Chapter One
Introduction

1.0 Background:

Speaking is one of the most important and essential skills that must be practiced to communicate orally. Learners who have ability in speaking will be better in sending and receiving information or message to another.

Languages are mainly used for listening, speaking, reading, and writing in intercommunication. Listening and reading are input competence, and speaking and writing are output competence. Among these the listening and speaking competence tends to be more important in human communication and daily life. The primary language of human being develops from listening and speaking. During the period without letters, the only way for intercommunication is speaking Sun, (2007).

As a very beginning skill acquired, speaking is one of the most important skills to be developed and enhanced as means of effective communication. For EFL students the question of how to increase communicative competence tends to be the most crucial one Morozova, (2002).

In fact, speaking is always linked with listening. As Terry Roberts and Laura Billings state, the importance of speaking and listening in an article in "Educational Leadership" (2008): Both speaking and listening are forms of thinking because they allow a nascent thought to be refined through conversation. The better a student's verbal communication skills the more quickly his or her thoughts about a complex topic gain clarity and coherence

(p. 3). In other words, we learn to think when we listen and when we speak. Students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening.

1.1 Statement of the Study Problem

As a long experience practitioner in the field of language learning, the researcher has noticed that EFL learners have no quite clear idea of how to develop their speaking skill. The area of communication is always big obstacle for them.

Sudanese EFL poor strategies of speaking:

It is noticed that most of Sudanese EFL learner have no clear strategies of how they can develop their speaking skill. Most of them rely on grammar mastering and vocabulary. Since none of the previous have big impact on developing EFL learners speaking skill, students lose the effective way of communication. Among many reasons causing speaking problem, is less exposure to the language and hence, less comprehension of the simplest conversation.

Since no lots of people speak English in areas of Sudanese EFL students, listening tends to be the most strategies that is needed to be developed in order to improve speaking skill.

1.2 Questions of the Study

To fulfill the aim behind conducting this study, the researcher rises the following questions:

1- To what extent developing listening strategies can help improving EFL students' speaking skill?

2- What are the factors preventing speaking skill development that listening is supposed to deal with?

3- Is there any relationship between the increase in listening activities and desire in speaking in English among EFL students?

1.3 Hypotheses of the Study

Based on the research questions, the researcher hypothesizes the following:

1- Developing listening strategies can greatly help improving EFL students speaking Skill.

2- Students are unable to comprehend and collaborate with others through discussion and evaluate what speaker says.

3- The more students listen the more idea they have about building sentence and starting conversation.

1.4 Objectives of the Study

The study tries to fulfill the following aims:

- Viewing how good listening strategies can improve EFL students' speaking skill.

- Looking at many strategies proposed by different scholars and instructors in helping EFL learners to overcome speaking problem.

- To see how different researchers review the current topic from different point of views.

1.5 Significance of the Study

Speaking is one of the most vital tools that people use to communicate; it is even earlier than the other language skills. It is worth investigating areas where learner can find easiest way to practice it. Shedding light on such topic takes its importance from the fact that speaking is the key factor towards mastering reading and writing and so learning foreign language. Reviewing the importance of listening strategies in improving speaking skill can become a key method that teachers can adopt in their classes.

1.6 Methodology

The study follows the descriptive approach where the researcher reviews the literature with relation to this topic. The study partially follows analytical method in discussing obtained data from the study sample. Oral test sessions are conducted for the sample of the study. The population of the study is number of Sudanese EFL students who study English within curriculum and courses through their educational career.

1.6 Limits of the Study

The study is limited to Sudanese EFL students at Alfarough secondary school in Khartoum state. No gender specification is considered for the study sample; for the entire sample consists of female students. The students study English only as a syllabus at the first year in their secondary level.

Chapter Two
Literature Review and Previous Studies

2.0 Introduction

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language Torkey, (2006).

Mastering speaking skill is the key to mastering the other skills of the language. Speaking comes as a result of exposure to the language which comes by listening. Scholar and instructors have dealt with so many issues concerning speaking skill improvement through listening.

In other words; listening comprehensively to a language is the trigger of its mastery. The current study pushes the researcher to clarify the influence of the listening skill on the speaking one, and to show how good listeners are fluent speakers.

Listening skills are essential for learning since they enable students to acquire insight and information, and to achieve success in communicating with others. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding.

The chapter tries to look at the literature and previous studies related to the study's topic.

2.1 Definition of Speaking

Mastering English language needs to master the entire skills productive one. Speaking skill occupied an important place in foreign language teaching and learning, as argued by Nunan, (1991:39):

> *To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.*

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and the top down approach. Explaining the bottom up view, Bygate (1987: 5-6) points out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units-sounds and move through mastery of words and sentences to discourse (Cornbleet & Carter, 2001: 18).

Speaking is an active or productive skill deserves more attention in both first and foreign language because it reflects people's thought and personalities. In fact, we judge people according to their speaking skill. Hedge, (2000) views that speaking is "*skill by which they are judged while first impression are being formed*" (261). In addition, speaking is skill whereby others are recognized from what they are saying and how they are thinking, so it demands special care like other language skills.

2.2 Importance of Speaking

No doubt that biggest concerns of EFL including ESP learners is to reach a level where they can communicate easily and effectively in English language. The desire of learners to master speaking skill is sometimes faced by the difficulties they find in their way.

