulty, since he uses different variants of their pronunciations. Power (2003) found that there are 23 common www.ccsenet.org/ells English Language and Literature Studies Vol. 4, pronunciation problems, some of them are related to vowels e.g. the students confuse /i/ with /i:/ as in sit, seat, and /ɔ/ with /əʊ/ as in not,note and /æ/ with /ei/ as in mat, mate and /e/ with /ei/ as in let, late.

Researchers and linguists always connect such problems with the complexity of the vowels sound system that exists in English and the inconsistency of its pronunciation. (Cruttenden, 1994) noted that the inconsistency of English vowels causes difficulties for other language learners of English e.g. if we take for instance ‘o’ in some words like some, move, home, women, in each word it has different pronunciation as /ʌ/, /u:/, /əʊ/, /i/ so the English learners who don’t have the mastery of the pronunciation of such words will also face difficulties. On the other hand words such as book, butcher, could, wolf etc in all these words the letters oo, u, ou, o are all pronounced the same /u:/, so in the first example we have same letters with different pronunciation, and in the other one we have different letters with same pronunciation. For more examples of the different pronunciations of the letter a consider **water**, **same**, **fat**, the letter (a) has three different pronunciations, as /ɔ:/, /ei/, /æ/ so many of the Sudanese students of English tend to pronounce /ei/ instead of /æ/e.g./feit/ for /fæt/. Also in words such as **rich**, **symbol**, **English**, **private**, **women** the letters i, y, e, a, o all of them are pronounced as /i/ so we have /ritʃ/, /simbl/, /ɪŋglɪʃ/, /praɪvɪt/, /wɪmɪn/. In such words, errors are expected to be

committed by the Sudanese students of English unless they are already taught and trained in their different pronunciations. Each of the letters we use to show pronunciation may stand for more than one sound for instance in banana /bəna:nə/, bather /beɪðə/(r)/, man /mæn/, many /meni/, the letter (a) stands for five different vowel sounds; if the learner has no knowledge about this inconsistency, this will lead him to wrong pronunciation (O'Connor, 2003).

3.1.4 Influence of Spelling on Pronunciation

According to the observations and notes on the Sudanese students at Sudan University of Science and Technology (SUST) it was found that, the (SSEs) have some difficulty in the pronunciation of some words from a written text.

This problem is due to the spelling system in English language, because in Arabic language students can easily pronounce a word from a written text just by looking at it; so each letter represents one sound, so the relationship between the orthography and the phonology is very easy to distinguish, in addition to that there is no silent letter in Arabic language as it is found in English. Many words in English have letters, which are not pronounced. (Yule, 2001) noted that the sounds of spoken English do not match up, a lot of time, with letters of written English. So if we cannot use the letters of the alphabet in a consistent way to represent the sounds we make, it is difficult to describe the sounds of a language like English. In English, there are twenty-four consonants and twenty vowels; if we give to each of these forty- four units a special letter, in that way undoubtedly we can show what the student should say. If the learner knows that each letter represents a certain sound (e.g. equal number of sounds to the letters), he can simply avoid the difficulty of spelling on pronunciation.

Some words which are ordinarily spelt in the same way, are different in their pronunciation, for example lead which is pronounced /li:d/ in a phrase like, lead the way, but /led/ in another phrase lead pipe. Also there are some words spelt differently, but sound the same e.g. rain, rein, reign, all of them are pronounced /rein/. The learner who still doesn't have the mastery of pronunciation of such words, pronounces each of them by looking at its spelling, and he is expected to mispronounce them (O'Connor, 2003).

The explanatory potential of sound-spelling relationships (Carter; Nunan, 2001) reported; is something teachers should be aware of, since correspondences between orthography and phonology enables the students to predict the pronunciation of words from their spelling. So if the learner doesn't know such relationship between sound and spelling, he mispronounce words by just looking at their spellings e.g. before the n the k is silent; knee, know, knot, knight a student who didn't learn their pronunciation correctly, pronounces them with the /k/ sound. Also (Easton, 2005) showed that there are some words with silent letters which cause problems for the learners for instance, silent /g/ and pronounced /g/ e.g. campaign, reign, sign, and gnash in these words the /g/ is silent, but most of the students pronounce it. On the other hand, words like signal, signature, resignation the /g/ here is pronounced; unless the learner has a good knowledge of pronunciation of /g/ in such words, he will confuse its pronunciation. In the same problem of pronunciation as a result of spelling (Easton, 2005) noted that in silent /gh/ the learners may face problem because written /gh/ has no sound of its own, so it is never pronounced as it is written e.g. /gh/, but it is pronounced as /g/ in some words as, Afghanistan, Ghana, ghost, and in other words pronounced as /f/ e.g. cough, trough, enough and silent in some other words such as light, night, high, weigh, weight, thorough, bough, plough.

Any time the student meets such words he will be confused to pronounce them correctly he just guesses the pronunciation by looking at the spelling of the word unless he has previous background. So it is very important to consult the dictionary from time to time to check the pronunciation of such words until he possesses a good mastery of their pronunciation.

One of the problems other languages learners of English face is the (r) which is very weak in its pronunciation in English (Cruttenden, 1994; Ladefoged, 2001) noted that in most forms of British English (r) can occur only before a vowel e.g. in words like red, ruler, ride, but the foreign learner should notice that its very weak and it is not pronounced like the Arabic one. All the above notes show that in many cases the spelling of English words lead the learners to guess the wrong pronunciation from the spelling of the words unless they have a good knowledge of

English sounds and letters relationships and the way they are pronounced. Also (Cruttenden, 1994) reported that RP (r) occurs only before a vowel and the air stream is allowed to escape freely, without friction, over the center part of the tongue, that means it is not pronounced strongly as many Arab and (SSEs) do, so they pronounce (r) as they pronounce it in their language because they think each letter in a word should be pronounced as it happens in their native language; so words like car /ka:(r)/, arm /a:m/, horse /hɔ:s/, hurt /hɜ:t/ if we ask the learners to pronounce them they just look at the spelling of each word and try to pronounce it e.g. /ka:r/, /a:rm/, /hɔ:rs/, /hɜ:rt/, so learners should not be misled by the spelling in the pronunciation of such words.

