



Investigating English Oral Communication Problems among Sudanese Secondary Schools Students

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ABSTRACT:

The researchers use the descriptive method. The study aims to investigate oral communication problems. The sample of the study consists of two groups, the English teachers at secondary schools and they are 70 teachers, the second contains of students group of secondary schools and they are 50 students, the two groups are selected randomly, the data has been collected by two tools. The first is teacher questionnaire which is consisted of 18 questions, these questions has been answer in written papers; the norm of the choice is five. The second tool is student's oral test, the students are 50 they given an oral test contains of 10 questions. The two tools are analyzed and according to validity and reliability. The data which has been collected is computed by the descriptive method, these tools consist of the means and percentage and the values of chi square. All data has been computed by the statistical social scientific programmer (SPSS). The findings included: Teachers don't give students enough activities during the school year in order to communicate effectively. Teachers don't use the modern method to encourage students to communicate. Teachers don't focus on listening and speaking activities to enhance the communication. The study presented some recommendations: Oral communication at secondary schools should be taught through effective means of technology rather than the traditional methods of teaching. Textbooks should be revised to be updated so as to cope with the current deed of development. It is very important to devote reasonable spaces in the textbooks for oral communication side

Key words: listening, speaking, activities.

المستخلص

استخدم الباحثون المنهج الوصفي. تكونت عينة الدراسة من مجموعتين. المجموعة الاولى معلمو اللغة الانجليزية بالمدارس الثانوية محلية الخرطوم وياغ عددهم 70 معلما والثانية تضم مجموعة طلاب المدارس الثانوية 50 فردا وقد تم اختيار المجموعتين بالطريقة العشوائية تم جمع البيانات عبر اداتين الاولى تمثلت في استبانة طرحت علي المعلمين تضمنت مجموعة من الاسئلة تتم الاجابة عليها ورقيا لمقياس اختيار خماسي. الاداة الثانية تمثلت في اختبار شفهي قدم للطلاب تضمنت 10 اسئلة. اخضعت الاداتين للتقييم من حيث الصدق و الثبات. عولجت البيانات التي تم جمعها عبر احصاء وصفي تضمنت المتوسطات الحسابية ونسبتها المئوية وقيم مربع كاي. وقد تمت معالجة جميع البيانات عبر برنامج الحزمة الإحصائية للعلوم الاجتماعية. تمثلت اهم النتائج في: 1. المعلمون لا يقدمون نشاطات كافية للطلاب اثناء العام الدراسي من اجل التواصل الفعال. 2. المعلمون لا يستخدمون المنهج الحديث لتشجيع الطلاب علي التواصل. 3. المعلمون لا يركزون علي نشاطات الاستماع و

التحدث لتعزيز النواصل الشفهية. قدمت الدراسة بعض النصائح منها: 1. يجب ان يدرس التواصل الشفهي في المدارس الثانوية من خلال الوسائل الحديثة الفعالة بدلا من المناهج القديمة 2. مراجعة الكتب المدرسية و تحديثها وفقا للتطور الحالي. 3. اهمية تكريس فراغ معقول وجزء كبير من الزمن لتشجيع التواصل الشفهي. **الكلمات المفتاحية:** النشاط والاستماع والتحدث.

INTRODUCTION

English today is believed to be the most influential medium in bridging the global communication. A large proportion of learners in the world study English hard in order to communicate with native speakers or speakers of other languages. Learning a new language involves skills of listening, speaking, reading and writing. Among the 4 skills, speaking is said to be the most direct way to talk to people. As Yunzhong (1985, cited in Hughes, 2002, 133) states, many language teachers consider speaking as the most effective means of gaining a fluent reading knowledge and correct speech as the foundation for good writing. Those teachers also argued that during all one's life one shall probably talk more than one shall write. Therefore, to a language teacher, teaching speaking well is often a valued issue in the field of ESL/ EFL. In most cases, English is not the medium of teaching and learning, and is not widely used outside the classroom. Most English teachers concentrate on improving reading and writing skills and do not take into account the importance of speaking and listening skills. In other words, teaching the oral skills in Sudanese schools are mostly ignored. There are many problems and difficulties associated with teaching English as a foreign or second language. These problems are generally concerned with accuracy and fluency, and most learners are not satisfied with their speaking and listening skills. The present study attempts to investigate the causes of weakness in listening and speaking English as a foreign language in secondary schools in Sudan. It focuses on determining the significant factors that contribute to the inability of secondary school students to speak English. In addition, the study tries to present the most important speaking difficulties that face secondary school students. Finally, the study provides recommendations aimed at improving students' oral skills.

