

# **CHAPTER ONE**

## **Introduction**

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### 1.0 Background

English is widely used around the world by both types; native and non-native around the world. The number of user is in a constant increase as English strongly connected to the all life scientific affairs Charles BABER (1993) claims that (*this worldwide expansion of English means that it is now one of the most widely spoken language in the world will well over four hundred millions native speakers and roughly the same number who speaks it as a second language*) It is learnt and taught everywhere and used as the teaching language in many universities and educational institutions worldwide.

But learning of English sometimes is not carried out appropriately and not mastered satisfactorily, it needs great efforts, skills and suitable tools which are not well estimated by the learners and the text books designers. The most skill that affects negatively is speaking, because it is highly sensitive, precise and very complex process that needs more than other skills do. It must be looked after as primary interest. It means output and needs input from different sources of various forms and types through receptive skills (listening and reading) as natural integration between one language skills.

This complexity of speaking obstacles can be easily overcome by some learners, but many if not the most, although they are sometimes universities' students majoring in English are unable to perform the desired communication task through selection of words , applying of structure and other spoken language features or to get rid of their personal weak ability. Each one problem is attributed to different reasons, these reasons to different learners and speakers may be the same, The final result is weak ability to use the language with the required competence. The speech flaws continue to appear frequently which indicates obstacles as problem must be faced and symptoms of weakness to be removed and cured.

Fluency to be performed with advanced learners' competence requires many steps to be taken by several people related to the learning process. Those who investigate in these fields are part of them because shedding the light on the obstacles which can lead to speech

hindrance, are of a high importance, helpful and part of problem solution.

So this research will be devoted to focus on and survey all the problem dimensions which become chronic and difficult to be overcome, hoping to come out with good results that can contribute to solution.

### **1.1 Statement of the Problem**

Some English learners prove that they have faced many obstacles for a longtime to master speaking using English as foreign language. These obstacles are of two types; linguistic and that related to the text book design flaws. The first seems to be known to those learners, but they do not use the suitable strategies to overcome it. The latter is not presented in the textbooks in required way.

### **1.2 Objectives of the Study**

This study is intended to attain the following objectives:-

- 1) To identify universities students learning strategies that resulted in their speaking weakability.
- 2) To know to what extent SPINE series design contributes in this problem
- 3) To identify suitable strategies lead to good solutions.

### **1.3 Questions of the Study**

- 1) What are the students' wrong strategies that they perform linguistically, and lead to their weak abilities to speak fluently?
- 2) What are the contributions of the textbooks in this weakability?

### **1.4 Hypotheses of the Study**

This study has two hypotheses:

- 1) Students do not use appropriate strategies to master vocabulary and grammar.
- 2) The syllabus of basic and secondary schools is not suitable to develop students speaking abilities.

## **1.5 The Significance of the Study**

A man is a social being uses communication to break the barriers of isolations between him and the others as activity of maximum necessity to the social life, it attains interaction and pave for cooperation, speaking sometimes may not be carried out well as a result of many types of difficulties and obstacles speakers have. These obstacles need to be determined as the first step of their removal.

This study is supposed to expose those obstacles sit cause this problem, and outline some appropriate strategies that can help in solving this problem.

## **1.7 Methods and Materials**

### **1.7.1 The study method:**

The researcher will follow the descriptive analytical method, which is based on experiments, observations and interviews, to analyze collecting data.

### **1.7.2 The study tools**

- 1) Previous studies on this topic and related literature from references and other possible sources are used to collect secondary information,
- 2) Experts interview and students' spoken test will be used as primary data collection two tools in this study.

### **1.8 The study population :**

The population of this study will consist of two groups;

- 1) Students majoring in English in the fourth year at university level (SUST & Elneelain ) Universities
- 2) Experts in English.

### **1.8. The limits of the Study**

**1.8.1 Place limit:** This study is limited to (SUST ND ELneelain) universities.

**1.8.2 Time limit:** This study limited to the academic year (2015-2016).

## **CHAPTER TWO**

### **Literature Review and Previous Studies**

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### Literature Review and Previous Studies

#### 2.0. Introduction

In this chapter relevant literature to the subject of the study will be reviewed. It contains (2.1) on language problematic areas of L2 and how the new language learning represents challenging factor. In (2.2) speaking accounts as main focus of the study is discussed. In (2.3) learners and different strategies that can be adopted as central element of the whole process are reviewed. also the errors as parts of the learners final result efforts is considered in(2.4) while vocabulary and grammar as language two main properties are discussed in(2.5) and (2.6). While (2.7) is about curriculum role in learning process success and failure. The different learning and reading strategies and previous studies that relate to study subject are presented in (2.8)(2.9).

#### 2.1 The language

It's the most progressive, precise and complex system of communication that man knows along the history on the earth. S.S. Panigrahi(2009) stated that Jersperson defined language as(language is set of human habits the purpose of which is to give expression to human thoughts and feeling specially to impart them to other. Allen defined it as language is social activity rather than means of individual self \_expression while Bloch stated that language is a set of arbitrary vocal symbols by means of which social group communicates but Britannica defined as language is arbitrary system of vocal by means of which human being as members of social groups and participate in culture interact and communicate. Henry Sweet states that language may be defined as the expression of thought by means of speech sound. Edward Sapir; language is purely human non-instinctive method of communicating ideas emotions and desires by means of system of voluntarily produced symbol. Webster :language is audible human speech as produced by the action of tongue and adjacent vocal organs the body words and method of combining words used and udder stood by considerable community especially when fixed and elaborated by long usage at tongue. Dwight Bollinger:language is

specific it is a unique human trait shared by the cultures so diverse and by individuals physically and mentally so unlike to one another . And Malinowski stated that language is a type of speech in which ties of union are created by a mere change of words). The languagesymbols are in a form of words organized by grammar rules as Bary.J.Blake (2008)stated " *We represent each word by sequence of sounds* ". This big number of words and their organization in certain ways are known to all users as properties of language that help these users to send and receive appropriately more than any other tools that can be used in oral communication as Jamal Ouhalla (1994) claimed (*properties of language which differentiate human language from all forms of signaling and which make it a unique type of communication system. This communication is carried out through using of the language main skills (reading and listening) as receptive skills and (writing and speaking) as productive skills. These skills are based on the language properties and have big similarities but also slight differences as a result of practicing nature and appear in a form of features that characterize the language produced by using productive skill. Also the differences in features cab be attributed to the circumstances accompany the production processes which are exceptional case of improvisation that occurs upon practicing speaking skill.*

Language is referred to as L<sub>1</sub> when it is acquired by the members of the the community that originally uses it and as L2 when it is learnt in that community while it is referred to as foreign language when it is learnt away from it, although L2 and foreign language are referred to as target language, so Andrew D. Cohen (1998) stated (*there is as always a need to call attention to the issue of whether to refer to the language, the foreign language or the target language. Technically learning second language means that the language being learnt is that which is spoken in the community in which it's being learned while a foreign language is not spoken in the local community. The term target language simply refers to that language being learned*).

The learners of language must have certain purpose towards the language and act for its achieving so Andrew D. Cohen (1998) stated (*strategies for foreign languages can be categorized according to their intended function as either language learning strategies and*

*languages strategies*) and also defined the learning strategies as (conscious thought and behavior used by learners with explicit goal of improving their knowledge and understanding of target language). These strategies supposed to be developed into certain areas of a language so Jolen Gear, Robert Gear(2002)stated ( *there are several language features to concentrate on for building language fluency, pronunciation, intonation, grammatical correctness, correct use of vocabulary and use variety of vocabulary and coherence.*

The language is integrated system of communication, it contains very complex rules in its very small parts that need to be introduced, these rules applied to form its vocabulary as a vital part, and to organized them in one unit to convey meaning and each time they are organized and produced in a certain way for a certain purpose to give the intended meaning as very complex process of language rules application needed and used one after another instantly in speaking. Norbert S. Schmitt (2010) stated ( *factors that affect learning difficulty involve the relative similarity and dissimilarity like phonemes, graphemes, the supra segmental system of pitch stress and juncture and the degree of sound symbol correspondence, morphological aspects are also important including flexional and derivational regularity and complexity*).

Learning of all language skills specially speaking represents challenge to the learners and sometimes difficulty that may cause it not to occur as Rosa Mond Mitchell and Florence Myles (1998) stated ( *these phenomena of incomplete success and fossilization are also significant fact about the process of L<sub>2</sub> ;learning*).And that lead to unsuccessful mastering among the nonnative speakers as general problem so Rod Ellis(1986) stated that Selinker claimed that(*many l2 learners perhaps as many as ninety five percent fail to reach target language competence that they do not reach the inter language continuum*) although the mistakes or errors they make are not strange and supposed not to be good reason for the fossilization Jeremy Harmer (2001). (*When second language learners make this kind of error, therefore they are demonstrating part of the natural process of language learning, developmental errors are part of the students inter language*). So Rosa Mond claimed that (*Second language learning, then, is typified by incomplete success*). Because in second language



whether positive transference is big or not, it must be of a big variation with L<sub>1</sub> creating problematic area, so David Lee (1992) stated that (*It's, of course, a well-known fact that languages differ significantly in term of how they structure particular conceptual fields*). In one language some areas are clear but language must include completely different parts and features increasing the size of its mastering problem and the probability of failure Joan By Bee (2010), claims (*Language is a phenomena that exhibits apparent structure and regularity of patterning while at the same time showing considerable variation at all levels*). So using L<sub>2</sub> to produce specially orally is not an easy matter and it's problem that remains among many L<sub>2</sub> learners as big gap between language leaning and using practical application which sometimes are not estimated well George Yule (1996) stated that (*a common difficulty experienced in trying to communicate in a second language and occasionally in L<sub>1</sub>*). Application of oral knowledge needs the entire mind as store and producer, to be concentrated and modified for the application process as Andrew D. Cohen (1998) *language learning strategies include cognitive strategies for memorizing and manipulation target language structure*)

