



Sudan University of Science and Technology

College of Graduate Studies

College of Languages



**Investigating English Speaking Problems Encountered
by University Students**

**تقصي الصعوبات التي يواجهها طلاب الجامعات في المخاطبة
بالانجليزية**

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
of MA in English Language (Linguistics)**

Submitted by:

Mamoon Ahmed Abdalgadir Ali

Supervised by:

Dr: Hillary Marino PitiaLaki

2020

Quranic Verse

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي (25) وَيَسِّرْ لِي أَمْرِي (26) وَاخْلُفْ عَنِّي مِنْ لِسَانِي (27) يَفْقَهُوا قَوْلِي (28)

سورة طه الآيات 25-28

(25) [Moses] said, "My Lord, expand [i.e., relax] for me my breast [with assurance](26) And ease for me my task (27) And untie the knot from my tongue"

Surah TahaAyat (25-27)

Abdullah Yousof Translation

Dedication

To my beloved family.

Acknowledgements

Surely this work could not be achieved without the help and mercy of Allah, I thank Him a lot. I would like to express my gratitude to my supervisor Dr. Hillary Marino Pitia Laki for his guidance, encouragement and advice given to me through supervising this study, I would like to thank Dr. Abbas Makhtar M. Badawi and Dr. Nagla Taha, For reviewing the questionnaire and test, I am grateful to the teaching staff of M.A. program that helped me to conduct the study. Thanks are also due to the teaching staff and students of Sudan University of Science and Technology - College of Languages for helping me to carry out the questionnaire and the test. Great thanks also due to all Liberians in Sudan University of Science and Technology, for helping and supporting me with resources and previous researches.

Abstract

This study aimed at investigating English-speaking problems encountered by university students. The study was conducted at Sudan University of Science and Technology in the academic year 2019- 2020 among 2nd students majoring in English at the College of Languages. The researcher chose (20) teachers and (30) students from College of Languages as a sample. The researcher used a questionnaire and a test as tools for data collection, teaching of speaking skill can affect students' oral ability. University syllabus can play a significant role in improving students' oral ability. The Researcher recommends that the university teachers should encourage their students to use English in both inside and out the classroom. Students should attempt to speak English on daily basis. Objectives of the Study 1-Identifying the English speaking problems encountered by university students when communicating orally. 2-Endeavoring to find out whether teaching of speaking skill affects students' oral ability.3- Exploring whether university syllabus can play a significant role in improving students' oral ability. Questions of the Study 1/To what extent do university students encounter linguistic problems when communicating orally? 2/To what extent can teaching of speaking skill affect students' oral ability? 3/To what extent can university syllabus play a significant role in improving students' oral ability? Methodology, the research uses the methods, types method. As well as questionnaire and test are used as loots for data collection. Analysis Statistical method was adopted to analyze the data in the form of table and diagrams e.g. SPSS.

Abstract

(Arabic Version)

هدفت هذه الدراسة إلى تقصي المشكلات التي يواجهها طلاب الجامعات في المخاطبة بالانجليزية. أجريت الدراسة في جامعة السودان للعلوم والتكنولوجيا خلال السنة الدراسية 2019-2020م و شملت طلاب السنة الثانية الذين تخصصوا في اللغة الإنجليزية في كلية اللغات. قام الباحث باختبار (20) مدرسًا و (30) طالبًا من كلية اللغات كعينة للدراسة. استخدم الباحث استبيانة واختبارًا لجمع البيانات ، وتوصل الي ان تدريس مهارة المخاطبة. تؤثر في مقدرات الطلاب, و مناهج الجامعة تلعب دوراً هاماً في تطور مقدرات الطلاب. يوصي الباحث يجب علي معلمين الجامعات تشجيع طلاب الي المخاطبة بالالغة الانجليزية في داخل القاعة الدراسة و خارجها. يجب علي طلاب محاولة الي تحدث بالالغة الانجليزية بشكلي يومي. اهداف 1- تحديد تقصي الصعوبات التي يواجهها طلاب الجامعات في المخاطبة بالانجليزية. 2- تسعى في اكتشاف تدريس مهارة المخاطبة تؤثر علي طلاب الجامعات في المخاطبة. 3- استكشف المناهج الجامعات تلعب دورا هاما في تحسين قدرات طلاب في المخاطبة. الاسئلة 1- الي اي مدى يستطيع طلاب الجامعات مواجهة صعوبات اللغوية حين المخاطبة. 2- الي اي مدى تستطيع مناهج الجامعات تلعب دورا هاما في تطوير قدرات طلاب جامعات في المخاطبة. 3- الي اي مدى تستطيع تدريس مهارة المخاطبة تؤثر في قدرات طلاب في المخاطبة. المنهجية استعمال الباحث تحليلي و وصفي مثلا استخدام استطلاع و اختبار كادوات لاجل جمع البيانات. وفي التحليل استخدام الباحث طريقة تحليل احصائي.

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CHAPTER ONE

Introduction

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Introduction

1.1 Background of the Study

(Mckay, 2002:5) speaking is considered to be skill which plays an essential and major role in acquiring and learning a language, for it represents an important access to the linguistic input to which learners need to be exposed constantly. Native speakers of a language are not usually encountered by so many speaking problems and that is due to the process of developing one's mother tongue skills within his tacit knowledge subconsciously, yet non-native speakers of a second or foreign language suffer severely from many speaking problems.

In this study, the researcher wants to shed light on some English speaking problems encountered by universities students seeking for the proper diagnosis and remedy to help mitigate the monumental effects of these problems on learning English as well as it could be considered as an extension to ongoing studies in the field of teaching speaking skill.

English as an international language is used by the wider communities rather than its native speakers (Mckay, 2002:5) it plays an important role in everyday situations all over the world and deals with all aspects of life. It is the language of science, information, technology, politics, economics and education (Hamdona, 2007).

1.2 Statement of the problem

As an English teacher who has been teaching English for second years. I have come to realize that university students encounter problems when communicating

orally. This study attempts to explore whether university difficulties can play a significant role in improving student's oral ability.

1.3 Objectives of the Study

The study aims at:

1-Identifying the English speaking problems encountered by university students when communicating orally.

2-Endeavoring to find out whether teaching of speaking skill affects students' oral ability.

3- Exploring whether university syllabus can play a significant role in improving students' oral ability.

1.4 Questions of the Study

1/To what extent do university students encounter linguistic problems when communicating orally?

2/To what extent can teaching of speaking skill enhance students' oral ability?

3/To what extent can university syllabus play a significant role in improving students' oral ability?

1.5 Hypotheses of the Study

1/University students encounter linguistic problems when communicating orally.

2/Teaching of speaking skill can enhance students' oral ability.

3/ University syllabus can play a significant role in improving students' oral ability.

1.6 Significance of the Study

This study is great significance because it shed light on the problem's, encountered by students when communicating orally. Clearly elaborate who are the beneficiaries, and now this study going to aid them.

1.7 Methodology

The research uses the methods, types method. As well as questionnaire and test are used as tools for data collection.

1.8 Limitation of the Study

This study aims at investigating speaking problems encountered by EFL university student's when communicating orally. Conducted at Sudan University Science and Technology in the academic year 2019- 2020 the study subjects are second year students majoring in English among 2nd students majoring in English at the College of Languages.

CHAPTER TWO

Literature Review and Previous Studies

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Literature Review and Previous Studies

2.0 Introduction

This chapter consists of two parts. Part one reviews the literature related to the research topic such as definitions of speaking as perceived by scholars while part two discusses previous studies relevant to the research topic.

2.1 Speaking

According to Kayi (2006) speaking refers to the gap between linguistic expertise and teaching methodology. Speaking is one of the four language skills. It is a productive and active skill. Speaking helps students produce those units of meaning in phrases and clauses, not just word by word. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

(Adams & Hamm, 2013:2) children now grow up in a fast-paced, technology-changing world that is altering how they think, learn, communicate, and socialize. Technology challenges today's classrooms in supplement to the chalkboard and other audio visual medias to offer a better educational environment. Such technologies include various mobile computing devices and interactive presentation tools are considered as an opportunity for learners to foster and build upon student's intuitive exploration, having them inside classrooms makes the lessons more interactive.

2.2 English Language Speaking Skill

Bygate 2003 speaking is a skill, which deserves attention every bit as much as literary skills, in both first and second language. Learners of a language need to be able to speak with confidence.

Speaking is the productive skill in which student's utter words and sentences for specific purposes to convey certain messages using the appropriate grammatical rules, vocabulary and score of formality with the atmosphere of confidence and comfort.

2.3 English Language Speaking Sub-Skills

2.3.1 Accuracy

Accuracy in speaking has been defined by(Spratt, Pulverness& Williams 2005:34) as the use of correct forms of grammar, vocabulary and pronunciation.(Ano2001) speakers express themselves with the correct sociolinguistic competence.

2.3.2 Fluency

Nation (1991)defines fluency as the ability to get across communicate intent without too much hesitation and too many pauses or cause barriers or a breakdown in communication, in agreement with this definition, defined fluency as speaking with ease and without thinking about possible errors.

In this study, the Nation (1991) developed a strategy based on Skype, students are supposed to communicate orally with people in a remote place to achieve specific learning objectives within a sequence of planned activities.

The Nation (1991) designed an achievement test and an observation card to measure student's improvement in fluency mainly, number of words per specific

period of time, correct grammar, appropriate sentence formation, paces and correct pronunciation.

2.3.3 Appropriateness

(Canale 1983:7) defined appropriateness as the extent to which utterances are produced and understood in different contexts depending on contextual factors such as status of participants, purposes of the interaction and norms or conventions of interaction. Appropriateness of utterances refers to both appropriateness of meaning and appropriateness.

2.4 Development of Speaking Skills

(Tam, 1997) providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of student's fluency when speaking:

A\Group discussion has been defined by Argawati (2014) is one of the best methods of learning speaking in foreign language. It helps the students to improve their speaking skills. In group, the students will have opportunity to use English among themselves and with their friends. Practicing speaking with their friends will increase their confidence in saying some words without any worry whether they say some words incorrect or not. Besides that, learning in group will improve their vocabularies mastery.

To improve student's speaking, they should be giving enough opportunities to speak in class. So, teacher talk time should be less and students talk time should be more. It is important for language teacher not take up all the time.

According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to the target language during lesson." In this

way, the students will get chance to interact and practice the language with other students.

B\ Teaching speaking through role play:

Role play is a familiar technique that is usually applied in the classroom to improve the student's speaking skill. In role play, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays life, it helps the students to develop real life speaking skills by imagining and assuming the roles where they create a pretend situation, and they pretend to be some different persons.

For English teachers, using role play technique can be used as one of activities that can promote the students to speak.

C\ Role of Communicative Language Teaching in developing speaking skill:

Communicative language teaching claims to develop the ability of learners to use language in real communication.

Brown and Yule (1983) characterize communication as involving two general purposes the interactional function, where language is used referentially to exchange information. CLT, then, is directed at enabling learner to function internationally and transactional in second language. The distinction between a weak and a strong version of CLT parallels the distinction between take-supported language teaching and task-based language teaching.