In the present era of globalization, translation plays a major role in conveying messages from one language to another. Translation is, in Enani's (1994: 5) view "a modern science at the interface of philosophy, linguistics, psychology, and sociology". According to Antar (2002:7), translation is a science, an art, and a skill. It is a science in the sense that it

necessitates complete knowledge of the structure and make-up of the two languages concerned. It is an art since it needs artistic talent to re-build the original text in the form of a product that is presentable to the reader who is not supposed to be familiar with the original. It is also a skill because it reflects the ability to smooth over any difficulty in the translation, and the ability to provide the translation of something that has no equal in the target language. "Translation is a profession besides being an art" (Al-Hamdalla, 1998: 27).

Al-Darawish (1983: 46) indicates that translation is "interpreting speech into another tongue." Gerding-Salas (2000:43) points out that the main aim of translation is to serve as a cross-cultural bilingual communication tool among peoples. Most translation theorists agree that translation is known as a transfer process from a foreign language or a second language—to the mother tongue (Ibid). In the aftermath of having defined translation, it would be of a pivotal importance to kick-start explanation by further concentration on linguistic problems that are out there amongst Arab students who on one form or another have specialized in the field of translation. Pym (1992: 271) defines translation problems as "a linguistic element that becomes a translation problem when the translator has to decide between more than one way of rendering it". According to Antar (2002: 10), translation problems can be divided into linguistic problems and cultural problems: the linguistic problems include grammatical differences, lexical ambiguity and meaning ambiguity; the cultural problems refer to different situational features.

There are several factors that lead to a poor English speaking performance even though the students have been studying English for more than ten years. This present study considers five causes of problem. The first is the students' attitude, the second is the students' motivation, next is the

students' personality, followed by the level of the students' exposure to English, and finally management in teaching and learning English.

1. Attitude

Rubin & Thompspon [7] defines attitude as one of the key factors that influences success or failure for language learners. There is a clear relationship between attitude and achievement in learning a language. A positive attitude will help learners to achieve their goals. Holmes [8] concludes in his study that when language learners have a positive attitude towards a target language, they will be successful in acquiring a target language. On the other hand, Gardner & Lambert [9] state that learners with a negative attitude do not put in the effort required to learn the language. Moreover, Littlewood [10] concludes that a bad attitude produced a barrier to the learning process. Consequently, they will lose interest in learning.

Studies in Thailand have supported the adverse consequences of Thai learners, Mokkarawut [4], Muangmood [5], Wanthanasut [6]. For example, Mokkarawut's research revealed that a negative attitude could lead Thai learners to avoid speaking activities in the classroom. As a result, their communication skills were limited and that they were afraid to speak English.

2. Motivation

The term motivation has been defined differently by different schools of thought. In second and foreign language learning, Gardner [11] defines motivation as 'the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (p.10)'. Oxford & Shearin [12] consider motivation as an important part of acquiring and retaining a

new language. Language learners are different in terms of goals to achieve. McDonough [13] states that some wish to become linguists, some wish for better jobs, and others wish to be accepted in foreign countries.

According to Harmer [14], motivation can be categorised as intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to several factors which occur inside the classroom, such as teacher's personality, teacher's teaching techniques, classroom environment, etc. On the other hand, extrinsic motivation is defined as factors outside the classroom. This type of motivation can be further classified

into integrative motivation and instrumental motivation, Harmer (ibid). Integrative motivation is the desire to learn a language in order to integrate into the culture of the second or foreign language group and engage in the community. In contrast, instrumental motivation refers to the desire to learn a language because it fulfills certain goals such as future career, better status, or getting a place at university.

3. Personality

Personality is another factor that influences progress in language learning. Therefore, scholars like Ehrman [15], Krashen [16], Skehan [17], etc. have conducted studies relating to the relation of personality and language learning.

The results revealed a clear relationship between personality and second language acquisition. This is because personality determines things that learners feel comfortable with. Consequently, they are able to express themselves better at the

given skills, Ehrman, p.101 [15]. There are a number of personality characteristics that may affect second or foreign language learning. Extrovert language learners are more comfortable in group activities, McDonough [18], and produce more language output, Swain [19] than

introvert counterparts. Rubin & Thompson [7] conclude that learners who are shy and inhibited are worried about their oral abilities.

They tend to show less willingness to participate in the classroom and in daily-life communication. Language learners who are not afraid to make mistakes and are willing to take risk are more successful.

4. Exposure to English

There are various factors which affect learning a second or foreign language. It is undeniable that one of the most important factors is an opportunity to use a target language.

According to Briere [20], the amount of time in exposure to a target language in formal and informal linguistic environments influences second language acquisition. In addition, language exposure is related to a proficiency level as

a study by Lubega shows [21]. He concludes that language learning should be in a formal and informal linguistic situation, learners who had only formal exposure will achieve a lower level of language proficiency than those who had both formal

and informal exposure. Numerous researchers in Thailand have suggested that extra language activities inside and outside classrooms should be encouraged Lunpraphan [22], Onkoo [23], Sirilukkananan [24], Wanthanasut [6], etc. in

order to promote better oral performance.

5. Management in teaching and learning English This is the last factor which may influence students' difficulties in acquiring communicative skills in language

learning. This factor includes teachers' techniques, classroom activities, extra curriculum activities, and the course syllabus.

The teacher is a very important factor in teaching language learning. A good language teacher depends on two factors: his level of proficiency in

the language, and his knowledge and expertise in language teaching techniques, Wilkin [25]. Fun

and interesting inside classroom activities are closely related to teachers' skills and techniques in handling the classroom.

The last two factors, extra classroom activities and the course syllabus are related to management policy within the department. These factors indirectly affect students' problems in English speaking.