For many people, the ability to speak English is so important. It has often been viewed as the most demanding of the other four skills. For that, we frequently ask the question "Do you speak English?" to foreign language learners rather than asking them "Do you write in English?". The question shows the importance of speaking as skill because mastering this skill means mastering other skills, as Ur, (2000:12) states "*of all the four skills, speaking seems institutively the most important: people who know a language are referred to as 'speakers' of the language, as if speaking included all other kind of knowing*".

Speaking skill demands to be skilled in the other language skills. Therefore, with speaking, students can improve their writing skill and develop their vocabulary and grammar. In addition, good speaker need to good listener to improve his/her oral-aural skill. For instance, EFL learners can express themselves, argue, give opinions, ask, request and do other functions of language. So far, speaking is very important inside and outside classroom as well as speaking is a complex process whereby people sending and receiving messages verbally or one verbally Loubazid,M. (2012:7).

For ESP learners, peaking is even critical, for they depend on their skill to discuss with their teacher unsolved problems or specific matter.

2.3 Aspects of speaking:

Eventually, aspects of the speaking skill need to be closely scrutinized

and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

a. Speaking is face to face:

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. "Do listeners understand? Are they in agreement? Do they sympathize (Cornbleet &Carter, 2001: 16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication

(El Fayoumy, 1997: 10, Widdowson, 1998 & Burns, 1998).

b. Speaking is interactive:

Whether we are speaking face-to –face or over the telephone, to one

person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet & Carter, 2001: 27)

Turn taking, a main feature in interaction, is an unconscious part of

normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Mc Donough & Mackey, 2000: 84).

c. Speaking happens in real time:

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000: 368).

These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing.

Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001: 27). This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, selfcorrection, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987: 21; Foster et al., 2000 and Hughes, 2002: 76).

Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

2.4 Purpose of speaking:

It was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse.

In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989: 27). Clearly, in this type of interaction,

accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richards, 1990: 54- 55). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002: 26).

On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It plays an important social role in oiling the wheels of social intercourse (Yule, 1989: 169). Examples of interactional uses of language are greetings, small talks, and compliments.

Apparently, the language used in the interactional mode is listener oriented. Speakers' talk in this type tends to be limited to quite short turns (Dornyei & Thurrell, 1994: 43 and Richards, 1990: 54-55).

However, in spite of the distinctions between the two types, in most circumstances, interactional language is combined with transactional language.

This helps to ease the transactional tasks to be done by keeping good social relations with others. In, other words, we can say that speakers do one thing by doing another (Brazil, 1995: 29). So both purposes can be viewed as two dimensions of spoken interaction.

Analyzing speaking purposes more precisely, Kingen (2000: 218) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

1- **Persona**l - expressing personal feelings, opinions, beliefs and ideas.

2. Descriptive- describing someone or something, real or imagined.

3. **Narrative**-creating and telling stories or chronologically sequenced events.

4. **Instructive**-giving instructions or providing directions designed to produce an outcome.

5. **Questioning**-asking questions to obtain information.

6. **Comparative**-comparing two or more objects, people, ideas, or opinions to make judgments about them.

7. **Imaginative**-expressing mental images of people, places, events, and objects.

8. **Predictive**-predicting possible future events.

9. **Interpretative**-exploring meanings, creating hypothetical deductions, and considering inferences.

10. **Persuasive**-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

11. **Explanatory**-explaining, clarifying, and supporting ideas and opinions.

12. **Informative**-sharing information with others

2.5 EFL Learners' Problem in Speaking

2.5.1 Linguistics Problems

According to Thornbury, (2005) who states that:

Being skillful assumes having some kind of knowledge base… knowledge that is relevant to speaking can be recognized either as knowledge of feature of language (linguistic knowledge)or knowledge that is independent of language (extra linguistic knowledge)" (p.11).

He emphasizes that linguistic knowledge plays an essential role in speaking skill. If any feature from this knowledge is lacking or poorly performed, students can find problems within their speaking development. These difficulties are due to lack of vocabulary, pronunciation mistakes and grammar mistakes.

2.5.1.1 Lack of Vocabulary

Vocabulary stands as the strongest base a language learner rely on when he/she begins to speak. Names and labels of different things in real life help clarify what the speaker tries to explain.

To achieve oral skill students need the appropriate election of words when they are speaking, and using these words and expression accurately. Thornbury, (2005) states that "*spoken language also has a relatively high* proportion of words and expression" (p.22).

Thus learning foreign languages requires a great knowledge of its vocabulary, the phenomenon in our ESP classes is that student often find some difficulties when they try to express what they want to say because they find themselves struggling their limited words and expression. Therefore, these limitations of vocabulary affect the amount of their participation in speaking activities.

In Sudan International University for instance, students struggle to express simple thoughts in English, put aside their ability to discuss their teacher in specialization.

2.5.1.2 Grammar Mistakes

Grammar as a corner stone of every language syntax need to be mastered very well by the learners. In fact, grammar knowledge is one of most important aspects of being a professional in speaking skill, EFL including ESP learners have to achieve this knowledge to improve their oral ability without any handles. However, students often prefer to keep silent rather than producing ungrammatical structure of expression because they are scared about being ridiculer behind their teachers and classmates.

As Davies and Pearse, (2000) states

"*Many people do not like speaking in front of large group of people. This is especially true in a foreign language, we may worry about producing utterances with many errors or oddities in them.* " (p.82).