D\ Maguire et al; 2010 use of target language to talk about language is the best strategy for learning spoken language. As for the process of developing speaking skills consists of three stages:

a\ Awareness- learners are made aware of features of target language knowledge.

- b\ Appropriation –these features are integrated into their existing knowledge- base.
- c\ Autonomy – learners develop the capacity to mobilize these features under real-time condition without assistance.

On the other hand, Rivers (1968:p159-160) has outlined some elements of speaking skill that help L2 learners. These are discussed below:

A\ Use of Dialogues:

(Rivers 1968:p167-68) defined stated the use of dialogues can promote students speaking skills to a great extent. Different situations can be offered to the student through dialogues, which is really conducive to them. Rivers says “Many students loss in conducting a conversation with native speaker of the language because the book from which he (and his teacher before him) learned the language forms failed to emphasize the characteristic feature of everyday spoken language and persistently used archaic or pedantic turns of phrases”.

B\ The audio-visual Approach:

(Rivers1968, p.175) some teachers firmly advocate the use of audio-visual aid in the teaching of speaking, especially in the early stages. Because the audio-visual approach helps the students promote speaking skills. Rivers says, “In its simplest form the audio-visual approach has been employed for many years in classroom where objects, pictures, actions, and gestures have been systematically used with aural-oral work to meaning... advocates of an audio-visual approach put forward several reasons for considering the visual element essential to the efficient learning and speaking.”

C\ Conversation groups and foreign language clubs:

Rivers1968, p.175 emphasizes forming conversation groups and foreign language club in order to promote speaking skill. He says, “More intensive practice

in the art of conversation can be provided, at the advanced level, in small groups meeting together at regular intervals”. Foreign language clubs also help promote speaking ability of L2 learners as there is interaction between the learners. Speaker ability can also be developed in foreign language club, where students are forced into an effort at communication in an informal atmosphere.

2.5 Importance of Speaking Skill

(Mckay, 2006: 48) speakers can't produce effective and appropriate outcomes until they have been exposed to some specific linguistic competences such as grammar, pronunciation and vocabulary, as well as the sociolinguistic competences such as register of the expressions and the contextualizing of the language. Teachers were used to focusing on teaching grammar and vocabulary in isolation which made it difficult if not impossible for teachers and assessors to assess language use ability.

Speech is not always unpredictable as language functions or patterns that tend to recur in certain discourse situation; inviting, requesting, offering, greeting, and introducing selves.

(Ranson 2000) speaking has a meaning when it enables children and young people to explore their own selves and clarify their identity. They can manage to understand and respect their own selves. When speaking happens, learners express their views; feel confident to speak up when issues of high interest occur. They also develop a range of skills, strategies and behaviors which assist them to manage the challengeable situations. Explained that speaking opportunities facilitate a stronger sense of membership, respect and self-worth, learning management, agency and personalizing learning.

Celce-Murcia's (2001) stated that authenticity is very important when students ought to speak. The topics should be of great interests to the learners with focus on meanings, values, collaboration, social development and provision of a rich context.

The researcher sums up the importance of speaking as follows:

- a) Speaking is the communication tool to transform ideas (Conrad & Dunek, 2012:74) express feelings (Bar-On, 2004:246) explain about discoveries, research results and discussions and responding to others.
- b) (Ranson, 2000) mastering speaking skills makes the speaker a well-rounded communicator who is a proficient in the four language skills. Such skillfulness provides the speaker with several distinct advantages which let them enjoy sharing idea with others and managing to understand and respect their own selves.
- c) Mastering speaking skills helps the speaker to gain the attention of the audience and hold it till the completion of his/her message.
- d) Speaking skills are important to achieve the career success. Speaking enhances one's personal life by giving opportunities for travel, promotion, scholarships, or to attend conferences, international meetings, represents organizations in international events.
- e) Speaking to the public gives speakers the power to influence people and shape their decisions (Griffin, 2008: 19).
- f) Speaking is a cross-cultural communication system whose function is to regulate consensus with respect to recognition of cross-cultural identities and the coordination of a nation's political, economic, and social functions with other nations (Cushman & Cahn, 1984: 13).

g) Speakers of a foreign language develop a range of skills, strategies and behaviors which assist them to manage the challengeable situations.

h) Speaking opportunities facilitate a stronger sense of membership, respect and self-worth, learning management, agency and personalizing learning (Fielding and Ruddock, 2004).

2.6 Speaking Process

Children must feel confident and secure, willing to express their ideas freely. However, those who have limited knowledge feel hesitant (Locke, & Locke, 2013: 22) offering a dynamic interactive learning environment provides sharing and listening opportunities to the learners. It is also a good opportunity for students from different backgrounds to participate and exchange experiences and cultural aspects:

1. Classrooms should be equipped with all facilities for learners of a second language while students collaborate and communicate ideas and information. Students should work in pairs, small groups, or larger groups to enhance the purposes of speaking tasks.

2. Teacher's role is important as he is the one who is responsible for:

- Giving students the opportunities to collect information, and interpret the information they collect.
- Building the new knowledge upon students' prior knowledge by reconstructing and reshaping prior understanding.
- Finding different styles of questions to elicit answers and read pictures and enhance students' responses.
- Encouraging purposeful talk and tentative "thinking aloud".

- Focusing his reaction on the intention of students' responses rather than grammar and dialect.
- Constructing and developing a variety of assessment types to guarantee involvement of students in different speaking activities.
- Encouraging peer assessment that focuses on strengths and areas for improvement.
- Valuing questions as much as answers.
- Sharing enthusiasm for telling to and by providing opportunities for students to tell stories.
- Making informal talks and sharing facts and opinions as a regular part of the program.
- Encouraging students to challenge their own and others' assumptions, prejudice, and information presented as facts.
- Promoting students' abilities to participate during discussions and debates.
- Developing students' respect to others' feelings, opinions, ethics, and cultural diversity.
- Setting personal goals for communicating appropriately and effectively, and for understanding the needs of listeners and participants.
- Respect cultural traditions.
- Encouraging and appreciating efforts and improvement as well as competence.
- Assessing both processes and products.

2.7 The Speaker

(Maynard, 2007: 18) the speaker is a person, a elocutionary agent, who engages in a linguistic activity with an intention to communicate. Each participant talks turns at being speaker and hearer. Sometimes more than one person speaks at the same time, but generally the changes from speaker to hearer and back again are managed with a great degree of finesse.

Speaking requires that learners know how to produce the linguistic competence e.g. grammar, pronunciation, or vocabulary. They also need to understand the sociolinguistic competence, which includes the answers to many questions e.g. when, how, what, who, why to produce a piece of language.

Therefore, a good speaker is the person who is able to master the success of exchange. Speakers of a language must be able to anticipate the contextualized elements and then to produce these linguistic elements in their specific contextualized situations.

A good speaker according to Burns & Joyce (1997) must be able to manage some discrete elements such as:

1. Turn Talking
2. Rephrasing
3. Providing feedback/redirecting.

(Nazara, 2011) a learner of as a foreign language considers himself/herself as a successful learner if he /she can communicate fluently and effectively in English. At present, the ability to speak English fluently has become a must, especially for English language as foreign language students.

2.8 Practicing English Speaking Skill

A) Inside the classroom

Learners of English as a foreign language can speak and of course read, listen and write English at schools. Before 1998 two curricula were taught. In the Gaza strip area, the Egyptian books were used and in the West Bank area, the Jordanian books were used. Teaching English used to start at grade 7 (mainly age 13).

After the 1994 Oslo Declaration had been signed, new books and curricula were designed for the use of the Palestinian students in both Gaza and the West Bank. It was entitled as (English for Palestine) and it was designed to start teaching English from grade 1 (mainly age 6) to grade 12 (mainly 18 years old).

Teaching English at schools is important due to the fact that most of the scientific related topics are taught in English in addition to the fact that teaching these topics also is in English.

To be able to communicate using modern technology, students must be aware of many English language competences as well as lots of future jobs require using English either to communicate or to e-mail or make a contract, such as, bank officer, exporters and importers, businessmen and diplomats.

B) Outside the classroom

Students of non-native English language have fewer opportunities to use English (Sweeney & Farmer, 1994) in Palestine, mainly Gaza, students have fewer opportunities than their peers in the West Bank or Jerusalem due to occupation and siege areas, as people from different counties.

Normally, people can communicate with native speakers of languages at historical sites, traditional markets, clinics, hospitals, information centers, on the

streets and everywhere. But, Palestinian people use alternative ways to speak English; they prefer to use the social media, video conferences, text chats, vibes, tangos, chat rooms to communicate with foreigners in general.

They always like to be aware of others' cultures, traditions, clothes, food, festivals, customs, marriage ceremonies and careers. They like to exchange how they live and to discuss their problems and the ways of solving these problems.

2.9 Suggestions for Teachers in Teaching Speaking

Here according to Ryan (2001) are some suggestions for English language teachers while teaching oral language.

A\ Provide maximum opportunity to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

B\ Student in every speaking activity; for this aim, practice different ways of student participation.

C\ Reduce teacher speaking time in class while increasing student speaking time step back and observe students.

D\ Indicate positive signs when commenting on a student's response.

E\ Ask eliciting question such as "What do you mean? How did you reach that conclusion?" in order prompt students to speak more.

F\ Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."

G\ Do correct student's pronunciation mistakes very often while they are speaking, correction should not distract student from his or her speech.

H\ Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

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

J\ Provide the vocabulary beforehand that students need in speaking activities.

K\ Diagnose problems encountered by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

2.10 Teachers

They will benefit from the strategy to students overcome the problems of anxiety, shyness, weakness, hesitation and low level of achievement. They may also benefit from the strategy to develop their own speaking skills, train other teachers in other areas and exchange ideas, experiences, success stories with other teachers all over the world.

They might study implementing speaking skills in teaching other language skills; listening, reading and writing.

2.11 Students

Students will benefit from the study results as speaking strategies may enhance their self-esteem, and reduce their hesitation and worry. They will be able to experiment their language in real communicative situations. They will also be able to express themselves freely. They will know about the cultural aspects and differences and communicate with others based on these aspects and differences.

Students may also find new ways to contact pen-pals and to use speaking strategy to discuss topics, negotiate debate and learn new cultural aspects. This

also different will help them to build up their own language and exchange cultural lifestyles and accept diversity.

2.12 Syllabuses

The aim of the syllabus is to prepare students to use English for their professional needs in real life and work. This syllabus may be fulfilled on the basis of textbooks and training materials, original special supplementary materials adapted for the secondary level. The usage of up-to-date adapted materials will help students to obtain the necessary skills in reading, writing, listening and speaking.

The English syllabus is emphasizing the teaching of reading writing skills, and there are no tasks included particularly for teaching speaking. They pointed out that speaking is integrated into reading and writing. We get it [speaking] from reading and writing . . . it is indirect.

They discussed the idea of implicit inclusion of speaking skill in the textbooks and compared that with the Arabic subject textbooks that include lessons that are allocated particularly for speaking. In Arabic, they have full [whole] lessons for speaking. Analyzing university students textbooks in terms of the frequency of speaking activities and the type of those activities/tasks revealed that there are very few tasks included particularly to teach speaking, those tasks are in the form of asking and answering questions, and mainly, they require students to drill a certain structure which obviously indicates that the form is more emphasized than the meaning. Tasks that encourage students to use the English language communicatively are not available. This leads us to say that university student's textbooks do not provide students with sufficient opportunities to use the English language communicatively.

