



Sudan University of Science & Technology



College of Languages

English Language Department

Investigating University Students' Problems in Oral Communication.

*A Case Study of second Year students colleges of languages Sudan University of
Science and Technology*

تقصي مشكلات الطلاب الجامعيين في التخاطب الشفهي

دراسة حالة طلاب السنة الثانية كلية اللغات جامعة السودان للعلوم والتكنولوجيا

**A thesis submitted in partial Fulfillment for the requirements of the master
Degree in English Language (applied linguistics)**

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2019

Dedication

To my parents with love

ACKNOWLEDGEMENTS

I would like first to thank ALLAH for giving me strength and Capacity to complete this work. I am indefinitely indebted to my Mother and father who devoted all their time for me during the Preparation of this work, God blesses them now and forever.

I am most grateful to my supervisor Dr. Abbas muhktar for his Help, guidance, and patience, and valuable advice through my research time.

My profound thanks to all the teachers of English department Especially, Dr.hillary. wigdan and abdulkarim.

I gratefully want to thank all the teachers of oral communication and The second year students of the English Department at Sudan University for their help and seriousness in completing the test and Questionnaire

I owe gratitude to all my friends for the countless hours of listening, laughing, encouraging, supporting and caring.

I deeply thank my real supporter dear Abdullah Hamid for his financially and emotionally supports.

Abstract

This study aimed at investigating the problems of oral communication that encounter university students at Sudan University. The researcher used the descriptive analytic methods. A questionnaire was distributed to fifty teachers of English language and oral test for 20 students. Having collected the data and analyzed it statistically by means of the SPSS package, the researcher comes up to the following findings. University teachers use mother tongue more than the foreign language, students do not participate in oral communication due to psychological problems such as shyness and lack of self confidence also teaching methodology not appropriate enough to encourage student. The researcher recommend that teachers should be familiar with so many activities and techniques to help learners to get rid of negative psychological factors by motivating and encouraging them to speak English language. Also shouldn't have to use mother tongue more inside the classroom.

المستخلص

يهدف هذا البحث الى دراسة مشاكل التواصل الشفهي التي يواجهها طلاب الجامعة في جامعة السودان للعلوم والتكنولوجيا. استخدم الباحث المنهج الوصفي والتحليلي. وزع استبياناً على خمسين مدرساً للغة الإنجليزية واختبارات شفوية مختلفة لـ 20 طالباً. بعد جمع البيانات وتحليلها إحصائياً من خلال حزمة SPSS ، تصل الباحث إلى النتائج التالية.

يستخدم معلمو الجامعة اللغة الأم أكثر من اللغة الأجنبية ، والطلاب لا يشاركون في الاتصال الشفوي بسبب مشاكل نفسية مثل الخجل وعدم الثقة بالنفس ، وكذلك منهجية التدريس غير كافية بما فيه الكفاية لتشجيع الطلاب . يوصي الباحث بأن يكون المعلمون على دراية بالعديد من الأنشطة والتقنيات لمساعدة الطلاب على التخلص من العوامل النفسية السلبية عن طريق تحفيزهم وتشجيعهم على التحدث باللغة الإنجليزية. كما لا يجب علي المعلمون استخدام اللغة الأم في الفصل الدراسي كثيراً.

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Chapter one

Introduction

1•0 Background

The main goal in language learning for English as Second Language (ESL hereafter) learners is to be able to communicate effectively in the target language.

In the global context, English has become widely accepted as the major language that is learned to meet the demands of current job markets in equipping graduates with content knowledge as well as communication skills and competencies. However, communicating in a language that is not ones' own mother tongue can be difficult, mastering a new language is not a work of several hours but it takes more than a decade for ESL learners to achieve an acceptable level of communicative competence.

In some instances, a message is not well communicated in the target language due to the lack of knowledge about lexical items and the purpose of listening to spoken language. Thus, learners communicate orally in different ways depending on the purpose, whether to get information, seek clarification or for enjoyment

Some learners use body language or repeat familiar words and some switch back and forth between the first language and the target language. Such attempts and strategies used by learners in conveying messages are known as communication strategies, communication strategies “are the systematic attempts by learners of a second and foreign language to express or decode meaning in the target language Learners try to convey messages with the help of various means such as hand gestures, asking for clarification, code switching and message alteration.

Communication strategies are applied when learners lack the target language knowledge such as lexical items or grammatical structures. This lack of linguistic knowledge often leads to other difficulties such as the uncertainty of using suitable vocabulary according to context, time constraints in processing information that is going to be said for being unclear about the interlocutor's speech production.

1•1 Statement of the Problem

Drawing on the experience of the researcher in the field of teaching \ linguistics, the researcher felt that university student have problems in oral communication, Many student do not participate in the oral expression, they do not contribute and do not show any sign of progress which indicate that there is something wrong somewhere with student.

The present study will shed some lights on what hinder student from participating at the oral communication or oral class.

The focus will eventually be on linguistic and psychological factors.

1• 2 Research Questions

- 1- What are the problems that prevent learners during oral communications?
- 2- What are the strategies that teacher should adopt within classroom to improve the student oral communication?
- 3- To what extent does the mother tongue affect oral Communication ?
- 4- To what extent student face problems in oral communication?

1•3 Research Hypotheses

- 1- Negative psychological factors affect developing students speaking skills.
- 2- The teaching methodology is not appropriate enough for encouraging student to speak.
- 3- Mother tongue interference leads to speaking problems.
- 4- Students face problems in oral communication in (pronunciation, grammar, vocabulary and fluency).

1•4 Objectives of the Research

- To identify the difficulties that prevents EFL learners to participate during the oral communication.
- To suggest alternative techniques that may encourage those students to be active participants in oral classroom.
- To enhance the students' oral communication through attracting the teachers' attention to adopt variety of classroom speaking activities.

1•5 Significance of the Research

The main objective of this study is to shed some lights on the problems that EFL students encounter in oral communication. The research is conducted to pinpoint the constraints and determine the strategies that teachers should adopt to bridge the gap and treat these constraints at a base level. Although many studies have been carried out in the field of teaching oral communication, in my dissertation, the significance is paramount in the sense that it will put an end to such a phenomenon and open doors to oral teachers to ultimately treat these kinds of problems in their future oral teaching sessions.

1•6 Research methodology

This study will investigate the problems that face university student in oral communication.

This study is descriptive and analytical in nature; it will focus on the oral communication problems in the question. The descriptive methods to determine the different obstacles that prevent the students' of oral communication and to present the effective techniques and activities that solve this problem and enhance their oral skills. Therefore, the Analytical Method is used to investigate the problem and to answer the questions above.

So far, the researcher will administer questionnaires for teachers and oral

test for students of oral communication of second year English students at Sudan University of science and technology.

1•7 limits of the Study

Sudan University of science and technology, college of language second year's student (2018-2019). Statistical program spss is utilized to analyze this data in order to find out the result.

Chapter two
Literature Review and Previous Studies

CHAPTER TWO

Literature Review and Previous Studies

2.0. Background

Oral expression course aims to provide suitable place for the students to practice their speaking skills

. Speaking is the most favorable skill by students than any other language skill.

It is regarded as a major skill to be developed because it is necessary for displaying the language proficiency during the lesson; students participate in different tasks that teachers have to provide. Consequently, the objectives from these series of activities are providing learners with the confidence to participate and to engage them fully in classroom communication as well as to give them the opportunities to speak effectively. However, many EFL students confronted with many obstacles preventing them from practicing their speaking abilities.

This chapter deals with a general issues about speaking skill: definition of speaking, importance of speaking, and teaching speaking. Then, the light will shed on oral expression course participations difficulties

. These problems and difficulties are due to linguistic problems, psychological barriers, and poor listening practice, bad attitude toward the subject and the non-motivating atmosphere and other obstacles.

2.1. Definition of Speaking

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

Speaking is an active or productive skill deserves more attention in both first and Foreign language because it reflects peoples' 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 impressions are being formed" (p. 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. The Importance of Speaking

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 frequent 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, p.12) states "of all the four skills, speaking seems institutively the most important: people who know a language are referred to as 'speaker' 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 needs good listener to improve his/her oral 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 none verbally.

2.3. Teaching Speaking

Speaking is the basic skill that EFL students have to improve in order to master the English language. The focus of teaching speaking is to improve the oral production of the students, and to make them communicate effectively in real life situation.

Recently, a lot of attention has been paid to design a program that aims to teach the speaking skill.

In the classroom situation, EFL students should learn the language naturally and teachers should provide them with plentiful opportunity to develop as well. Hayriye Kayi. (2006) provides some suggestions for English language teachers while teaching oral language:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time
- Indicate positive signs when commenting on a student's response.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class..

Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

Therefore, students can improve their oral skill to express their ideas, opinions, and feelings, describe things, and to make social contact with people, and to make request and complaining.

2.4. EFL Students' Difficulties in Oral Communication

2.4.1. Linguistic 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 categorized 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.

2.4.2. Lack of Vocabulary

To achieve oral skill students need the appropriate selection 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 EFL classes is that many students 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.

2.4.3. 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 as 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).

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 miss pronunciation 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 leads to the difficulty of participation.

2.4.4. Grammar Mistakes

In fact, grammar knowledge is one of the most important aspects of being a Professional in speaking skill, EFL 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)

“Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because 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.

2.2. Psychological Barriers

The psychological barriers of EFL students 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 ... etc.