## **2.2 Speaking**

Speech is utterances of the language lexicons according to certain regulations for certain purposes, it conveys messages. It's certain sounds pushed away from by the respiration system and formed by organs of speech to embody idea that generated in the mind of the speaker who uses the available linguistic background to carry out that. Speech process involves mechanic or motor act of producing sounds and referred to as natural when it's generated according to the norms and standards that are known by all members or community uses that language. Diane Davies(2005)stated:(*Speech is spontaneous when we are talking naturally and informally*). So speech to be ideal must be free from different flaws which supposed to get rid through intensive learning by using appropriate strategies to achieve that Peter Roach (2000)stated that(*an essential part of acquiring fluency is learning to produce connected speech without gaps between words*) The speech as an activity is not easy task to many people whether those people use L<sub>1</sub> or L<sub>2</sub> although it's more difficult to the later for the

circumstances in which they train to use the language as Karen Johnson (1995) stated" *However understanding communication in the second language classroom is not simple task*). Speaking as noticed by all, comparing with other skills, is so difficult that it can be of many barriers to many learners while the same language is produced easily through written skill. This reflects the differences between skills which although seem slight but in fact need much effort to be overcome to achieve improvement as carrying out written report successfully as Robert Carmen (2010) claims " *those who learn English the natural way, know reasonable English or even excellent and if you ask them to write a report or something in English, they may do it fairly well but if you ask them to speak to you about the same thing, they find it hard to do or even impossible*). Those speakers hesitate, can't recall and fail to apply many things they learn as Robert Carmen stated (2010) "*when they start to speak most of the words remain on the tip of their language and do not readily come out*). *(and often what words do come out sounds disconnected and random, and they find themselves speaking in a clumsy and unclear way with long gaps and intervals of indecision between every two words and then they tend to fall back upon their mother-tongue)*. These problems are under control when they relate to the language vocabulary and grammar , but the problem can be represented in a gift which only can be strengthened during certain organs of speech modified period of time to produce in certain ways which make native speakers have certain features that make them different from non-natives users whatever they may be advanced in all language skills, so the matter of pronunciation is of specific features that can't be gained consciously as Barry J.Blake (2008) stated " *There is experimental evidence showing that infant can make fine discrimination among sounds. The adults who learn the language may be scientist in the target language but can't have native-like proficiency*.

Speech progress needs a group of different activities that gathered together simultaneously each of them represent complex process and need different ability to be done successfully to suit the sensitive speaking production so failure or flaws are anticipated as the reason of its occurrence are available, so Don Snow(2007) stated that (*speaker has to simultaneously perform a rather long list of operation*) as : 1)

goals 2) strategies ( how would the teacher react should I try to win mercy or sympathy 3) listener's background knowledge (does she know the local traffic situation. 4) words choice 5) grammar : is if excuse me to be late or excuse me being late or excuse my being late. 6) pronunciation: pay attention to that constant cluster at the beginning of excuse. 7) intonation: does excuse me for being late, but there are always many cars in the morning, end with falling or rising intonation. 8) gesture and facial expression : Do I look her in eyes or avoid her eyes? , Do I smile or look unhappy?. Finally this student (poor kims' problem is compound by the fact that does not have very much time in which to make all of these decisions), also speakers fear to practice speaking delays its mastering, so Rebecca L. Oxfoord (1990) stated that (many learners do speech delay. The delay occurs because listening is more rapidly developed than speaking and because speaking seems more threatening to many students). The speech has many barriers when it is carried out which represent good reason of obstacle to many learners or users who try to speak, they are not able to carry out the task. So Rebecca (1990) stated that (there are some examples of delaying speech production. Judy lets other speak in her German class, while she repeats silently to herself, because she does not yet feel confident enough to speak. Aleta, a learner from Russian as (good day, goodbye) she doesn't yet say anything more than these standard phrases. Jon, a traveler in Israel, decides he is ready to try pronouncing the names of items on the list but he feels unable to speak the language in normal conversation

Penny Ur (1988) sated that ( when the activity is based on writing ,or silent reading , or on listening by all the class to a central source of spoken text , then participation is less of a problem. All the students are potentially, equally activated.The problem arises when we want them to speak and this happens in most classroom exercise).

Production whether spoken or written can be of a problem that can cause it not to perform the purpose for which it is produced these problems are not as a result of misuse of vocabulary or wrong grammar application. But other features can lead to the result which is not desired at least by receiver (listener and reader) because the language may be produced and it is difficult to be followed easily or understood precisely so Margaret Deuchar and Robert Hoogenroad

(2006) stated that *(it's quite possible for example to speak or write according to the grammatical rules of standard English and yet to produce language which is unclear or difficult to be followed. This can be described as bad style, and so the examples from written English illustrate, the points:-*

- 1- This a picture that a girl that a friend of mine knows painted.
- 2- I saw it in a book that a former teacher of mine thought of at one time setting us some exam question out of.
- 3- If a bomb drops near you, don't lose your head put it in a bucket and cover it with sand.
- 4- For sale: a piano belonging a lady going a board with on oak case and carved legs.
- 5- The problem of what contribution the public should make to the swimming pool a rose.
- 6- She has given that part- time job in San Francisco up.

The people style is different from person to another due to age, gender or the class. Geoffrey Leach, Margaret Deuchar and Robert Hoogen road (2006) stated that *(user's speech might well reflect several of these characteristics simultaneously: For example a young woman will speak differently from both young man and older woman so language can vary from user to user depending on the user personal characteristics.*

### **2.3 Learners**

Andrew D. Cohen (1998) stated *( language learning and language use strategies can be defined as those processes which are consciously selected by learners, and which may result in action taken to enhance the learning or use of second or foreign language, through the storage, retention, recall and application of information about the language. Also Muriel Saville Toirike (2006) stated that (different L2 out comes may also be affected by individuals learning strategies adopted in their efforts to learn second language).*

Learner is the central element of the whole process of language learning so he/ she must be armed with the necessary factors that the process needs to complete successfully. As being of different abilities of teacher designer of different activities or even lecturer to play the role of alternatives in case of absence of any of the other elements relate to the process, using different individual skills that he has as being clever, has patience, determination, strong will, spirit of trainer and trainee, inventor to different ways of learning .etc. as S. S. Paingrahi, A. P T (2009) stated (*learning of language depends upon the ability on the part of learner as this follow some skills*). Also Dian Larsen () stated that (*learners according to Robin are willing and accurate guessers who have strong desire to communicate and will attempt to do so even at risk of appearing foolish*) The skills which are referred to only can be determined by the learner through selection of the best one that leads to effective and successful learning to the target language so Vivian Cook(2008) stated that (*good language learners become aware of the type of learning that suit them best*) These skills, characterize people from each other and make them build their competences differently according to them, S. S. Paingrahi claims (*we can't anticipate this skill in each and every learner equally*).

Michael Wallace (1991) stated that (*trainees should be aware that these is a variety of ways of learning some of these learning mode will become naturally to certain trainees. Other learning modes may have to be experimented with. And some of these may also be found useful; on other word trainees should be made a little bit self – conscious about the actual process of the study*).

Trainees have many techniques to find the best way of learning by motivating them to do. So Michael Wallace (1991) pointed that (*trainees should be encourage to think strategically about their learning, they should ask themselves questions like: what sort of learning is required here? what is that most effective and time saving method of doing that learning?*

The learners who ever may be suffer and encountered by some difficulties as natural things that take place whenever we think of doing anything. These difficulties differentiate between learners and

measure their ability. They are sometimes easy to be faced and may be difficult to be chronic problems appear in the performance while practicing language skill as pointed out by Christopher Brumfit Roger (*learners from diverse linguistics background almost universally have difficulty with certain things whether existed or not in the mother-tongue up*). The final results of this difficulty can cause even destruction of the whole process of the learners' effort and attempts of language mastering Zoltan Dornyei (2009) stated that (*most learners never reach as high level in target language as they have originally hope for*) not only as high as they plan and hope but also their competence is less than the language learning minimum targets. Gabriel Kasper and Erik Kellerman (1997) claimed (*It is important to underscore that these NNSS are not highly proficient they continue to have market accents and use non target like structure in their speech*).

## 2.4 Learners VS Acquirers

Rod Ellis (2008) stated that (This comparison was done by Nemser as follow:

- 1- The L<sub>1</sub> acquirer has little fear of making mistakes.
- 2- The L<sub>1</sub> acquirer knows considerably less about world and hence has fairly basic things about here and now to communicate. L<sub>2</sub> learners have more complicated ideas; they may want to communicate even when their L<sub>2</sub> resources are inadequate for job.

Learners as Klein has pointed out for instance spend considerable time acquiring their mother tongue about 6000 hours in first five years he estimated .(Klein,1986)

- 3- L<sub>1</sub> acquirer does not normally undergo grammatical instructions some L<sub>2</sub> acquirers do.
- 4- L<sub>1</sub> acquirers are highly motivated to communicate in their L<sub>1</sub>. L<sub>2</sub> learners may have very different levels of motivation in this respect.
- 5- L<sub>1</sub> acquirer will acquire a native speaker status in normal course of events.

Andrew D. Cohen (1998) stated that students can improve both their learning skills and their language skills when they are provided with necessary tools to:

- 1- Self-diagnose their strengths and weakness in language learning.
- 2- Become more aware of what help them to learn the language they are studying most efficiently.
- 3- Develop aboard range of problem-solving skills.
- 4- Experiment with both familiar and unfamiliar learning strategies.
- 5- Make decisions about how to approach a language task.
- 6- Monitor and self-evaluate their performance.
- 7- Transfer successful strategies to new learning context.