2.13 Equipment Needed to Set up Speaking Skills

The following video conferencing equipment was needed to be set up.

A\ Display device:

A display device is required to view the image or video broadcast from the remote location. The basic notebook or computer monitor would be sufficient for one or two persons, but seems to be insufficient if the audience size increases.

Display devices should be substituted with a digital, in case it is necessary to view multiple groups at the same time, or share images in different remote locations, other display devices would be advisable.

B\ Loud speakers:

Computer speakers are often sufficient for a one-to-one person broadcast. A USB microphone headset would greatly enhance personal sound and voice quality. Depending on the requirements for a specific session, additional speakers might be required. In most cases this could be accomplished by connecting the computer to the location's sound system.

The researcher used the exact system the 16 previous mentioned process after he bought very high quality speakers. The speakers sound is high enough to make each student hear in a good sound level.

C\ Microphone:

A microphone required when sound needs to be contributed while viewing a hosted session, a microphone is not required. Specialized microphones are available for larger venues and are selected based on the requirements and venue

acoustics. In most cases only one person at each venue would be contributing to the conversation and a USB microphone headset would be sufficient.

D\ Venue:

When having a one-to one speaking using a normally computer or a laptop, the venue itself might not be important. However, these are some universal environmental facilities to consider. When equipping a room with video conferencing facilities it is very important to consider the acoustics, layout, furniture, lighting, wall color and decorations of the room. There are some considerations for the venue should be put in mind. There are:

- Table:

The shape of table determines the seating position, which in turn determines if all participants are visible to the camera. Reflected light is colored by the surface from which it is reflected. The table surface doesn't only affect the light reflection, but also affects the acoustics.

- Room:

Colors and décor determine the amount of reflected light, which affects the quality of the image transmitted. The shape and layout of the room greatly influence the quality of the sound and image transmitted from the location. Non-uniform room is best suited to reduce reflection and noise vibration. The ideal shape of a conference location is a rectangle, as opposed to a square room.

- Walls:

The most suitable colors of a room, which don't reflect lights, are tones of blue and green. Sharp or dark colors should be avoided.

- Lighting:

This determines the image quality of the viewing parties. Soft diffused lighting is ideal. Fluorescent lighting with diffusers are best suited for video conferencing.

- Furniture:

The color of the furniture and its finishes are very important as they affect both the acoustics in the room and the amount of reflected light.

2.14 Videoconferencing in Teaching Speaking Skills

Videoconferencing has created a way to link-up students from different continents as they can see and hear each other in real-time. They can ask for clarification, repeat utterances (Roux, 2000) respond to questions and acquire what helps them to learn a language.

Videoconferencing enhances student's interaction, motivates student's learning (Roux, 2000) videoconferencing gives the students the opportunity to interact and practice their speaking and listening skills with native speakers of the target language, as well as to gain cultural insights and awareness (Katz, 2001) used a guide for the use of videoconferencing (Appendix: A) benefited from the guiding tips of (Gyorke, 2007) to plan, prepare, implement, and evaluate the use of videoconferencing in teaching speaking.

2.15 Aspects of Speaking

To enable learners of English as a foreign language express themselves in real-life situations, there are three aspects of speaking to be highlighted and clarified to learners by their instructions, these are:

A) Speaking is face- to- face:

Most speaking situations take place face- to- face as conversations to allow speakers get feedback and make sure of receipt of the message. Speaking occurs, most of the time, in situations where participants or interlocutors are present to facilitate communication (Widdowson, 1998).

B) Speaking is interactive:

(Cornbleet& Carter, 2001) conversation ought to continue smoothly between participants who offer and allow balanced contributions for their peers to take turn and to fill-in the gaps. In turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures (in some cultures, it is normal to interrupt the communication difficulties in conversation between people of different cultures and languages (McDonough & Mackey, 2000).

C) Speaking happens in real time:

During conversation, responses are immediate and spontaneous. The speakers' produced language reflects what they think at time. Time limitations or pauses are the only preparation chance for the speaker to plan, organize and control the language.

Speakers might change their speech in their midway of speech or they might forget things they intended to say;or what they have already said,and so they repeat themselves(Miller,2001).

This implies that speech production in real time imposes pressures, but also allows freedom of compensating for these difficulties by using the formulaic expressions, hesitation devices,self-correction,rephrasing and repetition which can help speakers become more fluent and cope with real time demands (Hughes, 2002).

Actually, exposure to real-life situations facilitates the oral production of foreign language learners. In other words, the nature of the social context affects the choice of the language form for a given language function or purpose. The social context consists of the social setting, the speakers, and the social and power relation among them (if the speakers are close friends for example, their language will be different if they are a customer and an assistant) (Uso-Juan & Martinez-Flor, 2006: 143) language forms include choice of words, grammar, and pronunciation (Reppen, Fitzmaurice, & Biber, 2002) language functions are the communicative intentions or purposes of speakers' (Kissine, 2013: 57).

This exposure helps learners compensate their encountered problems. Shafaei (2010) summarized the different ways of correcting speaking mistakes as follows:

- Teacher-correction:

Teacher diagnose their students' problems and the solution of these problems, they can define and put things simply so students can understand quickly and easily and they can find the best correcting technique and employ it when necessary. In addition, students trust what their teachers say.

- Student-to-student correction:

In this way, correcting responsibility may be given to other students. This way helps all the class gets involved, and keeps them alert, and learns to be independent. It also decreases the teacher's-talking-time, and reveals the cooperation atmosphere among the students.

- Self-correction:

The teacher gives a chance to the students to correct themselves as they can remember the problem and the solution. It helps them feel more confident having

recognized their own mistakes and being able to correct these mistakes (pp.277-278).

2.16 Using Language to Talk about Language

Language learners are often too embarrassed or shy to say anything when they do not understand speaker. Instructors can help students overcome this by assuring them that misunderstanding and the need for clarification can occur in type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their abilities to manage the various communication situations that they may encounter outside the classroom.

2.17 Vocabulary

Vocabulary is one of the most important objectives of teaching a second/foreign language, because it is the basis of the speech (Shafaei&Nejati, 2010: 32) semantic development continues from early childhood. As children grow, they continue to develop vocabulary through further practice (Angell, 2008: 99).

Vocabulary learning serves communication (Kim, 2008 1) and acquiring new knowledge. The goal of vocabulary development is to help students become independent learners to infer or learn meanings of unknown words (Cooper, Kiger, Robinson &Slansky, 2011: 228).

Students learn two aspects about words: recognition and meaning (p.228). Recognition involves identifying an item as familiar; it means discovering the familiarity of a word and availability of all information related to a word (Harley, 2013:168) word recognition includes all the strategies students employ to decode words, including phonemic analysis, analogies, analysis of syllables, sight word mastery, and analysis of morphemes (Feinstein, 2006: 425) children's recognition of vocabulary consists of being able to pronounce or read orally. Children's meaning vocabulary is that body of words whose meanings they understand and can use (Cooper, Kiger, Robinson &Slansky, 2011: 228) both recognition and meaning develop simultaneously as students learn to read and write.

Thornbury (2005: 22) suggested three usual things used by speakers in what they are saying:

- Speakers involve high proportion of words and expression to express their attitude (stance) to what is said.
- Speakers employ words and expression to express positive and negative appraisal because a lot of speech has an interpersonal function.
- Speakers employ deictic language, i.e. words and expressions that to the place, time, and participants in the intermediate or a more distant context.

2.18 Communication

All species including human beings live in societies, so they need to communicate to share something or just to survive (Alexandar, 1974) parents communicate with their unborn child in the antenatal stage to cue their baby in their voices and the world around them (Brock & Rankin, 2008: 4) although babies lack the wording, they cry; varying their pitch to attract attention of adults and signify their needs (Iwaniec, 2004: 90) they have different cries for different

purposes and parents soon recognize that each cry goes to which purpose (Buckley, 2003) Rahman (2010) maintains that communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. We actively and consciously participate in the communication process in order to get, develop, inquire or give information and understand social conceptualizations.

Wilson (1979) explains that communication occurs whenever the behavior of one individual (the sender) influences the behavior (the receiver). Thus, Littlejohn & Foss (2008) defined communication as process that links discontinuous parts of the living world to one another.

2.19 Previous Studies

Study one

It was conducted by: Gruson & Barnes (2011)

Title: Implementing Technology in Teaching Speaking Skill

This study aimed to find out the effectiveness of putting the French and English students in a position to communicate with distant native speakers and whether this would improve their oral and socio-cultural skills.

To test their hypotheses, the researchers followed the experimental methodology in September, 2008 in Brittany. Teams were constructed from different countries and taught a unit based on the use of a board game called Cluedo. Later, it was implemented again in a Breton and Devon school in February, 2011.

The study concluded that students could keep in eye-contact even if some connection problems happened, participants shifted from their mother-tongue language into the target language unconsciously. As well as, students used longer sentences and used very skillful body language.

Study two

It was conducted by: Junco, Heiberger&Loken (2010)

Title: Effects of Using Social Media “Twitter” on Students’ Learning and Engagement.

This study investigated the effects of using social media “twitter” on students’ learning and engagement. The researchers followed the experimental methodology of two groups design with the 150 ranged 18-19 years old participants who were taking a first year seminar course of pre-health professional majors for 14 weeks in this program.

Study three

It was carried out by: Ozddener&Satar(2008 a)

Title: Implementing Technology in English Language Skills Teaching.

This study aimed investigates the implication of computer-mediated communication technologies on overcoming problems of English language speaking. The researchers used the experimental methodology with 60 participants in two equal experimental and control groups during the 2005-2006 spring terms for four continued weeks. Text and voice chats were used. During application data was collected using many instructions; participants’ perspectives regarding their changing experiences and the types of tasks used during the implementation, and open-ended questionnaires. Collected data was analyzed to uncover that the participants believed that the sessions were a nice change against routine classroom environment. They also stated that they would like to have chat sessions in English lessons because chat sessions increased their interest in English learning. It also improved participant’s commitment, interaction, cooperation and active learning.

Study four

It was carried out by: Ozdener&Satar (2008 b)

Title: Investigating the Use of Two Synchronous Computer-mediated Communication Tools: Text and Voice Chat

This study aimed at investigating the use of two synchronous computer-mediated communication tools: text and voice chat. It was conducted at a vocational high school in Istanbul, Turkey during the 2005-2006 spring terms, using a total of 90 female participants divided equally into three groups; text experimental, voice experimental and control groups. The groups were; text, voice and control ones consisted of 30 secondary school learners. The participants were engaged in 40-45 minute-long chat sessions for four-week program. Pre-anxiety post-anxiety scales and speaking tests, participants' perspectives through open-questionnaire and close-questionnaire were used to collect the data. These results showed that the speaking proficiency of both experimental groups increased, whereas there was a decrease in the anxiety levels of the text chat group.