2.2.1. Lack of Self -Confidence

In many classes, some students prefer to keep their ideas and opinion to themselves because they are not sure about the strength of their abilities or hesitate to participate in the oral tasks. EFL students are hardly believing in their skill to speak English or even facing their teachers and classmates or simply they have not the confidence in themselves.

Thus, lacking self-confidence leads them to say a few words to avoid making mistakes and embarrassment.

Causes of Lack of Confidence

He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown,2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence.

Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

2.2.2. Shyness

Shyness is purely psychological problem that EFL student are suffering from. Shyness is the most obstacles that students of English as a foreign language face because they feel uncomfortable to speak in front of their classmates and their teachers. Students often do not participate in EFL classroom in natural manner because of shyness, so they are not able to perform in their tasks and achieve their goals. This will affect obviously their participation and lead them to a low participation or even to none.

Causes of Shyness

With regard to the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik (2011) indentifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

2.2.3. Fear of Making Mistakes

In EFL classes, students cannot express themselves in foreign language and do not Participate appropriately in the oral lessons for the reason that they are worried about making mistakes, fearful about public correction. 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 losing 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’ participations.

Causes of Fear of Making Mistakes

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how others will see them. (Kurtus,2001). In addition, Hieu (2011) and Zang (2006) cited in He and Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make a mistake in speaking English. Students’ fear of making mistakes in speaking English has been a common issue especially in an EFL context like in Indonesia. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

2.2.4. Anxiety

Anxiety is one of the main handles for many EFL learners. Anxiety is the negative emotion that creates trouble in the learning process for students. Anxious students do not learn well as well as do not communicate effectively in classroom situations. Wrench, Gorham, and Virginia (2009, p.55) support that

Many students don't learn when they are fearful, anxious, apprehensive, or scared. Students don't 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. Anxiety reveals more than when students try to participate in the classroom, so they feel uncomfortable about speaking English in front of their classmates as Littlewood (1981) states that “it is too easy for a foreign language classroom to create inhibition and anxiety” (p. 93).

Causes of Anxiety

Regarding the causes of anxiety, Horwitz and Cope (1986, in Zhao Na, 2007) based on the findings of their study, found out three main causes of students’ anxiety i.e. communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students’ ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students’ fear of being tested. The last cause has to do with other students’ evaluation. In this case, as mentioned above, very often that other students ‘evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students’ anxiety (Liu, 2007; Zhou, et all 2004). All these show that understanding students better and being skillful in managing classroom should be part of the teachers’ concern. As suggested by Harmer (2007), to reduce this anxiety feeling, teachers need to pay attention to each students’ strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

2.5. Poor listening practice

In addition to above main problems, poor listening practice can be added. Many Students know all the rules of English language; however, they find many problems when they trying to speak and interact with people. These are because they do not understand the other speakers. Listening comprehension plays a major role in

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

Listening as a skill is so important for speaking because they are related which means that each skill relies on the other one. Anderson and Lynch show this significant relationship of speaking and listening skills (1988) “A carefully prepared L2 utterance is only a useful aid to communicate if the speaker can deal effectively with replies he receives. For the L2 learner in conversation, he needs to be skilled as both speaker and listener.”(p. 15). So far, poor listening practice undoubtedly is a serious problem for the students that will lead to a poor speaking competence

2.6. Lack of interest in subject

In foreign language classroom, oral expression module aims to develop the students *speaking* skill in order to be able to express their thoughts and feeling freely and confidently. In the classroom, discussed subjects are the main stimulation for students to speak and to participate. Thornbury (2005, p.25) supports that

Familiarity with the topic: the greater the familiarity, the easier the speaking task

Feeling towards the topic and/ or the participants: generally, if you are well disposed to the topic you are talking about, and/ or the other participants, the easier it is likely to be Good participant students in EFL classes have a positive attitude toward the topic and the teacher since he is their guide. However, many students have nothing to say or simply remain silent because they have no idea about the topic or have bad attitude toward the subject.

Thus, non-interesting topics is another factors that stop students from participation.

2.7. Role of teachers

The vital role the teacher plays in making learners willing or unwilling to speak cannot be ignored. If a teacher pays equal attention to all members of the class, encourages everybody to take part in classroom discussions and activities, and gives enough time to students to participate, he or she can considerably enhance the students' willingness to speak.

The teachers should build an excellent rapport with their students. It is the duty of the teachers to make the learners aware that making mistakes is a learning process. Teachers should turn their fears into challenges and challenges into success by introducing many interesting and engaging activities in the classroom. Teaching and learning can be more meaningful if they integrate many elements in their approaches.

2.7.1. Prompter

During the lesson time, teachers play different roles according to the obstacles that students are facing. Sometimes, as Harmer states, students lose thread of what is going on, or they are 'lost for word'. In this case, teachers have to play the role of prompter; they have either to hold back and let the students to work things out for themselves, or push them forward in a reserved and supportive way. (2001, p. 60)

Prompter teachers are keen to encourage the students to think creatively rather than have them hang on teachers every word.

2.7.2. Controller

According to Harmer (2001, p.58) "When teachers act as controller they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where student are working on their own in groups". Controller teachers do different activities. They take the roll, tell students things,

organize drills, and read aloud. Teachers feel very comfortable when they view their job as transmission of knowledge from themselves to their students.

2.7.3. Organizer

Jeremy Harmer (2001, p.58) views that “one of the most important roles that teachers have to perform is that organizing students to do various activities”. Organizer is the role by which teachers are supposed to organize pair/ group work, give instruction for the students to get full advantages from an activity. In addition, they have sometime to spent engaging the students’ interest and ensuring their participation.

2.7.4. Assessor

The most expected act from teachers is assessing the students level whether or not they are getting their English right. Assessor teachers offer feedback on performance, offering correction and grading students in various ways by saying whether students can pass to the next level, etc.

Hence, students have to know how they are being assessed, and want fairness

Judgment. What they do not want is the feeling that they are being unfairly evaluated. The assessor must be sensitive to the students’ possible reaction (Harmer, 2001).

2.7.5. Participant

Within classroom different activities should be used. According to Harmer (2001), teachers as usually stand back from the activities and only they intervene to offer feedback or correct mistakes. Therefore, teacher can be a part from the tasks. The participant is an enjoyable role that students mostly prefer instead of prompter, or organizer roles. However, this role can be danger because it is easy for the teacher to dominate the proceeding.

2.7.6. Resource

Another job that students may still have need is a teacher as a resource. According to Harmer (2001, p.61) one of the important job of the teacher is to encourage students to use resource material for themselves when they are looking for information, to become more independent in their learning generally. Teachers are acting as resource to be helpful and available.

2.7.7. Tutor

Among many roles, the tutoring role is one widely recognized because it is combining the role of prompter and resource. Harmer (2001, p.62) argues that it is difficult to be a tutor in very large group because when student are working in small groups or in pairs, teachers can easily offer the guidance and can go round the class, so that learners can have a real chance to feel supported and helped with tutoring teacher.

2.7.8. Observer

Another role the teacher needs to adopt in the classroom is the observer. Observing what students do can give them useful group and individual feedback. Harmer (2001, p. 62) points out that “when observing students we should be careful not to be intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down all the time”.

Moreover, teachers have to take notes on students’ performance in order to watch how well students are doing and to judge the success of the different materials and activities.

Through observing, teachers can evaluate the students’ development in the speaking skill if there is failure. Then, the teacher can make changes in the future.

To conclude, teachers carry a big responsibility in the classroom context. They have to encourage the students and to create a warm and protective environment for learning process.

Therefore, teachers have to guide and control the students in the oral activities through making observing and organizing them. In other word, teachers should be as model for their students.

In addition to these roles Littlewood (1981, p. 92) summarizes the teachers' variety of roles as the following:

- As general overseer of his students' learning, he must aim to coordinate the Activities so that they form a coherent progression, leading towards greater Communicative ability.
- As classroom manager, he is responsible for grouping activities into 'lesson' and for ensuring that these are satisfactorily organized at the practical level.
- In many activities, he may perform the familiar role of language *instructor*: he Will present new language, exercise direct control over the learners' Performance, evaluate and correct it, and so on.

- In others, he will not intervene after initiating the proceedings, but will let Learning takes place through independent activity.
- He may also move about the classroom in order to monitor the strengths and weaknesses of the learners, as a basic for planning future learning activities.
- He will sometimes wish to participate in an activity as 'co-communicator' with the Learners. In this role, he can stimulate and present new language, without taking the main initiative for learning away from the learners themselves.

2.8. Teaching techniques

One of the biggest challenges for the teachers of English language is to make all the students participate specially in oral expression course that aims to provide suitable place for learners to speak. However, many students do not speak during the lesson. In order to increase students' participation and interest in speaking and communication in the EFL classes, teachers design pair and group work. Pair and group work are the most effective pedagogical techniques that promote participation and collaboration among the students.

2.8.1. Group work

During oral communication lessons, teacher uses group work to support learning and to avoid participation problems. Group work is one of the most ways and techniques that EFL teachers provide in order to encourage the students and get them fully engaged in the classroom activities. This will allow them to prepare a presentation or discuss an issue and come to group decision.

Group work is classroom situation where the teacher can divide the whole class into small unites or groups. Group work is a meaningful technique for students to exchange ideas and opinion from each other and to work together without any hinders.