This study aims to explore the problems of oral English language of Sudanese students at secondary schools. Oral language is considered as one of the major skills of English language learning. Sudanese students have different difficulties when they try to communicate orally with their teachers and one another. They find it difficult to converse in English in front of their classmates. They resort to the use of Arabic communication orally with their teachers and classmates. This has a negative effect on the general standard of learning. The main aims of this study is to investigate the above mentioned problems to find out whether the cause can be attribute to students, a lack of vocabulary, confidence and motivation or the part of the students. Students feel afraid and anxious when they try to talk in English. Some English language teachers participate in these problems especially those lack experiences in teaching English and instead they teach English through Arabic, therefore, they play a passive role. Also the techniques of teaching oral communication effectively at secondary schools may need tackling. Beside the cultural differences among the students, weakness in vocabulary, lack of grammatical and socio-linguistic competence are other factors. However, the problem of oral communication aggravates gradually and it comes to existence as a real problem.

Statement of the Problem

This study focuses on investigating the problems of oral and aural communication; A case study of Sudanese English Language students at secondary schools in Khartoum

locality. Evidently, secondary English Language students find many difficulties when they try to communicate to other or to their teachers orally inside the classroom. Sometimes they lack confidence to do that. Other times, they feel afraid and anxious in addition to the absence of motivation to do that. , This investigation will focus on the real and major problems of oral communication. It aims to search studying tasks and oral communicative activities to undertaken during the course as well as seeking the best ways of oral communication according to students' society demands.

The aims of the study

This study aims to find out oral communication problems. Thus the research specifies the following goal: to investigate the reasons of secondary school students do not communicate fluently in English inside and outside the classroom.

Hypothesis of the study

The study of practical of teaching communicative skills seeks to answer the following hypothesis:

Students at secondary schools don't communicate inside and outside the classroom fluently.

Significance of the Study

English language is an official language now in Sudan. In addition it was regarded as a foreign language in the country many years ago or even decades. This research is significant for Sudanese students at secondary schools because it may help them to overcome their oral communication problems. Also it is important for the Sudanese ministry of education because this research may assist in changing policies of English language learning at both basic and secondary schools. It is also important for teachers as a guidance the study is hoped to help teachers to teach effectively .And also important for every learner interested in learning English.

Scope of the Study

This research is limited to investigating the problems of oral and aural communication in English language at secondary schools in Khartoum locality (2017) (2018).

Scientific terms

Communication: The process of using words, sound, signs or behaviors to express or exchange information, express ideas, thought or feelings.

Oral: Relating to the mouth or something expressed in words.

Skill: The ability to use ones' knowledge effectively and readily in performance or execution.

Theoretical Frame

The concept of communication

Oral language is characterized as an essential item for discussion and reflection on the life of modern man, referred to his/her sporting, scientific, cultural and developmental analysis of the educational process in English. It is a part of everyday life. It covers his social, scientific and cultural life. Spoken language is a science that has been nourished by contributions from various specialists, who have conducted research in other branches of Science, including psychology, sociology, anthropology, linguistics and so on. Many theorists agree that communication is an inherent feature of human nature. For others spoken language is "A personal interactive and dynamic process that involves sending and receiving messages simultaneously in order to achieve mutual understanding, which is carried out through direct communication Channels or media attention. Much has been written on oral communication and there are diverse trends in its development in the process of teaching and learning a foreign language. Many authors have considered the importance of the topic. J. Richards (1985)

maintained that the teaching of English language is a complex issue that includes several dimensions of the curriculum cultural, linguistic, and educational one's. So, effective programmes planning and use of methods to develop communication is necessary for any programmer to make it eligible for consideration. Factors such as motivation, interests, learning style, needs and abilities of students should also be considered. P. Nightgown and N. Spade (1991), considered effective learning to communicate orally in English is related to factors such as motivation, skills, learning style and learning environment conducive to the teacher in the classroom.