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill (Munjayanah, 2004: 17):

1. Inhibition

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

2. Nothing to say

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

3. Low or uneven participation

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

4. Mother tongue use

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

What to do when we have these kind of problems?

Try to use English everyday in our class, and or outside the classroom. This can stimulate our behavior to always use English as habitual even daily conversation. Keep in touch with someone who likes English too, because they have much more attention than to those who don't.

Create a small group to train our English, whether in class or outside the class. Learning by doing is really important in learning to speak English. We can share information through the group, make small conversation, and check others error. This also can give extra additional vocabulary to the persons.

While we have problems in our dialect, the solution is train our pronunciation to be better. Find some videos, musics, or authentic conversations in English. See or hear, then practice the sounds that we've heard in the source.

2.18 Previous studies:

This section consist of overview of some studies done in Communicative Language Teaching by different researchers.

The researchers concluded their investigations about teaching foreign, language by using Communicative Approach. Moreover, they proposed different teaching techniques and learning activities as a means to promote English Language Learning standard in Sudan. And here are some studies done in the Sudan.

1. Study of Nahla Mohamed Nasur, 20() 8, M A degree.

She investigated the role of Communicative Approach and its techniques as they used inside the classroom. Furthermore, she gave an account the

importance of teaching foreign language depending on nature of techniques. Also she divided the observation check list into 4 options in an attempt to apply communicative techniques in the classroom. As she checked classroom interaction, teachers' competence and materials used in the classroom so as to see if they were appropriate to develop learners communicative competence. Furthermore she criticized the materials, techniques and activities provided by secondary level curriculum. Because they were not sufficient enough to achieve the goals of teaching English language in secondary schools. In addition to that she recommended that teachers should be trained in the area of methodology, and can be creative not to rely on the teacher's book. Also visual aids should be clearly stated and illustrated to the class. And she concluded the findings as follows:

1- The current methods and instruments which are used in secondary schools are not effective in teaching and developing the Communicative Language Teaching.

2- In the current methods of English language teaching, there is no classroom activities to motivate the students to communicate in English language.

3- The curriculum of 2 secondary schools does not based on the Communicative Approach.

4- The researcher hypothesizes that, the well trained teachers who have adequate knowledge and information about materials approaches and techniques will use them as they found in the check list.

5- The curriculum of 2nd secondary schools does not enable teachers to teach students communicatively.

6- Classroom activities, techniques and procedures that teachers carried out in the classroom are not sufficient for motivating students.

2. Study of El sadig Ali El sadig, 2007, M A degree.

He evaluated ways of teaching English for communicative purposes to Sudanese learners at secondary schools level. Also he accentuated and evaluated how English can be taught from the pedagogic perspective. He used evaluative and analytical approach to evaluate ways of teaching English. Also he attempt to discuss the difficulties that face both teachers and learners in applying the methods of teaching for communicative purposes. El sadig concluded that there is a mismatch between the methods of teaching used at secondary level and the communicative level of secondary school students.

And he summarized the findings as follows:

- 1- Most of Sudanese teachers focus on structural aspects of language rather than functional.
- 2- Most of English teachers in Sudan waste many hours in teaching students how to pass the exam rather than how to communicate in English.
- 3- English teachers in Sudan neglect classroom activities that maximize opportunities for learners to use Target Language in communicative way.
- 4- Although Sudanese teachers are competent, they do not follow up dated pedagogical methods and approaches that facilitate and accelerate learning process.
- 5- Most of English teachers do not use cooperative learning at secondary school level.
- 6- Most of English teachers neglect the non-linguistic aspects of communication.
- 7- Most of the English teachers focus on error correction rather than communicative ability.

Study of Mohamed Mutasim Mohamed Ali, 2009, M A degree.

He investigated whether the oral communicative activities provided by the Spine series for the second my level in Khartoum State, and the teaching

practice are conducive to developing the students' Oral Communicative Competence. He made use of 3 instrument to collect data. The questionnaire to collect data from students, an interview to collect data from teachers and content analysis to elicit data from the text book. He interviewed teachers to check the efficiency of the oral communicative activities provided by Spine series at secondary schools. He stated that the current materials and opportunities that given to the students will not develop students' oral communicative competence. Also he recommended that to enrich Spine with different kinds of oral communicative activities, and use group work as a technique in the classroom. Then he concluded the findings depending on the 3 instrument responses in the following points:

1. The Spine series at the secondary level does not provide a variety of oral communicative activities.
2. The secondary school students are not provided with adequate opportunities to use English.
3. The secondary school students are not provided with adequate oral receptive input.
4. The extracurricular activities as prescribed by the Spine series designers are not applied in classes or schools.
5. The back wash effect of testing at secondary level is not positive.
6. The analysis of the oral communicative activities provided by the Spine series reveals that nearly half of the oral communicative activities provided by the Spine 4 are not communicative.

Chapter Three

Methodology of the research

3-1 Introduction:

This chapter gives a brief account of the methodology of the study population and samples of study are described the data collection instruments are explained.

The researcher adopted the descriptive and analytical methodology in order to carry out his research.

3.2 Tools:

A questionnaire

The researcher has constructed a close-ended questionnaire to gather the data from a third year students, Sudan University of Science and Technology, the questionnaire was about investigating the problem encountering third year students to promote speaking skills.

The questionnaire was consist of 12 statements distributed to a number of 40 students. This questionnaire was consisted of closed questions which aim at investigating the problem encountering third year students to promote speaking skills.

The research subject:

The research subject of this study consists only of students of university Third Class College of education.

The tools used questionnaire the whole sample size in forty students those who study at third class.

3.4 Validity and Reliability procedures:

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

1. The questionnaire was viewed by the supervisor.

2. The final draft of the questionnaire was distributed to students.
3. The questionnaire was distributed personally and directly and directly by the researcher to the subjects of the study.
4. All necessary in developing language fluency were provided by the researcher. The total number of the questionnaire that the researcher has received from respondents was 40 (students).
5. The statistical analysis (SPSS) for calculation besides tables for illustration.