In addition to the benefits of groups, Harmer (2001, p. 117) states a number of Advantages from this technique:

- 1- It decreases the amount of teachers' talk and gives much opportunity for students.
- 2- It encourages broader skills of cooperation and negotiation.
- 3- It promotes learner autonomy by allowing the students to make their decision.

To summarize, group work is designed by the teachers to decrease many problems of participation and to facilitate learning process because students often prefer to learn from each other.

2.8.2. Pair Works

Pair work is another useful technique used by the teachers to organize students when given them activities. Within pair works, students find themselves participating because they must speak with their classmates. Pair work is less threatening because it creates a friendly atmosphere for students and promotes the sense of belonging among them.

According to Harmer (2001, p. 116), pair work has many advantages as the following:

- 1- It increases the amount of speaking for the students.
- 2- It gives the opportunity for the students to work and interact independently.
- 3- It allows teachers time to work with one pair and the other students continue working.
- 4- It promotes cooperative help in the classroom among the students.
- 5- It is relatively quick and easy to organize.

In contrast, both pair and group work also can have its disadvantages as well as having advantages and these are:

- 1- Classroom is likely to be noisy and the teachers can lose their control.
- 2- Not all students enjoy and sometimes they find themselves in uncongenial groups.
- 3- Students may feel uncomfortable to work with someone they are not keen on.
- 4- It can take time to organize group work.
- 5- Students in pairs or in groups can veer away from the main goal of the activity.

To conclude, group and pair work are extremely the meaningful process to solve the problems. They give the students a total freedom to express ideas, knowledge and different problems they are facing during their learning. Working in groups and pairs create a social environment for students; furthermore, they feel obliged to deal and help each other in different activities they have to work on.

2.9. None Motivating Atmosphere

In the classroom, the atmosphere can be motivating or none motivating factor for the EFL learners. None motivating atmosphere prevent students' participation and hinder their development of speaking skill. Teachers are main responsible for creating relaxed and friendly atmosphere for the students in order to express themselves well as well as giving them the opportunity to their personalities. Davies and Pearse (2000) suggest some implications for teaching try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the class. And do as many speaking activities as possible in pairs and groups, so that the learners can speak English without the rest of the class listening (p. 82).

Motivating atmosphere is important for teaching and learning in foreign language. Littlewood (1981) assert that the real progress for speaking and developing communicative skills can only take place if the learners have motivation and opportunity to express their own identity and to relate with people around them (his classmates and his teachers). Students really need motivating atmosphere that gives them sense of security and value as individuals.

2.10. Mother Tongue Use

Students of the same mother tongue often use it in and outside classroom because they feel comfortable and less exposed to the target language. Learners often use the mother tongue when they could not express themselves in foreign language, so they borrow words from their native *language*. According to Baker and Westrup (2003), “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” (p.12). Therefore, this use of mother tongue breaks down the students’ communication in classroom and lessens their speaking abilities. Students always run away from using the foreign language due to the lack of vocabulary in this language.

Some studies have confirmed that the mother tongue has a strong influence on the way a second language is learnt and used. (Kellerman 1984, Kellerman and Sharwood Smith 1986, Ringbom 1987, Odlin 1989, Perdue 1993). Consequently, the selection of words is not at random but there are some aspects which students should take into account such as the accuracy of words and the level of formality. Cunningham (1999) claimed that speaking required that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why and in what ways to produce the language (sociolinguistic competence). Moreover, knowing more information about the foreign language cultural rules and customs make EFL learners develop their speaking skill and maintain relevance with language context and avoid the translation from the mother tongue to the target language. According to Thornbury (2005) : " It is generally accepted that knowing a language and being able to speak it are not synonymous, and that there is a lot more to speaking than the ability to form grammatically correct sentences and then to pronounce them." Also, Thornbury emphasized in his work that learners need some

socio cultural knowledge that proficient speakers draw on when speaking .This kind of extra knowledge includes such things as the knowledge of the topic and cultural knowledge, knowledge of the context, and familiarity with the other speakers. These studies described the phenomenon of the influence of the mother tongue and aimed only to reduce that influence and rise EFL learners' oral proficiency

2.11. Large Classes

Large classes often perceived as one of the major obstacles for both students and teachers and for the teaching-learning process. In large classes setting, teachers could not manage his classroom as well as EFL students opportunities decreased. Murcia Celce confirms that “large classes are often the norm of overseas, limiting both student opportunities to talk and teacher opportunity to provide feedback.” (p.110). Oral expression course aims is to encourage the students' participation and to improve their speaking skill;

However, large classes prevent EFL students from getting equal chance of participation during the session. Moreover, in large classes, students fear about speak specially asking for more clarification from their teachers. They fear from showing others that they do not understand. For that, large classes are stopping point for the students' participation.

2.12. Time Allocated

Not only large class is an obstacle for both students and teachers but also time Allocated is considered as another obstacle. This latter prevents teachers from given enough opportunity for their students to participate and speak as well. For that reason, teachers face a negative attitude from their students because they think that teachers are not fair with them.

Hence, teachers are also victims of both time limitation and large classes since they don't have neither the time nor the space to do their best. As a result, time allocated can be considered as a preventing obstacle of students' participation.

2.13. Goals and Techniques for teaching oral communication

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply to each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

2.13.1 Language Input

It comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

Form-oriented input focuses on ways of using the language, guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence).

Appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language

use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the mother tongue.

2.13.2 Structured Output

This strategy focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan.

Textbook exercises also often make good structured output practice activities.

2.13.3 Communicative output

The learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video.

To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

Previous related studies

There are some studies which have investigated speaking difficulties encountered by EFL learners. For example

1. Abumedi bashir Mohammed (2016) MA Sudan university of science and technology under title((investigating English speaking problems encountered by Sudanese secondary school)) he says that the amount of vocabulary that student have strongly affect their speaking ability, also the lack of interaction between teachers and students is considered as one of the problem that prevent students of speaking . finally the syllabus also play important role in improving speaking skills
2. A study was prepared by Mona Ahmed (2007) from Alnelain University the title of the study is the problem of teaching English skills at secondary school. She says that speaking in Sudanese secondary schools were not taught effectively, she added that of the teachers did not seem to be well trained. Hesitate a lot when speaking. Moreover, some students said that they are not confident when they speak English language.
3. Another study conducted by Mohammed abdullefaraj (2016) from Sudan university the title of the investigating the problems of oral communication among EFL learner. He says that lack of self confidence, shyness, hesitation

and lack of knowledge of technical vocabulary has strongly contributed to poor oral communications.

There are similarities between this study and the previous studies mentioned above first, all the researchers from the same field deal with factors related to learning English as foreign language. Some factors are common between most of the previous studies and current study such as the psychological factors. In addition, questionnaire is used as the tool in most previous studies and the current one.

Also there are differences between the previous studies and the current one, the previous studies focus on certain factor related to oral communication such as psychological factors such as self-confidence, anxiety and shyness. Whereas, the current study focused on both the psychological factors, teaching methodology and mother tongue interference.

Conclusion

Overall, we have attempted through this chapter to shed some light on the speaking skill and the difficulties that face EFL students' participation during the lesson of oral Communication. As a productive skill, speaking is a very important process that helps to evaluate students' proficiency in the foreign language. Teachers have to follow certain strategies to teach speaking for the students, since it is the skill through which people evaluate your level in the English language. Oral expression course is an important module because it aims to provide for the students the best space to practice and develop their speaking abilities

In fact, the students have to participate and speak as well to achieve high level of proficiency in oral skill. However, many EFL students do not participate because of the above discussion problems that we have discussed with more detail in this chapter such as linguistic barriers, psychological barriers, none motivating atmosphere, and others

Chapter Three

Methodology

Chapter Three

Methodology

3-0 Introduction

This chapter describes research methodology. It gives a full description of research tool, which were used to collect the data. Besides, the subject, instrument validity reliability and finally the procedures followed to collect the data.

3.1 Tools of the study

The researcher constructed a close –ended questionnaire and oral test to gather data from Sudan University of science and technology teachers and student.

The questionnaires about investigating university students' in oral communication, the teacher questionnaire involve a number of statements amounting to fifteen statements, the students test involve four questions.

The test was divided into parts, it consisted of four items, and they were designed to see student awareness of pronunciation, grammar, vocabulary and fluency.

3.2. The subject of the study (sample)

The sample of this study is taken from Sudan University of Science and Technology, college of languages, English department, the second level .The number of population of this study is 50 teachers, and 20 students, in Sudan University of Science and Technology.

The goal behind choosing these levels is just, because they have finished the necessary courses that enable them to communicate orally.

3.3. Face Validity

To check the instrument validity, the researcher chose well experienced teachers from university. The researcher kindly requested them to comment frankly on the instrument designed interestingly, they wrote their comments positively, beside" all of them consider that questionnaire is suitable and measurable for teachers.

3.4. Reliability

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

The researcher distributed the questionnaire to the respondents to look over the statements and make up their minds, then give them enough time to fill-in, after that the researcher collected the questionnaire to be ready for analysis and discussion.

The study will use the following:

Descriptive and analytic methods, the data will be analyzed, and explained more in chapter four

Chapter Four

Data Analysis and Discussion of the Results

Chapter Four

Data Analysis and Discussion of the Results

4-0 Introduction

The researcher distributed number of (50) copies of questionnaires sample selected randomly. This questionnaire related to two parts:

Part one: General information

Part two: hypotheses of the study

4-1 Statistical methods

To achieve the objectives of the study, statistical methods were used as following:

1- graphic formats.

