Sudan University of science and technology

College of Graduate studies

College of languages

Investigating Grammatical Problems Encountered by Secondary School Students in Speaking English Language

تقصي المشكلات النحوية التي يواجهها طلاب المرحلة الثانوية في التحدث باللغة الإنجليزية

A Thesis Submitted in Partial Fulfillment of M.A Degree in English Language (Applied Linguistics)

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بسم الله الرحمن الرحيم

قال تعالى:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنتُمْ صَادِقِينَ (31) قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (32)

صدق الله العظيم

سورة البقرة الآيات 31-32

And He taught Adam all the names (of everything), then He showed them to the angels and said, "Tell Me the names of these if you are truthful."

Dedication

This effort is dedicated to my dear parents my brother and sisters and the whole extended family may Allah bless them all.

Acknowledgments

Abstract

This study aimed at investigating grammatical problems encountered secondary school students in speaking English. The researcher used a practical approach to investigate the issue. The thesis includes some questions and hypotheses. The tool used to obtain data was an oral test for students they discussed and participated in each topic separately and they were thirty five students of Al Qabas Secondary School female and male students and they were chosen randomly to speak, and the researcher recorded all their speech to investigate the grammatical problems in spoken English. So the researcher chooses the first topic was about student early days at primary school and secondary school, to see how they use the tenses which mentioned by them. The second topic was about football students admire, the researcher meant to see students background of adjectives and adverbs, finally the last topic designed to investigate the use of propositions by speaking about the class room objects. Thus all the students' speech has been recorded and most of them spoke between 1-2 munities, so the researcher writes down some notices concerning students confidence, motivation and the physical expressions while they were talking. According to this study concluded with some findings and recommendations for students and teachers of English language.

المستخلص

هدفت هذه الدراسة إلى تقصى المشكلات النحوية التي تواجه طلاب المرحلة الثانوية في التحدث بالإنجليزية . إستخدم الباحث المنهج الوصفي للتحقق من هذا الموضوع بعمل إختبار شفوي للطلاب يتكون من ثلاثة موضوعات ، الموضوع الأول المقارنة بين الأيام الأولي التي قضوها في مدارس الأساس والأن في المدرسة الثانوية وقصد الباحث من خلال هذا الموضوع التحقق من المشكلات النحوية للطلاب أثناء التحدث بالإنجليزية وكذا الموضوع الثاني يتحدث عن لاعب كرة مفضل شارك فيه عدد كثير من الطلاب وهنا قصد الباحث أن يتعرف على المشكلات التي تواجه الطلاب في استخدام الصفات أثناء وصفهم لشخص ما أو شيء ما وكذلك الظروف بالإضافة للموضوع الثالث الذي يتحدث عن وصف أدوات الفصل وفيه قصد الباحث أن يقف على كيفية استخدام الطلاب لحروف الجر استخلاماً صحيحاً .

وقد قام الباحث أيضاً بتسجيل المشاركات تسجيلاً صوتياً لتحليل مشكلات الطلاب في المباحث الثلاثة بإعطاءهم الموضوعات الثلاثة للمناقشة وقد إستغرقت التسجيلات 1- 2 دقيقة لكل طالب بهذا وصل الباحث إلى النتائج والتوصيات التي يأمل أن يعمل بها للإستفادة في تطوير ومعالجة مشكلات طلاب المرحلة الثانوية في التحدث بالإنجليزية كما أضاف الباحث بعض التوصيات لمعلمي اللغة الانجليزية بالمرحلة الثانوية .

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CHAPTER ONE

Introduction

CHAPTER ONE

Introduction

1-0 Background:

Nowadays English as an international language is used all over the world. English remains the most important language of the world. so there are many people all over the world who have inclination to learn and speak English, and it is a dream of every learner to speak it like a native speaker of English and with a good pronunciation. It is known that English needs four skills to be acquired listing , speaking , reading and writing in this study the researcher is going to write and investigate the problems encounteredby Sudanese Secondary School Students in speaking skills which has relation with four skills .

An important purpose of the research is to shedlighton the problems are encountered by Sudanese secondary school students and what are the main points encountered by non-native speakers of English.

In this study the researcher attempts to show some grammaticalproblems in speaking such as the usage of tenses, adjectives, prepositions, and lack of interaction.And secondary school students considerspeaking as main factors of Englishproblems.

Moreover, teaching English as a forging language requires knowing how to develop skills among students. These skills are reading, writing, speaking and listening. Speaking and writing are called the productive skills, where as listening and reading are called the receptive skills. Al though the four skills are interrelated they may be separated into two distinct parts. For example, some native English speakers can speak will enough but they never learn to read or write. Some students often learn to

read and write but they can't speak. The same is often true for students of foreign languages in non English speaking countries.

Many language learners regard speaking ability as the measure of mastering a language. These learners define fluency as ability to converse with others , much more than the ability to read and write , or comprehend oral language. They regard speaking as the most important skill they can acquire , and they assess their progress in terms of their accomplishments in spoken communication . *(Nicolas, (2007 :3)*

1.1 The Statement of the Problem:

In this study the researcher investigates some grammatical problems that encountered by Sudanese Secondary School Students when attempt to express themselves orally, and the researcher is tryingto find out suitable solutions

1.2 Questions of the Study:

1. How far do secondary schools students use the tenses correctly while speaking?
2. How far do secondary school students use the adjectives and adverbs properly while speaking?
3. How far do secondary school students use the preposition correctly while speaking?