Chapter Four

Data analysis and Result Discussion

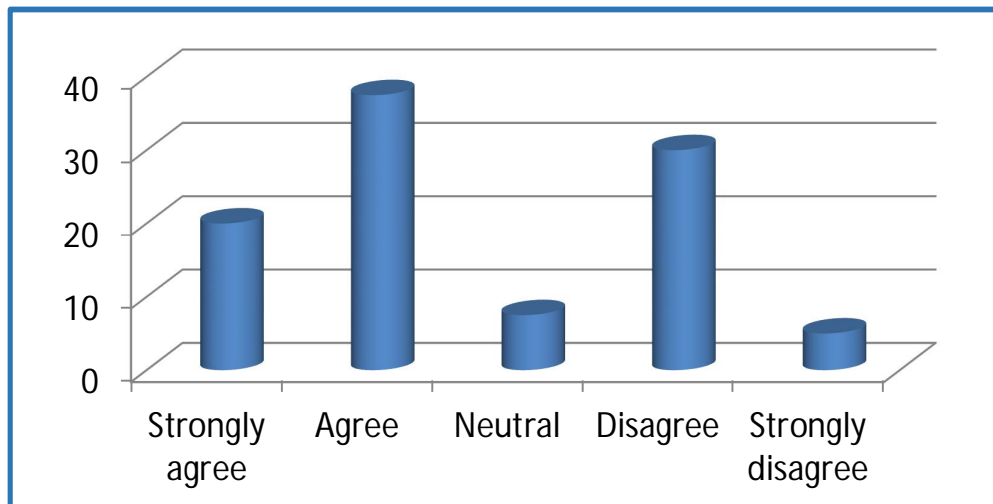
1- Third year students haven't problems in receiving different accents.

Table (1)

Factor	Frequency	Percentage
Strongly agree	8	20
Agree	15	37.5
Neutral	3	7.5
Disagree	12	30
Strongly disagree	2	5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

Figure 1



From table (1) and figure (1) we note that most answers of the individuals study is (Agree) by frequency (15) and percentage 37.5%, followed by (Disagree) by frequency (12) and percentage 30% and then (Strongly agree) by frequency (8) and percentage 20% and then (Neutral) by frequency (3) and percentage 7.5% and least one is (Strongly disagree) by frequency (2) and percentage 5%.

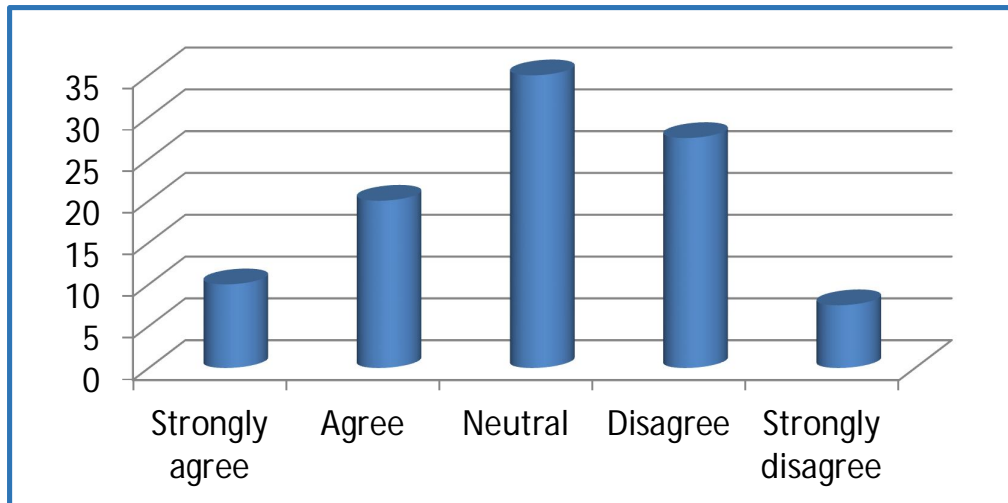
2- Third year students haven't problems in using the words that look alike.

Table (2)

Factor	Frequency	Percentage
Strongly agree	4	10
Agree	8	20
Neutral	14	35
Disagree	11	27.5
Strongly disagree	3	7.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

Figure 2



From table (2) and figure (2) we note that most answers of the individuals study is (Neutral) by frequency (14) and percentage 35%, followed by (Disagree) by frequency (11) and percentage 27.5% and then (Agree) by frequency (8) and percentage 20% and then (Strongly agree) by frequency (4) and percentage 10% and least one is (Strongly disagree) by frequency (3) and percentage 7.5%.

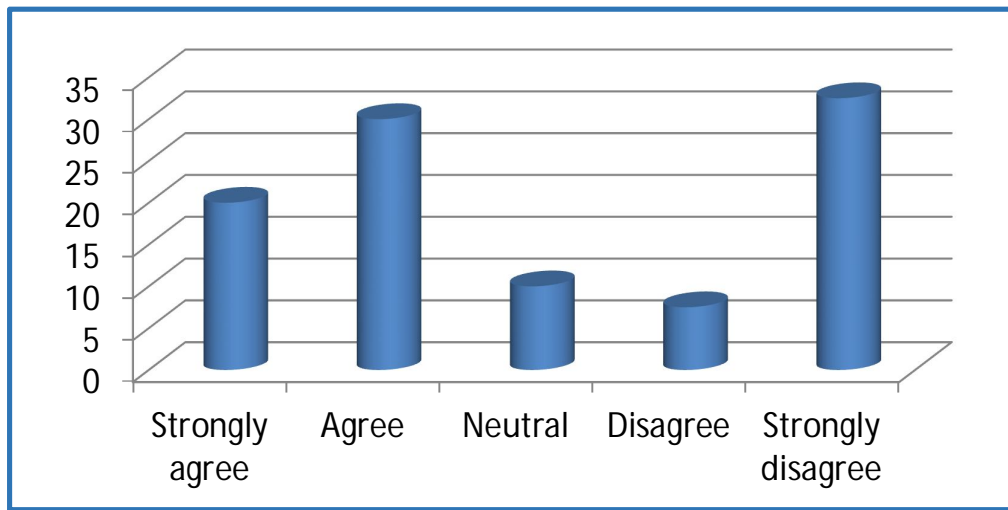
3-Third year students don't have a lot of vocabulary.