Study five

It was conducted by: Ryobe (2008)

This study examined how video chat activity between 55 Japanese university students and online Filipino English teachers through Skype improved students' oral communication skills and motivation toward autonomous learning. During 2008 first-term classes, participants engaged in 25min video chats eight times; besides, questionnaires, pre-post-tests, free comments, interviews, DVD recordings, and PAMELA recordings for Skype were conducted.

Study six

It was conducted by: Romiyanto (2013)

Title: Implementing videoconferences in teaching English language speaking skill:

The aim of study was to observe how Skype was used in teaching speaking, to find out the student's perception of using Skype and to find out the problems encountered by the teacher and students in teaching speaking of using Skype at

SMK MuhammadiyahPekalongan.The researcher used the descriptive qualitative method. The researcher described the phenomenon of using Skype in teaching speaking with English speaker. The participants were 28 students. The researcher used an observation sheet, a questionnaire, and an interview to collect the data.The results of the research showed that the technique of teaching learning by using Skype was easy for everyone. It helped the students to communicate with English speakers over the world.

Study seven

It was carried out by: Kirkgoz(2011)

Title: Effect of implanting blended speaking course on twenty-eight Turkish teacher students' English learning. This study investigated the effect of implanting blended speaking course on twenty-eight Turkish teacher students' English learning. The researcher used the experimental methodology and used the course speaking task recordings as a tool to collect data.After implementation, data was collected by interviews, and a written course evaluation survey.

Study eight

It was conducted by: Jenks (2011)

The research aimed to study whether using video conferencing would be significant to students' knowledge of English language. It was represented in a two part research at the university level in Taiwan. The participants were divided into three groups; a 20 Food Science seniors, a 15 Business Management seniors and 1 Computer Science freshman group as the experimental, and 24 Business Management senior group as the control group in 8 weeks' study, with 6 weeks' treatment.

CHAPTER THREE

Methodology

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Methodology

3.0 Introduction

This chapter describes the research methodology; it gives a full description of the research tools which were used to collect the data beside the population and procedure which was followed. A questionnaire and test were the tools that used for data collection.

3.1 Population of the study

The population of this study is the teachers and students of Sudan University of Science and Technology.

3.2 Sample of the study

The sample of the study consists of 30 teachers and 20 students, who actually take part in answering the questionnaire and test.

3.3 Research Instruments (Tools)

The tools of questionnaire and test are used for data collection in which 19 statements prepared to get the responses of the teachers and students. With the help of these responses of the teachers and students data are collected to be analyzed in the next chapter.

3.4 Data Analysis Procedures

Statistical method was adopted to analyze the data in the form of table and diagrams e.g. SPSS.

3.5 Summary

The research methodology; it gives a full description of the research tools which was used to collect the data beside the population and procedure which was followed. A questionnaire and test were the tools that used for data collection. The population of this study is the teachers and students of Sudan University of Science and Technology The sample of the study consists of 30 teachers and 20 students, who actually tack part in answering the questionnaire and test. The tools of questionnaire and test are used for data collection in which 19 statements prepared to get the responses of the teachers and students. With the help of these responses of the teachers and students data are collected to be analyzed in the next chapter. Statistical method was adopted to analyze the data in the form of table and diagrams e.g. SPSS.

CHAPTER FOUR

Data Analysis Results and Discussion

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Data Analysis Results and Discussion

4.0 Introduction

This chapter analyzes the data collected by the questionnaire and test. Since test is done orally the result of it is used in the analysis to test the hypotheses of the study. The test is distributed to 20 2nd years students of the College of Languages and 30 questionnaires were distributed to the teacher of English at the College of Languages.

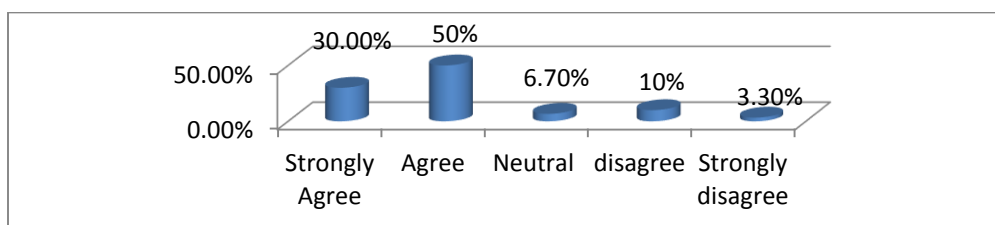
4.1 Statement of Hypotheses One

Teaching of speaking skill can affect students' oral ability

Table (4.1): The university teachers do not give sufficient opportunity for students to practice speaking English language.

	Frequency	Percentage
Strongly Agree	9	30.0%
Agree	15	50%
Neutral	2	6.7%
Disagree	3	10%
Strongly disagree	1	3.3%
Total	30	100.0%

Figure (4.1) the university teachers do not give sufficient opportunity for students to practice speaking English language.

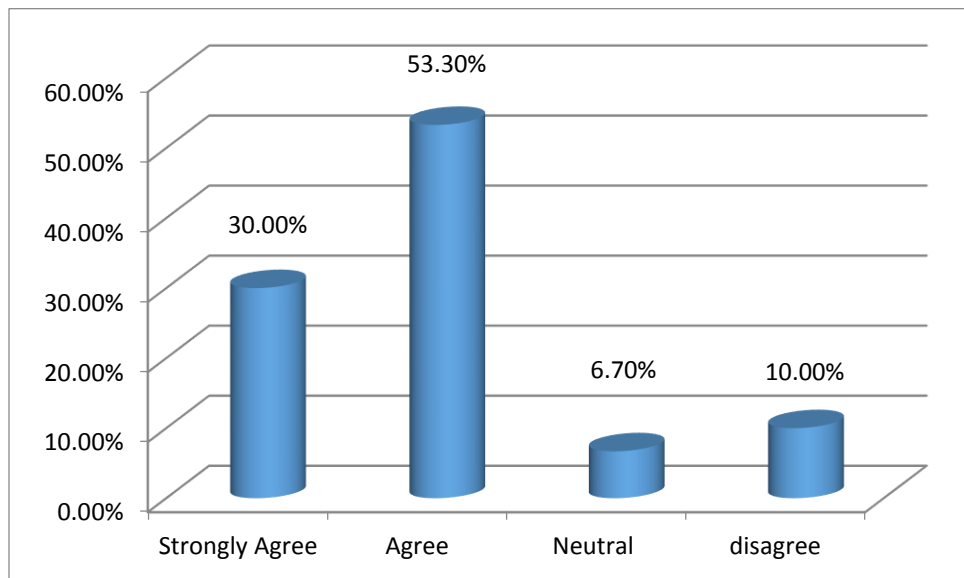


Results in the table (4.1) above explain that respondents of the sample study pointed that percentage in strongly agree and agree are “30.0%” and “50%” respectively equal (80%) are high, so the highest percentage is going to positive direction of the statements and most answers of the study sample are agree, That the university teachers do not give sufficient opportunity for students to practice speaking English.

Table (4.2): lengthy explanation of words in Arabic affects students’ oral ability.

	Frequency	Percentage
strongly Agree	9	30.0%
agree	16	53.3%
neutral	2	6.7%
disagree	3	10.0%
total	30	100.0%

Figure (4.2): lengthy explanation of words in Arabic affects students’ oral ability.

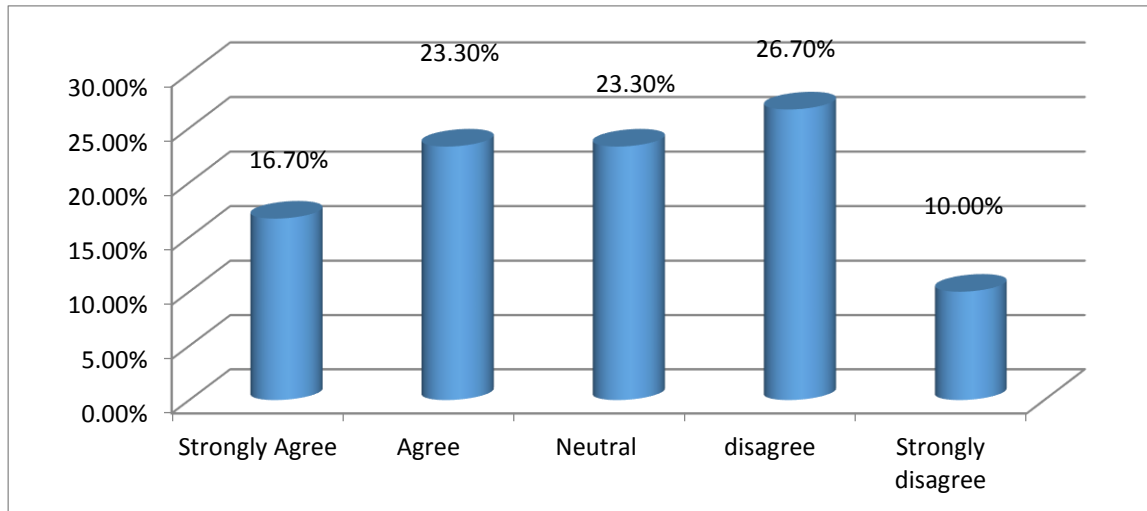


Results in the table (4.2) above explain that respondents of the sample study pointed that percentage in strongly agree and agree are “30.0%” and “53.3%” respectively equal (83.3%) are high, so the highest percentage is going to positive direction of the statements and most answers of the study sample are agree, that lengthy explanation of words in Arabic affects students oral ability.

Table (4.3): The university teachers do not help students to speak English language in the classes.

	Frequency	Percentage
Strongly Agree	5	16.7%
Agree	7	23.3%
Neutral	7	23.3%
disagree	8	26.7%
Strongly disagree	3	10.0%
Total	30	100.0%

Figure (4.3): The university teachers do not help students to speak English language in the classes.

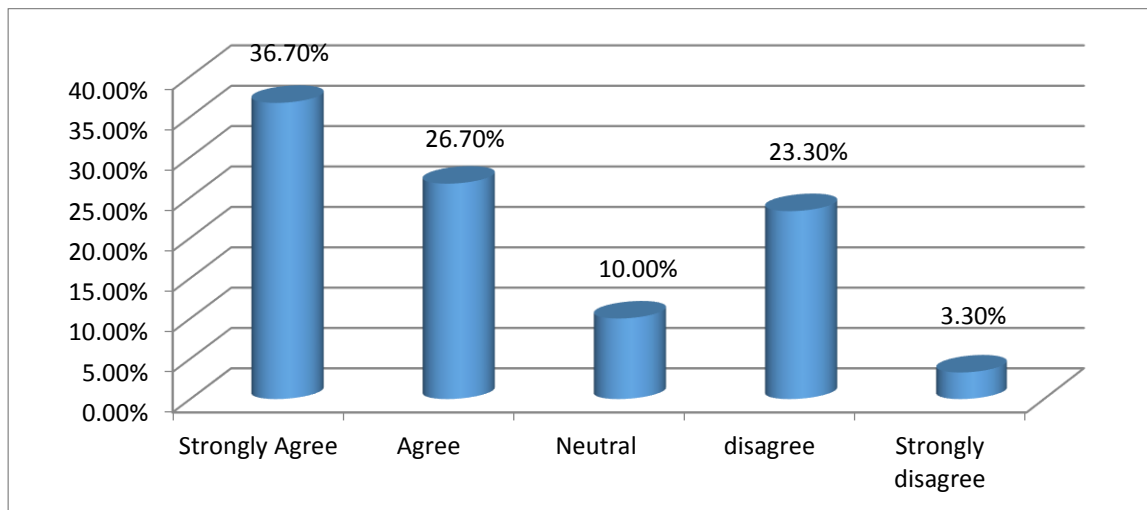


Results in the table(4.3) above explain that respondents of the sample study pointed that percentage in strongly agree and agree are “16.7%” and “23.3%” respectively equal (40%) , and percentage in disagree and strongly disagree are 26.7% and 10% equal (36.7%), so the highest percentage (40%) is going to positive direction of the statements and most answers of the study sample are agree, that means the university teachers do not help students to speak English language in the classes.