2- The frequency distribution of the answers.

3- The percentages.

4-2 The study tool

The researcher depends on the questionnaires and oral test tool for gathering information from the study sample, as for questionnaire advantages including:

Part one: General information

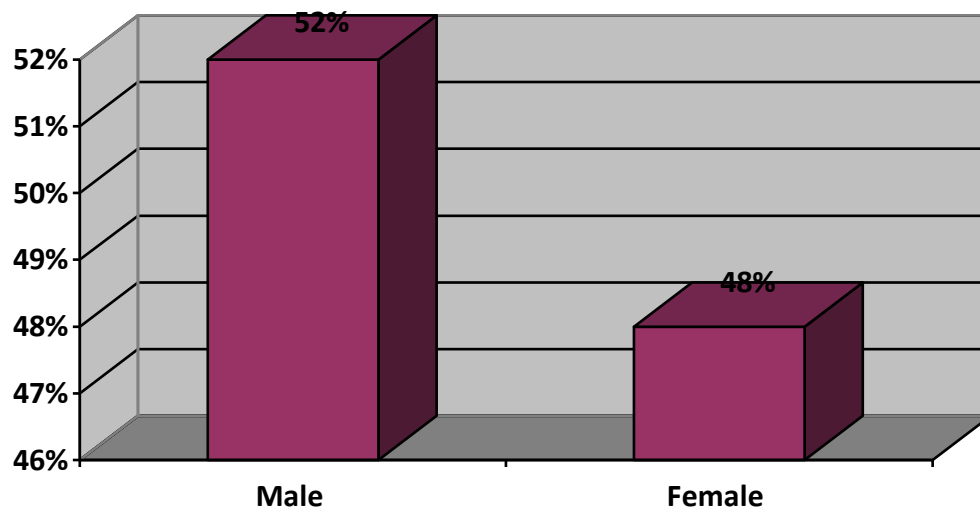
Gender:

Table (4-1)

	Frequency	Percentage
Male	26	52%
Female	24	48%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Fig (4-1)



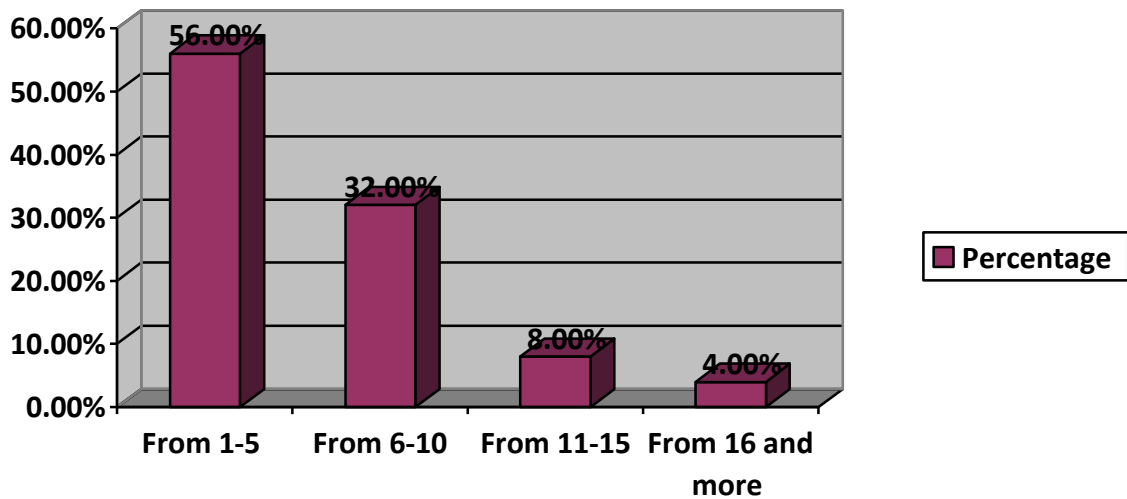
Source: prepared by the researcher, field of study, excel program, 2018
Table (4-1) and Fig (4-1): showing majority of individuals of study they are male by (52%).

The Experience:

Table (4-2)

	Frequency	Percentage
From 1-5	28	%56.0
From 6-10	16	%32.0
From 11-15	4	%8.0
From 16 and more	2	%4.0
Total	50	100%

Figure (4-2)



Source: prepared by the researcher, field of study, excel program, 2018
Table (4-2) and Fig (4-2): showing majority of individuals of study has experience (1-5) year by (56%).

Part two: Hypotheses of study:

H1- negative psychological factors affect developing students speaking skills.

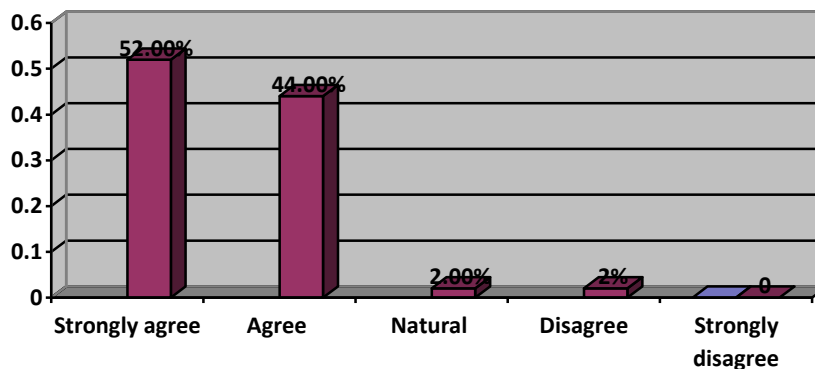
Statement1-Shyness is the main cause of oral communication problems that prevent students of oral communication.

Table (4-1): Descriptive statistic

	Frequency	Percentage
Strongly agree	26	%52.0
Agree	22	%44.0
Natural	1	%2.0
Disagree	1	2%
Strongly disagree	0	0
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-1)



According to the table (4-1) and figure (4-1) 52% of the students strongly Agree, 44.0%, agree, 2.0% neutral and 0.0%strongly disagree and 2%.0 Disagree.

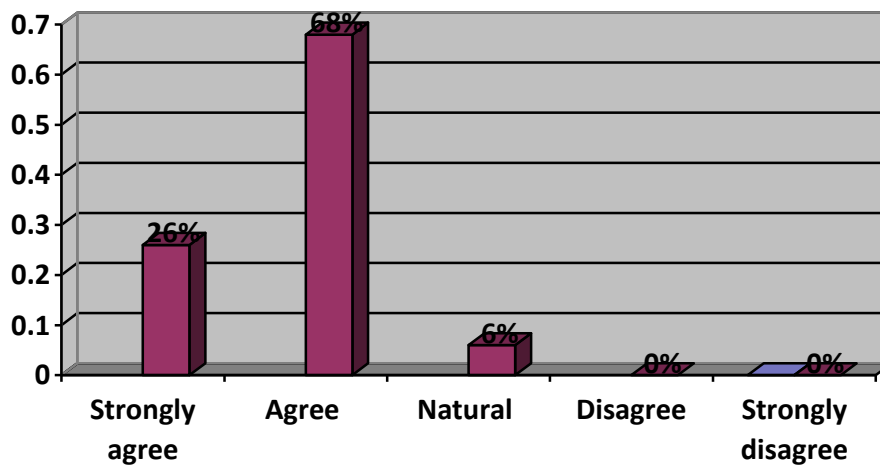
Statement 2-Students are afraid of mispronunciation and grammar mistake

Table (2-4)

	Frequency	Percentage
Strongly agree	13	26%
Agree	34	68%
Natural	3	6%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-2)



According to the table (4-2) and figure (4-2) 26% of the teachers strongly Agree, 68.0%, agree, 6.0% neutral and 0.0% strongly disagree and 0.0%. Disagree.

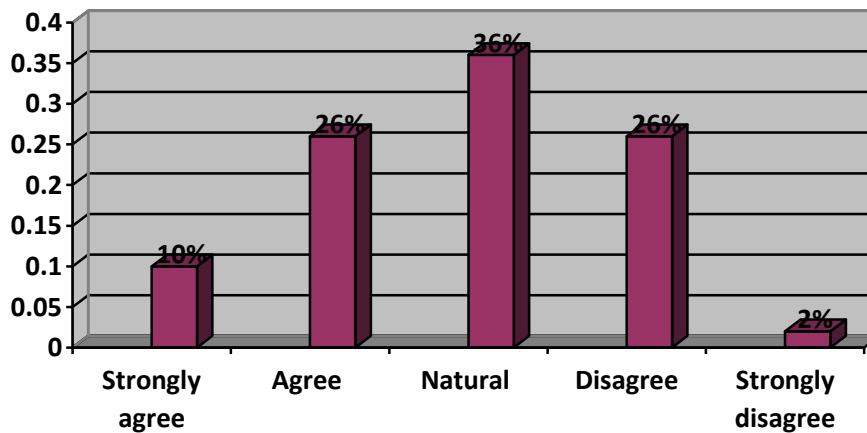
Statement3-Teachers comment negatively on the mistakes made during oral communication session.

Table (4-3)

	Frequency	Percentage
Strongly agree	5	10%
Agree	13	26%
Natural	18	36%
Disagree	13	26%
Strongly disagree	1	2%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-3)



According to the table (4-3) and figure (4-3) 10% of the teachers strongly Agree, 26.0%, agree, 36.0% neutral and 2.0%strongly disagree and 26.0%. Agree.