Table (3)

Factor	Frequency	Percentage
Strongly agree	8	20
Agree	12	30
Neutral	4	10
Disagree	3	7.5
Strongly disagree	13	32.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

Figure 3



From table (3) and figure (3) we note that most answers of the individuals study is (Strongly disagree) by frequency (13) and percentage 32.5%, followed by (agree) by frequency (12) and percentage 30% and then (strongly agree) by frequency (8) and percentage 20% and then (neutral) by frequency (4) and percentage 10% and least one is (disagree) by frequency (3) and percentage 7.5%.

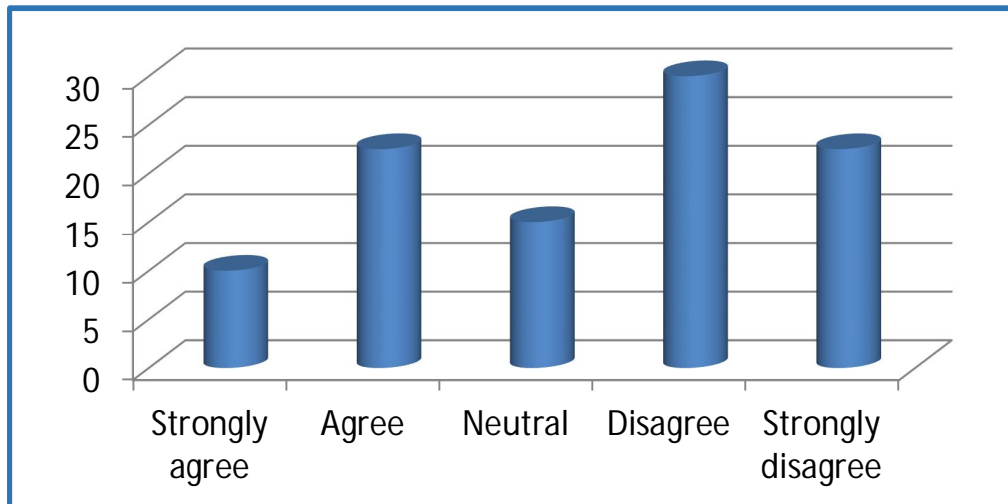
4-Third year students do not able to pronounce words correctly.

Table (4)

Factor	Frequency	Percentage
Strongly agree	4	10
Agree	9	22.5
Neutral	6	15
Disagree	12	30
Strongly disagree	9	22.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

Figure 4



From table (4) and figure (4) we note that most answers of the individuals study is (disagree) by frequency (12) and percentage 30%, followed by (strongly disagree) by frequency (9) and percentage 22.5% and then (agree) by frequency (9) and percentage 22.5% and then (neutral) by frequency (6) and percentage 15% and least one is (strongly agree) by frequency (4) and percentage 10%.

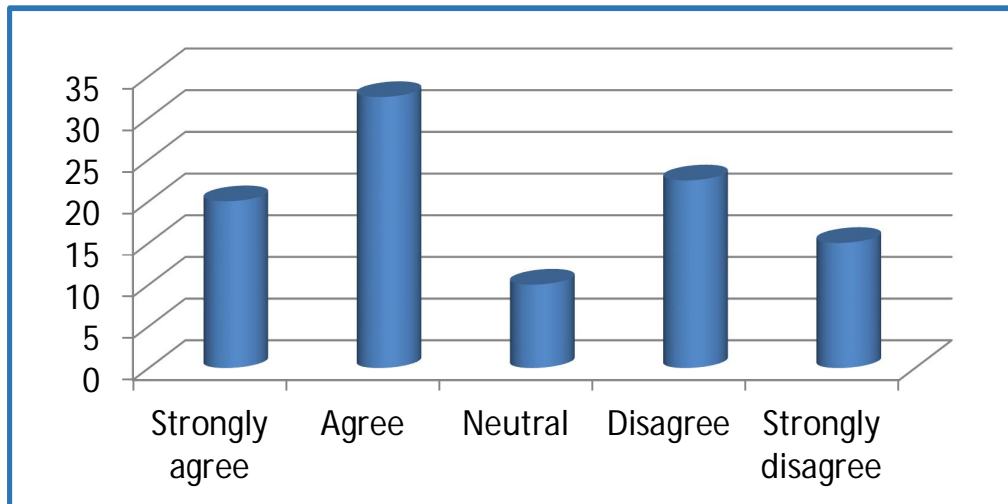
5- Third year students don't have a background in speaking skill.

Table (5)

Factor	Frequency	Percentage
Strongly agree	8	20
Agree	13	32.5
Neutral	4	10
Disagree	9	22.5
Strongly disagree	6	15
Total	40	100

Source: prepared by researcher, using SPSS, 2015

Figure 5



From table (5) and figure (5) we note that most answers of the individuals study is (agree) by frequency (13) and percentage 32.5%, followed by (disagree) by frequency (9) and percentage 22.5% and then (strongly agree) by frequency (8) and percentage 20% and then (strongly disagree) by frequency (6) and percentage 15% and least one is (neutral) by frequency (4) and percentage 10%.