D. Freeman (1998). He said that should be taken into account to develop spoken skills in a foreign language have an individual difference, age, motivation for language learning, beliefs, emotional states and personality of the student. Cuba has conducted research on the topic of oral communication and application of a communicative approach to develop communicative competence in the teaching and learning of foreign languages. These investigations were conducted by Dr. Romeo A, in Havana (2000), Ruiz M, Villa Clara (2003) and Acosta R, Pinar del Rio (2005). It also consulted books: Communicative Language Teaching in Acosta and others (1997). These authors reported that in order to communicate orally through the use of a foreign language should implement the communicative approach so that the communication activity designed favors the interaction process, where meanings are exchanged. This interaction is done through written and oral texts, which occur in a context with the use of communicative functions, which facilitate interaction and development of communication competence among students, so this process of communicative interaction, should be done using basic communication functions to enable the creation of dialogues, where the interact- ants can ask, answer, deny, assert, request and offer information.

Literature Review

Research is done by Mohamed Mutasim Mohamed Ali - Abdalla Yassin Abdalla (2015) on An Investigation into Testing EFL Learners' Oral Communicative Competence in the Sudanese Secondary Schools. They have found that. Oral communicative competence was not tested systematically in the Sudanese secondary schools. Utilizing a questionnaire and an interview, it was concluded that testing learners' oral communicative competence systematically in the Sudanese secondary schools, to some extent, was neglected due to the lack of awareness of its importance to the Sudanese teachers of English. Based on the findings of the present study, a development of clear theoretical framework for teaching and testing English language in the Sudanese secondary schools was recommended. In addition, training teachers of English on oral communicative testing was recommended.

Research conducted by Hamid Abdel-Latif Sheikh Eldin Hamid (2015) on Investigating of Problems of Oral Communication among Sudanese English Language Students at Secondary School. This study aims at "Investigating the Problems of Oral Communication: A Case Study of Sudanese English Language Students at Secondary Schools in Khartoum State". It concentrates on investigating the diversified views that English language teachers in secondary schools have about these problems as well as testing secondary school students orally inside the classroom so as to see their fluency as well as standing on their common mistakes when they want to communicate orally. However, the study is carried out with great hope that this investigation will help in the diagnosis of these problems. The data consists of the population, sampling framework, the data collection method, as well as the procedures which the researcher follows to achieve the aim of the study. The population of the study consists of two hundred secondary school English language

teachers in Khartoum state who have differences in their experiences as well as their schools whether they are supervisors, teachers in model or private schools and others are experts. The study confirms the existence of these problems as far as the hypotheses of the study are concerned. The majorities of the teachers strongly agree or agree with the problems which are mentioned in the hypotheses of the study. In addition to that, from the oral test, many problems appear from the students' answers. The study ends by recommendations related to the different views given by the English language teachers at secondary schools in Khartoum state. In addition to that, there are suggestions for further studies in the same field

Methodology

The method of this study is descriptive and analytic the aim of the present study is explained, along with the specific research questions that the study addresses. Some keys of methodological issues are then discussed, including sampling, research design.

Sample of the Study

This part of the study is devoted to collected data through the questionnaire which was given to teacher's community in Sudanese secondary schools. And oral test which was given to students from various schools. The questionnaire is in English with multiple choice questions. And the oral test was an auditory story with ten questions to be answered, the answers in the questionnaire and oral test have been compiled in a quantitative way and the results are shown in the diagrams the research methodology used for this study and how it has guided data collection. The data collection took about seven days. The data were collected at the beginning of the academic years 2017. At these seven schools I have met the English teachers to explain the required information and to discuss the appropriate time for collecting the data, the teachers' questionnaires were administrated by me personally after that. Fortunately, all of these questionnaires were returned.

Results and discussion

The researchers introduce and discuss the results of the study according to its **hypothesis**. Secondary school students do not communicate fluently in English inside and outside the classroom. After tabulating and analyzing the data of hypothesis the results are shown in the following tables.