The closest and the best techniques of learning a new language is to try as hard as possible to imitate the acquirers and acquiring process Vivian (2008) stated that *one of the assumption that is most taken for granted is that the model for language learning is native speaker virtually all teachers students and bilingual have assumed that success is measured by how close learner get to native speaker in grammar vocabulary and particularly pronunciation* ,because that can lead safely to the aims which is the practicing speaking. Stephen Compare the final results of the two process (acquiring and learning)by claiming that *(the language which we acquire subconsciously is the language we can easily use in spontaneous conversion, because it's instantly available when we need it, the language that learnt. On the other hand, where learnt means taught as grammar and vocabulary, is not available for spontaneous use in this way)*. Also acquirers or L<sub>2</sub>learners believing that obtaining knowledge depending totally on their teacher who only play the role of mediator, will drop or cancel their role which includes the basic factors to the process without which it will not able anticipated to be carried out even partly, so waiting from the side of learners to the impossible to exist will delay or may cause learners' language skills not to be as they are wanted because these skills related directly to them more than relating to the others and they will become part of the learners personal features and carry their styles when they performed whether they have flaws or not.Andrew stated ( *The learners*

*themselves know more than ever, are sharing responsibility for successful language acquisitions and doing so, are becoming less dependent on the language teacher for meeting their own individual language learning needs ; in other words learners are being encouraged to learn how to learn).*

As the learners are conscious and know what they want and they will not learn anything by accident or without their intension, so they must plan and select the relevant ways that help them to develop easily , quickly and safely lead to final goal which is mastering that because learners as adult are not like acquirers as children and what suitable to the children who acquire unconsciously may not be useful to the adult and doing so the adult will adopt or select the tool which is not suitable to the learning process. Andrew (1998) stated "*it still seems appropriate to me to link the notion of consciousness to the definition of strategies, in my view; the element of consciousness is what distinguishes strategies from the process that are not strategic*".

## **2.5 Errors**

Errors are common in all fields of science. Also they are found in languages when used particularly speaking by all users but they are more common among the learners. These errors indicate failure of mastering if their number increases in the performance that can lead to complete disability to practice language different skills.

Errors have many reasons as Rod Ellis stated (errors don't all come from mother-tongue interference. it has been long known that learner from very diverse linguistic backgrounds almost universally have difficulty with whether they existed or not in the mother – tongue).

Whatever the type of the error or its source, it's attributed to the lack of knowledge, as provider to all is needed to carry out any activity which needs experience and background, also the knowledge can't do alone and without being familiarized to or trained to, especially when it's complex and applied practically in all fields of life as language as Michael Sharwood Smith pointed out (1994) *hesitant linguistic behavior may be attributed to alack of relevant knowledge but also might be to the actual possession of relevant knowledge without fluent control over that knowledge*), Also it is defined by Micheal Smith as "



*knowledge is a system that the language learner builds up on the basis of exposure to the language where that exposure (input) limited as it may be lead to the formation of some systematized beliefs about the language, some of which may deviated from the native-speakers norms).*

Rodd Ellis stated thatHornby (2005) outlines ELF speakers' errors are as follow:

- 1- Do not use the third person singular present tense "s" making but use the same form for all persons ( I like , She likes).
- 2- Use the relative pronouns who and which interchangeably instead of who for human and which for non-human (as in things who and people which.
- 3- Omit definite and indefinite articles where they are obligatory in Standard English or insert them where they do not occur in Standard English (e.g. they have a respect for all, he is very good person).
- 4- Pluralize nouns that don't have plural forms in standard English (information, knowledge, advices).
- 5- Use the demonstrative (this) with both singular and plural nouns ( this country , this countries)
- 6- Extend uses of certain general verbs to cover more meanings than in Standard English.
- 7- Use a uniform, invariable tag (usually is not also other e.g. No? rather than variation required in StandardEnglish.
- 8- Increase clarity, regularity by adding prepositions (discuss about something, phone to somebody), or adding nouns (black color rather than black)' (how long time rather than how long).

The language which is available for communication ( $L_1$ ) to the learner contributes strongly and effectively in error production because languages are produced in a similar way and for the purpose of communication so two language in users mind must interfere specially when one occurs before the other, definitely it must have a dominance over the second which is foreign and without supporting factor, so Rod Ellis stated that Richard (1971) claims (*widely held belief that learners' errors were the result of  $L_1$  interference*). Also Rod Elis stated that (Coders, 1974) distinguished three types of errors:

- a. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language (these are random).
- b. Systematic errors occur when the learner has discovered a rule but it's the wrong one.
- c. Post-systematic errors: occur when the learner knows the correct target-language rule but uses it inconsistently (i.e. makes a mistake).

Also Rod Ellis stated that Taylor (1986) points out (*the error source may be psycholinguistic, sociolinguistic, epistemic or may reside in the discourse structure*). Number of different sources or causes of psycholinguistic errors have been identified by Richard (1971) as Rod Ellis stated that he distinguished three:

- 1- Interference error occurs as a result of the use of an element from one language while speaking.
- 2- Intralingual error, reflects the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules are applied.
- 3- Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience. The following is a tentative list of the main findings:
  - 1) Large number and in some cases perhaps most of the errors that learners produce are intralingual rather than transfer.
  - 2) According to Taylor (1975) learners at an elementary level produce more transfer errors than learners at an intermediate or advanced level, conversely, he found that learners at an intermediate or advanced level produce more intralingual errors (for example overgeneralization) than learners at an elementary level.
  - 3) Transfer errors are more common in phonological and lexical levels than grammatical. Also in some areas grammar acquisitions are more likely to be influenced by the learner's L1 than other.
  - 4) Transfer errors are more common in adult learners than in child learners.
  - 5) Errors can have more than one source.

## 2.6 Vocabulary

Vocabulary is the units that carry the meanings that express message. The language properties are mainly vocabulary and grammar which distinguish it from other language. The vocabulary is needed in a large number if a language is to be learnt, as language are similar so what is needed in one of them is surely needed in the other to express the thousands of ideas that are generated in thousands of situations so Barry J. Black J (2008) claims (*any language needs thousands of words*). This vocabulary is the tangible material of the language structure without which the language has no existence in any form whether it is written or spoken. S.S.Panihrahhi (2009) stated that (*vocabulary constitute the bricks with the help of which the structure of the language can be built*).

In language learning in terms of speaking, the burden increases because vocabulary pronunciation is added to the process as necessary factor that needs special care so as to be performed as native-speaker like as possible.

That imitation practically is very difficult and needs greater effort and long periods of training as an original part of the language learning . Muriel Saville Toike claimed that (2006) "*the knowledge involved the bottom-up process for speech production includes appropriate vocabulary features of pronunciation* " .

Vocabulary represents a factor of suffering to the learners of a language. It's difficult to be acquired in a way that enable user to speak strongly or skillfully as word also is difficult to be recalled, without the necessary training, and difficult to find out which words are suitable to go with each other during the speech process as collocations because the meaning can't be completed without word and its family , so Kenneth Anderson, John Maclean (2004) stated that "*one of the international student complained that ( I have very little vocabulary so I can't really express myself, my main problem is lack of vocabulary)*).

Also some students don't recall easily the relevant words while speaking stating that (*students can't find exact words to express themselves*).

This inability of words recalling resulted from acquiring process to the vocabulary which is sometimes for some learners is described to be difficult task for the big difference between L1 of that learners and L2 as a target language Michael Swan and Bernard Smith stated (1987) "*Arabic is Semitic language, it's grammatical structure is very different from that of indo-European language, there are , therefore far fewer areas of facilitation and for greater areas of interference*).

We find silence is dominant by some learners as a result of vocabulary different problems as Robert Carmen (2010) stated "*when they start tongue and don't readily come out*).

Word difficulty to be learned is due to many factors that make the words from that type need special care from the learners and extra efforts to be mastered. Norbert Schmitt stated that Laufer (1997) claimed and determined these factors that affect the difficulty of learning lexical item (*some of these factors have to do the intrinsic difficulty of words e.g. a word length and a word grammatical class*).

A word to be come across by the learner many times can eliminate many of the factors that represent difficulty to the learners which may not be known to them. Norbert Schmitt (2010) stated that "*the frequency in which a word occurs in language permeates all aspect of vocabulary behavior*). Vocabulary difficulty to the learner increases also for language features through which users express some meaning using many words combined together to have one meaning, these meanings are not look after by learners in the existence of equivalent item to play the role. Andrew D. Cohen (1998) stated that "*learners also have trouble with more frequent types of idiomatic expression such as phrasal verbs (put off) preferring instead their one-word equivalents postpone*).

### **2.6.1 Vocabulary Strategies**

Specific vocabulary strategies teach students to find synonyms in apposition make use subsequent list or examples of new words and use the dictionary. Technical word and acquisition strategies include to recognize meaning. Word formation practice involve (room +mate = roommate. moving new word from student acquisition vocabulary

(using reading or listening to their production vocabulary (used in writing or speaking) requires far more guided practice.

Mark James make enrichment packet to teach students vocabulary using mail order catalogues. He cuts out pictures, glues them on to index cards and groups them in to plastic, travel, baby care and so forth. The English word for the object is on the back of the card and the separate matching card has English word only working alone or pair, student try to match the word and the picture card checking their guesses with word on the back of the card (James 1996) Folse (1996) and the picture card in small group vocabulary matching game. All cards have the picture or word on one side only.

Various cards pairs are word on one side only. Various cards pairs are laid face down in random orders. Student takes turn by turning over cards; he or she must name and pounce the picture or word. When all cards are matched, the player with the most matches wins.

Teaching proficiently through reading and storytelling (TPRS) for vocabulary learning , rather than exposing students to word lists for memorized, teaching proficiency through reading and storytelling focuses on two or three target language structure (TPRs) per.....strategies in English, then use in the students .

Use gestures, illustration, photos, verbal explanation, proper's, and/or skits to demonstrate meaning in context.

Use videos or technology to help student create their, mental image of meaning.(Lynne T.Diaz Rico, 2013 )

## **2.7. Grammar**

It's the regulations that determined the order of words and their form in a sentence to convey different messages in different situations. Michael Swan stated that "Grammar is the study of organization of (language). It is also defined by S.S Panigrahi (2009) as:" *Grammar constitutes the rules of putting bricks through which the structure of language can be built*".