1.3 Hypotheses of the Study:

1- Some secondary schoolstudents lack knowledge about the use oftenses.
2- Secondary school students mix adjectives with adverbs in usage.
3- Most of students in secondary school misuse the prepositions while speaking.

1.4   The Objective of the Study:

- To identify the English language speaking problems encountered by secondary school students.
- To find out the suitable solutions for these problems.
- To present some techniques that can beneficial in teaching and practicing speaking English.

1.5   Significance of the study:

Many attempts have been made to identify the English language speaking problems encountered by secondary school students and provide a good framework for the diagnosis and solutions of these problems. And there will be great emphasis on the learners to identify the difficulties encountered by them.

1.6   Methodology of the study :

In order to test the hypotheses of the study to achieve its objectives and to answer its questions; theresearcher usedan oral test for students ofAlQabas Secondary Schools.

1.7   The Limits :

The researcher took different students from different classesfrom Al Qabs Secondary School as a population to generalize the result for students in Khartoum state.

CHAPTER TWO

LITERTHER REVIEWAND PREVIOUS STUDIES

CHAPTER TWO

LITERTHER REVIEW AND PRIVIOUS STUDIES

Back ground and introduction:

It is known that each language in the world have people to speak it whether in a very wide or narrow areas so, a language is spoken , and English language no one denies that it becomes an international language, that is to say spoken in many parts of the world and language of science and Technology. English language has four skills reading, writing, listening and speaking, but in this Research the researcher is going to shed a light on: speaking problems that which, encountered secondly schools students in Khartoum state, and how to solve the problems of speaking according to the researcher's view e.g. according. Many people report that they can understand a language but they cannot; speak it. There are other also other countries where people experience the same phenomenon.*(Tathamand Morton (2006 : 273)*

Speaking English is a real problem for secondary school learners, because the aim of English language education is to provide learners with the abilities to understand the language properly and the capability to speak it.

2-1: Aspects of Speaking Skills:

Many languages have no written form only spoken, there is no certain for a language thus wefind its people speak it properly. Because oral language or vocal language, is a language produced with the vocal language is a language produced with tract, as opposed to sign language, which is produced with the hands and face. The terms "spoken language" is often used to mean only the vocal language especially linguists.

2-2 Translation:

When speaking taking place students may find difficulties to understand or interact , so they do not know a suitable expression , and they fall back on using a direct translation of their own language. There isa conscious decision, rather than the unconscious interference. It is useful to develop communication strategies to get the message across, andit is more successful in the long term than staying silent. Experimentations are vital part of the process towards fluency.

2-3 Qualities of good spoken English:

English Speaking Basic:

There is a great example of making numerous sentences with a single phrase, so don't spend hours and hours learning many different words.

Use that time to study phrases instead and you will be closer to English fluency.

Examples of speakinglesson:

The fluency of spoken English:

It is normal for students to learn speaking first become fluent , then start reading, then writing so the natural order is listening , speaking, reading ,and writing . The reason is that manystudents can read and listen because that is what they practice, at English classes. *(Fayzeg, Skchan. (2004) New York Teaching and improving speaking New York Press).*

Consistency:

Don't change keep to a fairly between sense speed but pause a little longer between sense groups. Thelearner's ears have to tune in your voice

and this will take time. Slowing down too much will only distort the sound you are modeling. *(Fayzeg, Skchan. (2004).*

Variety:

Use a good balance of whole class or choral responses and individual repetition .

Listening :

Move aroundand listen to individuals . Try to be silent when students speaking so that you can listen to them. When students repeat don't repeat with them. *(Fayzeg, Skchan. (2004)*

Frequency:

It is better to do five minutes of speech work every lesson than one long session every now and them. Pronunciation practice can be boring and prepetition if you do it for a long time.

Clarity :

Make every possible use of visual clues to help students . Speak clearly , facing them so they can all see your mouth and facial expression . When using video exploit the video with sound off asking questions about the speakers mood (e.g is he angry? Friendly?)and body language before showing the video with sound on.

2-4 What is Communication :

Communication is and receiving information between two or morepeople. The person sending the message is referred to as the sender while the person receiving the information is called the receiver . The information conveyed can include facts , ideas, concepts, opinions can include facts, ideas, concepts opinions , beliefs , attitudes , instructions and even

emotions . In society we all interact will messages without interactions a society cannot survive. *(Tw2ood, (2009) The communication in our lives)*

Social interaction is always through messages.

So we can also define communication in the following words.