Table (4.4): Teachers of English do not depend on videos to improve student’s oral skill.

	Frequency	Percentage
Strongly Agree	11	36.7%
Agree	8	26.7%
Neutral	3	10.0%
disagree	7	23.3%
Strongly disagree	1	3.3%
Total	30	100.0%

Figure (4.4): Teachers of English do not depend on videos to improve student’s oral skill.

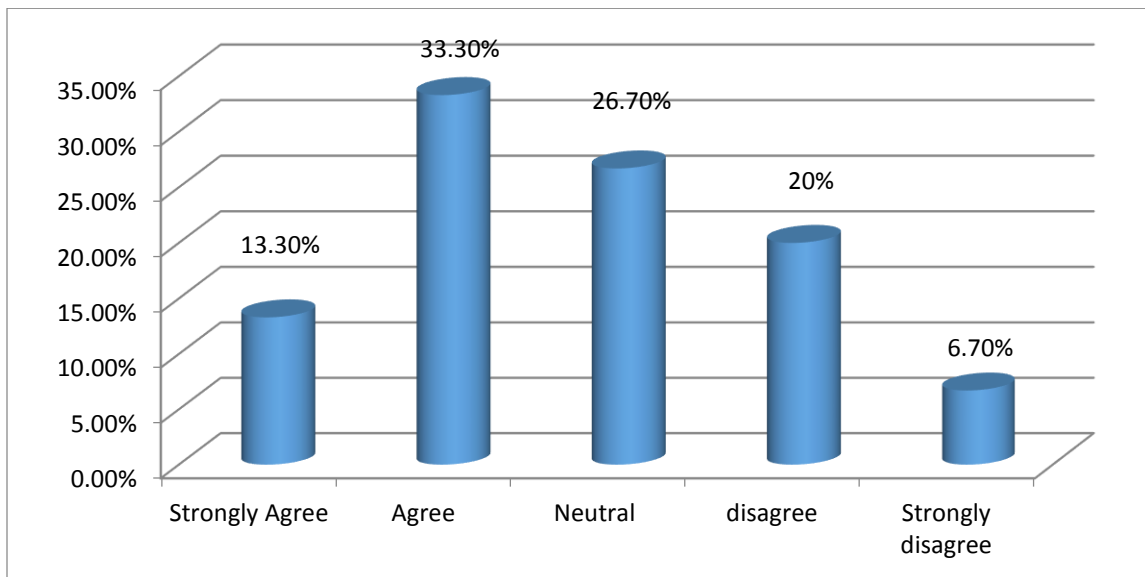


Results in the table (4.4) above explain that respondents of the sample study pointed that percentage in strongly agree and agree are “36.7%” and “26.7%” respectively equal (63.4%) , and percentage in disagree and strongly disagree are 23.3% and 3.3% equal (26.6%), so the highest percentage (63.4%) is going to positive direction of the statements and most answers of the study sample are agree, that teachers of English do not depend on video to improve students oral skill.

Table (4.5): Teacher’s centred method does not improve student’s oral ability.

	Frequency	Percentage
strongly Agree	4	13.3%
agree	10	33.3%
neutral	8	26.7%
disagree	6	20%
strongly disagree	2	6.7%
total	30	100.0%

Figure (4.5): teacher’s centred method does not improve students oral ability.



Results in the table above (4.5) explain that respondents of the sample study pointed that percentage in strongly agree and agree are “13.3%” and “33.3%” respectively equal (46.6%) , and percentage in disagree and strongly disagree are 20% and 6.7% equal (26.6%), so the highest percentage (46.6%) is going to positive direction of the statements and most answers of the study sample are agree, that teacher's cantered method does not improve students oral ability.

Table (4.6): the mean, the variance and chi-Chi-Square for hypothesis on and chi-Chi-Square

Items	Mean	Std. Deviation	Chi-Square	Sig
the university teachers do not give sufficient opportunity for students to practice speaking English	3.9333	1.04826	23.333 ^a	.000
lengthily explanation of words in Arabic affects students oral ability	4.0333	.88992	16.667 ^b	.001
the university teacher do not help students to speak English language in	3.1000	1.26899	2.667 ^a	.615
teacher of English do not depend on video to improve students oral skill	3.7000	1.29055	10.667 ^a	.031
Teacher'scantered method does not improve students oral ability.	3.2667	1.14269	6.667 ^a	155

The above table (4.6) shows that the mean and the variance for hypothesis one and chi-Chi-Square and most of the question mean is greater than the standard mean (3) , and the different between the high and law Std (1.29055 - .88992) Deviation is less than (1),and sig value is less than 0.05 , this indicated that hypothesis one is achieved that means **Teaching of speaking skills can affect students' oral ability.**

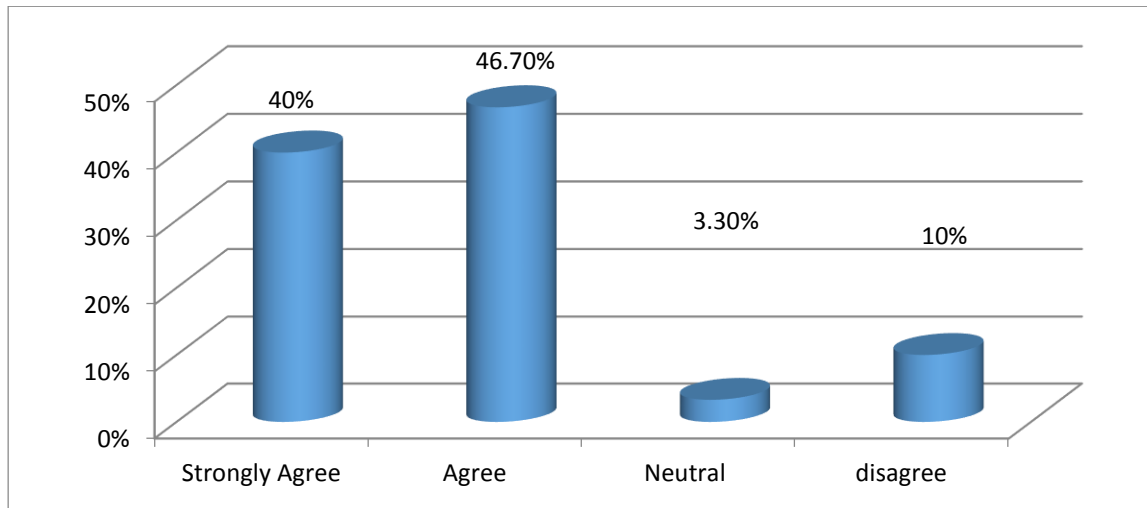
4.2 Statement of Hypotheses Two

University syllabus can play a significant role in improving students' oral ability

Table (4.7): The syllabuses are poor in terms of developing English speaking skill.

	Frequency	Percentage
strongly Agree	12	40%
agree	14	46.7%
neutral	1	3.3%
disagree	3	10%
total	30	100.0%

Figure (4.6): the syllabuses are poor in terms of developing English speaking skill.

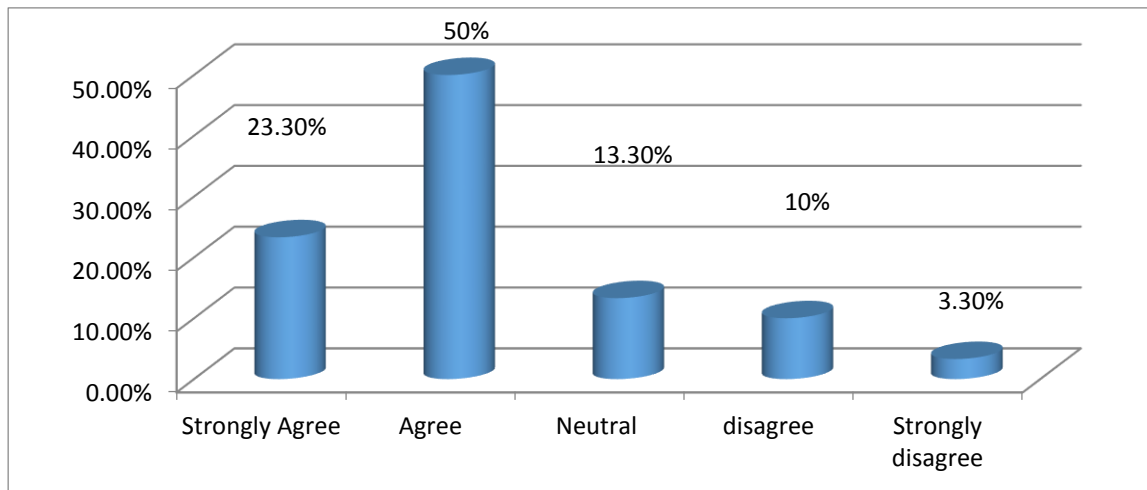


Results in the table above (4.7) explain that respondents of the sample study pointed that percentage in strongly agree and agree are “40%” and “46.7%” respectively equal (86.7%), and percentage in disagree and strongly disagree are 3.3% and 10% equal (13.3%), so the highest percentage (86.7%) is going to positive direction of the statements and most answers of the study sample are agree, that the syllabus are poor in terms of developing English speaking.

Table (4.8): The use of up- to- date teaching material helps students to develop speaking skill.

	Frequency	Percentage
strongly Agree	7	23.3%
agree	15	50%
neutral	3	13.3%
disagree	3	10%
strongly disagree	1	3.3%
total	30	100.0%

Figure (4.7): The use of up- to- date teaching material helps students to develop speaking skill.