Grammar rules are necessary for all parts of speech organization not only the correct form of the verb according to different tenses as

grammar questions in the exams which are about verbs and can be misleading to the learners and give wrong impression. When grammar rules are unknown the user of a language does not know what to do towards different expressions that wanted to be produced. Jeremy Harmer (2001) stated "*Once we know the grammatical rules of language subconsciously, we are in a position to create an infinite number of sentences. However while some rules are fairly straight forward others seem to be horribly complex and some grammatical patterning seem to have escaped perfect description so far the far*". If the rules are not known or trained to well by learners, the inevitable result is the failure to apply which can lead to generation of expression that are very far from the intended messages or it contains overgeneralization or mother-tongue rules interference or unknown rules may take place as Christopher Brumfil, et al (1978) stated "*nearly all second language learners are like children learning their mother tongue, produce forms like he musted do it yesterday, he throwed the ball, five womens, the problem here is generalization*".

Also each time L1 affects or interferes when L2 is used, this interference may be positive or negative. The latter is strongly attendant in case of Arabic learners as Arabic and English are different in many things in grammar. Michael Swan and Bernard Smith (1987) stated that "*As Arabic is Semitic language its grammatical structure is very different from that of indo-European language*".

Grammar knowledge is very necessary in speaking process development. Learning of grammar is oral application to what really takes place in speaking as models that are imitation to real situations so the speaker can apply them easily if the training process or strategies that learner adopts are effective.

Although spoken language can be understood even when grammar rules are not well applied by speakers but the message that is to be conveyed will not be as accurate as it's intended or it supposed to be. Don Snow (2007) stated that "*if students are to reach a breakthrough point in spoken English, their primary goal is to learn to express their ideas in English with a fair degree of fluency, accuracy is also desirable and issues such as correct grammar and proper use*

*of vocabulary should not be neglected". If the grammar knowledge is not well mastered many features will be ignored and weak ability to do will appear at once, so grammar may be strong reason behind fear of speaking among users of English. So Kenneth Anderson, Joan Maclean, Tony Lynch (2004) stated "one learner had stated his problem in grammars however because there are differences in the grammar between language and sometimes confused and making a mess of my English sentences ". But in spite of that grammar is not the biggest problem that faces the user; it appears in a form of errors that number is fewer than that related to other features. Rod Ellis stated that Blast (1998) pointed out "for example found that there were three times as many lexical errors as grammatical one corpus of error).*

Grammar is not observed by many people because it's only applied to organize words, so grammar may not be given the importance that it deserves by learners and that because it is neglected it is missed through production process. Margaret Deuchar and Robert Hoogenroad (2006) stated that *(many people think grammar as a rather boring school subject which have little use in real life.*

Grammar has no existence that can be seen materialistically but it affects the position of words and determines their classes in sentences construction controlling the time through tenses rules applications so Margaret Deuchar and Robert Hoogenroad (2002) stated that *(we can't see grammar concretely because its represented rather abstractly in the human mind, but we know it there because it works).*

Grammar is not a form to be written a sound to be uttered or has certain gesture on a face of speakers to be noticed or body language to be understood but it's as Margaret Deuchar and Robert Hoogenroad (2006) stated that *(one way of describing grammar is asset of rules which allow us to put words together in certain way but no other ways).*

Grammar is necessary to learner to be known then to be practiced and to be applied in a way as native speakers. Users or advance learners use it spontaneously in their writing and speaking to be precisely understood through what is produced in a form of language So Margaret Deuchar and Robert Hoogenroad (2006) pointed out that *(At same level, speaker of language must know this*

*these rules, otherwise they would not be able to put words together in meaningful ways).*

Grammar is one of the most important features of the language that is to be applied to even small parts of language production so Margaret Deuchar and Robert Hoogenroad (2006) stated that (*we can think of grammar as being a central part of language, which relates to sound and meaning*

## **2.8 Curriculum**

It is the only source which is available for the learners who learn the language far away from the community of the target language so it represents most of the circumstance under which learning process should take place. Any problem in the design can affect negatively the learners final outcome in all skills that they supposed to practice spontaneously which needs much training through exposure to as many patterns of structure that is to be performed as possible as S.S. Panigrahi (2009) claimed (*it's said that an English language learner has to gain mastery over 2500 structures in order to learn the language*). These rules that supposed to be known also must be organized effectively by the learners and curriculum designers to contribute and assist in learners performance John D. MC Neil (1977) stated that (*the developmental process can be stated as rules which if followed will result in more effective products*). If the text books include only one skill activities and neglect the others, that will give impression which is that skill only is necessary and others will totally unknown to be practiced so Dr. Abdelrahman (2001) claimed that (*we need to plan the educational curriculum on the basis of an overwhelming interjection of Islamic way of life with corresponding increase in learners knowledge in various branch of science*). This variety in language learning must be similar to acquiring although learning steps are completely opposite of acquiring as in most of the text books written passages are the dominant in teaching process without activity to strengthen other skill. Christopher Brumfit, Geoffrey Broughten, Roger Flavell, Peter Hill (1978) stated that "*Introduction of reading and writing in English should not take place until fluent oral foundation has been established*". Text books design similarity to the authentic situations in which acquiring takes place is



very necessary but if the materials that is to be taught and learnt is more than to be mastered or trained to be applied through different activity, this material will be useless and adds nothing to the learner . Christopher,Peter hill(1978) claims (*One of the greatest weakness of secondary school syllabus is ambition frequently they try to teach more than is possible in time available*).on the other hand if the information of different language features is not enough that absolutely will lead to learners without the necessary knowledge that represents the material which is used in production through both speaking or writing. Thomas.Sc.Farrell (2009)stated that(*from thefindings it is evident that learners in our class room were not given sufficient lexical information and that even when such information was given some details were missing where the lexical information was given the learners did not access it*)

Since it is the source of any skill to be developed the text book design should be comprehensive to include anything that is known to be of importance to develop that skill that necessary because mediators as teachers will apply the plan of the curriculum as they are in available time. Don Snow (2007) stated that "*clearly, then, one of your most important role in speaking class is seeing that students get the maximum possible amount of practice speaking English*". So design of the text book is one of the main factors that can cause success or failure of learning process as the learners try to imitate the ways of its design as they know a little bit about the ideal ways of learning so Sherrie L.Nist (2010) stated that "*memorizing lists of words is traditional method of vocabulary development. However, you are likely to forget such memorized list quickly that to master words. Studies show that to master words, you must see and use it in various contexts by working actively and repeatedly with a word*". The text books that are designed to be read only as only one way of input is not similar to the process of acquiring in any of its features but learning of course can be through the tools of acquiring through introducing activities similar to that one take place naturally in acquiring process but mechanical learning under the quantum influence and artificial plans can't guarantee the progressive result which is the aim of the all, so Robert Carmen ( 2010) stated that "*too many students attempt to learn English with their eyes , students often*

*read text books, study vocabulary books and study grammar books, they do also exercises in work books and preparation books, however, none of these activities will improve your speaking".*

At least the text books are to be with time factors available and well considered for the output process in different forms by the students themselves and under their teachers supervision and encouragement giving the confidence to the students by getting rid of their fear and giving background in how the learned material is practiced so David Wood (2010) stated that "*learners need to have opportunities to practice their production tasks in order to increase atomization of the language it contents*). In this way learners are expected to be as they wanted give as they take and developed in certain ways so John. D. McNeil (1977) stated that "*the heart of the belief that curriculum is, however, the belief that curriculum material themselves, when used by those learners for whom the materials are developed, should produce specified learners' competence*". But the gap between the life and text books is still needed to be bridged by modifying or design of a book to suit the roles that are to be performed by the learners so John. D. McNeil claimed (*curriculum organization is in trouble because the fields of knowledge have not been organized in a way that makes them useful in daily life*). So the matter of reduction of the rate of failure must be continually taken into consideration by thinking of all sides of the problems that might be generated and impossible to be solved by students or learners when they face them at the moment in which producing decision is taken so John. D. McNeil stated that "*the failure of subject organization to aspire learner is common challenge*). But curriculum inclusion is the most important means in which all learners needs can be determined easily and selected appropriately according to what needed to be developed. Decil .D. Mercer.C. Pullen (2005) stated that (*in curriculum based measurement curriculum context and content are used to determined appropriate language intervention through identification of activities and skills that may assist students more effective communicative skills*). Also it's of importance that the text book is to be designed including all language skills beginning orally by speaking and listening as acquiring process occurs naturally without any case of failure as S.S. Panigrahi. APH stated that "*linguistics advocate that the natural order of the language learning*

*is that a child listens first and then speak", because as he stated (unless a person gets the exposure to listen he can't speak and unless he speaks he can said to be a language learner).*

## **2.9 Learning and reading strategies**

Language, through acquiring process, is successfully learnt because this process takes place in the community that uses the language and that makes it ideal for all members of that community to use and to learn their own language.

But learning process factors must be designed as far as possible to be similar to the circumstances of acquiring which occurs in different situations through different activities by all people from diverse cultural backgrounds, age, gender ...etc.

There is no chance for this variety to be gained naturally but can be imitated through using of different ways of exposure to the language. This variable situations can be made by learners, teachers, or curriculum designers as the closest or basic elements to the process of learning David Wood (2010) stated that (*there are several reasons which could be presented for moving trainees in variety of teaching and learning methods:*

1- As we have seen, trainees learning styles vary, and this should be reflected in teaching strategies.

2- It has also been previously argued that trainees ought to be encouraged to experiment with the variety adds spice and stimulus to the learning process.

4- To avoid a problem as in most other aspect of life variety adds spice and stimulus to the learn process.

5- Variety makes teaching more interested for tutor.

6- The tutor get to know her/his trainees better and is better to able evaluate them fairly by seen them operate in a variety of learning situations.

7- Different learning experiences are more appropriate to different learning purposes.

8- One of the known strategies of learning which is used because it is effective and very similar to what take place in real life where language is used in different situations is role\_ playing activity Terry Philip and Anna Philip(2004) stated that(it might be anticipated that students educate in role learning environment would be good at understanding and applying rules).

### **2.10 Previous studies:**

In this part some related previous studies which were presented at different Sudanese universities, will be presented to enhance the assumption that the researcher claimed.

**(1) Sami .H. RMAI Sudan (MA) (2008); University of Science and Technology:** The study titled (Evaluating teaching speaking skills at Sudanese basic schools).