2-5 Communication is social interaction through message:

Think of telling someone it is very warm today or I am bored with history classes. In both these cases, we are communicating what we experience. The weather being warm is what you feel or experience physically.Getting bored with a subject is a different feeling which needs some amount of education or experience in a classroom. In both cases we are sharing our feeling or experience withsomeone. so we many say that communication is sharing of experience *.(Widdowson. H (2001) The communicative syllabus , Oxford University Press).*

Oral Communication:

After man developed speech we started communicating orally. It is like a child who learns to utter word first, and then speak. Oral communication is askill that is developed or evolved. It uses language this would mean words and sentences. Words do not stand independently to communicate. If you say,sky, or blue or high, they many not mean much. These words are just symbols. The moment you say the word blue the listeners would be able to imagine this:

Blue would mean color and light would meanmuch above our head. *(Hywel Jones, Teaching Oral English ,1997, p91)*

The advantages of oral communication are:

i.it is spontaneous and natural .

ii.It is therefore, easy for other to understand .

2-6 How students could be encourage to speak: (2014)

1. Encouragestudent'sinteraction.

2. Makespeaking activitiescommunicative.

3.Plan speaking activities carefully . *(Hywel Jones, Teaching Oral English ,1997, p94).*

2-7 How prepare students for real communication in English?

*Personal response :

Give students tasks which ask them to contribute information about themselves .

*Variety of responses :

Give them dialogues which require more than one set response so they have to decide and create their own dialogues.

*Work in pair or groups:

 Give student tasks in which they have to communication with others to exchange information as this give a greater number of students a chance to talk.*(Husien Mansour (2008) p 16).*

*Varied language:

Give tasks which require. The use of more than one type of sentences so students get practice in combing different language farms e.g.tenses. *(Lundquist .Lymm (2002) p 82)*

*less teacher taking line:

Be careful not to do all the talking, and aim for students participation from the very start oflessons . When preparing pair work, bring in students responses , use students to rehears roles get all the class to repeat they items and try to avoid legiblyexplanation. *(Lundquist .Lymm (2002) p 82)*

2-8 To learn speak language fluently you must think in that language

The propriety sense is not all you are retraining when you learn new language. There is cognitive learning to the excision of retraining the preoperative sense cognitive learning is an important part of the language process .For speech to occur the mind must be actively involved in the syntax development. The more quickly you learn the mind is involved the more effective the learning process becomes. Making your mind to create the answer is an important part of learning to speak new language.

(Huge , AJ (2001) P51)

2-9 The necessity of speaking Assessment :

As Noor (2008: 237) pointed that , proper resting is necessary in skill development because without testing the process of development of achievements competence remain incomplete . Testing makes students sincere enoughto learn this properly .

In country where English is the get that much opportunity to use , they do not get proper feedback of whether they are testing correct English or not.That is why institutions are back places to implement what have learned and where can be assessed or corrected. *Noor (2008: 237)*

In our common psychology students learn to achieve good score in examinations , no develop skills. Speaking assessment is equally

important like other skills. Most teachers would accept that " If you want encourage oral ability" then test oral ability *(Hugas (2001)p: 44).*

If students know that they have to present something or give oral test in English at the exam and their success in language use will depend on their performance they will be serious enough to develop speaking skills.Although through writing and reading test speaking and testing abilities can be judge indirectly this test provide to comprehensive assessment of learner's communication ability infact speaking is the most difficult to assess, because there are not difficult to assess, because there are not define answer to question about the criteria for testing this skills.*Huge (2001 p: 51)*

Another difficulty it is hard to assess a numbers of students with in short time because the examiner under pressure, also is the most difficult as assessment includes grammar pronunciation and fluency.

There are some difficulties teachers many encounter with students, Pointedout that, interaction techniques have multiple benefits, the teachers can easily and quickly assess if students have mastered the material, the process of measuring students understanding in many cases.*Ryan (2005: 3- 5).*

2-10 Second language Acquisition:

In trying to find out why secondary school learners of English might experiences difficulties, such as loss of words, frustration, anxiety, pronunciationsproblems etc. in speaking English , it is essential to think about speech and phonology in relation to second language learning .

Thus , second language questions is an important field in this study. *(ZhongdongGan. L2 speaking problems (2004) p 29).*

Theory from speech production will also be used to briefly described the speech process. The theory section will discuss speech production and also other areas of linguistics , speech perception, universal and language anxiety , which might help to explain the factors that contribute to difficulties in speaking an l2 and then the factor that might cause difficulties in speech production for secondary school learners of English . The factors that will be discussed in this study more closely include maturational constrains i.e individual factors, instruction   and input, social factors and accent in speaking.*(Brown G.S 1998. P 54).*

Research on second language acquisition (SLA) is , of course an important source of knowledge for this research because it offers explanations for how one learns to speak a second language (SL), and more importantly , what type of factors influence the learning process .The key construct that have shaped L2 phonology research .*(Huge, AJ (2001) P 44).*

2-10 The place Grammar :

Recording to Brown (1994) states that grammar is a system of rules governing the conversational arrangement and relationship of words in a sentence . In place of words e.g " I could , for more specificity , have said "morphemes" , but for the moment just remember that components of words (prefixes and suffixes / roots , verb and noun endings , etc) are a part of grammar and when we use the word grammar, we refer to sentence level rules. *Yole (1996: 75)* states " morpheme is minimal unit of meaning or grammatical functions".