Reliability Statistics

Cronbach's Alpha	N of Items
0.85	18

Chi-Square Test Results for Respondents' Answers of the Hypothesis of the Study through the following table:

N	Statement	Rating Scales							Chi-square	Mean
		<i>Strongly agree</i>	Agree	uncertain	Disagree	Strongly disagree				
1.	During the school's year students do not have enough activities to communicate	20	40	4	2	4		27	2.6	
2.	The hours for teaching and learning English does not enough	30	25	5	7	3		25.7	2.4	

3.	Teaching methods used by Sudanese teachers don't encourage student to communicate	32	27	7	3	1	23	2.3
4.	teachers do not make enough listening and speaking activities	40	25	0	3	2	26	2.9
5.	all of our exams are written so we do not give priority to oral languages tests	35	30	0	2	3	32	2.5
6.	lack of practice of English languages hinders student to communicate	28	27	5	3	7	25	2.7

The calculated value of chi-square for the significance of the differences for the respondents' answers in the first statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (05%) which was (12.4). this indicates that, there are statistically significant differences at the level (05%) among the answers of the respondents, which support the respondent who agreed with the statement "During the school's year students do not have enough activities to communicate"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the second statement was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (05%) which was (12.4). this indicates that, there are statistically significant differences at the level (05%) among the answers of the respondents, which support the respondent who agreed with the statement "The of hours for teaching and learning English does not enough"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the third statement was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (05%) which was (12.4). this indicates that, there are statistically significant differences at the level (05%) among the answers of the respondents, which support the respondent who agreed with the statement "Teaching methods used by Sudanese teachers don't encourage student to communicate"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourth statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (05%) which was (12.4). this indicates that, there are statistically significant

differences at the level (05%) among the answers of the respondents, which support the respondent who agreed with the statement “teachers do not make enough listening and speaking activities

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fifth statement was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (05%) which was (12.4). this indicates that, there are statistically significant differences at the level (05%) among the answers of the respondents, which support the respondent who agreed with the statement “all of our exams are written so we do not give priority to oral languages tests

The calculated value of chi-square for the significance of the differences for the respondents' answers in the sixth statement was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (05%) which was (12.4). this indicates that, there are statistically significant differences at the level (05%) among the answers of the respondents, which support the respondent who agreed with the statement “lack of practice of English languages hinders student to communicate.

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

Analysis of Oral Test

Questions	Correct		Wrong		Decision
	frequency	Percentage	frequency	Percentage	
1. How old is Afzal?	11	22%	39	88%	Accept
Where does he live?	13	26%	37	74%	Accept
3. What is his friend?	8	16%	42	84%	Accept
4. How old is Zack?	5	10%	45	90%	Accept
5 .why Dave used to be a marine thought?	13	26%	37	74%	Accept
6. Does Dave agree with Zack or not?	6	12%	42	88%	Accept
7 What are Afzal hobbies?	7	14%	43	86%	Accept
8. What food does Zach like?	7	14%	43	86%	Accept
9. What food does Zach like?	12	24%	38	76%	Accept
10. Who is Zach's teacher?	9	18%	41	82%	Accept

From this table No. (12) It is shown the summary of the results. For the **test** it is clear that the number of students who are having the wrong answers is greater than the number of correct answers so we can say the hypothesis is accepted and the test will support this results

Conclusions:

This part of the study comprises the summary of the results.. It presents the final harvest of the study.

As far as the answer to the statements of the hypothesis is concerned, the results show the following:

1. Teachers don't give students enough activities during the school year in order to communicate effectively.
2. Teachers don't use the modern method to encourage students to communicate.
3. Teachers don't focus on listening and speaking activities to enhance the communication.

RECOMMENDATIONS:

According to the results of the study the following recommendations are presented:

1. Oral communication at secondary schools should be taught through effective means of technology rather than the traditional methods of teaching
2. Textbooks should be revised to be updated so as to cope with the current deed of development. It is very important to devote reasonable spaces in textbooks for oral communication skills.
3. Teachers should be well trained in how to teach oral communication effectively as well as giving them chances to activate the techniques of teaching oral communication
4. The skills of learning oral communication should be developed and encouraged
5. It is important to put confidence in English language students when they want to talk orally.
6. Teachers have to encourage their students to talk freely regardless of their mistakes.

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