Thus, a grammatical mistake is one of the barriers that prevent students of foreign language from participating in any speaking activities.

2.5.1.3 Pronunciation Mistakes

Speaking a language, English, means having a good pronunciation because the way of pronunciation is the first thing that students are judged and evaluated. EFL students have to practice their pronunciation and to be aware of the different rules of sounds and stress, intonation….etc. Bada, Genc and Ozkan (2011) assert the importance of pronunciation in speaking skill "*in speaking, they compete with limited time to recall words, and also take care of their pronunciation…speaking is often dealt with at pronunciation level*" (p.122).

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Usually students have unpronounced speech that reflects lack of experience with English sounds, rhythms and words stress and student's poor listening to native speaker or because of teacher's mispronunciation as non-native speaker. Therefore, pronunciation mistakes are one of the main factors that impede the students from doing their speaking activities freely and without any stress. This is the reason that lead to difficulty of speaking.

2.5.2 Psychological Barriers in Students' Speaking Problem

It is believed that, psychological issues have their say in shaping students' problem in communication in general. They play different-side role whether it is positive or negative, much more they decide whether students can enhance their speaking ability or not.

The psychological barriers of the EFL students including ESP as well in oral English communication are the psychological negative emotions that prohibit their performance in English as a foreign language. Students may experience different psychological barriers including lack of self-confidence, anxiety, shyness and fear of mistakes….etc Loubazid, (2012).

2.5.2.1 Lack of Self-confidence

Self-confidence plays vital role in deciding the desire of someone to speak. In many class, some students prefer to keep their ideas to themselves because they are not sure about the strength of their abilities or hesitate to participate in the oral tasks. Students are hardly believing in their skill to speak English or even facing their teachers and classmates or simply they

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have not the confidence in themselves. Thus, lacking self-confidence leads them to say a few words to avoid making mistakes and embarrassment. In many occasion lack self-confidence prevents students from even taking the first step towards mastering speaking skills, and ESP students at Sudan International University are a living example.

2.5.2.2 Shyness

Shyness is purely psychological problem that EFL students are suffering from. Shyness is the most obstacles that students of English for specific purpose face because they feel uncomfortable to speak in front of their teachers. Students often do not participate in any communicative activities naturally because of shyness, even they sometimes avoid any discussion during the class because of the same reason.

2.5.2.3 Fear of Making Mistakes

Students do not participate in any oral activity for they are worried about making mistakes, fearful about public correction. They hardly express themselves in foreign language. Fear of mistake is a psychological that most students face when it comes to speaking, they find it embarrassing when they are corrected or comments are made about their speaking performance.

As Ur, (2000) states "*Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.*" (p.111). Therefore, fear of making mistakes can be considered as another obstacle for students' speaking problem.

2.5.2.4 Anxiety

Anxiety is one of the main handles for many EFL learners. Anxiety is the negative emotion that created trouble in learning process for the students. Anxious students do not learn well as well as do no communicate effectively in classroom situation. Virginia, (2009:55) supports that

"*Many students don't learn when they are fearful, anxious, apprehensive, or scared. Students do not communicate effectively with us [teachers] when they are fearful, anxious, apprehensive, or scared to communicate with us. Students don't complete tests well when they are fearful, anxious, apprehensive, or scared of testing situations. Simply put, students don't do well in the classroom environment when they are fearful, anxious, apprehensive, or scared.*"

The clear example of anxiety is that when students try to participate in the classroom or when they try to explain something to their teacher, so they feel uncomfortable about speaking English in front of their classmate. As Littlewood, (1981) states that "*it is too easy for a foreign language classroom to create inhibition and anxiety*" (p.93).

2.5.3 Poor Listening Practice

Listening is one of the types of languages exposure that EFL learners need as well as ESP students who want to master speaking skill that can help them in their educational career. Poor listening practice can be added to the previous main problems. Many students know all the rules of English language; however, they find many problems when they try to speak and interact with people. These are because they do not understand the other speakers. Listening comprehension plays major role in understanding the

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different function of English language to help students in making further contribution to any discussion and conversation.

2.6 Students Challenges in Learning Speaking Skill

EFL students face many difficulties within the classroom during their learning process among them,

2.6.1 Linguistic Problems

Is the ability to communicate correctly in English is the main goal of any speaker (EFL students in particular).

2.6.1.1 Fluency

It's the ability to produce speech without hesitation. According to Hedge (2000:261) who claims that

Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation.

Through here, we can notice that the most difficult challenge in learning English is speaking fluently following certain features which give the students' speech a sign of being normal and natural with clear logical connection of ideas. Moreover, the proficiency to use the items of the conversation coherently without hesitation, and this is the challenge that most of our students cannot rich it. According to Trunbury (1999:93) "fluency is a skill, it is the ability to process the language speedily and easily". In fact most of students misrepresent and confuse their ideas when they attempt to perform their own practice.

2.6.1.2 Accuracy

Accuracy is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar and vocabulary and other skills. To

achieve accuracy the learner need to devote some attention to the form i.e. "getting it right". It is often difficult for the learners to focus on the form and meaning at the same time. Accuracy requires attention and this latter need to time. Researchers suggest that learners are

more accurate the more time they have available (ibid: 93).Among other difficulties have a relation with pronunciation; the words that are difficult to pronounce are more difficult to learn. Potentially; difficult words will be those that contain sounds which are unfamiliar to some groups of learners. (Trunbury, 2002: 27).so intelligible comprehensible pronunciation of speech is important and it's considered as a key to

avoid pronunciation errors which frustrate successful communication.

