Sudan University of Science & Technology

College of Graduate Studies

College of Languages

Investigating Speaking Difficulties Encountered by English language Students at University First level

تقصي صعوبة تحدث اللغة الانجليزية لطلاب المرحلة الجامعية المستوى الاول

A Case Study of First year Majoring English language Karary University .

A thesis submitted in partial fulfillment of the Requirements for master degree in English language (Applied Linguistics)

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2022

Dedication

To my dear parents, grandfathers and grandmother to Dr
Abbas Mukhtar Muhammad Badawi

Acknowledgement

All praise is due to Allah help me to conduct this academic effort. Great appreciation is due to my supervisor ***Dr.Abbas Mukhtar Muhammad Badawi*** for his guidance throughout this work.

Lots of thanks are extended to ***English language Teachers of*** Karary University for their assistance to conduct this study.

Abstract

The research is investigating the reasons lead to speaking difficulties that encounter English language students. The study aims to: Overcome the factors which make speaking difficulties. And also aims to develop teaching strategy by makes discussion and speaking activities for students in order to makes students interact effectively in social communication and develop English language speaking activities for students. the research data have been obtained by using instrument: the questionnaire. The data have been computed and statistically analyzed (by using the Statistical Package of Social Science (SPSS) Program).The research findings have shown that the main reasons of speaking difficulties encountering Sudanese students at universities are : Mother tongue interference, Teaching vocabulary items in isolation and not allowing learners to participate in discourse. The study has shown that Teachers can improve students speaking ability by developing teaching strategies with help students to practice speaking activities. The study mainly recommended that: Sudanese students have to practice speaking and listening to English language inside and outside the classroom in order to improve their oral communication skills.

Abstract (Arabic version)

تبحث الدراس في ألاسباب التي تؤدي الي صعوبات التحدث التي تواجه طلاب اللغة الإنجليزية ، وتهدف الدراسة إلى التغلب على العوامل المسببة لصعوبات التحدث (الكلام) وتهدف أيضًا إلى تطوير استراتيجية التدريس من خلال إجراء أنشطة المناقشة والتحدث للطلاب من أجل جعل الطلاب يتفاعلون بشكل فعال في التواصل الاجتماعي وتطوير أنشطة التحدث باللغة الإنجليزية للطلاب.تم الحصول على بيانات البحث باستخدام أداة الاستبيان و تم حساب البيانات وتحليلها إحصائياً باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية(SPSS) أظهرت نتائج البحث أن من أهم أسباب صعوبات التحدث التي تواجه الطلاب السودانيين في الجامعات هي تداخل اللغة الأم عند التعلم ، بجانب تدريس المفردات بشكل انفرادي كمالا يسمح للطلاب بالمشاركة في الخطاب. بالإضافة إلى ذلك أظهرت النتائج أنه يمكن للمعلمين تحسين قدرة الطلاب على التحدث من خلال تطوير استراتيجيات التدريس التي بدورها تساعدالطلاب على ممارسة أنشطة التحدث.أوصت الدراسة بشكل أساسي أن يمارس الطلاب المزيد من انشطة التحدث والاستماع إلى اللغة الإنجليزية داخل الفصل وخارجه من أجل تحسين مهارات الاتصال الشفوي لديهم.

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SPSS: Statistical package for social sciences.

ESL: English Second Language.

SUST: Sudan University of science and technology.

EFL: English Foreign Language.

Chapter one

Introduction

Chapter one

Introduction

1.1Overview /

Speaking is activities done by the students when learns the English Language. Speaking which is one of four language skills (writing, reading, listening, and speaking). Speaking cannot be produced without master several components such as Grammar, Vocabulary, Spelling Linguistic components. Speaking also is one of the subjects that students must master as EFL/ESL learners. In line with the idea above (Fulcher, 2003) said that speaking is the verbal use of language to communicate with others. In relation to (Johnson, 1981) said that speaking, which is popular with the term "oral communication", is an activity involving two or more people in which hearers and speakers have to react to what they and make their contributions at a speed of high level. Speaking is the most important of the four language skills in second language learning and teaching because make students exchange information with different people which make students get different culture.