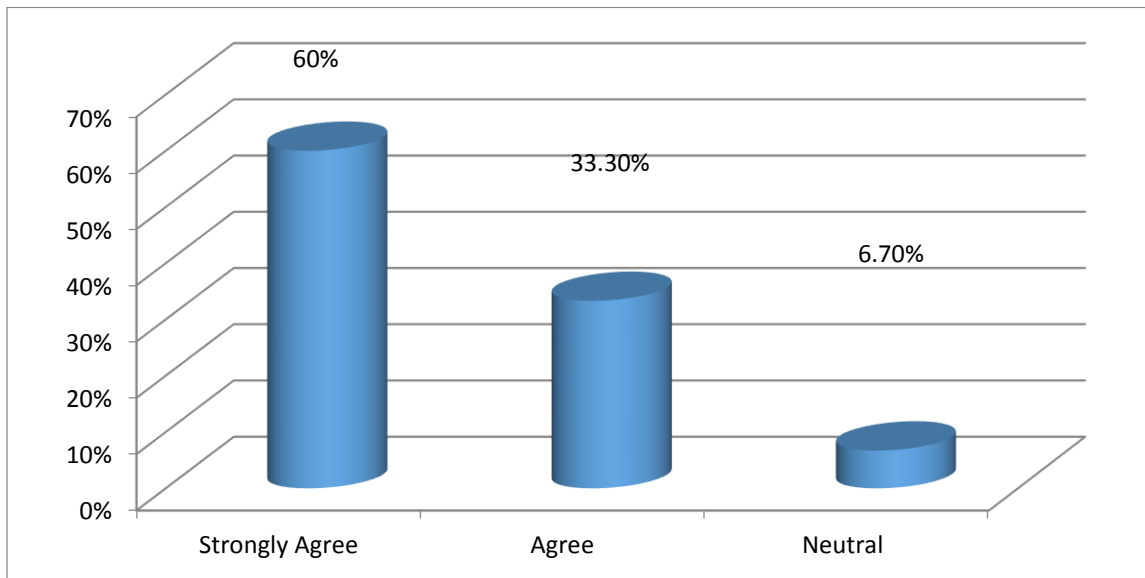


Results in the table above (4.8) explain that respondents of the sample study, and pointed that percentage in strongly agree and agree are “23.3%” and “50%” respectively equal (73.3%), and percentage in disagree and strongly disagree are 10% and 3.3% equal (13.3%), so the highest percentage (73.3%) is going to positive direction of the statements and most answers of the study sample are agree, that the use of up- to- date teaching material helps students to develop speaking skill.

Table (4.9) English club is vital for developing students’ oral skill.

	Frequency	Percentage
strongly Agree	18	60%
agree	10	33.3%
neutral	2	6.7%
total	30	100.0%

Figure (4.8) English club is vital for developing students’ oral skill.

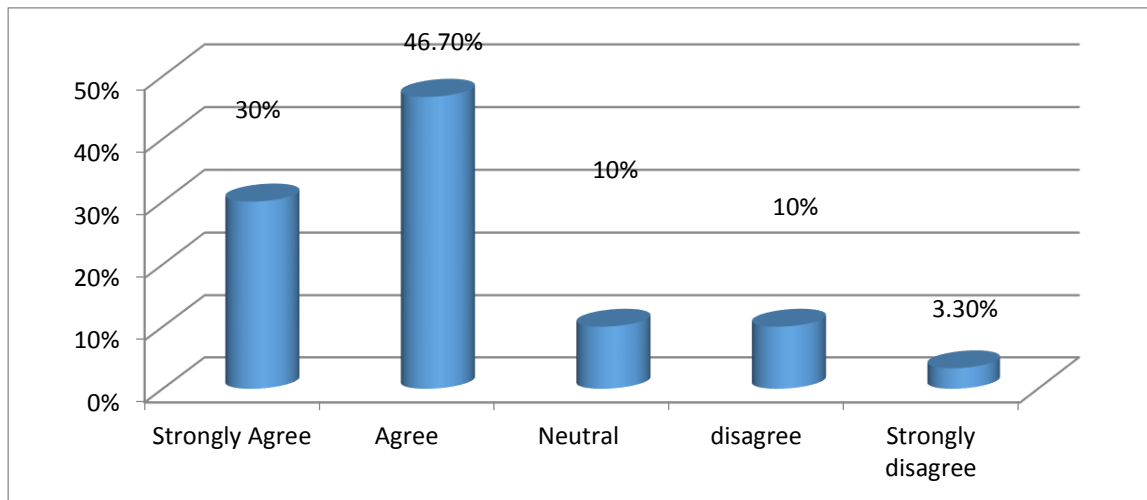


Results in the table (4.9) above explain that respondents of the sample study, and pointed that percentage in strongly agree and agree are “60%” and “33.3%” respectively equal (93.3%), and percentage in Neutral is 6.7and no one disagrees for this statement so the highest percentage is going to the positive direction of the statements and most answers of the study sample are agree, that means English club is vital for developing students oral skill.

Table (4.10) the university syllabi do not provide students with sufficient opportunities to communicate orally.

	Frequency	Percentage
strongly Agree	9	30%
agree	14	46.7%
neutral	3	10%
disagree	3	10%
strongly disagree	1	3.3%
total	30	100.0%

Figure (4.9) the university syllabi do not provide students with sufficient opportunities to communicate orally.



Results in the table (4.10) above explain that respondents of the sample study, and pointed that percentage in strongly agree and agree are “30%” and “46.7%” respectively equal (76.7%), and percentage in disagree and strongly disagree are 10% and 3.3% equal (13.3%), so the highest percentage (76.7%) is going to positive direction of the statements and most answers of the study sample are agree, that The university syllabi do not provide students with sufficient opportunities to communicate orally.

Table (4.11): the mean, the variance and chi-Chi-Square for hypothesis two and chi-Chi-Square

Items	Mean	Std. Deviation	Chi-Square	Sig
the syllabus are poor in terms of developing English speaking skill	4.1667	.91287	16.667 ^b	.001
the use of up to date teaching material helps students to develop speaking skill	3.8000	1.03057	20.000 ^a	.000
English club is vital for developing students oral skill	4.5333	.62881	12.800 ^c	.002
The university syllabi do not provide students with sufficient opportunities to communicate orally	3.9000	1.06188	19.333 ^a	.001

The above table (4.11) shows that the mean and the variance for hypothesis two and chi-Chi-Square and most of the question Mean is greater than the standard mean (3), and the different between the high and low Std (1.06188 - .62881) Deviation is less than (1),and sig value is less than 0.05for all the statement this indicated that hypothesis two is achieved that mean University syllabus can play a significant role in improving students' oral ability.

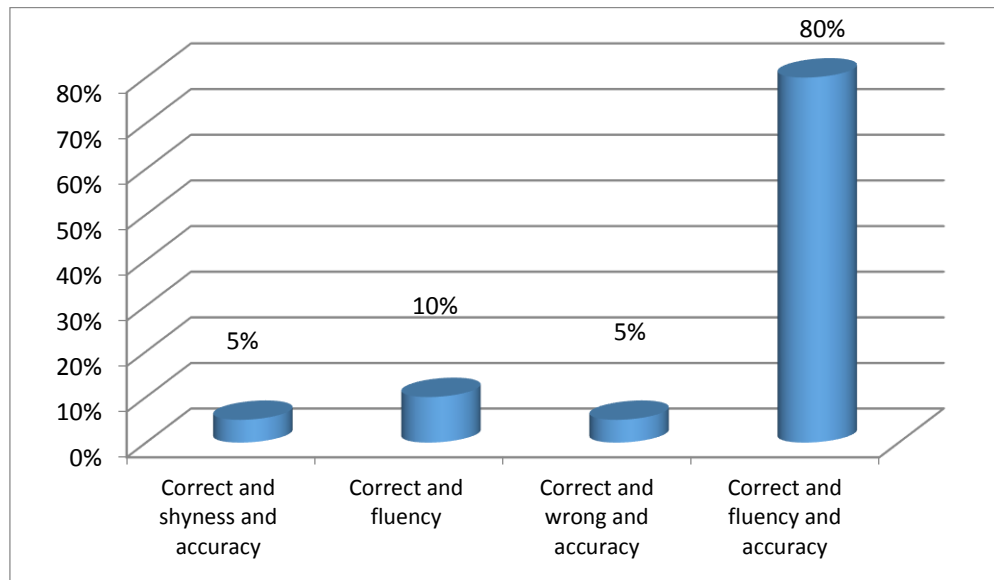
4.3 Analysis of the Test

Hypothesis three: University students encounter linguistic problems when communicating orally.

Table (4.12) what is your name?

	Frequency	Percentage
Correct, fluency and accuracy	1	5%
Correct, fluency and accuracy	2	10%
Correct, fluency and accuracy	1	5%
Correct, fluency and accuracy	16	80%
Total	20	100.0%

Figure (4. 10) what is your name?

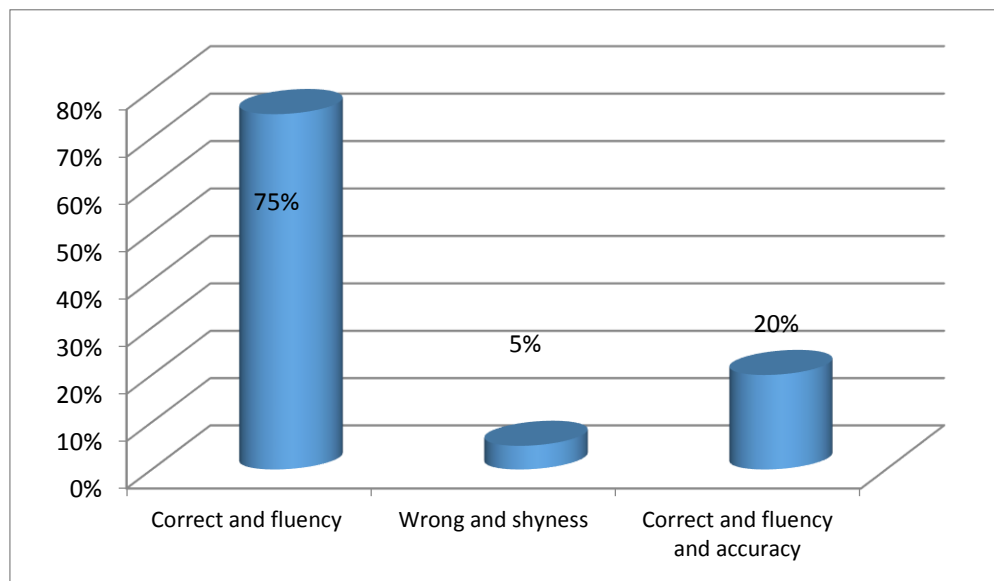


Results in the table (4.12) and figure (4.10) above explain that respondents of the sample study for the test, and pointed that percentage in Correct and fluency and accuracy “80%” and correct, fluency and accuracy (10%) so the high percentage is 80% answer for the question what is your name pointed.

Table (4.13): what are your hobbies?

	Frequency	Percentage
Correct, fluency and accuracy	15	75%
Wrong, shyness	1	5%
Correct, fluency and accuracy	4	20%
Total	20	100.0%

Figure (4.11): what are your hobbies?