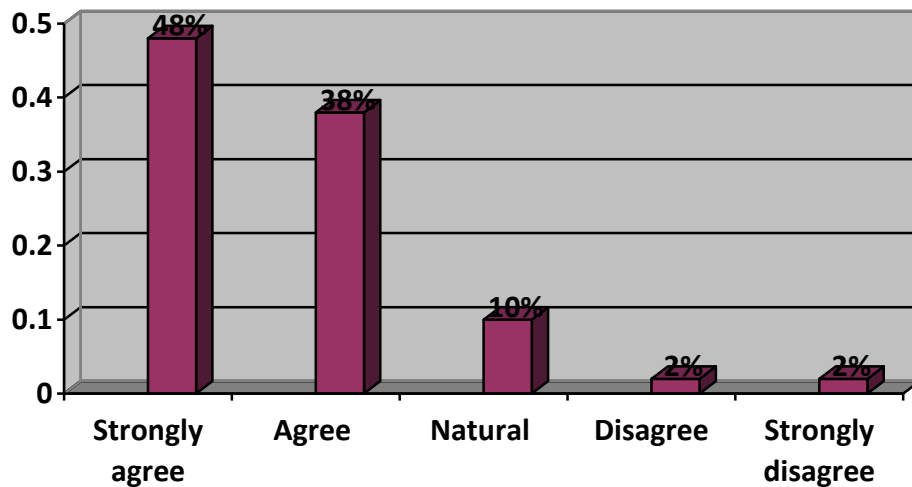
Statement4-Students have social misconception about English, that English is difficult or is hard to speak it.

Table (4-4)

	Frequency	Percentage
Strongly agree	24	48%
Agree	19	38%
Natural	5	10%
Disagree	1	2%
Strongly disagree	1	2%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-4)



According to the table (4-4) and figure (4-4) 48% of the teachers strongly Agree, 38.0%, agree, 10.0% neutral and 2.0%strongly disagree and 2.0%. Agree.

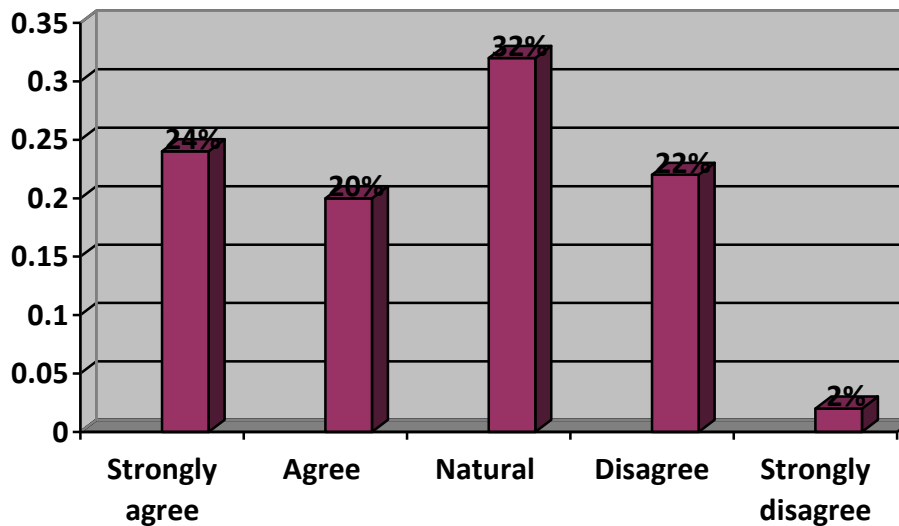
Statement5-Students avoid speaking because they are unprepared and uninterested

Table (4-5)

	Frequency	Percentage
Strongly agree	12	24%
Agree	10	20%
Natural	16	32%
Disagree	11	22%
Strongly disagree	1	2%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-5)



According to the table (4-5) and figure (4-5) 24% of the teachers strongly Agree, 20.0%, agree, 32.0% neutral and 2.0%strongly disagree and 22.0%

H2- the teaching methodology is not appropriate enough for encouraging student to speak.

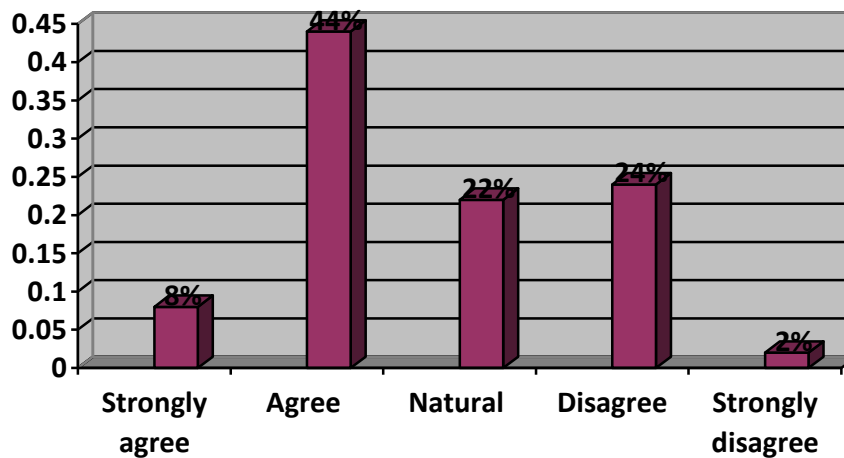
Statement6- some teachers give student unfamiliar topic to talk about

Table (4-6)

	Frequency	Percentage
Strongly agree	4	8%
Agree	22	44%
Natural	11	22%
Disagree	12	24%
Strongly disagree	1	2%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-6)



According to the table (4-6) and figure (4-6) 8% of the teachers strongly Agree, 44.0%, agree, 22.0% neutral and 2.0%strongly disagree and 24.0%. Disagree.

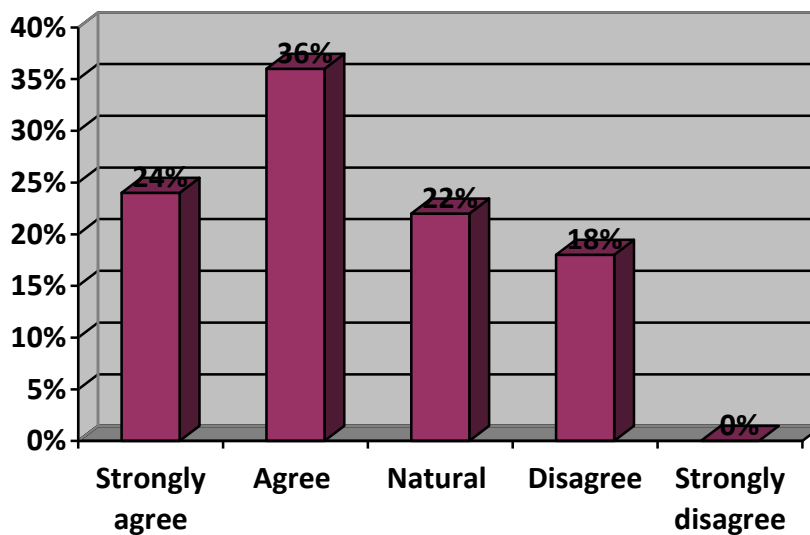
Statement7-Teachers do not create interesting activities in classroom to motivate student to speak

Table (4-7)

	Frequency	Percentage
Strongly agree	12	24%
Agree	18	36%
Natural	11	22%
Disagree	9	18%
Strongly disagree	0	0%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-7)



According to the table (4-7) and figure (4-7) 24% of the teachers strongly Agree, 36.0%, agree, 22.0% neutral and 0.0%strongly disagree and 18.0%. Disagree.

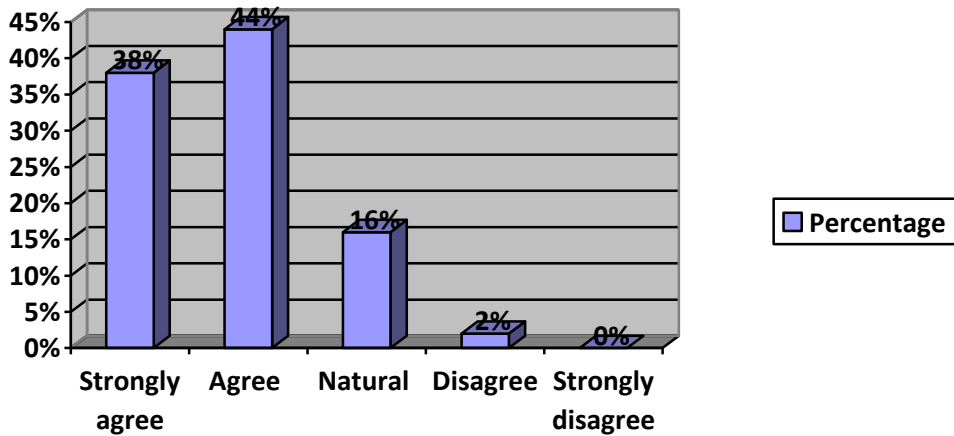
Statement8- there are limited out of classes speaking activities

Table (4-8)

	Frequency	Percentage
Strongly agree	19	38%
Agree	22	44%
Natural	8	16%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-8)



According to the table (4-8) and figure (4-8) 38% of the teachers strongly Agree, 44.0%, agree, 16.0% neutral and 0.0%strongly disagree and 1.0%. Disagree.