Grammatical competence occupies a prominent position as a major component of communicative competence . According to Chomsky (1999) states competence is in principle, independent of performance . As

the result of accident or stork, people are often rendered speechless and appear to lose their language faculty, yet they may subsequently show no ill- effects of their trauma. *Chomsky (1999).*

The use of language is creatively rule governed comes from example of over generalization particularly prominent in speech of children acquiring their first language (ibid).

According to Sideny (2002) states the study of languageis a part of general knowledge. We study the complex working of the knowledge to understand our selves.

In the study of language , grammar occupies central position . But there is also a practical reason to emphasize the study of grammar . It is easy to learn to use dictionaries by yourself to find the pronunciation , spelling or meaning of words, but it is difficult to consult grammar books without considerable knowledge of grammar. *Sideny (2001).*

The Grammar of Talk :

Spoken English, grammar and the classroom .

Ron Carter, School of English Studies, University of Nottingham.

The notion of the grammar of talk tries to capture both the specific grammar of spoken English and grammar as a metaphor for structural and generic organization. One key argument running through the paper is that the study of grammar should go beyond invented ,decontextualised and sentence level . Examples and that considerable benefits can accrue to language and literacy development from such a stand point . A main aim is to present resent . research findings in the analysis of spoken and grammar focusing those patterns . and tendencies which most sharply distinguish spoken forms. *(Carter , R (1995).*

The spoken Language has also been largely under – described and under – theorized within linguistics science . Examples language for analysis have been based on the assumption that language consists of sentences and that, because of the essentially detached and context – free nature of written texts, context can be more or less removed   from the equation.

Halidy , MAK , 1994. P. xxiii.

2-11 Speech production:

First of all , it is important to think about speech and what type of a process it is . Speech production research is a field of linguistics that concentrates on this issue : it has to do with tooth physical and cognitive processes of producing speech , However most research in speech production seems to concentrate on the physical level. Tatham and Morton (2006 : xvi) write that there are problems in speech modeling , and this explains why there is less data on the cognitive processes of speech production :

There is no serious empirical basis yet for characterizing with any degree of certainty the pre – motor stages of speech production . We assume a physical in put something we call the iteranceplane and this is a physical copy of the abstract out put from prior cognitive or phonological processing . But we have no experimental edir evidence for the exact nature of this plan – other than it somehow reflects earlier cognitive processes .

Taham and morton (2006 : 173) present amodel of speech production as well as the cognitive level . They maintain that are two planes of speech production : the static level , which refers to the knowledge base of language , where utterance plans are made and the dynamic level which is procedure and operators with instantiations of utterances . Other

researchers have similar theories that categorize two allayers of speech production for example, double structure of sentence , which includes the per formative sentence and the underlying propositional sentence .These two level of speech production might become useful in explaining why some learners experience difficulties in speaking for instance whether pronunciation difficulties are due to the plan or the attempt to execute it . In the case of the secondary school learner, who reported having problems. With speaking English despite his knowledge of it , with give some insight into what kind of processes he goes through when he speaks English or attempts to speak it .*Taham and morton (2006 : 173).*

2-12 Speech perception:

There are also other areas of linguistics that might help discover the reasons for speech difficulties in SLA such as speech perceptions.

This might be a useful field. Because, for example a learner's first language (L1) may affect the way get or perceives a second language (L2) .Thus, speech perception might help us explain why people do not notice the difference between certain L2 sounds, which , then again might be the reason why the learner has difficulties in producing these sounds : So speech perception and production are closely linked to each other, as Tatham, and Mortin(2006) Observe.

There are also other researchers , who have claimed that speech perception and speech and speech production have a lot to do with each other, for example Hancin – Bhatt (2008) we (2008:120) maintains that another observation in the field of second language speech perception has been that L2 perceptual abilities do not match L2 production abilities .

Hanicn – Bhatt Continues : In perception , listeners attend to acoustic phonetics features of sound to identify them, while in production, talkers

produce specific articulators configurations to distinguish sounds from each other.

Therefore, there is evidence that L2 learners can have highly accurate perceptual abilities but relatively in accurate ones ,

Alternatively L2 learners production abilities can be more target – like than their perceptual abilities at certain levels of the phonology . Not only do perception and production require different primitives , but they also can have a differential rate of development *(Hancin- Bhatt, 2008 : 120).*

2-13 :Universals and Markedness:

Universals and markedness are central theories in SLA universals refer a type of language instinct that people have coded in their brains , and thus , according to the universal grammar theory , there are certain similarities between language (Eckman 1977). These similaritiesmany make language learning easier very much in connection to this theory markedness is also essential in SLA theory . The idea behind the markedness theory is that there are binary oppositions between certain linguistic representations , for instance in phonology nasalized and oral vowels (Echman, 2008).they are not simply polar opposites , however , but instead one member is assumed to be privileged and has awider distribution , both within and across language (ibid) The more widely distributed counterpart is designated as unmarked , which means it is simpler, more basic (ibid) for instance voice less obstruent's and oral vowels are unmarked as opposed to voiced obstruents and nasalized vowels (ibid) According to Lovett (2009 : 22- 36) it has been noted that the markedness principle plays avital role in the difficulties that L2 English speakers encounter in pronunciation.*Lovett (2009 : 22- 36).*

2-14 : The importance of Spoken English in Sudan :

No one dines the importance of English language all over the world . According to Graves (2008), the thrust is to learn language to communicate to improve one's economics prospects , to explain one's ha horizon both literally and figuratively and to be a global citizen. English has become a world language rather than the language of only the English speaking countries such as the UK and the USA because the number of the people who use English as a foreign means of communication exceeds much more than the number of the people who speak it as their mother tongue . Spoken and speaking are interrelated to each other. As hasan (2000: 138) points out listening comprehension provides the right conditions for language acquisition and development of other language skills. The need for spoken skills in English has been dramatically increasing due to the strong position of English as a language of international communication.*Hasan (2000: 138)*

2-15 Previous Studies:

Many researchers have been conducted and investigating problems encountered L2 learners in speaking skills.