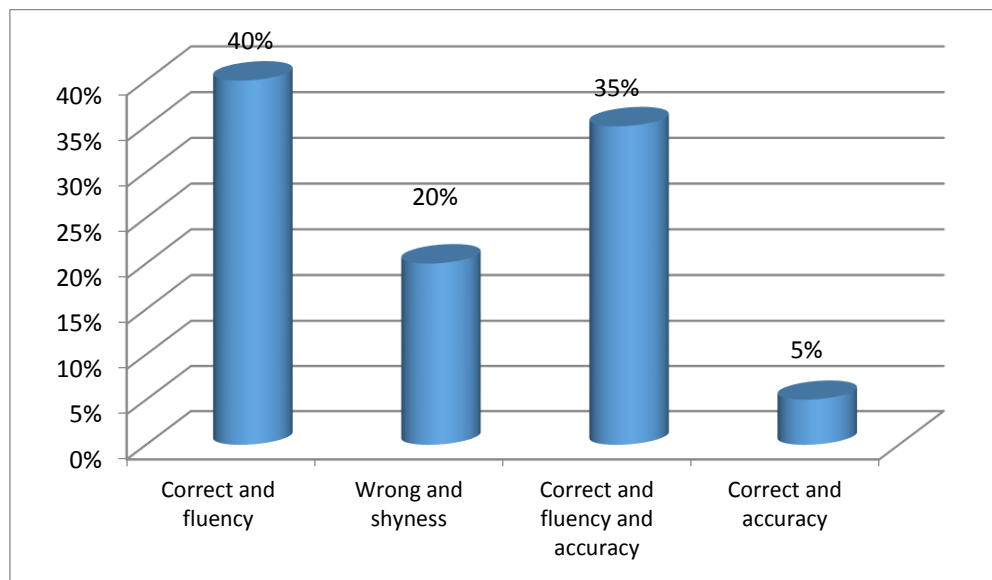


Results in the table (4.13) and figure (4.11) above explain that respondents of the sample study for the test, and pointed that percentage in Correct, fluency and accuracy “20%” and correct, fluency and accuracy (75%), and wrong, shyness 5%, so the high percentage is 75%, to the answer for the question what are your hobbies is Correct and fluency.

Table (4.14): what do you do in your spare time?

	Frequency	Percentage
Correct, fluency and accuracy	8	40%
Wrong, shyness	4	20%
Correct, fluency and accuracy	7	35%
Correct, fluency and accuracy	1	5%
Total	20	100.0%

Figure (4.12): what do you do in your spare time?

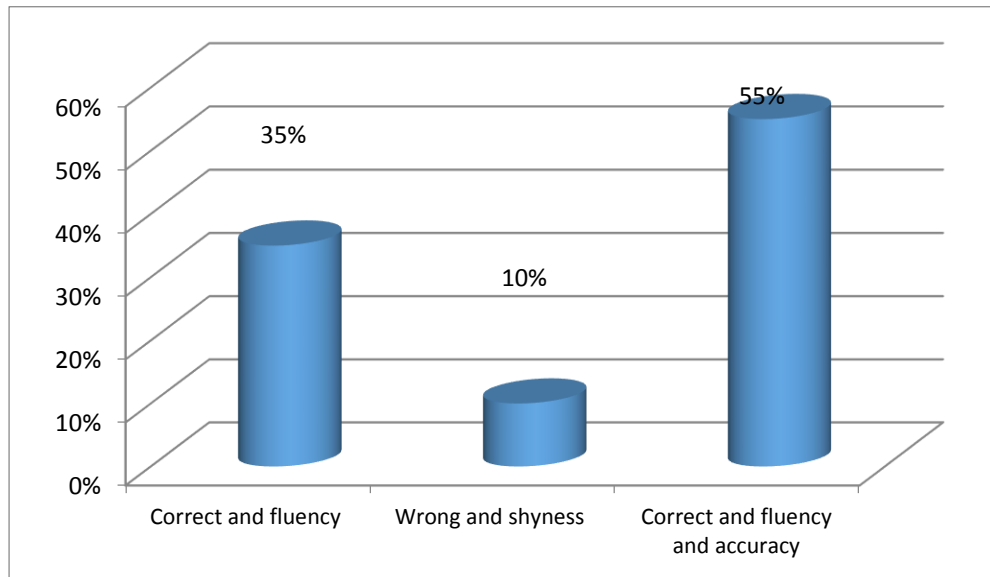


Results in the table (4.14) and figure (4.12) above explain that respondents of the sample study for the test, and pointed that percentage in Correct, fluency and accuracy 35% and correct, fluency and accuracy (40%), and wrong, shyness 20%, and correct, fluency and accuracy (5%) so the high percentage is 40%, to the answer for the question what do you do in your spare time?

Table (4.15): what is the date today?

	Frequency	Percentage
Correct, fluency and accuracy	7	35%
Wrong, shyness	2	10%
Correct, fluency and accuracy	11	55%
Total	20	100.0%

Figure (4.13): what is the date today?

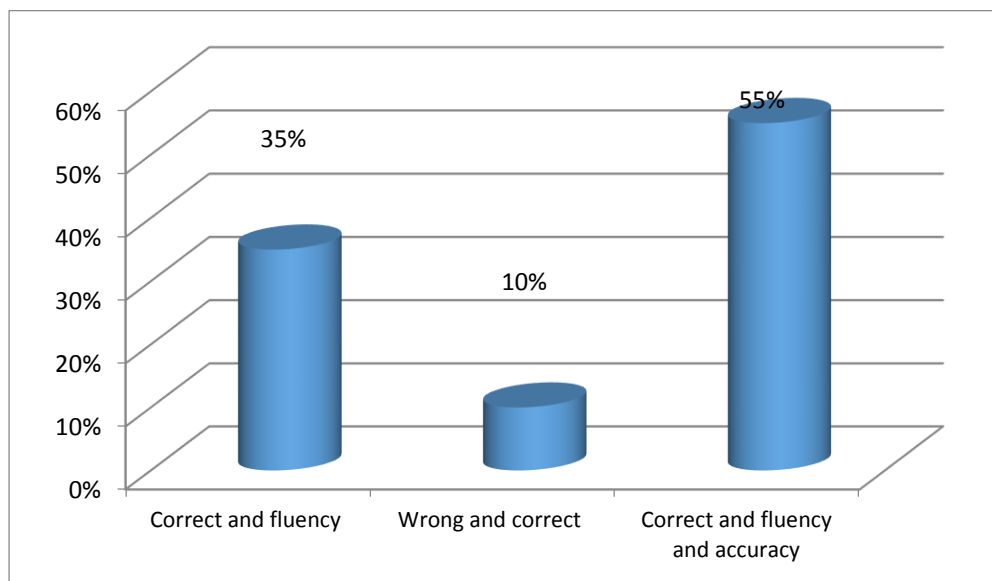


Results in the table (4.15) and figure (4.13) above explain that respondents of the sample study for the test, and pointed that percentage in Correct, fluency and accuracy 55% and correct, fluency and accuracy (35%), and wrong, shyness 10%, so the high percentage is 55%, to the answer for the question what is the date today?

Table (4.16): what time is it,please?

	Frequency	Percentage
Correct, fluency and accuracy	16	80%
Correct, fluency and accuracy	4	20%
Total	20	100.0%

Figure (4.14): what time is it,please?

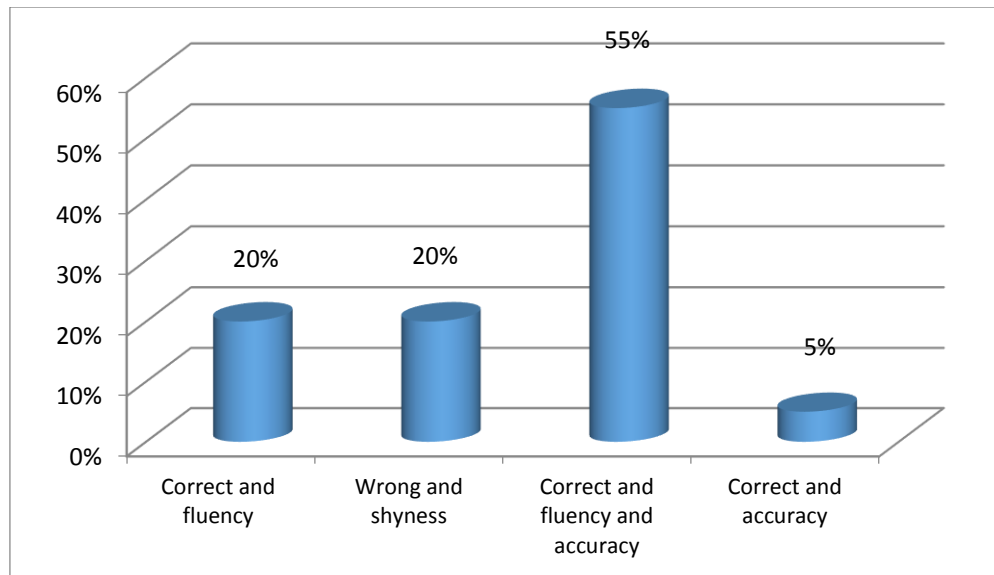


Results in the table (4.16) and figure (4.14) above explain that respondents of the sample study for the test , and pointed that percentage in Correct, fluency and accuracy 80% and correct, fluency and accuracy (20%), , so the high percentage is 80%, to the answer for the question what time is it ,please?

Table (4.17): when do you get up?

	Frequency	Percentage
Correct, fluency and accuracy	4	20%
Wrong, shyness	4	20%
Correct, fluency and accuracy	11	55%
Correct, fluency and accuracy	1	5%
Total	20	100.0%

Figure (4.15): when do you get up?

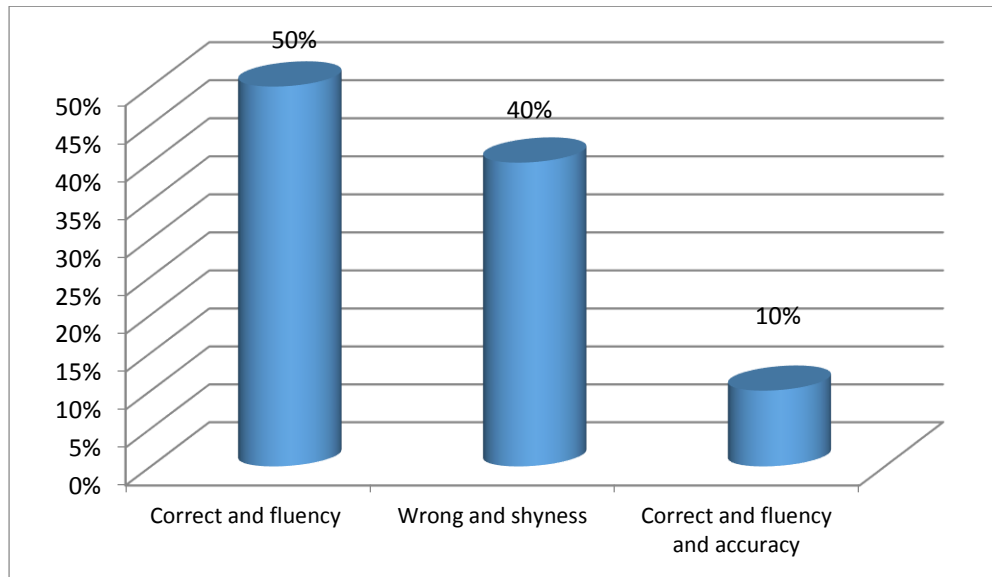


Results in the table (4.17) and figure (4.15) above explain that respondents of the sample study for the test, and pointed that percentage in Correct, fluency and accuracy 55% and correct, fluency and accuracy (20%), and wrong, shyness 20%, and correct, fluency and accuracy (5%) so the high percentage is 55%, to the answer for the question when do you get up?

Table (4.18): where are you from?