2.7 Listening and Speaking Relationship

In many cases, listening should lead naturally into speaking; there is "a natural link between speaking and listening" (Brown, 2000:275). That teacher should pay attention to and not hesitate to incorporate these two skills in the teaching process. In fact; both skills listening and speaking happen to gather the link is so clear in almost all the activities used to teach speaking they both strengthen each other.

2.7 Developing Speaking through Good Listening Strategies

Listening skills are essential for learning since they enable students to acquire insight and information, and to achieve success in communicating with others. Life within and outside university affords many listening opportunities, but some students fail to seize them because they let their minds wander or they may concentrate on what they want to say themselves rather than on what a speaker is saying.

Listening is a communication method that requires the listener to understand, interpret, and assess what they hear. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding Sharma, (2011:13).

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

2.7.1 Concept of Listening Skill

According to (Rost 2009), listening is one of the words we use in everyday life without thinking deeply about its meaning. Yet the listening skill is an active and vital mental ability. It is also one of the essential means helping us to understand the world around us, and one of the prerequisite components in establishing successful communication.

The listening skill is one source of information, and since it is so, it carries a major importance in foreign language learning particularly English, as it plays an important role in language acquisition.

According to (Saricoban 1999) quoted in (Khaled 2010), the listening skill means the learners' ability to pick up what the speaker is saying and to grasp the intended meaning behind any spoken or recorded messages. From that we can categorize two tasks the learner does; the first concerns understanding the speaker's grammar, vocabulary and intonation, while the second refers to interpreting the implied meaning of the speaker. The skilled person is the one who can do both tasks in the same time.

2.7.2 Advantages of being a Good Listener

1. If you learn how to listen to others, the others will listen to what you have to say as well, they will respect you because you show respect to them by listening. You're words will have a greater influence on other people. This is a great thing! Just imagine having a greater influence on your children, friends, family, work colleagues. Wouldn't this be wonderful?

2. By being a good listener, you can learn more about the people you talk to, you can make new friends and have a better life, both personal and professional. What if you could be good friends with almost everyone you talk to? How would you feel if your boss was your friend? How about your neighbors, colleagues or even customers? It can all be possible if you only listen to others more.

3. By becoming a good listener you could even improve existent relationships. When people will see that you've become more attentive to what they say they will treat you better and you will then realize the importance of listening. Just think: wouldn't you

treat someone better if they were listening to you and support you?

4. Having good listening skill will help you improve conversation skills.

This way you will be able to avoid a lot of misunderstandings or confusions. You could also stop possible conflicts even before they start. As you see there are some important benefits of being a good listener, and I'm sure you can dig out more if you try. You should always remember that by doing active listening activities you will become better and better at this. So, what are you waiting for? You should be out there, improving listening skills right now?

2.7.3 Listening Strategies

Listening strategies are techniques or actions that provide directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background information activates a set of expectations that assist the listener to interpret what he has heard and anticipate what he will hear next. These are listener based-

- Listening for the major idea
- Predicting
- Drawing assumptions
- Cutting

The listener depends on the language in the message, that is, the arrangement of words, sound, and grammar that creates meaning. These are text based -

- Listening for specific information
- Recognizing cognates
- Recognizing word-order patterns

Listeners who follow the strategies, they plan and evaluate their listening.

They plan by deciding which will be the best listening strategies in a particular situation. They assess by determining whether they have achieved their listening comprehension goals.

2.8 Related Previous Studies

Many researchers have tackled the issue of solving speaking problem among EFL learners through different proposed solutions. Few researchers has considered developing listening strategies as a key solution to the problem. The following are studies conducted with relation to the current study topic.

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(1) Study of Wencheng Sun (2009). Improving Speaking by Listening Cultivating English Thinking and Expression.

Aim of the study:

The study investigates how students of Business Sector can improve their speaking through listening.

Findings:

Listening occupies a great scale in language learning and it proves that listening to speakers can enrich learners ability in syntactical grammatical aspect along with cultural aspect.

Recommendations

In listening trainings, teachers should instruct and influence on students' thinking to learn all listening skills imperceptibly, and motivate their enthusiasm and subjective initiative.

(2) study of Floriasti (2013). Improving speaking skills through the use of integrated listening and speaking material for student teachers.

Study aims:

The study investigates the improving speaking skills through integeratted listening.

Tools and methodology:

The researcher carried out some observations in three speaking classes. Based on the observations, there were many errors done by the students when speaking. The study follows descriptive and partially analytical approach in collecting and analyzing the data.

The research was a collaborative action research study. The research tried to improve speaking skills through integrated listening and speaking material for student teachers of PBI academic year 2012/2013.

Findings:

Listening strategies gave students extra help in comprehending the messages, grammar form, pronunciation, and vocabulary. Training the use of listening strategies facilitates L2 listening comprehension and L2 learners can and should be taught how to use listening strategies

2.9 Summary of the Chapter:

The chapter has discussed the relationship between speaking skill improvement and good listening strategies. The previous studies were discussed with the findings and tools used.

Chapter Three
Research Methodology

3.0 Introduction

In this chapter the researcher reviews the methodology adopted in the study. The sample used and the method of data collection along with procedure followed is discussed as well. The researcher reviews also the validity and reliability on data collection and analysis.