The objectives of this study are:

- 1- Evaluation of teaching speaking as provided in SPINE.
- 2- Survey teachers and student attitudes towards teaching speaking
- 3- It is attempt to help teachers as well as syllabus designers and pupils in respect to speaking skills.

The finding of the study is that students are not able to express themselves in English due to the poor and inadequate speaking activities presented in the text books, lack of the authentic materials in teaching speaking. It's recommended that is a need for further modifications of speaking activities in spine using the authentic materials that develop speaking skills.

The two studies are about the problems that cause speaking weak ability among learners, but Sami's study deals with speaking as skill taught in Spine at basic school while this study focuses on speaking obstacles among universities students.

**(2) Ghanawa Mozmil AbdAlla (MA), (2012) Sudan university of science and technology:** The study was conducted under the title (Teaching English at Sudanese secondary schools) the study comes out with these findings: teachers concentrate on building up

learners vocabulary and understanding grammatical rules more than making them practice speaking ,teachers are not well trained to teach speaking skills, lack of using educational technology , teachers think teaching speaking is a matter of wasting time ,most teaching activities are of traditional modes .

It recommends: teachers should pay attention to skills speaking development, school should be provided with language labs, textbooks must be prepared well to motivate and encourage pupils to speak the language and learners should be given enough time to practice speaking skills.

Both of studies are concerned with speaking skills problems among the language learners but Ghanawa study is to investigate the factors that affect negatively at speaking development at secondary schools in Sudan while this study concerns the barriers of speaking using English among universities students in Sudan

**(3) Mohammed Awad(MA),(2011) Sudan University of Science and Technology:** the title of the study (Analytical study of the text book materials provided in spine III for developing the Sudanese basic school English class pupils speaking skills competence) the purpose of the study is to analysis to what extent speaking skills competence aspect in the text book in this course. The finding are:- most teachers don't deal with practicing speaking skills, the syllabuses are shorten at aspects of dialogues and this leads to pupils lack speaking acquisition in proper ways.

The two studies focus on the factors that relate to learner speaking competence but Mohammed study concerns one of these factors while this study tries to investigate the barriers cause speaking weakness among universities students in addition to that it tries to find some solutions to speaking problems

**(4) AbdAlrazig Abakar(MA), (2012) Sudan University of Science and Technology:** the title of the study is (The Role of Communicative Approach in Developing Learner Speaking Performance) the purposes are: to investigate the role of the communicative approach in developing learners speaking performance. The population of the

study covers secondary schools in Kasalla Locality. The conclusion of the study is:

1-The classroom procedures, techniques and materials in SPINE 5 textbook are not sufficient enough to develop learners speaking performance.

2-The lack of communicative activities in SPINE 5 prevents the facilities that the communicative approach offers for effective communication

3-The main activities that are designed to develop speaking in SPINE 5 curricula are discussion questions which are not good communicative activities that lead to a real motivation among the learners.

The recommendations are:- to provide the 2nd grade curriculum with visual stimulus cards.

Both studies deal with factors that affect speaking process but AbdAlrazigs study focused on one of these factors that are used to improve the performance of the Learners at any stage while this study investigates the obstacles that are resulted from learners' bad strategies in learning process and curriculum inappropriate design.

**(5) Mohammed Abdmuhmoud (MA), (2015). Sudan University of Science and Technology:** the study is titled (Deterioration of speaking skills among the student of the Sudanese secondary schools) the research aim at explaining the importance of speaking skills and how can be practiced by Sudanese secondary schools students to investigate the main causes beyond the deterioration of this skills among the students over the past twenty years. The study found out that factors contributed in decline of oral English practically contributed to inefficient teaching process, lack of teaching aids and general the deterioration of school environment the researcher recommended that teachers should be given chances of teaching training courses, students must be motivated most of the time.

Both studies focus on learner speaking skills problems but Mohammed study deals with secondary schools students during the past twenty years this study concerns the reasons that cause speaking

weak ability among universities students and aims to find solutions to the problem.

**6) Fatima Ibrahim(MA),(1999). Omdurman Islamic University:** the title of the study is (the effect of accuracy on fluency)the objectives of the study is to determine students actual ability to speak English spontaneously .the main focus of the study is the impact of searching for complete accuracy while speaking English at Omdurman Islamic university faculty of Art in academic year 1999:2000.the main question of the study is to what extent does searching for accuracy hinder English speaking fluency among the universities students .

The two studies deal with speaking and try to find out the factors that relate to speaking contributions in its improvement but Fatima's concerns the effect of accuracy on fluency of graduating students majoring in English while this study is to look for the barriers sit behind universities students speaking weak ability

**7) MahasinDafalla.(Ph.D),(2006) Khartoum University.** The study title is (The problems of fluency on spoken language among students majoring in English at Sudanese universities ) the objectives of this study are to know the actual causes of the students problems in speaking fluent English at universities level and to find out solution to this problem .The study is impact of searching for complete fluency while speaking in addition to that the study supposed to suggest the important needs for fluent spoken English and it also supposed to suggest the improvement needed for curriculum promotion to be of effective role in fluency area .the recommendations of this studyare :1)teachers of English should be given sufficient training before starting their jobs 2) the materials that is used at any stage of reading should include sufficient activities for intensive practice of oral skills. 3) Restoringteaching of literature at schools.

The two studies focus on the factors affect negatively speaking among universities students but Mahasin study deals with fluency problems while this study concerns speaking weak ability reasons and speaking barriers among universities students and tries to look for the factors that can be good solutions to this problem.

## **CHAPTER THREE**

### **Methodology of the Study**



## **CHAPTER THREE**

### **Design and Methodology of the Study**

#### **3.0 Introduction**

This chapter is devoted to the description of the methodology used to investigate the problems and obstacles that universities students majoring in English face in their speech performance. In this chapter the account of method that is used to collect data for this study, the procedures were taken to help in collecting data precisely, were discussed and presented. Also the population of the study, sampling, validity and reliability of tools used in data collection, were presented .

#### **3.1 Methods of the study**

This is a descriptive cross-sectional study was conducted by using both methods; quantitative and qualitative were used to analyze the desired data from the systematic random selection of sample. The method used to build up data base that helps in answering the study questions and to prove or disprove the study hypotheses. This study aims to reveal the speaking weakness factors that universities students face .There were two tools used to collect the data: Students' spoken test and experts' interview

The information obtained from the participants is expressed in descriptive form. Studies in which we record the number of items is qualitative research, the information obtained from participants is not expressed in numerical form. The emphasis is on the stated experiences of the participants and on the stated meanings they attach to themselves, to other people, and to their environment .

Those who carry out qualitative research sometimes make use of direct quotations from their participants, arguing that such quotations are often very revealing.

#### **3.2 Population:**

The population is a group of people or things that carry similar features and the most suitable sources from which data or information that is needed is to be obtained to be used in a research. According to the tool of data collection adopted by this study, the population consists of two types of people; the first one is universities students and the second one is experts in English text books that are taught in basic and secondary schools in Sudan (SPINE), since this research

aims at investigating the obstacles that cause students speaking weak ability in English .

### **3.3 Sampling:**

The study sample was deductive. It was systematically and randomly selected, so as to represent the population confidently.

**3.3.1 Sample size:** the sample of this study consists of (45) students (31) students were from Neilain University and (14) were from Sudan University. All the participants were in the fourth year majoring in English at the faculty of education or of arts .

The experts' interview was held with two trainers at an institute of English teachers training, two head teachers at secondary school at secondary school administration from different locality. And university lecturers and PhD and MA holders whom were met in Sudan school certificate English marking centre .

### **3.4 Data Collection:**

The researcher used two types of sources for data collection:

- 1) Primary source: It is represented in the study population students of the universities majoring English and experts in English .
- 2) Secondary source: the researcher used references, previous studies to cover the theories and literature related to the study subject .

Study Tools:

#### **3.4.1 Students spoken test**

Students test was designed of three branches; each one has one topic to be spoken on by universities students majoring in English. The topics were selected carefully to be included in this test as those which are commonly used in daily life speech by everyone. Also the number of topics to be spoken about is to give the participants different chances to reveal their speaking ability as far as possible and aims to classify the types of problems that each time faced by them and to determine the reasons behind their occurrence .

#### **3.4.2 The experts' interview:**

An interview was conducted with experts; it was designed to be answered by those head teachers or curriculum designers of English text books (SPINE), who closely relate to this series. The interview was composed of personal data at first and then nine open-ended questions to be answered freely without options given. The aim of this

axis is to know the points of views that carried by those experts about SPINE series as good, bad or else to develop students' ability to speak English satisfactorily .

### **3.5 Procedure:**

Since the study aims to cover and survey students of the two Universities (Sudan and Nielien), the researcher took a permission letter from Sudan University of Science and Technology) to Al Neelian University administration of English section to be allowed to conduct the test among the students of faculty of arts, fourth year students .

Students' spoken English tests were carried out during the visits to the two universities. It was carried out among students of these universities of the fourth year; they were met individually as the nature of test needed. Each participant was told about the three topics before starting speaking, although some of them were reluctant but by encouragement as this participation will be dealt with for research purpose only, they agreed to participate. The test took place in and outside of the class room before and after lectures to give the participant the time needed and imitate the environment that is required.

The participants' speech was recorded by mobile phone in order to be written down in the spaces left below each axis to be model in the appendix. The researcher tried as far as possible to write imitating what exactly uttered, formed and paused while speaking to be a real copy to what was said by each participant .

Finally, many meetings were held with some experts at work, so as to be given the interview questions to be answered within a period of time that each one of those experts needed, then other visits were carried out to each one to get back their answers below each question in the spaces left for that purposes. Some experts apologized to participate so the researcher visited English paper marking center to distribute the forms of interview among the participants, some questions in some forms were not answered so they were canceled and substitute by new participants forms.

### **3.6 Data Analysis**

The collected data were analyzed and processed to find out the descriptive significances, in order to prove or disapprove the study hypotheses.

### **3.7 Validity and Reliability**

#### **3.7.1 Validity :**

In order to check whether data collection tools are appropriate or not suitable to be used in the study, the researcher distributed the tools with their two axis's among many teachers in English at Sudan University and (SELT) institute to be evaluated. According to their opinions and instructions, two of interview questions (1,4) were modified and reconstructed .