The first study :

The problem of the research :

This study conducted by Abumadian Bashir Mohammed (Sudan university of science and technology (2016) so the problem of the study is English language speaking problem among the students of high secondary schools in Khartoum state at three localities Khartoum , omdorman and Bahri. The researcher uses questions for data collection , and finds that the a mound of vocabulary . that students have strongly

affects their speaking ability, and consider the English language teachers of Khartoum state . as the population of this study. The sample of the study consists 30 teachers who a casually take apart in answering the questionnaire . The uses the statistical method to analyze the data in farm of tables and diagrams . Thus his study researched to the following results : the students if high secondary school have less vocabulary bank the students of high secondary school do not prefect to speak English because they fear from making mistake , the teachers of high secondary school sometimes many use Arabic to explain new words, finally he recommends that teachers of high secondary school to help their students to use English in both out and inside the classroom and students must attempt to speak English daily basis and English language must starts from kindergarten or from first class at Basic school.

The Second Study:

Presented by AbdelwahabElageb Mohamed (2014) in Sudan University of science and technology .the problem of his research speaking is an important language . skills investigating difficulties enchained Sudanese secondary school students . The method that he a dopes in his research is qualitative criptive approach which is necessary to collect and teachers f English language who learn and teach at some of karar's secondary schools and they have selected randomly from these schools. They were 40 students and 30 teachers . The way that he uses for analysis is only one rod for data collection and textbook analysis , He teachers questionnaire and student's questionnaire . The teachers questionnaire consists of introductory part that deals with teachers personal information including qualification and years of experience in the field of teaching. The students questionnaire was administered to 40 students selected randomly from some schools . The questionnaire was

given to the students in their classroom and was given half an hour to finish it. His study results in the following : most teachers companied about the luck of libraries and teaching aids that help them in teaching the speaking skills and teachers did not use many activities in teaching the speaking skills at the end he recommends that English language teachers must teach their students how to use dictionary to get the right pronunciation and meaning of words students must be asked to real texts loudly , so as to gain communicate in English a lot in and outside their class . In this study there are great similarities with the researchers problem .which both speaking problems that encounter secondary schools students.

The Third Study:

This study is conducted by Samira Al Hosni (2015) from Indian University, the problem of her study is speaking difficulties that encountered by   young EFL learners she estate that English as foreign language (EFL) learners , no matter how much they know about the English language, still face many speaking difficulties . In her research she used observational lesson interview, and curriculum analysis. The population of the sample is only one cycle 2 basic educational school is involved and the population consist of grate 5 and students in basic educational schools in Oman four English teachers and 3 classes from one school were involved .

The data obtained from observation in interviews and curriculum analysis.

Were analyzed qualitatively. This approach suggests organizing data using a thematic approach where data is taken holistically and research under them . The result of her study estate as follow, linguistics

difficulties, mother tongue use, inhabitation . In addition to the above findings , there are also some factors such as, the teachers perceptions and Tacit beliefs about speaking , the teaching strategies the curriculum, extracurricular and activities the assessment regulations. The end of her research she recommends the following, students in grade 5 encounter difficulties that can be observed by putting more emphasis on this skills. Many issues related to teachers , teaching strategies curriculum extracurricular activities , and assessment regulation should be considered teachers needs to be trained on how to integrate speaking to other skills and how to teach it communicatively .

The fourth Study:

Presented by Ahmed Maher Mahamoud (2016) from AlQuds Open University Palestine / Gzza. The problem of his research is the difficulties of speaking that encounter students of English language , his study aims exploring the cause at such difficulties.

The method that he used the experimental method so as to show and measures the speaking difficulties.The population of his study students of secondary school at Gaza schools. The data was obtained from a test that distributed to students that ask them about the causes of difficulties in speaking the language as oral conversation , so an interview for each student was applied . The end of his study he recommends that he most important thing is to establish an environment support and encourage the students to speak English frequently, in consider to the speaking skill . The researcher here agrees with the recommendations of this study in some points : students of secondary schools should be given a separate lessons in speaking and a good environment of speaking should be established.

The Fifth Study :

A study was prepared by Khalid Habib Al enour Ali (2011) Nile vallay University. The problem of his research investigating foreign learners speaking skills.