3.1 Methodology

In its quest to reach the desired outcome, the study has adopted the descriptive analytical method where primary data have been collected from students' oral test. The discourse analysis has been done on their produced text. The secondary data source was obtained from literature review done with regard to study topic and the previous studies. The reason behind adopting such method is to get a qualitative view of the problem. The test shows the actual performance of the students and it guarantees the desired result in the light of the proposed hypotheses. The two methodologies combined can give a full picture of the problem's aspects.

3.2 Study sample

Out of the entire population available, the researcher has chosen (50) students who study at Alfarough secondary school. The sample has

been into two groups where each group sat for listening sessions. The researcher has asked the two groups to speak in the same topic and their spoken performance was evaluated as it is seen in the next chapter.

3.3 Tools and Instruments

The only tool used in this study is an oral test designed for students which was based on listening sessions conducted for the students. The questions of the test required from students to speak about one topic. The evaluation of students' speech has been done before and after the listening sessions.

3.3.1 The Test

The test was done to obtain the required results about the effect of listening on enhancing and developing speaking. Two sessions were conducted where students apply two different activities. All the activities are done orally, where teacher asks students to practice speaking according to what they have listened. The test activities cover the claim of the research hypotheses.

3.4 Procedures

The researcher has conducted sessions for the sample of the study and the researcher asked them to carefully listen to two different audio clips. For paving the way for students to give the perfect performance, the researcher advised participants to take the test in an empty classroom in their free time without giving their names. The data have

been collected then and analysis was done through corpus analysis measure where the collected speeches have been converted into texts.

A functional analysis was done for the obtained data. The researcher provides comments for further demonstration.

3.5 Validity and Reliability

For accuracy and guaranteed result, the researcher has consulted experts in the design of the test. Some modifications were made and the final version of the paper was printed.

The reliability analysis was done through SPSS program and the result was obtained with degree of 81.4% which indicates the reliability of the test questions.

Chapter Four

Data Analysis, Result and Discussion

4.0 Introduction

In this chapter, the researcher analyzes the obtained data from students' oral test using qualitative method. The tables of results are accompanied with brief comments.

4.1 Data Analysis and Discussion

(A): Test Analysis

In the following section, the researcher analyzes the oral test conducted for the students through qualitative method based on different aspects of speaking. The results are represented in tables and charts with frequencies and percentages.

Table (4-1): Analysis of Vocabulary (Names)

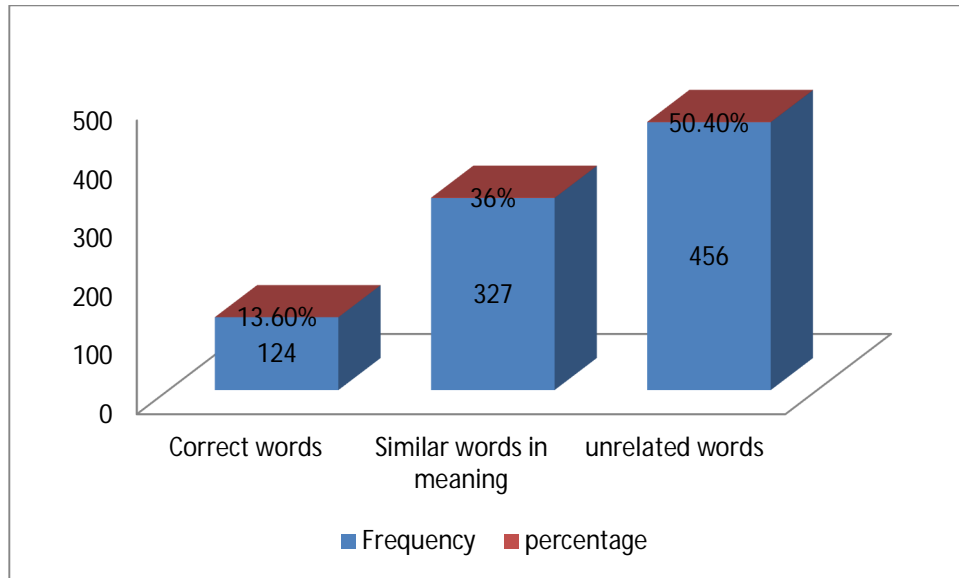| Category	Frequency	Percentage
Correct words	124	13.6%
Similar words in meaning	327	36%
unrelated words	456	50.4%

Figure (4-1): Vocabulary Analysis

The table and the graph show the corpus analysis of students' speech with regard to using vocabulary. Most of the students substitute the actual word of particular meaning with indirect representation. Out of total (907) used words, the students use (124) correct names in their speaking, (327) similar words in meaning and (456) unrelated words. The percentages are (13.6%), (36%) and (50.4%) respectively.

It is noticed that students lack the vocabulary knowledge that enables them to express their thoughts. It is believed that, vocabulary plays great role in speaking and any lack of such knowledge impacts students' spoken performance. Students tend to use unrelated words with literal translation of Arabic words.