	Frequency	Percentage
Correct, fluency and accuracy	10	50%
Wrong, shyness	8	40%
Correct, fluency and accuracy	2	10%
Total	20	100.0%

Figure (4.16): where are you from?

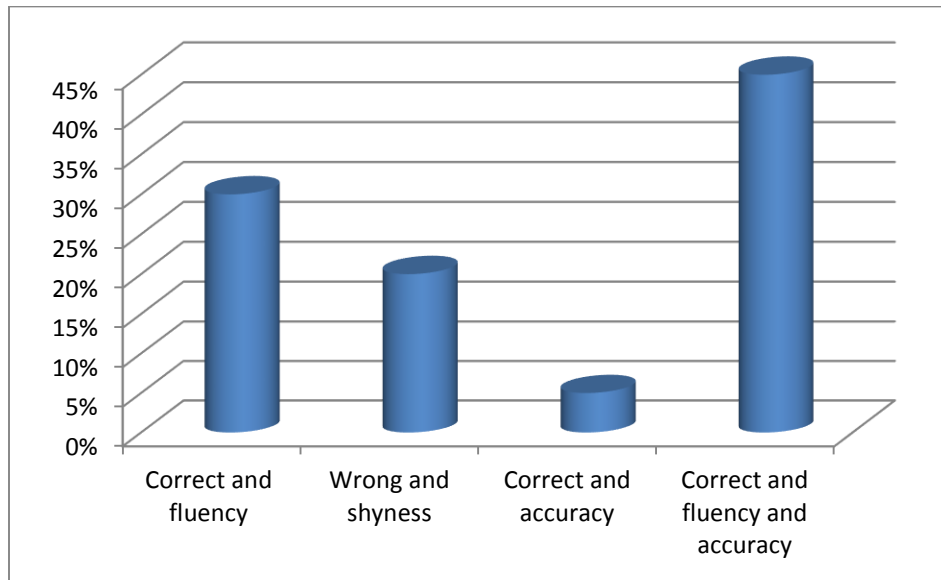


Results in the table (4.18) and figure (4.16) above explain that respondents of the sample study for the test, and pointed that percentage in Correct, fluency and accuracy 50% and correct, fluency and accuracy (10%), and Wrong, shyness 40%, so the high percentage is 40%, to the answer for the question where are you from?

Table (4.19): do you like reading?

	Frequency	Percentage
Correct, fluency and accuracy	6	30%
Wrong, shyness	4	20%
Correct, fluency and accuracy	1	5%
Correct, fluency and accuracy	9	45%
Total	20	100.0%

Figure (4.17): do you like reading?

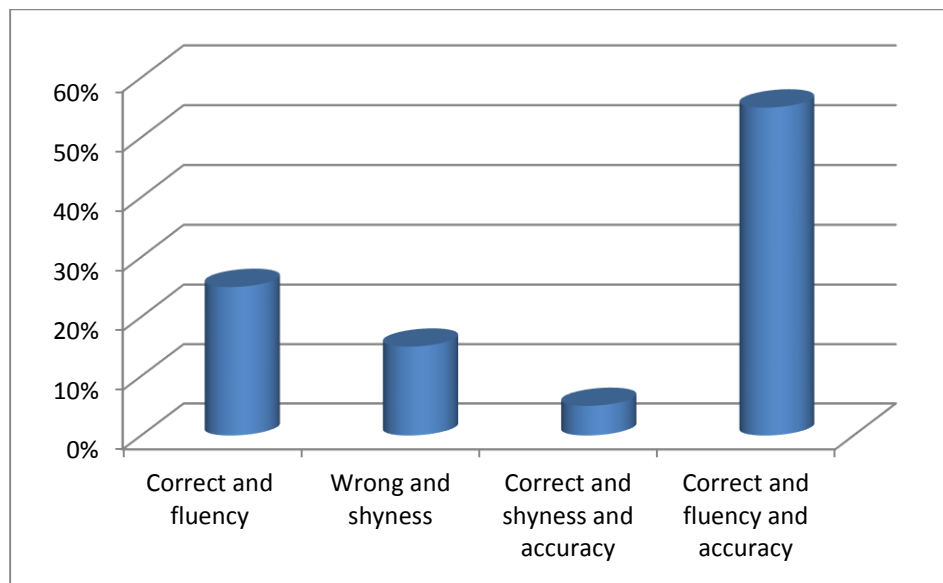


Results in the table (4.19) and figure (4.17) above explain that respondents of the sample study for the test, and pointed that percentage in Correct, fluency and accuracy 10% and correct, fluency and accuracy (45%), and Wrong, shyness 20%, and Correct, fluency and accuracy 5% so the high percentage is 40%, to the answer for the question do you like reading.

Table (4.20): do you like to watch TV?

	Frequency	Percentage
Correct, fluency and accuracy	5	25%
Wrong, shyness	3	15%
Correct, shyness and accuracy	1	5%
Correct, fluency and accuracy	11	55%
Total	20	100.0%

Figure (4.18): do you like to watch TV?

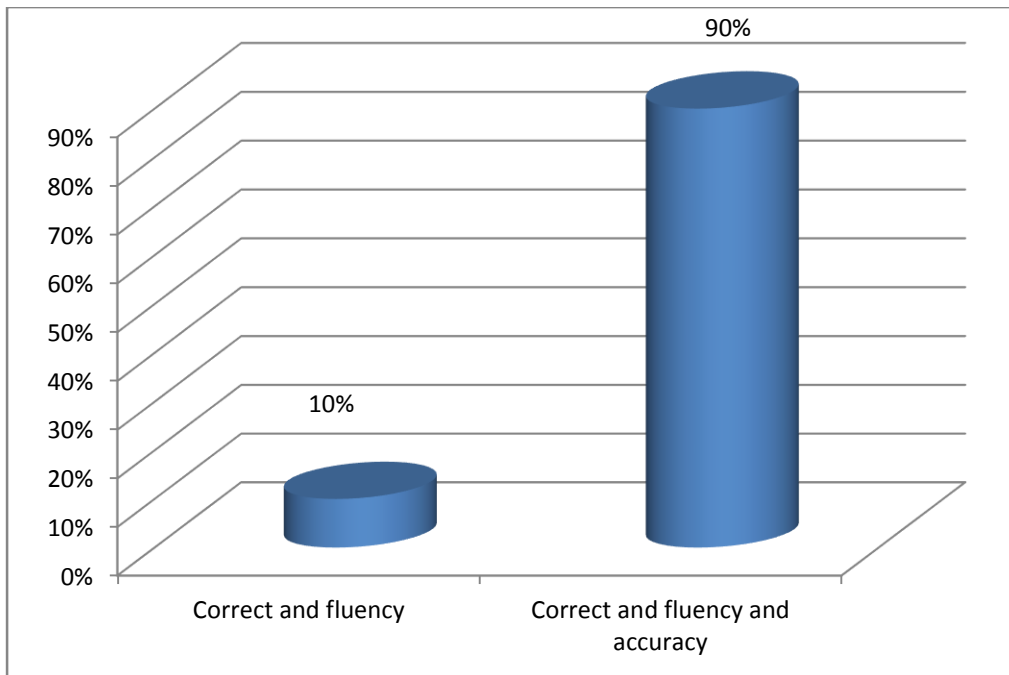


Results in the table (4.20) and figure (4.18) above explain that respondents of the sample study for the test, and pointed that percentage in Correct, fluency and accuracy 25% and correct, fluency and accuracy (55%), and Wrong, shyness 15%, and Correct, fluency and accuracy 5% , and Correct, fluency and accuracy 5% so the high percentage is 55%, to the answer for the question do you like reading.

Table (4.21): do you play any sports?

	Frequency	Percentage
Correct, fluency and accuracy	2	10%
Correct, fluency and accuracy	18	90%
Total	20	100.0%

Figure (4.19): do you play any sports?



Results in the table (4.21) and figure (4.19) above explain that respondents of the sample study for the test, and pointed that percentage in Correct, fluency and accuracy 10% and correct, fluency and accuracy (90%), so the high percentage is 90%, to the answer for the question do you play any sports.

CHAPTER FIVE

Main Findings, Conclusions Recommendations and Suggestions for Further Studies

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Main Findings, Conclusions, Recommendations and Suggestions for Further Studies

5.0 Introduction

The main objective of this study is to investigate into English speaking problems encountered by university students in Sudan University of Science and Technology followed by a summary, conclusions of the study, recommendation and suggestions for further studies.

5.1 Main Findings

1. Less vocabulary bank that students have can affect their speaking ability.
2. The university teachers sometimes may use Arabic to explain the new words.
3. The syllabuses are poor in terms of lessons which develop English speaking skill.

5.2 Conclusions

The study's the purpose of the study is to investigate English speaking problems encountered by university students in Sudan University of Science and Technology, the sample is from the College of Languages and subjects were chosen randomly (20) teachers and (30) students, the data analyzed present in chapter four. It's worth pointing that findings of the study indicate that these problems were confirmed at Sudan University of Science and Technology.

5.3 Recommendations

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

- 1- The Researcher recommends that the university teachers should encourage their students to use English in both out and inside the classroom.
- 2- Students should attempt to speak English on daily basis.
- 3- English language should start from kindergarten or from first class at Basic school.

5.4 Suggestions for Further Studies

The present study investigates English speaking problems encountered by university students in Sudan University of Science and Technology, so some researchers are required to conduct further studies in the following topics:

1. The methods which are used in teaching process do not meet the needs of the English speaking skills.
2. A study about speaking problems using the current courses.

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APPENDICES

Appendix (1)

Sudan University of Science and Technology

College of Graduate Studies

College of Language

Dear Teachers,

You are kindly requested to answer the following statement about Speaking Problems; this questionnaire is designed to collect data about: Investigating English Speaking Problems Encountered by University Students.

Hypothesis One:

Teaching of speaking skill can affect students' oral ability.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1-The university teachers do not give sufficient opportunity for students to practice speaking English language.					
2- Lengthy explanation of words in Arabic affects student's oral ability.					
3-The university teachers do not help students to speak English language in the classes.					
4-Teachers of English do not depend on videos to improve student's oral skill.					
5-Teacher's centered method does not improve students' oral ability.					

Hypotheses Two:

University syllabus can play a significant role in improving students' oral ability.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6- The syllabuses are poor in terms of developing English speaking skill.					
7- The use of up-to-date teaching material helps students to develop speaking skill.					
8- English club is vital for developing students' oral skill.					
9- The university syllabi do not provide students with sufficient opportunities to communicate orally.					

Appendix (2)
Sudan University of Science and Technology
College of Graduate Studies
College of Languages
Diagnostic Oral Test

Dear Students:-

You are kindly requested to answer the following questions about Speaking Problems; this test is designed to collect data about: Investigating English Speaking Problems Encountered by University Students.

Hypothesis Three:

University students encounter linguistic problems when communicating orally.

Statements	Correct	Wrong	Remarks		
			Grammar vocabulary	Fluency	Accuracy
1- What is your name?					
2- What are your hobbies?					
3- What do you do in your spare time?					
4- What is the date today?					
5- What time is it, please?					
6- When do you get up?					
7- Where you from?					
8- Do you like reading?					
9- Do you like to watch TV?					
10- Do you play any sports?					