He follows descriptive analytical methodology to obtain the results . The tool he uses is questionnaire . The population of his study is English language teachers in Omdorman locality secondary school 3 levels. Descriptive and analysis methods as Sudanese used which consist of items that focused on speaking difficulties encounter secondary schools students so he comes with the following points, large vocabulary help learners to express their thoughts easily and clearly , some students are unable to choose the rights word phrase for communications, and negative psychological factors affect in developing speaking skill . At the end he recommends that schools should be provided with language labs or at least with some educational techniques, so as to introduce classroom communication activities in good and interesting manner and textbook should be well prepared to motivate and encourage students to speak the language properly.

CHAPTER THREE

Methodology

CHAPTER THREE

Methodology

3.0: Introduction :

This chapter present the procedures of data collection from the sample of the study, which is about secondary school students , by using an oral test in striving to get answer to each item.

3.1ThePopulation of the Study :

Choosing a sample for area search is one of the salient procedures , for providing answers for the questions raised by the study .Moreover , it helps to establish evidence which is necessary for validating the hypotheses of the study . The study sample is chosen from Sudanese secondary school in Khartoum state ,Alquabus Secondary School students in Omdurman, these population consist of20students who are male and female students in the same level of the school's and similar age range between 17 – 21 .

3.2 The Sample of the Study:

Twenty students, both male and female have all participated in the study. All of them are secondary school students, their age arrange from 17-21 years. have similar educational background, and they were randomly selected.

3.3 Tools of Data Collection

The researcher uses an oral test to collect data. The test was given to students randomly.

3.4 The Students Test:

The test consistsof (three) statements which design to check students have real grammatical problems: including tenses, adjectives and preposition .

These topics reflect the students of secondary schools weaknesses and that concerning the problem of the research.

3-5 TheValidity of the Study:

To check the instrument validity, the researches chooses well experienced PHD holders in the same filed, and they are teaching staff at Sudan University of sciences and technology, English language department .

The researcher kindly request them to comment frankly on the instrument designed.

And they wrote their comments on the test positivel, beside all of them consider that test is suitable and measurable for students.

3-6 The Reliability of the Test:

The reliability of the test was found more than 60% and it was reliable and measurable for the test.

The researcher made a three simple topics for students to speak and give them 1-2 minutes to speak in each topic, after that the researcher records while students were speaking and writes down some notes . Thus he

listenscarefully to what had been said on the topics to be ready for discussion.

More explanation and further discussion about the results will be in chapter four.

Chapter Four

The analysis & Discussion of the Results

Chapter Four

The analysis&Discussion of the Result

4-0 Introduction:

This chapter is going to be about the discussion of the results and the analysis of the test in it the research is going to explain the cosecs of the grammatical problems in counter secondary school students.

The students selected randomly in each topic to participate.

4 – 1 The Study Tool :

The researcher depends on the test only for gathering information from the study sample by making test for students to speak on three topics and the researcher recorded their speech and the following steps will be the discussion of each topic separately.

4 -2 The Discussion of the Results:

The result will be presented in terms of discussion to each topic separately to answer the questions of the study.

The test consists of three topics that revolved around English speaking problems that encounter secondary school students focusing on the grammatical problems.

A- The results of the first topic; which is about students early days at primary school they were 35 students males and females participated in the discussion by speaking about their primary school about 60% of them misuse the past and the present tenses while describing their schools, friends and the environment of their schools. Therefore the researcher focuses on the tenses by writing some notes and recording their speech , thus some of the students neglect using tenses and

others have limited background of grammar and rules in addition to these same students are   unconfident   on themselves and confuse between the past and present while speaking and find it more difficult to link the action which took place in the past and right now situation at secondary school .

more over the speaking skills is realy neglected at secondary school , that is to say no chances   given for students to participate the speaking .

B- The result of second topic:

The second investigate the using adjectives and adverbs spoken language. It is known that most of secondary school lack English language lab, that is why we find majority of secondary school students very weak in speaking skill. So a language is spoken and do not master any skill unless to practice itand practice make   perfect . Students lack vocabulary of words as a results to their speech which have been noted and recorded by the researcher , most of the students confuse onhow to use adjectives and adverbs, because when the researcher give them chances to speak about and admirations of a well-known foot ball player most of them spoke , but do not care about the use of adjectives and adverb e.g students says that , " Messi is a good foot ball player he play well, I like the way he pass the ball for other players and so on". Here the researcher focus on three points the first one : in terms of grammar (tenses) secondly : in terms of using adjectives and the prepositions used in describing Messi as an international foot ball player . In terms of using adjectives and adverbs , students have limited words "adjectives" and they confused between adjectives and adverbs while speaking . Another notices that researcher found out are some students unable to say the sentences unless to write

down that thing that want to be said , that is another parts of the language skills which is writing skills both skills are productive.

Students wrote notes, organize their ideas and then speak about issue need to be discussed.

The researcher found that about 65% of the students misuse adjectives and adverbs in usage while speaking, although awarm up have been made for students, so as to start in a relax able and good environment among their classmates.

C. The result and discussion of the third topic:

In not less than 70% percent of the students who participated in discussing this topic, and the aims of it to figure out, the using of prepositions for secondary school students in spoken language.