After that other PhD and MA holders, from Sudan school certificate English paper marking center, were asked about their opinion on whether the test topics and experts interview questions are suitable to be used or not, all of them confirmed that there is nothing to be changed in the inclusion or the construction.

#### **The piloting Study:**

The pilot study was conducted to assess the test topics reliability and the best procedures that can be carried out while the main test; it was conducted through the students' spoken test. Through this test, many different factors which are helpful to conduct the main test were revealed as, the period of time that the participants need to perform the test effectively; in addition to that, the questionnaire reveals to be appropriate and does not need any modification according to all of those who participated and their number was ten and they were selected randomly from different levels, the test took place in almost the same circumstances in which the main test was run. The pilot study was conducted among the students of the two universities through some visits done in different times .

#### **3.7.2 Reliability:**

Reliability refers to whether the instrument can serve the purpose of data collecting properly.

# **CHAPTER FOUR**

## **Data Results, Discussion and Analysis**

## CHAPTER FOUR

### Data Analysis and Discussion of the Results

#### 4.0 Introduction

This chapter deals with the results that were obtained from the spoken test that is conducted among the universities students majoring in English and the data that were collected by the experts in English interview as two tools that were used to collect data that are to be discussed and analyzed by using descriptive analyses method. This chapter consists of two parts:

The first one is student spoken test discussion and the second one is expert in English interview and the third part deals with the results of the testing the hypotheses of the study.

#### 4.1 The Results and Discussion

##### 4.1.1 Student's spoken test

In this section the results that were obtained from Student spoken English test were presented and analyzed. The test consists of three branches to reveal students spoken ability and to investigate the types of errors that are committed by students as a weak spoken ability features and to look for the reasons behind each type occurrence.

The different errors and other features of spoken weakness are classified and ranked according to their importance and the degree of their occurrence frequency.

##### **Students' participation:**

Through students speaking test many of those who are asked to participate in the test refused mentioning different reasons such as( I am not ready to participate, I can participate but through writing) and other different reasons are mentioned. Some of those who participated spoke on only one of the three test topics.

Most of the statements that are presented are very short in very simple languages in which very limited vocabulary is used and certain grammar rules are applied so simple sentences are very dominant , These sentences are almost of two patterns subject + linking verbs + adjective or subject +verb + object as the following examples explain:

- a) My university is very beautiful
- b) My mother is beautiful

- c) I make good friends
- d) She helps me
- e) It gets crowded
- f) I love my mother

Although there were some attempts to produce compound and complex sentences but in most of them some errors occurred as these examples explained.

**Table (4.1):** Frequencies of Errors

| Type of error                      | Frequency of occurrence |
|------------------------------------|-------------------------|
| Expressions give no sense          | 21                      |
| Misuse of tenses                   | 82                      |
| Verbs and subjects disagreement    | 38                      |
| Verbs form rules violation         | 34                      |
| Verbs and auxiliaries disagreement | 21                      |
| Pronouns omission                  | 37                      |
| Using nouns and pronouns together  | 47                      |
| Pronouns substitution              | 44                      |
| Omission of helping verbs          | 42                      |
| Helping verbs substitution         | 32                      |
| Omission of prepositions           | 19                      |
| Prepositions substitution          | 11                      |
| Pauses and repetitions             | 118                     |
| <b>Total</b>                       | <b>546</b>              |

*-I want to talk about one of my friend as he there are two of my best friend (incorrect)*

*-I want to speak about one of my friends as I have two or as there are two (correct)*

*-They make the people wait them until they wait them (incorrect)*

in the second clause of the first sentence the pronoun(he) is incorrectly used to refer to the( two friends) in this clause and it was followed by the demonstrative (there) which is enough in construction of the second clause, in the second example(they wait)was used in the first clause and (they wait them)was used again in the second clause generating a sentence that's difficult to be understood.

The production of such error in trying to use compound sentences indicates confusion in the spoken performance and as a result of that speakers do not pay attention to what is said or try to apply what they

learn because speaking as an activity doesn't represent a matter of importance to be developed so it's carelessly looked after and that leads to generation of such types of expressions that were full of speech flaws that made them difficult to be understood as follow:

-We are in general time, we are in general study we have had a good time there actually.

- *depended of she help me and she say me its don't or it.....*

- *it's a good don't listen to people it some people say it's not good it's bad have some people want application but it's so good.*

- *People not good with each other, there what I can say is some of thing (pause) actually.*

These types of expressions occurrence frequencies were not high. They were not in agreement with application to certain grammar rules that determine the positions of words or according to syntactic point of view, so words were not correctly used. Some words were left out making the expressions as group of words positioned beside each other giving no sense. This very weak ability to speak can be attributed to weak practicing to speaking, training to use grammar rules or lack of information about vocabulary and how they are used in addition to weak ability to apply grammar rules as a result of ignorance of these rules or weak training to use them in spoken language.

### **Wrong Tenses:**

Using and selection the suitable tense in speaking is one of the biggest problem that students faced as it seemed to be because the errors that were committed in the test reflected clearly that problem to which other speaking flaws can be attributed as it can be felt of by the speaker when it is committed and that of course leads to spoken performance without confidence.

Here are some examples of tenses errors:

### **Misuse of tenses :**

*Examples:*

- *He helps me a lot to success in Sudan school certificate (incorrect)*

*He helped me a lot to succeed in Sudan school certificate (correct)*

- *Most of them are working and study at the same time (incorrect)*

*Most of them work and study at the same time (correct)*

- *He was my friend since the childhood (incorrect)*

*He has been my friend since childhood (correct)*



In the first example the present simple was used instead of the past simple whereas the present continuous was used to replace the present simple in the second example but in the third one past tense was used instead of the present perfect.

Generally this incorrect substitution to the tenses with each other was common and examples were so many.

This problem can be attributed to lack of training matter which can cause inability to use these tenses unconsciously through well selection to each one while speaking.

**Verb and subject disagreement:**

This disagreement takes place although the tenses were correctly selected but the application of their rules also represented a problem.

*-She help me in many ways (incorrect)*

*She helps me in many ways (correct)*

*-He get angry, he goes far away (incorrect)*

*When he gets angry, he goes far away (correct)*

*-He find the class too crowded (incorrect)*

*He finds the class too crowded (correct)*

The tense that was used in the examples above is present simple but in each one the third person singular is a subject which verb takes (s) but it was not used by the speakers .This problem can be due to over generalization of the same rule as used with other subject and weak training of rule application in speaking which can cause such a type of errors. Some other rules of verbs forms were violated as these examples explain:

*-You attend the lecture stand up (incorrect)*

*You attend the lecture standing up (correct)*

*-He told me and advise me (incorrect)*

*He told me and advised me (correct)*

*-We have good times with friends, study subject and meeting new people (incorrect)*

*We have good times with friends, study subject and meet new people (correct)*

In the first example stand is a part of attendance so it has a participle form (standing).In the second one the verbs told and advise were joined together with (and) so( advise) supposed to take past form as the first one. In the third example list of verbs were used in the sentence in which tense is the present simple but the third one was

incorrectly formed as it takes an(ing) .These errors clearly occur as a result of lack of information to the rules that are applied to process the verbs of the sentence.

Other types of rules violation were observed such as misuse of auxiliaries with verbs wrong form as disagreement between them as follow:

*-Iam come here by two transport (incorrect)*

*I come here by two transports (correct)*

*-Iam live there (incorrect)*

*I live there (correct)*

*-Week or two weeks without attending a lecture (incorrect)*

*We spend a week or two weeks without attending a lecture (correct)*

In the first two examples (am) was incorrectly used as a helping verb to (infinitive) to be used in the present simple tense; while in the third one the subject and the verb were left out.

These first two errors maybe due to lack of training and the third one can be attributed to weak observation to what is said.

### **Pronouns errors:**

-Pronouns errors constitute a big number of frequency degree compared with other errors. The pronouns errors can be classified as follows:

#### **Omission of pronouns**

Omission of pronouns means that the pronoun is left out when it is necessary to be used; the following examples explain this omission occurrence in speaking test:

*-It makes us nervous ----- not bad (incorrect)*

*It makes us nervous, it's not bad*

*-My mother is very beautiful (pause) ----is not tall or short (incorrect)*

*My mother is very beautiful; she is not tall or short.*

*-She lives at village eh eh is excellent student (incorrect)*

*She live at a village, she is an excellent student (correct)*

The three examples above include pauses which are followed by adjectives that are preceded by pronouns or equivalent noun before the linking verb that appeared each time; this error can be due to a weak training in speaking.

### **Using nouns and pronouns together:**

Sometimes pronouns and equivalent nouns were used together to be the subject of the sentence as follow:

*-The people they face this problem (incorrect)*

*The people face this problem (correct)*

*-The drivers they say we don't want to go (incorrect)*

*The driver said that they didn't want to go (correct)*

*-My friend and the teachers also they are kind (incorrect)*

*My friends and teachers are kind (correct)*

These pronouns were incorrectly used and the errors can occur as a result of training negligence.

### **Pronouns substitution:**

It means that the pronouns are replaced by wrong ones which are not suitable to refer to the wrong nouns as the following examples explain:

*-I feel so sad when I saw a person that it is not so poor (incorrect)*

*-I feel so sad when I see a person who is not so poor (correct)*

*-My friends Khadija as he is clever girl (incorrect)*

*-My friend Khadija he is living at so and so Village (incorrect)*

*-My friend is Khadija, she's a clever girl (correct)*

*-She lives at so and so village (correct)*

*-When I arrive here (university) I found her very beautiful ,so I love her (incorrect)*

*-When I arrived here, I found it very nice (correct) so I love it (correct)*

In the first example (it) was used to refer to a person instead of who while in the second example he(was) used to refer to a female whereas the pronoun (her) was used to refer to university instead of (it).

These types of errors can be attributed to weak observation to what is said by the speaker.