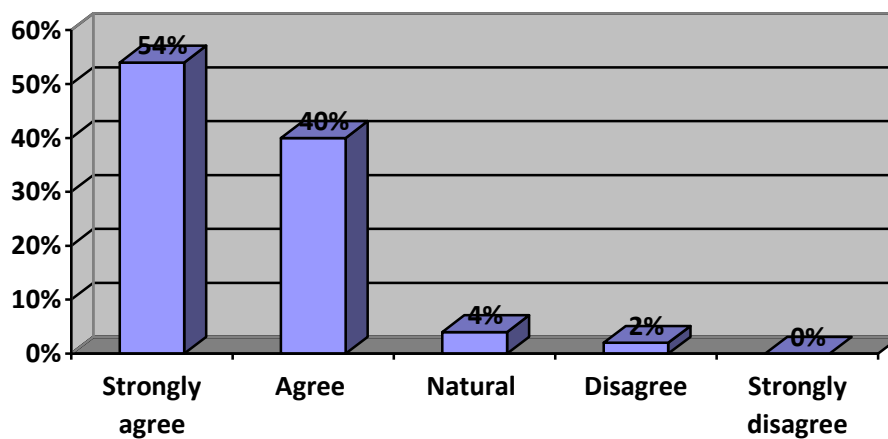
Statement9- teachers focus on teaching grammar and vocabulary more than speaking.

Table (4-9)

	Frequency	Percentage
Strongly agree	27	54%
Agree	20	40%
Natural	2	4%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-9)



According to the table (4-9) and figure (4-9) 54% of the teachers strongly Agree, 40.0%, agree, 4.0% neutral and 0.0% strongly disagree and 2.0%. Disagree.

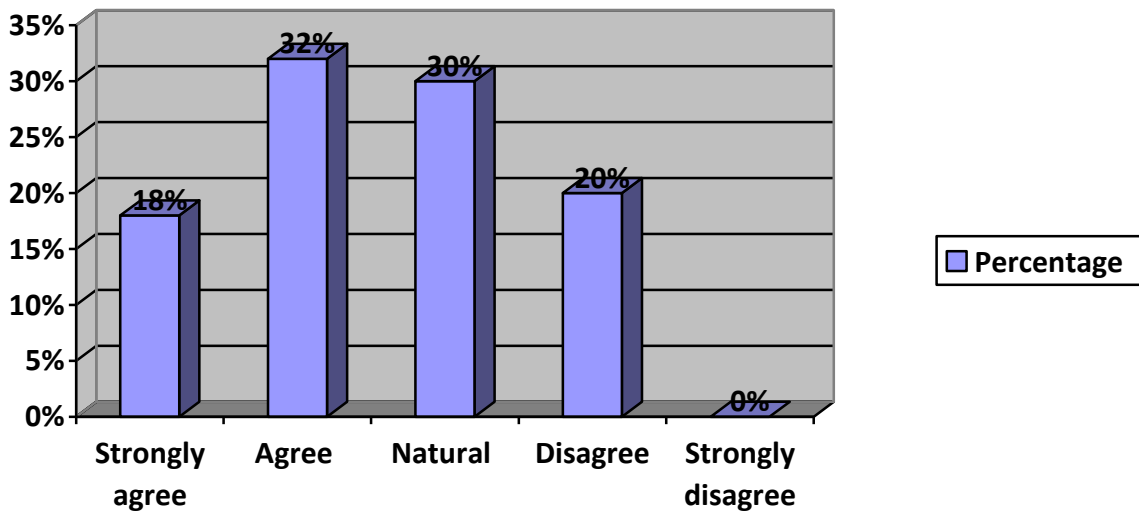
Statement10-Some teachers do not give students interesting topic for discussions.

Table (4-10)

	Frequency	Percentage
Strongly agree	9	18%
Agree	16	32%
Natural	15	30%
Disagree	10	20%
Strongly disagree	0	0%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-10)



According to the table (4-10) and figure (4-10) 18% of the teachers strongly Agree, 32.0%, agree, 30.0% neutral and 0.0%strongly disagree and 20.0%. Disagree.

H3- mother tongue interference leads to speaking problems.

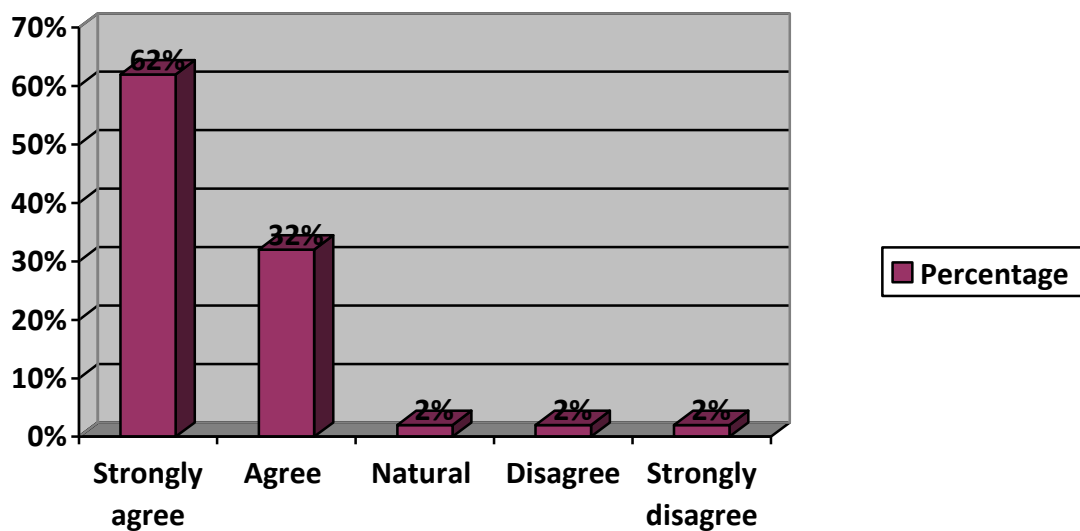
Statemet11- teachers use mother tongue (Arabic language) more than the foreign language.

Table (4-11)

	Frequency	Percentage
Strongly agree	31	62%
Agree	16	32%
Natural	1	2%
Disagree	1	2%
Strongly disagree	1	2%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-11)



According to the table (4-11) and figure (4-11) 62% of the teachers strongly Agree, 32.0%, agree, 22.0% neutral and 2.0% strongly disagree and 2.0%. Disagree.

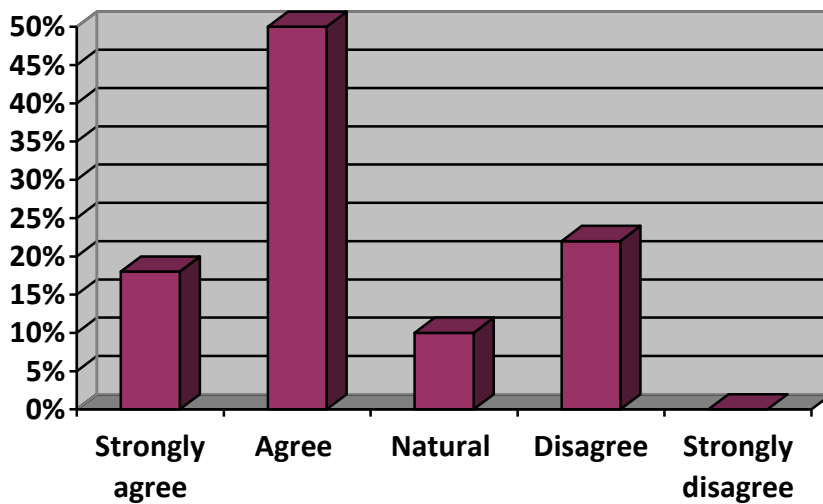
Statement 12-Interference between L1 and EFL has influence on vocabulary choice

Table (4-12)

	Frequency	Percentage
Strongly agree	9	18%
Agree	25	50%
Natural	5	10%
Disagree	11	22%
Strongly disagree	0	0%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-12)



According to the table (4-12) and figure (4-12) 18% of the teachers strongly Agree, 50.0%, agree, 10.0% neutral and 0.0%strongly disagree and 22.0%. Disagree.

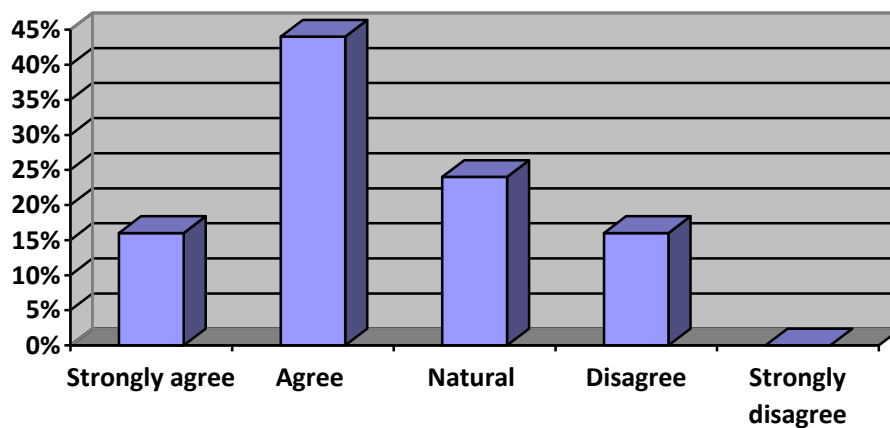
Statement13-Lack of fluency in speaking can be related to L1 and EFL interference this often happens depending on the proficiency level of students.