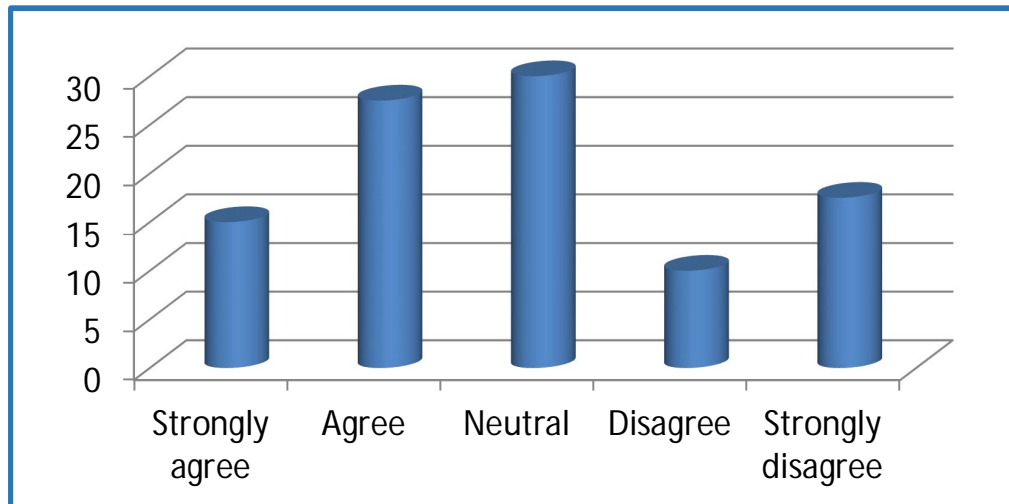
6- Dictionary does not help in learning vocabulary.

Table (6)

Factor	Frequency	Percentage
Strongly agree	6	15
Agree	11	27.5
Neutral	12	30
Disagree	4	10
Strongly disagree	7	17.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

Figure 6



From table (6) and figure (6) we note that most answers of the individuals study is (neutral) by frequency (12) and percentage 30%, followed by (agree) by frequency (11) and percentage 27.5% and then (strongly disagree) by frequency (7) and percentage 17.5% and then (strongly agree) by frequency (6) and percentage 15% and least one is (disagree) by frequency (4) and percentage 10%.

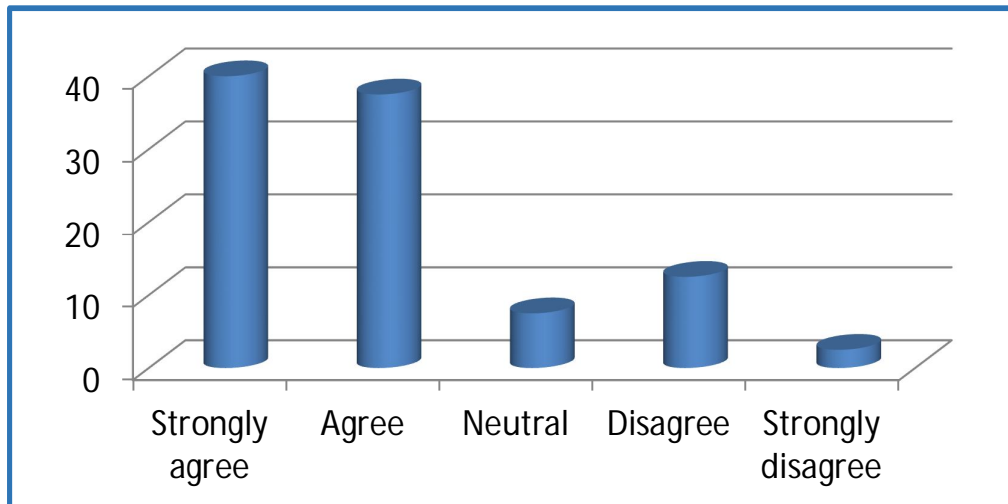
7-Third year students don't understand ambiguous meanings.

Table (7)

Factor	Frequency	Percentage
Strongly agree	16	40
Agree	15	37.5
Neutral	3	7.5
Disagree	5	12.5
Strongly disagree	1	2.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

Figure 7



From table (7) and figure () we note that most answers of the individuals study is (strongly agree) by frequency (16) and percentage 40%, followed by (agree) by frequency (15) and percentage 37.5% and then (disagree) by frequency (5) and percentage 12.5% and then (neutral) by frequency (3) and percentage 7.5% and least one is (strongly disagree) by frequency (1) and percentage 2.5%.

8-Third year students are not motivated to participate.

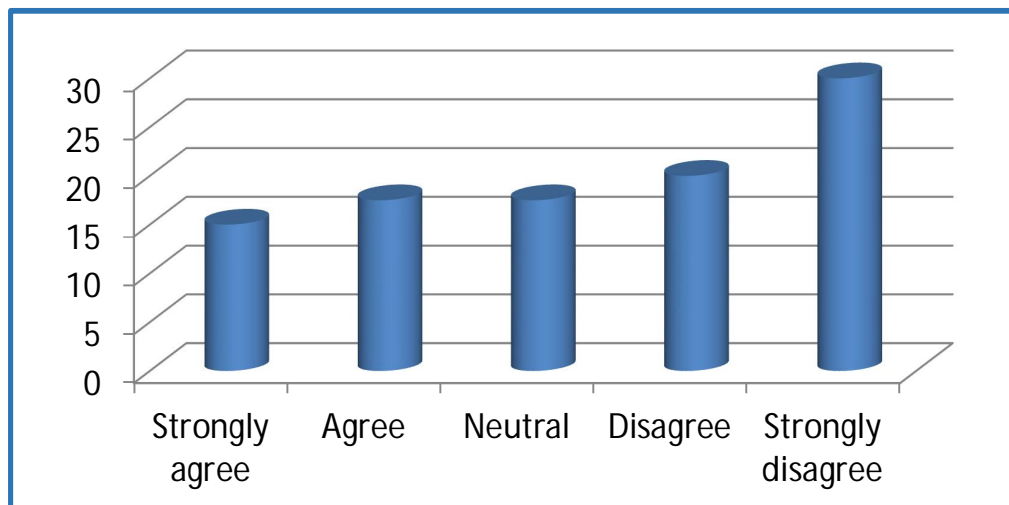
7-Third year students don't understand ambiguous meanings.