### **Helping verbs misuse:**

Sometimes helping verbs were omitted where they supposed to be used as in these examples:

*-I think the problem of the university the time of the result (incorrect)*

*-I think the problem of the university is the time of the result (correct)*

*-It fat (incorrect)*

*-It is fat (correct)*

*-People not good with each other (incorrect)*

*-People are not good with each other (correct)*

In these examples helping verbs as linking verbs were left out by the speakers

These errors can be due to weak observation to what is said by those speakers

**Helping verbs substitution:**

Helping verbs were substituted to be in disagreement with the subject as the following examples explain:

- *The university have more students (incorrect)*

*The university has more students (correct)*

- *There is no more words(incorrect)*

*There are no more words (correct)*

- *But he have one problem (incorrect)*

*But he has one problem (correct)*

In the first example (have) instead of (has) is used to agree with university.

In the second example the same substitution occurred with (he) as a subject of the sentence whereas in the third example (is) was used instead of (are) which was used with (words) as plural also these errors are not due to lack of information or a matter of training but can be attributed to a weak observation to what is said by the speaker.

**Preposition errors:**

Prepositions errors are expected as they represent big problem to many users of English because they are not words of meaning to be memorized and that of course makes it difficult for the users to recall .In addition to that prepositions have many uses and that makes the matter of their selection or being appropriately used very difficult and needs much effort to be mastered, so prepositions were left out where they were supposed to be used and substituted with others in a way that changes the meaning that was intended by the speaker. These examples can explain that types of errors that related to preposition in the test.

**Omission of preposition:**

*-I want to speak my friend (incorrect)*

*I want to speak about my friend (correct)*

*-She say me (incorrect)*

*She said to me (correct)*

*-Teacher deals with students this way (incorrect)*

*Teacher deals with the students in this way (correct)*

In these examples the errors are due to lack of information or a weak practicing of speaking.

**Preposition substitution:**

*-I want to stay to him for a long time (incorrect)*

*I want to stay with him for a long time (correct)*

*-Traffic is big problem at Sudan (incorrect)*

*Traffic is a big problem in Sudan (correct)*

*-There are excellent students to University (incorrect)*

*There are excellent students at the University (correct)*

*-She lives in village (incorrect)*

*She lives at a village (correct)*

In the examples above prepositions were substituted with others, these errors are likely to be a result of lack of information as prepositions need intensive reading to be correctly used.

**Pauses:**

Pauses mean to stop speaking without necessity for that but as a result of absence of idea that is to be expressed or because words to be used and rules to be applied are not recalled at the right time when the speech takes place. Pauses were very common and they occurred frequently with different lengths as observed in the test that was carried out by the participants. The pauses occurrences sometimes led to the violation of the whole statements making them difficult to be understood as a result of words dropping in a form of pauses as these examples explain:

*-My mother is very .....eh .....she is.....*

*-My university is beautiful I love it I.....*

*-We have to take a long time to go to university ..... eh.....eh (in Arabic) I don't know what to say.*

*-The pauses can be in a form of repetition to certain word in a strange way instead of silence as follows.*

*-the problem that I face every day the .....the.....everyday*

*-I depend .....I depend.....I depend..... if she help me.....if she help.....if she help ..... help me.....help me*

*-Actually.....actually .....actually*

*-In this life and other life a lot of.....a lot of.....alot of.....a lot of*

*-People they .....*

*-She is my friend since childhood that childhood he is my friend  
-It is you know it is a unique..... meeting a new friend you  
know.....getting to know new friend.*

*-We are in general time.....we are in general study*

These pauses with their two main forms; silence and repetition, very commonly occurred or frequently took place, this occurrence of errors resulted from weak ability to recall the suitable vocabulary which can be attributed to lack of information or absence of the idea that was to be expressed.

#### **4.1.2 The Interview**

The interview with experts in English Language is the second tool that was used to collect the data of the study. This interview aim is to find out about factors that cause weak ability among universities students. The interview consists of nine questions designed to show those experts opinions on the spine series as one of the factors behind the weak ability of speaking. Also the interview is designed to reveal the ideal features of text books designed to be compared with spine series. In this part the experts' responses to the interview questions are going to be presented.

**Question (1):**What are the approaches adopted by spine to reach speaking?

The answers of the experts

- 1) The eclectic approach
- 2) All the educational methods should be applied (eclectic method)
- 3) The eclectic approach
- 4) The eclectic approach
- 5) In my opinion there are on definite approaches applied by spine to teach speaking skills.
- 6) Spine series do not adopt any special approach to reach speaking
- 7) There is no obvious approach
- 8) Communicative and eclectic approach
- 9) Communicative approaches
- 10) Reading and to Grammar translation are mainly used to teach spine.

**Question (2):**To what extent are the speaking skills considered by spine designers?

- 1- To some extent and don't satisfy students' needs
- 2- Speaking only considered in dialogue
- 3- I think spine design don't pay great attention to speaking and only depend on questions at the end of the passages.
- 4- Speaking skills are not considered by spine designers
- 5- To some extent and do not satisfy this skills
- 6- They are given less concern so they are not well considered
- 7- Its ignored because it does not appear in this series
- 8- Indeed they are not sufficient.very few activities contain dialogue through which students practice speaking so it's neglected.
- 9- The designers don't pay attention to speaking skills because the topics mainly concentrated on reading and writing skills
- 10- Spine designers intend that speaking should be through reading skills.

**Question(3):**Evaluate the students speaking competence after they graduate from secondary School?

1. they are very weak and incapable of speaking
2. they are weak
3. The competence of speaking is weak because teachers speak all the Time using TTT.
4. The secondary school students' competence in speaking is very weak.
5. Students hardly deal with it.
6. Very weak
7. They are weak as their input weakness which supposed to support output.
8. Students need many things to be done by teachers to be able to communicate orally in English.
9. The majority of the students graduate and they are weak at speaking competence because syllables did not provide enough lessons for speaking skills .
10. Students speaking skills are very weak

**Question(4):**What re the main features of speaking activities designed to provoke learners to speaking?

1. Role- playing
2. The activities that designed to provoke learners to speaking are questions answers and dialogue
3. I think the main feature of speaking activities is to encourage student to speak freely specially in topics that touch their desire
4. The students can select topic and make discussion about it , dialogue , conversation and debate.
5. Role -playing, information gab , activities and conversation.
6. Pictures, stories and role -playing
7. In spine there are suitable features of spoken language.
8. Dialogues are only possible way that can help students to practice speaking.
9. Dialogue, discussion or debate.
10. The main feature of speaking activity is represented in dialogue, conversation and role – play.

**Question(5):**To what extent are passages suitable in speaking development?

1. To some extent.
2. They are suitable but if they are used correctly
3. I think passages are suitable in speaking development but they are done only by the teachers most of the time so they do not fulfill their purpose.
4. Very little like answering questions below each one and carrying out the discussion questions
5. To some extent
6. Passages do not encourage speaking as it needs to be included in the dialogue which appear in a few chapters
7. They are not suitable ,they result in students' inability to speak
8. The passages and texts are designed mainly for reading skills but they can help in speaking development
9. To some extent passages can contribute in speaking development but if they are well considered by the students themselves
- 10.They are suitable reliable and valuable to develop speaking.



**Question(6):**Are the discussion questions bellows each passage considered the best technique to develop speaking?

1. No they are not
2. I think they are not and teachers do not teach this part as they are not part of the exam question so they are avoided.
3. I think discussion questions are suitable because they let students precise the skills and show their opinion.
4. Discussion questions can help to develop speaking skills
5. Yes they are
6. No they are not
7. They are difficult so the students can not take part in the discussion
8. No they are not as there are many activities that can develop speaking better than these questions.
9. I think they are not the best techniques to teach speaking.
10. No they are not as the students are very weak

**Question (7):**What are speaking development factors that included in spine?

1. The speaking development factors in grammar are not enough
2. The factors in grammar to some extent can develop speaking
3. The use of deductive and inductive approaches in obtaining grammar rules
4. Its taught implicitly so they are isolated from the whole process
5. Unfortunately there are no factors that develop speaking
6. Grammar is presented briefly in spine
7. Deductive and inductive approaches to teach rules
8. They are very poor
9. Some sentences include grammar that help speaking
10. Discussion in group and comprehension question

**Questions (8):** To what extent the drilled activities are included in spine?

1. Drilled activities are very little
2. They are good in spine (5) but they need to be changed in (4) and (6).

3. The drilled activities are mainly designed for reading and writing in spine and ignore speaking and listening .
4. They are not enough and don't fulfill the target.
5. The syllabus assume the teachers are well trained so it depended on them.
6. There are some drilled activities but they are not enough
7. They are not enough and they are not practiced
8. Drilled activities that enable students to peaks are not exist in spine
9. The devilled activities are mainly focused on reading and writing
- 10.No ,they are not enough

**Question(9):**Do grammar lessons include the necessary information to be mastered by students?

1. No, they are not
2. Yes they are but they are not enough
3. The information is very little
4. No they don't
5. No they don't
6. No They are not
7. Yes they do because teachers can provide them with necessary information.
8. No, I don't think so, the teachers are the only source of information
9. To some extent they include information
10. There is not enough to be mastered

In this part the experts answers to the interview are going to be discussed to find out to what extend they agree with the interview questions.

**Question(1). What are the approaches adopted by the spine to teach speaking?**

Some experts say that there are no certain approaches used to teach spine as spine series doesn't adopt obvious one to be taught while the other mention the eclectic approach as a main and obvious one used in teaching spine. Some experts say that communicative approaches are used also there is an opinion which says reading and grammar translation methods are used to teach spine.

**Question (2): To what extent are speaking skills considered by spine designers?**

Most of the experts agree that speaking skills are not given in a consideration that is suitable to develop them as they were sometimes completely ignored or presented insufficiently or in a way that doesn't satisfy the need of students to be good or speaking more than that one opinion stated that speaking is taught and developed only through reading skills and although it supposed to be taught through dialogues which are rarely used according to one expert's point of view.