Table (4-13)

	Frequency	Percentage
Strongly agree	8	16%
Agree	22	44%
Natural	12	24%
Disagree	8	16%
Strongly disagree	0	0%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-13)



According to the table (4-13) and figure (4-13) 16% of the teachers strongly Agree, 44.0%, agree, 24.0% neutral and 0.0%strongly disagree and 16.0%. Disagree.

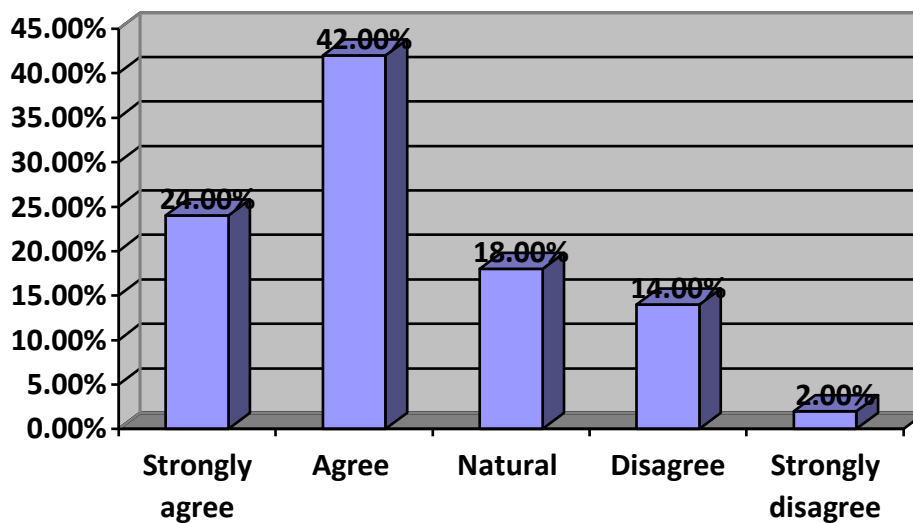
Statement14-L1 interference impact their pronunciation of specific language features such as certain sound stress intonation and sentence formation.

Table (4-14)

	Frequency	Percentage
Strongly agree	12	%24.0
Agree	21	%42.0
Natural	9	%18.0
Disagree	7	%14.0
Strongly disagree	1	%2.0
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-14)



According to the table (4-14) and figure (4-14) 24% of the teachers strongly Agree, 42.0%, agree, 18.0% neutral and 2.0%strongly disagree and 14.0%. Disagree.

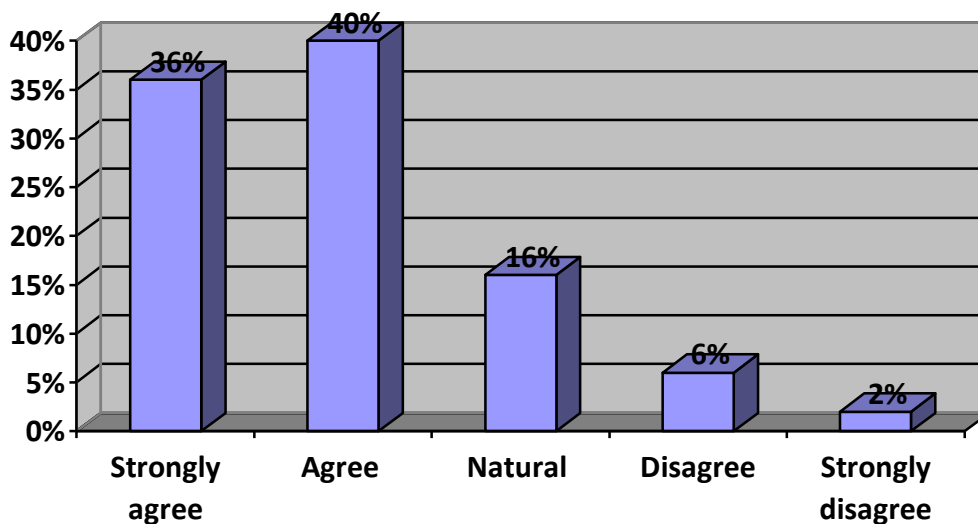
Statement15-The absence of 100% L2 environment leads to mother tongue interference and causes break in communication .

Table (4-15)

	Frequency	Percentage
Strongly agree	18	36%
Agree	20	40%
Natural	8	16%
Disagree	3	6%
Strongly disagree	1	2%
Total	50	100%

Source: prepared by the researcher, field of study, SPSS program, 2018

Figure (4-15)



According to the table (4-15) and figure (4-15) 36% of the teachers strongly Agree, 40.0%, agree, 16.0% neutral and 2.0%strongly disagree and 6.0%.

4-4 Section Two:

In this section, the researcher will give the statistical analysis of the Speaking test, and then will discuss the findings.

The sample of this test is 20 students from Sudan University of science And technology .College of languages, the second level.

This section is dedicated to investigate the student's accuracy in Vocabulary, pronunciation and grammar. To investigate the student's Fluency in English language, and then to compare them to the teacher's Opinions.

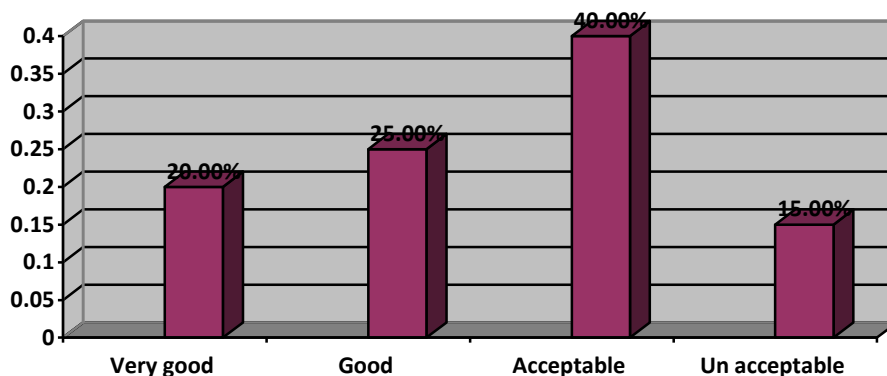
Check list

1- Pronunciation

Table (4-1)

Degree	Frequency	Percentage
Very good	4	%20.0
Good	5	%25.0
Acceptable	8	%40.0
Un acceptable	3	%15.0
Total	20	%100.0

Figure (4-1)



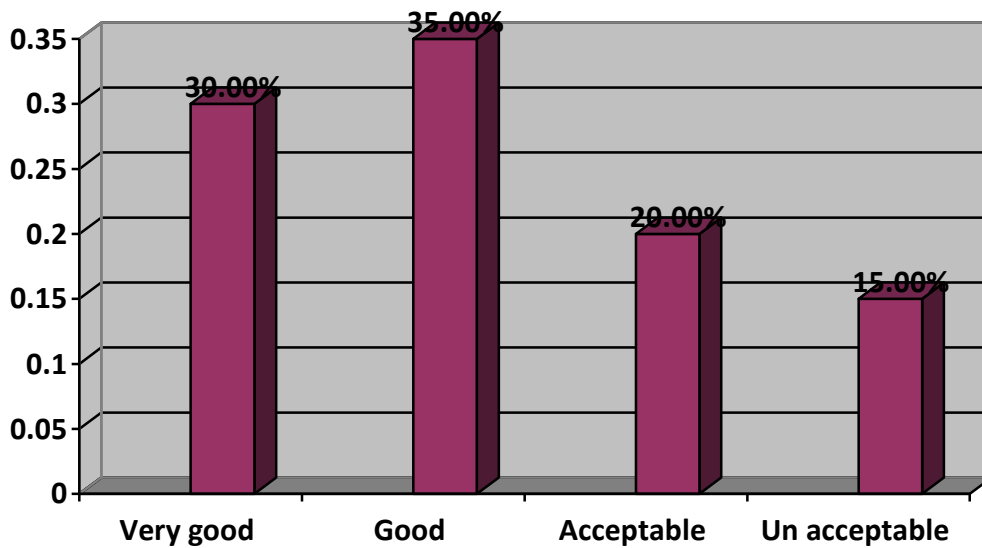
From table (4-1) it is clear that (25%) of the students have a good pronunciation (40%) are acceptable, 20% are very good, while (15%) are unacceptable.