Table (4-2): 'Verb Tense Using' Analysis:

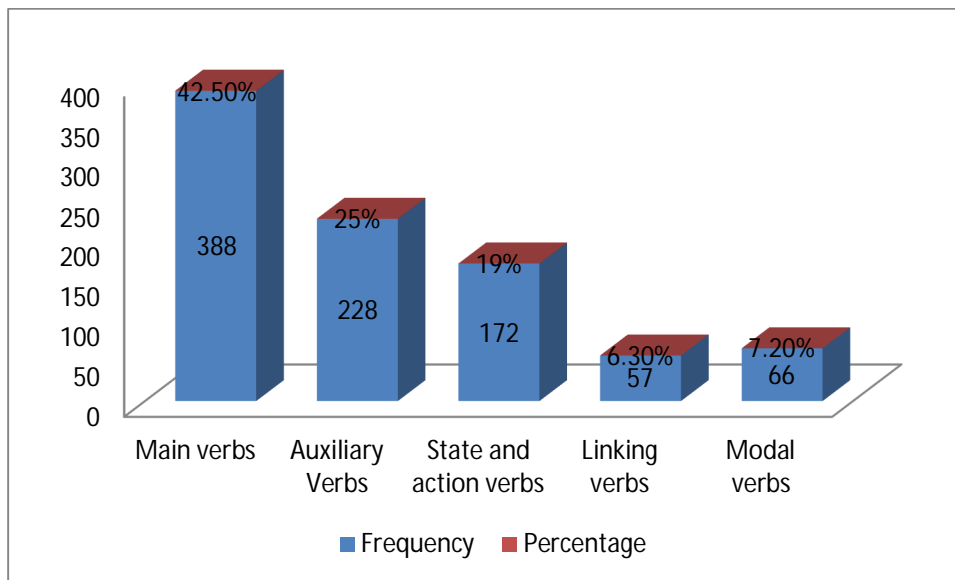| Category	Frequency	Percentage
Main verbs	388	42.5%
Auxiliary Verbs	228	25%
State and action verbs	172	19%
Linking verbs	57	6.3%
Modal verbs	66	7.2%
Total	911	100%

Figure (4-2): Verbs Tense Using

(29)

The table and the graph above show the analysis of using verb types within students' speech. It is noticed that, students use main verbs (388) times, which more than any type of verbs within their speech with percentage (42.5%). Students also use auxiliary verbs (be, do and have) (228) times with percentage (25%). When it comes to using state and action verbs, (172) have managed to use verbs such as (watching, thinking) in their speaking with percentage of (19%). Students rarely use linking verbs in their speech as it is shown in the table with (6.3%). Using modal verbs (can, could, would…etc) is just as using modal verbs; students hardly can use such types of verbs correctly in their speaking.

The result indicates that students mostly use the main verbs when building the sentence although their performance after the listening session has developed better.

Grammar knowledge Analysis

Using verbs states

After the analysis of students' corpora, the researcher has noticed that students still have difficulties in distinguishing verb states. As most of the students use past tense and present tense interchangeably, listening to native speakers proves to be of great role in developing students' grammar.

Using Pronouns

Before conducting the listening session, it was noticed that students have big issue in referencing. They hardly can use the correct pronoun to reference to someone. Most of the students show problem of replacing subject pronouns with object pronouns and vise versa. Misusing pronouns is a common problem among EFL students especially using objective and possessive pronouns for subjective ones.

Using connective devices

The result of corpus analysis reveals that students have the very weakest knowledge about connective devices. This result can be referenced back to the concentration of grammar lessons developing on reading and writing without teaching students how to use such devices. Listen to the people way of connecting ideas proved to be of great help to EFL speakers. The pre-oral test reveals such problems among the students while the past-oral test showed progressing in students' speaking skill.

Awareness of tenses

Based on their writing skills students can recognize different tense patterns easily. But when it comes to speaking, most of the students failed to use tenses with correct meaningful grammar. No present perfect tense ever used in students speak, although one of the listening audio shows that clearly.

Intonation

From the corpus analysis, the researcher notices that most of the students speak with one continuous note of speaking. They pursue the speaking without paying any attention to intonation and variation in the sound pitch. This problem is still accompanying the students because of the lack of speaking activities in the syllabus.

Pronunciation

The issue of pronunciation is one of the major concerns of many researchers (e.g. Osman, (2014)) who have investigated in the problem's cause. Most of the researchers related that with the mother tongue interference and the difference in sound production of particular letters in English (e.g. *p*).

Students speak in their Arabic style without any commitment to pronunciation rules of English. We sometimes hear sentences such (*…there are three beoble in the house…, or sree...etc*). Such pronunciation difficulties are common among EFL students.

(B): Questionnaire Analysis

The following lines describe results that are obtained from the teachers' questionnaire. The Chi-squire is used to validate each of the hypotheses. The analysis is quantitative and it shows the general point of view of the teachers on the methodology followed by the researcher in tackling the problem of speaking.

Table (4-3): Frequency and percentage of Hypothesis One

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The more students listen to English the more they will improve their vocabulary.	1	1	12	11	5
	3.3%	3.3%	40.0%	36.7%	16.7%
Listening helps students improve their pronunciation skills.		3	3	18	6
		10.0%	10.0%	60.0%	20.0%
Increased listening make students familiar with lots of expressions and idioms.		1	7	12	10
		3.3%	23.3%	40.0%	33.3%
Listening to native speakers improves students' speaking skills in terms of fluency and accuracy.			5	20	5
			16.7%	66.7%	16.7%

The table above shows the frequency and percentage calculation of the first hypothesis. As shown in the table, the maximum response is (12) with percentage 40% which means teachers remain neutral.