Most of the students mixed in using prepositions. While describing classroom objects around them, e.g some students when they asked to describe the things inside the classroom " say the board is in the wall , and there are two lambs in the roof and the book is on the bag and in the bag…etc. More descriptions have been said about the locations of the classroom objects and other things exist in the class. According to what they said most of them misuse on / in while speaking, although the researcher made some facilities to help them to describe by asking them the locations of some hidden objects which have different locations inside the class, but still there are some students confuse between the using of prepositions **in**/**on** or **over** and **above** . Secondary schools students have real problems in using prepositions and these problems are part of grammatical problems that encountering students. Therefore students should be given a separate speaking lessons to improve their speaking skills, because some of them have a considerable background about the

tenses, adjectives and prepositions and other parts of speech, but no attractive environment exist to practice. And other students are highly motivated, they just need alittle encouragement and motivation to speak and practice other language skills properly.

4-3 The tables shows the number of the students who participated in each topic and the right , and wrong sentences used :

Table No (1)

1-Students of secondary school have problemsin using tenses while speaking:

Students No.	The right sentences	The wrong sentences	The total numbers of the sentences
1.	7	3	10
2.	3	5	8
3.	4	6	10
4.	5	7	12
5.	6	5	11
6.	3	4	7
7.	7	2	9
8.	1	8	9
9.	4	4	8
10.	7	5	12
11.	8	2	10
12.	3	6	9
13.	1	9	10
14.	2	4	6

15.	4	5	9
16.	6	8	14
17.	4	6	10
18.	2	2	4
19.	9	3	12
20.	10	4	14
21.	2	7	11
22.	4	3	5
23.	2	3	6
24.	3	4	3
25.	6	2	9
26.	1	5	9
27.	4	2	12
28.	7	4	6
29.	8	5	6
30.	1	4	9
31.	2	6	11
32.	3	6	5
33.	5	4	5
34.	1	2	3
35.	3	4	7

The Comments on the First Topic:

Thirty five participated in the topic which is about students early days at primary school. The researcher here meant to check the grammatical problems in speaking focusing on the tenses mainly, present simple and past simple, there are about (15) students used wrong tenses

while they were talking about their primary school and secondary school e.g . Students number 8 on the table has mentioned only one correct sentence right that is to say instead of using the past tense, I studied in Al nahda primary school, he says I study in Anahda primary school he use the present tense in both the present and past. Thus must of the students have problems in using the present and the past while speaking. According to the table above which show s the number of the sentences mentioned by students , the researcher found out that majority of the students have problem in using the present perfect tense, but most of them used the present tense correctly, and that 's due to the practices of the present tenses much more than the perfect since there were in primary stage there was much use of present tenses. In addition to these students lack speaking and listening skills practices, and that lack due to the syllable design which neglects these two language skills and they go together, much listening leads to perfect speaking . Some students have real problem in using tenses in spoken language, e .g students number 8 , 13, 26, 30, 33 they have said only one correct sentence that is to say there limit knowledge of the basis of grammar. But there are a few   numbers of students who used the right tenses properly.

Table No (2)

2-Students of secondary school have problems in using adjectives and adverbs while they speak.

Students No.	The right sentences	The wrong sentences	The total numbers of the sentences
1.	2	4	6
2.	3	3	6
3.	4	4	8
4.	5	1	6
5.	7	2	9
6.	2	1	3
7.	4	2	6
8.	6	1	4
9.	4	2	4
10.	2	1	6
11.	5	5	7
12.	2	2	6
13.	4	2	4
14.	2	4	10
15.	6	2	5
16.	3	1	5
17.	4	2	8
18.	7	5	6
19.	1	5	9
20.	4	2	4
21.	2	4	10
22.	6	3	4

23.	2	4	8
24.	4	4	6
25.	2	2	10
26.	8	4	6
27.	2	3	8
28.	5	3	6
29.	3	2	6
30.	4	7	9
31.	2	5	10
32.	5	4	8
33.	4	3	5
34.	2	4	7
35.	3	7	10

The Researcher'sComments on the Second Topic :

According to the percentage show above in the table which shows the classification and numbers of the correct s and right sentences mentioned in the topic, which has been selected by the researcher to show students usage of adjectives and adverbs while speaking . Thirty five students participated in the topic under the title describing a foot ball player that you admire on or font of, in it the researcher recorded what student said about the topic, and what the researcher found is that, students misuse adjectives and adverbs and most of the participants used adverb in the place of adjective and visvarsa, e.gstudents no 1 on the table said Messi is play fast instead of saying Messi plays fastly or He is a quick player, So student here has made a grammaticalmistake in the third person singular "plays" and the misuse of adverb and adjectives. Another example of this students no 14 ,23 25 27 34 have made the same mistake in describing people and things they confuse in using simple present

tenses while narrating or describing so it is known for the narrator to use simple present while narrating . Therefore the confusion of using adverbs and adjectives due to students lack of vocabulary and the neglectful of practicing speaking skills. Finally students background of parts of speech classification is so weak that is why most of them confuse to use each part properly, whether, it is noun, pronoun, adjective, adverb, verbs…etc.

Table No (3)

3-Students of secondary school confuse in using prepositions properly in spoken language.