**Question (3): Evaluate the students speaking competence after they graduate from secondary school?**

All experts confirmed that students are very weak at these skills when they graduate from secondary school as all students are incapable to speak as they need many things to get rid of their inability to speak and because the text book did not provide them with enough lessons for speaking beside that students don't deal with speaking as they need many things to be done by teachers to develop their ability to speak or communicate orally instead of that teacher use most of his time to present the lessons and the chances for the students to speak are not available according to designs.

**Question (4): What are the main features of speaking activities designed to provoke learners to speak?**

Generally all experts confirmed that role play, pictures, stories, dialogues, debate, discussion, conversation and so on are the main features that lessons supposed to have to be good at provoking learners speaking ability because they represent chances and encouragements for learners to speak freely and as one of the experts

stated that students can select a topic and make discussion about it while other stated that spine is rich in these features activity against the other experts.

**Question(5): To what extent are passages suitable in speaking developments ?**

Some experts said that they are not suitable in speaking development as they need to be included in dialogue which appear in few chapters as passage are mainly done by teachers so they don't fulfill their purpose as an expert stated while one said that they are the reason behind students weak ability to speak, other stated that they are designed to develop reading skills.

Other two experts said that passage are to some extent are suitable in speaking development , some said that they are suitable if they are used correctly but one of those experts said that they are suitable, reliable and valuable to developing speaking.

**Question (6):Are the discussion questions below each passage considered the best technique to develop speaking?**

Some experts said that they are not the best technique to develop speaking. One of them stated that they are difficult so that students don't take part in the discussion; on the other hand other experts said that yes they are but some of them stated that they need develop on technique used by the teachers who distribute students into groups.

**Question (7): What are the speaking development factors that are included in the Grammar lessons?**

Most experts say that the factors are poor , Grammar is taught in isolation from the whole process and there are no factors for speaking development but some said that the speaking development factors included in the Grammar lessons represented in approaching through which the grammar is taught inductively and deductively which is suitable to develop speaking.

While others said that the factors are in a form of discussion and dialogue that can be used in teaching grammar and as good means to develop speaking among students and other said that the grammar lessons include speaking factors development to some extent.

**Question (8): To what extent the drilled activities are included in spine design?**

Almost all the experts said that drilled activities are not enough because they are little, need to be changed in some books, focus on reading and writing rather than speaking and others said that the drilled activities and grammar lessons generally depend on trained teachers as they are not appropriately designed to provide students with what they need to develop their competence in speaking because speaking and listening are ignored and neglected according to two of those experts.

**Question (9): Do grammar lessons include the necessary information to be mastered by students?**

Most of the experts responded to this question with (NO) confirming that the information is not enough while one said that it is very little. One of the experts answered with (YES) but he added that (but the teachers do not let the students to do these activities with themselves). Other two experts said that the information is enough and students can master them by heart.

#### **4.2 Discussion of Hypotheses:**

The result of the research tools can be summarized as follows:

The purpose of this study is to find out about speaking weakness reasons as barriers that university students majoring in English face in their mastering to this skill.

So the two questions were raised to be answered by this study also two points were determined to be used as hypothesis which will be presented here to be discussed in the light of data analysis and discussion.

##### **1. The First Hypotheses:**

Concerning the first hypothesis that students use wrong strategies to master speaking, this hypothesis was proved to be correct by the test analysis result which showed different types of weakness students have when practicing speaking, the features of these weakness confirm different strategies that

students use to develop speaking but they lead to production of speaking flaws of many types as pauses, repetition, hesitation, production of expressions that give none sense, misuse of vocabulary and wrong application to grammar rules. These strategies are incorrect as they do not enable Students to speak in appropriate way committing this big number of errors of different types that occurred continually. From the nature of error and the frequency of their occurrence it is clear that vocabulary and grammar rules mastering processes that are followed and carried out by those learners were not effective and speaking as necessary activity is not well considered as part of wrong strategies which lead to such type of results that reflect students weak performance at speaking.

## **2. The second hypotheses:**

Concerning the second hypotheses that spine series includes some design flaws as barriers cause speaking weak ability among the students of universities majoring in English, this hypotheses investigated through the experts interview questions in which this hypotheses proved to be true as most of the experts in all the interview questions confirmed that this series includes this design problem which can contribute effectively in students ignorance about features of spoken language and how its practiced as a current barrier and historical one that may cause a future obstacles .

## **CHAPTER FIVE**

### **Conclusions, Recommendations and Suggestions for Further Studies**

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### **Conclusion, Recommendations and Suggestions for Further studies**

#### **4.0 Introduction**

The study focuses on the barriers that cause speaking weak ability among students of Sudanese universities studentsmajoring in English.

The results of the data that were collected, the findings that were revealed, recommendations and suggestions for further study will be presented in this chapter.

#### **4.1 Conclusion**

In the light of the results, the study came out of the following findings; the fact that universities students face a problem of speaking weak ability proved to be true. the students test results showed that there were many features of speaking weakness which remained to occur over and over with big numbers and different types causing the disappearance of natural speak features-the using of limited sentences constructions ,appearance of expressions that gave no senses ,hesitation while speaking ,slow performance, pauses of different lengths occurrence and committing big number of errors of different types in addition to many participants refusal to participate in the test all of them confirmed the fact mentioned above.

The different types of weakness features also obviously reflected that strategies used by those learners are inappropriate specially in vocabulary and grammar mastering processes as effective strategies that supposed to lead successfully to the applications while practicing language different skills .The weakness features naturally occur as result of inefficient exposure to language through intensive reading and listening , learning of words out of their context or not in chunk of language also can delay or affect negatively the words recalling process and that leads to using of limited number of words and cause the pauses occurrence .Also the grammar rules wrong mastering processes that can be noticed easily through different mistakes which



indicate that either lack of information about grammar rules or inability of the students to recall and apply the rules that they know as wrong strategies which clearly appeared in using of simple sentences of certain patterns in all that was said by the participants and the production of expressions that give no sense as a result of their inclusion of unknown grammar rules in most of the participants attempts when trying to produce compound or complex sentences .

Above all that the matter of practicing speaking as necessary training to effective participation in any interaction seemed to be weak and neglected by the students in the mastering process.

Besides the unsuitable strategies used by students generally in mastering language and in specific way to be skillful at speaking, there is another factor appeared to be of high effect in the students weak ability to speak .That was the source from which they learn English (spine).

According to all experts who were interviewed or most of them in their responses to the interview questions, it was confirmed that spine is full of speaking flaws because spine series mainly neglect speaking and listening skills in a way that led to students weakness in speaking after they graduate from secondary schools which can be chronic problem in the future as they don't know the features of spoken language.

Although the eclectic approach is used to teach this series as the experts confirmed but it is used to teach reading as dominant activity used continually by the designers of spine and reading according to the way in which it is presented was not mentioned by those experts as one the of the general factors that provoke speaking practicing except in few occasions that were confirmed to be not enough to refresh or motivate speaking by students. Also most of the experts stated that discussion questions as activities that seem to be designed to give students chances to practicing speaking , are not the best technique to develop it as they are difficult to be carried out or they depend on teachers because the students are passive participants toward the discussion activity so from what was confirmed by the experts this activity is not the best one that can be depended on to develop speaking , this discussions questions designed to be practiced

after reading passages which were also confirmed to be of little contribution to students speaking development in addition to that grammar lessons do not include the necessary factors that provoke speaking development although some of the experts confirmed the existence of these factors in form of deductive and inductive way of teaching grammar .the drilled activities in question (8) answers are not enough and need to be changed in spine as the experts confirmed because these activities depend on teachers who are well trained. In (9) most of experts said that grammar lessons don't provide the students with the information that is needed to know the grammar rules and when and how they are applied in speaking so the series is not suitable reference to be depended on as source of grammar to be mastered .

From what was mentioned above , it is clear that spine series is not helpful to develop speaking as speaking is neglected sometimes or completely ignored and that led directly to destruction of this skill , so the spine as text books are of great contribution to speaking weakness among those who learn from this series as only one source.

Based on findings we can conclude that students used unsuitable strategies to develop speaking specially through vocabulary and grammar rules well mastering which appeared to be not occurred by heart through intensive exposure by reading hard ,high ability to use and recall vocabulary while speaking as a result of learning it in chunk of language and training to use them in speaking .Also grammar appeared to be neglected as it strongly contributed in students weak ability to speak because it was ignored and not well trained to in mastering process with aim of speaking development .

Also we conclude that SPINE series does not include necessary speaking development factors as it designed to develop other skills ignoring speaking so all students who graduated from secondary school are veryweak in their speaking competence and that reflected SPINE series failure to develop speaking as result of its inappropriate design.

## **4.2 Recommendations:**

Based upon students' responses the researcher recommends the following

1. Student should be exposed to different sources of learning through intensive reading and listening
2. Students should learn vocabulary in chunk of language not in isolation or out of context.
3. Students should practice the pronunciation of words that they learn and train to use them in full correct sentences.
4. Student should look for sources to learn grammar in effective ways.
5. Student should practice speaking as a normal activity with each other.

## **4.3 Suggestions**

1. Speaking skills need to be looked after in curriculum design.
2. Modification of curriculum design to be more integrated and balanced of all skills will help in the problem solution.
3. Well trained teachers are necessary factors and providers of useful strategies students can imitate and follow
4. listening activities introduction helps in achieving language skills integration

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## **Appendixes**

**Appendix (A)**

**Students' test**

1. please speak about a person that you know.....

.....  
.....  
.....  
.....

2. Can you tell me a little bit about your university?

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.....  
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3. Have you any comment on the problems that you face from time to time?

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**Appendix (B)**  
**Experts'Interview**

*Name*.....

*Qualification*.....

*Institution*.....

1. What are the approaches adopted by SPINE to teach speaking?
2. To what extent are the speaking skills considered by SPINE designers?
3. Evaluate the students speaking competence after they graduate from secondary school?
4. What are the main features of speaking activities designed to provoke learners speaking the language?
5. To what extent are passages suitable in speaking development?
6. Are the discussion questions below each passage, considered the best technique to develop speaking?
7. What are the speaking development factors that are included in Grammar lessons?
8. To what extent are the drilled activities included in SPINE design?
9. Do grammar lessons include necessary information to be mastered by students?