The second statement shows that most of the teachers agree that "*Listening helps students improve their pronunciation skills*" with percentage (60%). The third statement is typically like the previous one with maximum (40%) goes to 'Agree'. The last statement shows that (20) of the teachers agree that "*Listening to native speaker motivates students in improving their speaking*

skills in terms of fluency, idea arranging and making easy sentences". The maximum percentage is (66.7%) for 'Agree' response.

Table (4-4): Chi-squire analysis of hypothesis one

Statements	Chi-Square(a,b,c)	df	Asymp. Sig.
The more students listen to English the more they will improve their vocabulary.	18.667	4	.001
Listening helps students improve their pronunciation skills.	20.400	3	.000
Increased listening make students familiar with lots of expressions and idioms.	9.200	3	.027
Listening to native speakers improves students' speaking skills in terms of fluency and accuracy.	15.000	2	.001

The above table shows the Chi-square statistics' result. As shown from the table chi-square values are (18.667, 20.400, 9.200, 15.000). The second column shows the degree of freedom (df) which equals (N-1). The last column represents the significance of a particular statement. As shown in each column the values of the (Sig) are (.001, .000, .027, .001) and are all less than (0.05), the standard significance value in Chi-squire. The statistics prove that teachers agree totally with the statements of this hypothesis.

Table (4-5): Frequency and percentage of Hypothesis two

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
EFL Students face problem in speaking because lack enough exercise listening to native speakers.		2	8	16	4
		6.7%	26.7%	53.3%	13.3%
Less topical knowledge prevents EFL learners from developing speaking skills.	1	2	6	12	9
	3.3%	6.7%	20.0%	40.0%	30.0%
I don't teach listening in the class.		1	10	13	6
		3.3%	33.3%	43.3%	20.0%
The teaching methods followed negatively affect students' speaking skills.		3	8	17	2
		10.0%	26.7%	56.7%	6.7%

The table above shows the statistics of the second hypothesis "". As it is shown in the table, most of the participants (16) agree with the statement "*EFL Students face problem in speaking because lack enough exercise listening to native speakers*" with percentage (53.3%). Same thing can be seen in the second statement of this hypothesis, most of the teachers agree with the claim that says "*Less topical knowledge prevents EFL learners from developing speaking skills*" with percentage of (40%). In the third statement, teachers are divided mainly into two parts neutral (10) and agree (13) with respective

percentages (33.3%) and (43.3%). The last statement "*The teaching methods followed negatively affect students' speaking skills*" shows that most of the teachers agree with its claim with percentage (56.7%).

Table (4-6): Chi-squire analysis of hypothesis two

Statements	Chi-Square(a,b)	df	Asymp. Sig.
EFL Students face problem in speaking because lack enough exercise listening to native speakers.	15.333	3	.002
Less topical knowledge prevents EFL learners from developing speaking skills.	14.333	4	.006
I don't teach listening in the class.	10.800	3	.013
The teaching methods followed negatively affect students' speaking skills.	18.800	3	.000

The table shows the Chi-square analysis of the second hypothesis "". The values of the chi-squire are (15.333, 14.333, 10.800, 18.800). The column of the significance values shows that all the values fall below the standard sig value (0.05) so it can be said that the participants agree totally with the hypothesis.

Table (4-7): Frequency and percentage of Hypothesis three

Statements	Disagree	Neutral	Agree	Strongly agree
My students' mood for speaking change positively when they more listen to English.	1	13	11	5
	3.3%	43.3%	36.7%	16.7%
Students get motivated when they are challenged to imitate native speakers.	3	8	17	2
	10.0%	26.7%	56.7%	6.7%
If EFL learners are described as good speakers they engage more in speaking activities.	2	8	17	3
	6.7%	26.7%	56.7%	10.0%
The more students listen the more they are encouraged to speak and carry on listening.		10	17	3
		33.3%	56.7%	10.0%

The table above represents the frequency and percentage of the third hypothesis. As it is shown, most of the participants (13) are neutral to the first statement "*My students' mood for speaking change positively when they more listen to English*" with percentage (43.3%). In the second, third and fourth statements the maximum percentage is (56.7%) for each which represents 'Agree' response. It shows clearly that teachers agree with the statements and hence with the hypothesis.

Table (4-8): Chi-squire analysis of hypothesis three

Statements	Chi-Square(a,b)	df	Asymp. Sig.
My students' mood for speaking change positively when they more listen to English.	12.133	3	.007
Students get motivated when they are challenged to imitate native speakers.	18.800	3	.000
If EFL learners are described as good speakers they engage more in speaking activities.	18.800	3	.000
The more students listen the more they are encouraged to speak and carry on listening.	9.800	2	.007

The table shows the Chi-square analysis of the third hypothesis "". The values of the chi-squire are (12.133, 18.800, 18.800, 9.800). The values of the significance are (.007, .000, .000, .007) and it is a proof that the teachers are in total agreement with the hypothesis' claim.

4.2 Summary of the Results:

The listening strategies that were followed in listening sessions proved to be helpful for students to improve their speaking skills. Audio clips of native speakers' dialogues were played to group of students and then other activities of sessions of speaking were held for the students.

The students who enrolled in the listening sessions showed a much better progress in different aspects of speaking. Many of them have

been motivated to be sound like native speakers which was a positive factor. The listening strategies used reveal that the more students are exposed to language, the better they speak.