Table (8)

Factor	Frequency	Percentage
Strongly agree	6	15
Agree	7	17.5
Neutral	7	17.5
Disagree	8	20
Strongly disagree	12	30
Total	40	100

Source: prepared by researcher, using SPSS, 2015

Figure 8



From table (8) and figure (8) we note that most answers of the individuals study is (strongly disagree) by frequency (12) and percentage 30%, followed by (disagree) by frequency (8) and percentage 20% and then both (agree and neutral) by frequency (7) and percentage 17.5% and least one is (strongly agree) by frequency (6) and percentage 15%.

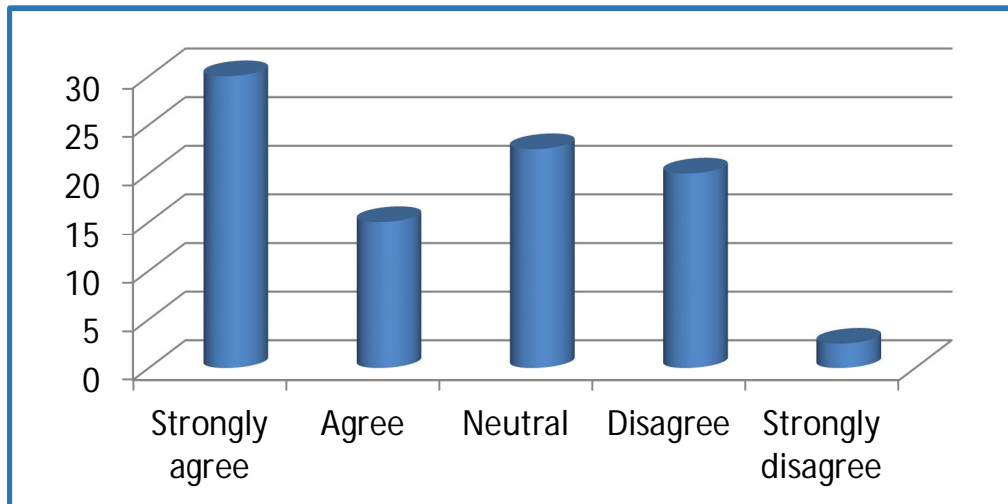
9-Third year students are not able to understand the native speakers.

Table (9)

Factor	Frequency	Percentage
Strongly agree	12	30
Agree	6	15
Neutral	9	22.5
Disagree	8	20
Strongly disagree	5	12.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

Figure 9



From table (9) and figure (9) we note that most answers of the individuals study is (strongly agree) by frequency (12) and percentage 30%, followed by (neutral) by frequency (9) and percentage 22.5% and then (disagree) by frequency (8) and percentage 20% and then (agree) by frequency (6) and percentage 15% and least one is (strongly disagree) by frequency (5) and percentage 12.5%.

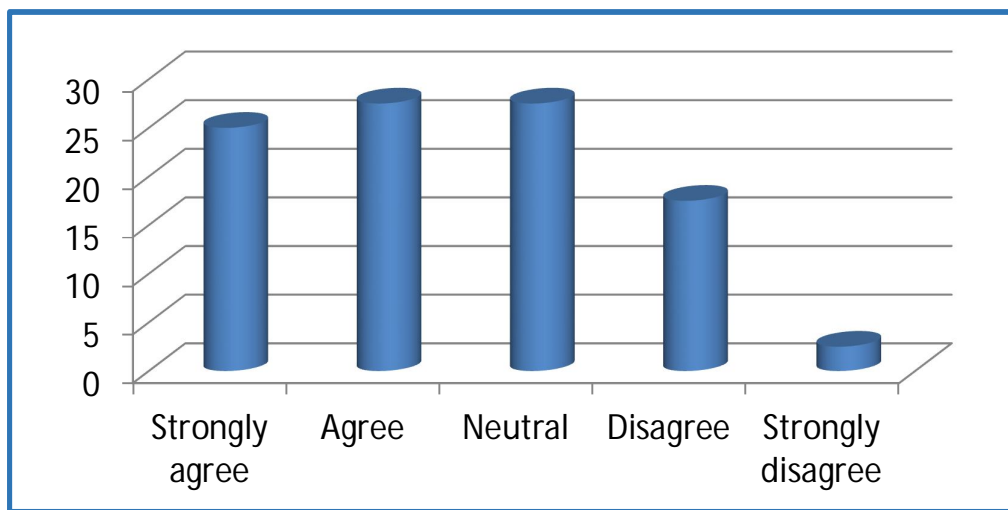
10-Third year students do not have time to practice English outside the class.

Table (10)

Factor	Frequency	Percentage
Strongly agree	10	25
Agree	11	27.5
Neutral	11	27.5
Disagree	7	17.5
Strongly disagree	1	2.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

Figure 10



From table (10) and figure (10) we note that most answers of the individuals study is both (agree and neutral) by frequency (11) and percentage 27.5%, followed by (strongly agree) by frequency (10) and percentage 25% and then (disagree) by frequency (7) and percentage 17.5% and least one is (strongly disagree) by frequency (1) and percentage 2.5%.

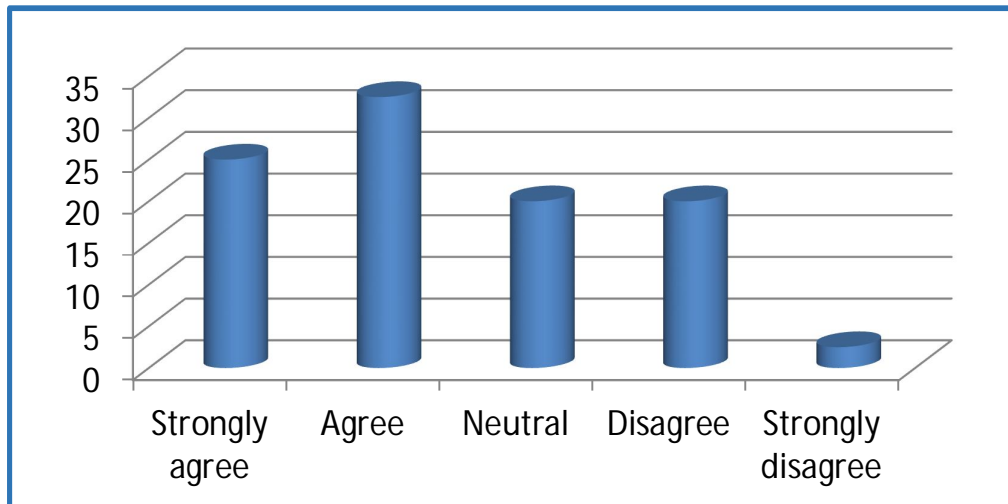
11- Third year students are not able to construct full sentence.