Students No.	The right sentences	The wrong sentences	The total numbers of the sentences
1.	3	6	9
2.	7	4	11
3.	8	3	11
4.	2	7	9
5.	11	2	13
6.	3	4	7
7.	4	5	9
8.	7	7	14
9.	2	8	10
10.	6	6	12
11.	5	4	9
12.	2	7	9
13.	3	6	9
14.	5	4	9
15.	7	3	10

16.	6	7	13
17.	3	5	8
18.	4	2	6
19.	5	8	13
20.	2	6	8
21.	8	3	11
22.	3	6	9
23.	7	5	12
24.	4	7	11
25.	10	2	12
26.	8	3	11
27.	9	4	13
28.	5	2	7
29.	4	7	11
30.	1	5	6
31.	2	3	5
32.	4	4	8
33.	3	6	9
34.	4	7	11
35.	7	3	10

The Researcher'sComments onThe Third Topic .

In this topic the researcher meant to investigate students background on how they use prepositions correctly while speaking English. Most of the common prepositions use in English are familiar for students , because they encountered them in so many written tests or quizzes. The question is why do secondary school students mix in using

the   prepositions in spoken language ? As it has recorded by the researcher for students speech about the class room objects, the researcher found out that there are about thirty students mixed between in and on while describing the classroom objects , e.g student **no** 4 the table said **the book is in the desk, instead of "on the desk"** And anther one said the board is in the wall, a third one said the fans is on the roof, here there is no subject aux agreement, the fans are on the roof. Thus most of students mix in using the correct prepositions specifically   the prepositions **on** and **in**   , further more there are some students have problems in using singular and plural noun according to the record there are 30% of the students mentioned the regular plural nouns without the plurality (s) and that another novice problem that the researcher encountered. After so many listing to the record the researcher heard , secondary school student lack listing and speaking skills which go together and another thing the researcher observed, some students are unconfident while speaking as a result of speaking neglecting students lack of vocabulary let them not to speak in a proper way.

CHAPTER FIVE

Summary, Findings, Recommendations and Suggestions for Further Studies

Summary , Findings Recommendations and Suggestions forFurther Studies

5-1 **Introduction**:

The aim of this chapter is summarizing the study findings and the results the researcher reached after many steps which have been done in the previous chapters. So in this chapter the researcher is going to conclude the study, in it there is going to be the summary, findings, recommendations and the suggestions for further studies in the same field.

5-2 Summary of the Study:

The study purpose is to investigate the grammatical problems that encountered by secondary school students in speak English students of Khartoum state Al quos secondary school students as the sample of the study, and the subject were chosen randomly (35) students all of them here participated of three topics the first topic to show the background of tenses students know by dividing the chances among them and giving them 1-2 minutes to speak, while they were about the descriptionthe classroom objects, the researcher meant to see how students use the preposition correctly while talking about the class objects. It is shown in the previous chapter four all the results of the three topics with an accurate description and discussion of the results. Therefore the worth pointing that finding. As point here the study indicate, these problems and were confirmed at Khartoum secondary schools.

5-3 Findings of the Study:

After many steeps the study has reached in to the following results:

- Students of high secondary schools do not prefer to speak English because they fear from making mistake.
- Less vocabulary bank that students have can reflect their speaking ability.
- The neglectful of speaking skills in spine seriesinfluence on the students and the importance of speaking skills in English.
- The missing of interaction between English language teachers can play big role in studentsinclination to speak.
- The weakness at students back ground in grammar and grammatical expressions has to do with these.
- The absence of speaking and listening skills at secondary schools in Khartoum state has relationships to what we say.
- English language teachers at secondary schools do not give sufficient opportunities to for students to speak.
- The time of the English lessons not enough to practice all English language skills at the same time.
- Some students f secondary school have not a self confidence to speak among their classmates.
- The absence of motivation and encouragement speaking English and it is teachers duty to do so.
- There is no English clubs, no English language associations in secondary schools.

5 -4 Recommendations:

The following recommendations are mainly based on the findings of the study, as well as the literature review and the previous studies.

These recommendations are suggested in the hope that they will be taken into consideration of the representatives in ministry of Education to develop English learning as a second language.

1. The researcher recommends secondary schools should be provided at least with some visiud aids and English daily basis.
2. Students should attempt to speak English daily basis.
3. English language should be started from kindergarten at the age of growing for students to keep things easily.
4. Teachers of English language should encourage their students to speak English any way, to meet the needs of students in speaking.
5. The press that will be taught in high secondary school should develop the learning skills as awhile focusing listening and speaking, because language is spoken.
6. Speaking skills is neglected at secondary schools so it is important to be included as a separate module.

5-5 Suggestions for Further Studies:

The present study investigates. The grammatical problems of speaking English among high secondary school students in Khartoum state, so some researchers are required in the following area.

Investigating the importance of listening skills and its relation in developing speaking skills in English language.

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Appendix

The test include the following three topics : Firstly Students are going to speak about 1- 2 munites in each topic , Secondly the researcher is going to observe and records their speech also he is going to write down some notes focusing on tenses, adjectives and prepositions.

The topics to be discussed:

1 – Students early days at their primary schools and now Secondary schools.

2-To describe a football player that , he/ she admires on or fund of currently.

3-To speak about different locations of classroom objects.