2- Grammar

Table (4-2)

Degree	Frequency	Percentage
Very good	6	%30.0
Good	7	%35.0
Acceptable	4	%20.0
Un acceptable	3	%15.0
Total	20	%100.0

Figure (4-2)



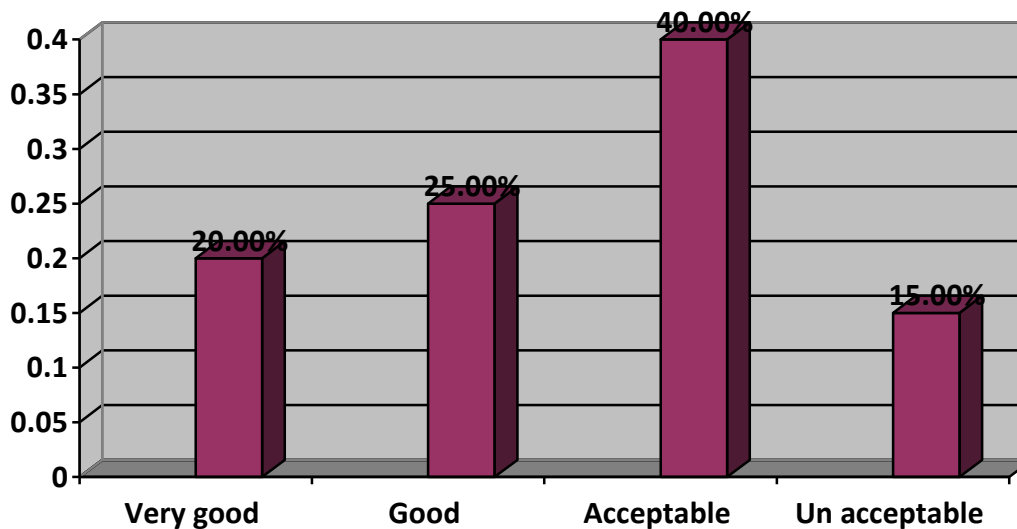
From table (4-2) it is clear that (35%) of the students have a good grammar, (20%) are acceptable, 30% are very good, while (15%) are unacceptable.

Vocabulary

Table (4-3)

Degree	Frequency	Percentage
Very good	4	%20.0
Good	5	%25.0
Acceptable	8	%40.0
Un acceptable	3	%15.0
Total	20	%100.0

Figure (4-3)



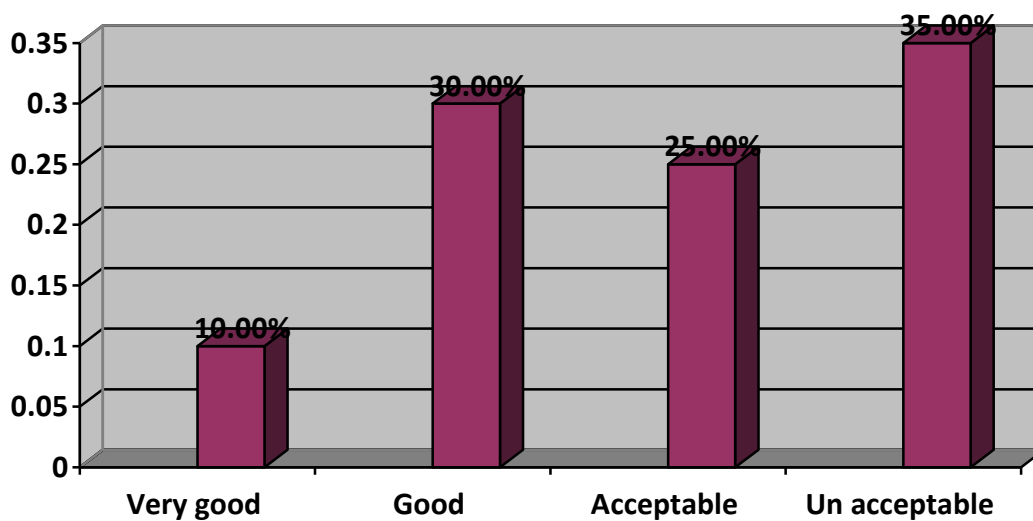
From table (4-1) it is clear that (25%) of the students have a good vocabulary, (40%) are acceptable, 20% are very good, while (15%) are unacceptable.

3- Fluency

Table (4-4)

Degree	Frequency	Percentage
Very good	2	%10.0
Good	6	%30.0
Acceptable	5	%25.0
Un acceptable	7	%35.0
Total	20	%100.0

Figure (4-4)



From table (4-1) it is clear that (30%) of the students have a good fluency, (25%) are acceptable, 10% are very good, while (35%) are unacceptable.

4-4 conclusion

This chapter is divided into two sections; section one represents the statistical Analysis of questionnaire, and sections two represents the statistical analysis of the Speaking test.

The researcher used both questionnaire and speaking test to make the obtained Information more reliable. The teachers were given questionnaire to know their Views about the problems faced by university student in oral Communication, also the students were tested orally for making sure that the Obtained information is true.

This study consists of four questions. Each question has 5 statements in the Questionnaire and each one have its results and discussion.

After the analysis of both questionnaire and the test. The researcher compared Between the teachers' answers and the results of the speaking test coming up with The findings and the recommendations. After the analysis of the test the researcher found that the students have problems in pronunciation, grammar and they suffer shyness and noticed that mother tongue play major role in oral communication problems which used by teacher inside the classroom.

Chapter five

Conclusion, Recommendations And Suggestions for Further Studies

5.1 Introduction

This chapter concludes the previous chapters. The researcher provides The conclusions of this study having in consideration the objectives of the study and findings.

5.2 Conclusions

The research is about the difficulties that encounter ESL in oral Communication and those difficulties are many and complicated. The Researcher conducted this study to find out what are the exact Problems? And how they can be solved? The researcher used questionnaire and speaking test as tools to collect Data and they distribute as follow: questionnaire for the teachers and Speaking test for the student.

5.3 Findings

The findings of this research are as follows:

- 1- Students really face many serious problems which impede them from speaking during oral communication. Likewise, all teachers confirm that linguistic and the psychological barriers hold back the students and reduce their communication. From what have been discussed, it can be found that all teachers emphasize on shyness as the main psychological problem
- 2- Most of students prefer the module of oral communication because they enjoy this Kind of course, and feel free since they are not obliged to follow any restricted instructions. So this emphasize that the second question about teaching methodology ,according to the analyses of the data teacher don't give student interesting topic for discussion and control the classroom so they feel uninterested.

- 3- The results also prove that linguistic barriers are not the only problem, but also the psychological problems can hinder their speaking skill. In addition, the teachers play a considerable role in enhancing their communication through the opportunities they give to them and through the type of atmosphere they create. Despite all of that, the reliance of students on using the mother tongue inside the classroom and by teachers can create for them hindrances in oral communication. Based on the theoretical and the hypotheses stated in the introduction plus the analyses of data.
- 4- The findings from the result of the questionnaire strengthen our hypotheses about the students' difficulties in oral communication. Most of the students who they are afraid or not from participation in the classroom face the same problems which are varied from the linguistic obstacles to psychological one. They see that the lack of fluency is most remarkable problems, and then come pronunciation mistakes, grammar mistakes, and lack of vocabulary.
- 5- Students are afraid of mispronunciation and grammar mistake.
- 6- Students have social misconception about English, that English is difficult or is hard to speak it.
- 7- And finally the absence of 100% L2 environment leads to mother tongue interference and causes break in communication.

5.4 Recommendations

To close this study which highlights some factors that affects the students' Oral communication, we state some suggestions and recommendation that will be useful and helpful for the oral communication s' teachers:-

-Teachers have to invite the students to participate in the classroom by encouraging and helping them.

- They have to create a warm and protective classroom environment to make the students feel secure and to contribute in language learning success.
- They must design a simple and fun activity to keep students motivated and interested.
- They have to design pair and group work activities to increase their students' cooperative learning through exchanging and discussion of ideas, and help them feel less inhibited about speaking out.
- They have to provide more opportunity for the students to participate through giving them the chance to choose the topic.
- Teachers shouldn't use the mother tongue during the oral communication lesson.

5.6 Suggestions for Further Studies

The researcher suggested carrying out more studies and researches about speaking difficulties encountered by English language students like

The Influence of Mother Tongue in Decreasing
English as a Foreign Language

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Appendices

Appendix one

Sudan University of Science & Technology

College of languages

Teachers' questionnaire

Research title

Investigating University Students' Problems in Oral Communication.

Please tick () on the statement that you feel suitable.

Male () female ()

The experience: 1-5 () 6-10 () 11-15()

H1- negative psychological factors affect developing students speaking skills.

H2- the teaching methodology is not appropriate enough for encouraging student to speak.

H3- mother tongue interference leads to speaking problems.

NO	Statement	Strongly agree	agree	neutral	disagree	Strongly disagree
1	Shyness is the main cause of oral communication problems that prevent students of oral communication.					
2	Students are afraid of mispronunciation and grammar mistake					

3	Teachers comment negatively on the mistakes made during oral communication session.					
4	Students have social misconception about English, that English is difficult or is hard to speak it.					
5	Student avoid speaking because they are unprepared and uninterested					
6	Some teachers give student unfamiliar topic to talk about.					
7	Teachers do not create interesting activities in classroom to motivate student to speak					
8	There are limited out of class speaking activities.					
9	Teachers focus on teaching grammar and vocabulary more than speaking.					
10	Some Teachers do not give students interesting topic for discussion.					
11	Teachers use mother tongue (Arabic language) more than the foreign language.					
12	Interference between L1 and EFL has influence on vocabulary choice.					
13	Lack of fluency in speaking can be related to L1 and EFL interference this often happens depending on the					

	proficiency level of student.					
14	L1 interference impact their pronunciation of specific language features such as certain sounds ,stress ,intonation and sentence formation .					
15	The absence of 100% L2 environment leads to mother tongue interference and causes break in communication.					

Appendix two
Students' oral test

Check list

statement	Good	Very good	Acceptable	Unacceptable
Pronunciation accuracy				
Grammar accuracy				
Vocabulary accuracy				
Fluency accuracy				

Speaking Test

When is your family name?

When were you born?

What are your favorite novel and writer?

What do you enjoy reading in English as a hobby?

What are the best qualities of your university?