Table (11)

Factor	Frequency	Percentage
Strongly agree	10	25
Agree	13	32.5
Neutral	8	20
Disagree	8	20
Strongly disagree	1	2.5
Total	40	100

Source: prepared by researcher, using SPSS, 2015

Figure 11



From table (11) and figure (11) we note that most answers of the individuals study is (agree) by frequency (13) and percentage 32.5%, followed by (strongly agree) by frequency (10) and percentage 25% and then both (neutral and disagree) by frequency (8) and percentage 20% and least one is (strongly disagree) by frequency (1) and percentage 2.5%.

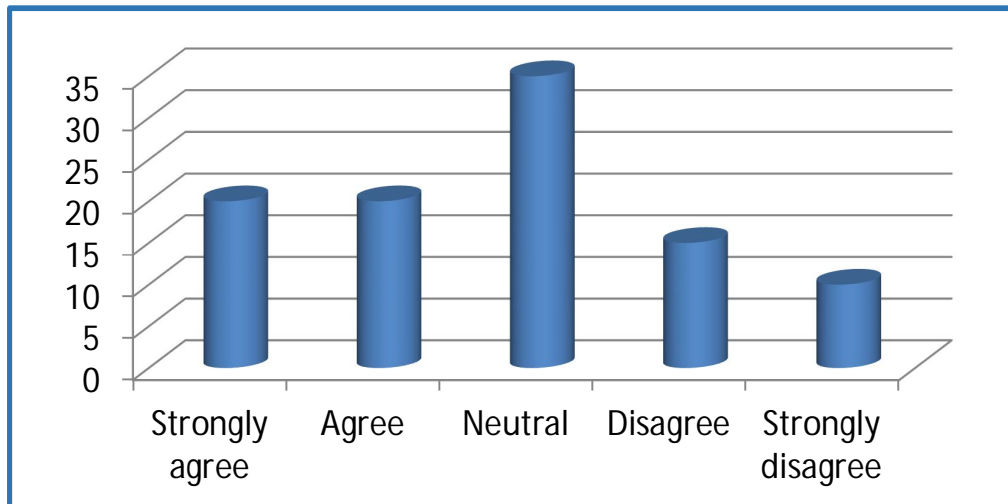
12- Third year students don't have self-confidence.

Table (12)

Factor	Frequency	Percentage
Strongly agree	8	20
Agree	8	20
Neutral	14	35
Disagree	6	15
Strongly disagree	4	10
Total	40	100

Source: prepared by researcher, using SPSS, 2015

Figure 12



From table (12) and figure (12) we note that most answers of the individuals study is (neutral) by frequency (14) and percentage 35%, followed by (strongly agree and agree) by frequency (8) and percentage 20% and then (disagree) by frequency (6) and percentage 15% and least one is (strongly disagree) by frequency (4) and percentage 10%.

Chapter Five

Recommendations and suggestions should be based on the findings and the results obtained from the analysis.

5-1 Conclusion:

This researcher has been important because a problems in a class three students in `English language fluency. Is a neglected situation at the universities. Actin was taken to discover the role of it in on the students.

It is rational for teachers to use their classes to solve the problems of reading among the students using the literature.

The recent study consists of five chapters as follows:

- Chapter on is the introduction and the frame work of the study.
- Chapter two covers the literature view in details, and then the previous studies.
- Chapter three is about the procedure, methodology, population sample and tools of the research.
- Chapter four is about data analysis and discussion.
- Chapter five is about conclusion, findings, recommendations, and suggestions of further studies.

Finally the researcher is expecting that the present study will give participation in teaching English language especially in intensive teaching the fluency.

5.2 findings:

Through this study it can said that applying speaking strategies as a whole is difficult. After analysis of the questionnaire which gives the following reasons comprise together to cause problems.

- 1- The practice of language skills affected by receiving different accents.
- 2- Words look alike are behind of affecting the language fluency among the students.
- 3- It is clear that vocabulary has less effect to speak fluency.

5-3 Recommendations:

After conducting this study. I highly recommended English Language teachers to help all the learners to help all the learners to do their best and to promote a change within language and to make emphasis on benefits of language fluency.

5-4 suggestions for further studies:

- 1- Universities and academic institutions have to accompany improving language fluency in their annual plan.
- 2- Further investigation has to be chosen on practice activities and instruction for provision of study.
- 3- Students since early classes should improve language skills to increase the fluency.
- 4- The role of using modern techniques. Such as group chatting, movies, video recording conversation in order to bring their fluency.
- 5- Students should avoid shyness and hesitation would affect their improvement forward.

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College of Education – Department of English

Questionnaire for M.Ed Students

Statement	Strongly agree	agree	Neutral	Disagree	Strongly Disagree
1- Third year students haven't problems in receiving different accents.					
2- Third year students haven't problems in using the words that look alike.					
3-Third year students don't have a lot of vocabulary.					
4-Third year students are not able to pronounce words correctly.					
5- Third year students don't have a background in speaking skill.					
6- Dictionary does not help in learning vocabulary.					
7-Third year students don't understand ambiguous meanings.					
8-Third year students are not motivated to participate.					
9-Third year students are not able to understand the native speakers.					
10-Third year students do not have time to practice English outside the class.					
11- Third year students are not able to construct full sentence.					
12- Third year students don't have self-confidence.					