Based on the analysis applied to the questionnaire papers, the results showed that teachers have given positive responses about the statements of the three hypotheses. The average percentage of the participants in the questionnaire was (56.7%) which represents 'Agree'. The Chi-squire values showed much significance about the three hypotheses with values fall below (0.05) which is the standard significant value.

4.3 Summary of the chapter:

The chapter analyzes the obtained data from students' oral test. Frequencies and percentages are calculated along with brief comments for every table. The teachers' questionnaire was analyzed through SPSS and frequencies and percentages were calculated along with the value of (Sig) for each hypothesis.

Chapter Five

Findings, Conclusion, Recommendations and Suggestions for Further Studies

5.0 Findings

Based on the analysis, the study has reached into some findings, the most important ones are:

1) Developing listening strategies helps students a lot in terms of enriching vocabulary, grammar knowledge and idea organization. The more students listen, the more they improve in speaking skills.

2) Most of the students show problem in using subject pronouns when they speak about themselves. They misuse for example, objective pronouns for subject pronouns.

3) Students show sign of weakness in pronouncing words, especially (*P....and th*). These sounds are not found in their mother tongue.

4) The strategy used in the listening sessions has helped students to recognize how to use different intonation in their speech. Students prior the listening sessions have problems in intonation; they nearly speak with affirmative style or interrogative style.

5) English language teachers who undergo the questionnaire agree with the claim of the study hypotheses with percentage of

(56.7%). The chi-squire analysis applied showed that the significance value falls below the standard measure (0.05).

6) Most of the participants asserted that the methods of teaching speaking are inappropriate or messing in most of the time. Teachers do not conduct listening sessions or speaking activities during English class.

7) Most of the teachers agree that listening motivates students to speak the more they listen the more they speak.

5.1 Conclusion

Developing good listening strategies is always proving to be the best way EFL students can improve their speaking skill through. Researchers have asserted that listening to native speaker can be a motivating tool for the EFL learners as well as a good tool for grammar knowledge and good pronunciation.

The main aim of this study was to demonstrate the Role of Students' Improved Listening in developing their Speaking Skills. To achieve the desired goal of the study, descriptive approach was used along with test and questionnaire papers as tools for data collection. The research has been divided into five chapters; the first chapter is an introduction to the research methodology and framework. In the second chapter, the researcher reviews the topic of the research in literature. The third chapter is the methodology of the research, while the fourth chapter is data analysis where the researcher discussed the obtained results. The fifth chapter concludes the research with findings and some recommendations. The researcher also provided some suggestions for further studies.

5.2 Recommendations

Based on the study results, the researcher proposes the following recommendations for further studies in the field of listening and speaking:

1) Speaking is the core skill that students need to develop in their primary and secondary level even before university. Teachers have to adopt strategies, such as listening to improve students' speaking skill.

2) Teachers need to motivate students in developing their listening potentials by showing them the correct pronunciation of the words. Correct pronunciation is the key factor in listening.

3) Curriculum designers and those who are in charge of managing teaching process need to consider adding listening activities to the subjects. The activities are recommended to easy for students to understand.

4) Arranging the units of English subject according to the four skills where listening and speaking come first and then reading and writing could be effective.

5.3 Suggestions for further Studies:

The following suggestions may be helpful in conducting further studies:

1) Conducting a research that investigates the relationship between vocabulary, grammar knowledge and developing speaking.

2) The current research takes secondary school students as a sample, conducting the research with consideration to linguistic background and mother tongue interference would be helpful.

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Appendix

Sudan University of Science and Technology

College of Graduate Studies

Faculty of Languages

<u>**Students' Test**</u>

Section One:

Listen to three students talking about themselves. What is each of the students talking about?

Activity: Work in pairs with your partners.

> You (as Student A) meet student B for the first time. Ask student B questions about her. Use the previous ideas you have been given.

Section Two:

Listen to a boy describing an experience he had.

Activity: Work in pairs. Describe event from your own school (Teacher selects).

*All the activities are done orally, where teacher asks students to practice speaking according to what they have listened.

<u>Teachers' Questionnaire</u>

Below is a questionnaire that's designed to investigate the "Role of Students' Improved Listening in Developing their Speaking Skills". Your opinion can play a vital role in deciding the results, so make sure you've given the correct response. We do appreciate your cooperation.

Regards,

Rihab Abd El-Rahman, M.A Candidate

1) **<u>General Information</u>**: Tick (✓) the appropriate choice

Gender:

Male ☐   Female ☐

Experience

1- 5 years ☐   5-10 years ☐   more than 10 years ☐

Language division:

Linguistics ☐   communication ☐   other ☐

2) **Statements:** Respond with a tick (✓)

No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1)	The more students listen to English the more they will improve their vocabulary.					
2)	Listening helps students improve their pronunciation skills.					

3)	Increased listening make students familiar with lots of expressions and idioms.					
4)	Listening to native speakers improves students' speaking skills in terms of fluency and accuracy.					
5)	EFL Students face problem in speaking because lack enough exercise listening to native speakers.					
6)	Less topical knowledge prevents EFL learners from developing speaking skills.					
7)	I don't teach listening in the class.					
8)	The teaching methods followed negatively affect students' speaking skills.					
9)	My students' mood for speaking change positively when they more listen to English.					
10)	Students get motivated when they are challenged to imitate native speakers.					
11)	If EFL learners are described as good speakers they engage more in speaking activities.					
12)	The more students listen the more they are encouraged to speak and carry on listening.					

<u>My deep appreciations again!</u>