1.2 Statement of the Study Problem:

The research is investigating the reasons related to speaking difficulties that encounter English language students faculty of art first level at Karary University. It seems that teaching strategy is not well prepared and teaching vocabulary items in isolation leads to these difficulties and there is no chance for speaking activities at classroom. And students use their mother tongue because they do not have enough vocabularies to express their thoughts Besides, Psychological factors for example fear of criticism cause difficulties. The researcher has collected information in order to find out the reasons related to the problem of difficulties and find out solution to it.

1.3 Questions of the study:

1-What is main factors that lead to speaking difficulties that encounter Sudanese English language students at University?

2- Does ineffective teaching strategy lead to speaking difficulties?

3-Do psychological factors of students have role on speaking difficulties?

4-Do English language teachers attempt to overcome these difficulties?

1.4 Hypotheses of the Study:

1-Mother tongue leads to speaking difficulties.

2- Some difficulties of speaking related to ineffective teaching strategy.

3- Psychological factors of students play great role in speaking difficulties that encounter Sudanese students at university.

4- Teachers of English language have great role to overcome speaking difficulties.

1.5 Objectives of the study:

This study aims to:

1. Overcome the factors which make speaking difficulties.

2. Develop teaching strategy by make discussion and speaking activities for students in order to make students interact effectively in social Communication.

3. Develop English language speaking activities for students.

4. Enhance speaking courses in order to encourage students to practice Speaking skills at daily interaction.

1.6 Significance of the Study:

Speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because there is no point knowing a lot about language if you can't use it. so the study aims to show speaking difficulties that encounter Sudanese English language students at University and Overcome the factors which making speaking difficulties. This study is helpful for students and teachers and those who are interested in English language.

1.7 Methodology of the Study:

The study is going to use descriptive method to investigate the speaking difficulties that encounter students of English language at university. The methods follow descriptive analytical methodology to obtain the results. The tool that is going to be used is a questionnaire.

1.8 limits of the Study:

Place of study: The present study covers Karary university school of language first level.

Time of study: The present study done 2021.

Content of study: investigating the speaking difficulties encountering students at university.

Chapter two

Literature Review and previous studies

Chapter two

Literature Review and previous Studies

Speaking is the productive skill that we use for many purposes in social life.starting with (cameeron, 2001) has said that speaking is active using language of using language to express the meaning the other people understand with idea. An addition (Richard,2008) stated that the mastery of speaking skills has apriority for many second language or foreign language learners .consequently ,learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they improved their spoken language proficiency . The writer concludes that speaking is an oral presentation that is associated with pronunciation with the other speakers. Speaking has become an interesting topic to discuss in learning the English language. Speaking as the most oral communication plays an important role to build better communication. Knowing the importance of Spoken Language in the world of education (Richards, 2008) has said that the mastery of speaking skills in English is a priority for many second languages or foreign language learners. In teaching and learning process speaking is one of the subjects should be mastered by the student at school.

The importance of speaking for EFL or ESL language communication has been underlined for decades According to(Hornby,1985),speaking is making use words in an ordinary voice: uttering words ;making speech .in short speaking skill is ability to perform the linguistics knowledge in actual communication .in addition ,Richards in(Dalem,2017)language learners sometime evaluate their success in language learning based on how well they have improved in their spoken language ability. Moreover ,Brown defined speaking as an interactive process of making meaning that include producing and receiving ,and processing information (Brown,200).it is meant that speaking

is not only about saying words through mouth but also more than that, such as grammar ,fluency ,pronunciation ,and ate Speaking needs several aspects to master it. It means when students not able to master any aspect which needed in speaking, the teaching and learning process will not be effective (Bygate,1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners . It is regarded as combining sounds systematically to form meaningful sentences. Base on the expert theories above the writer conclude that speaking is producing sentences with appropriate social situation and contextual understanding. Burn and Joyce stated that, (1997:p71) stated that the learners must also choose correct vocabulary to describe their situation. Chaney (1998:15) mentions that speaking is process of building and sharing meaning through the use of verbal and nonverbal symbols in context. Elspheer (2001) pointed out that every opportunity for speaking in classroom should be taken .in order to make students realize their needs for language their speaking ability .in addition to investigating the EFL learners, common difficulties in speaking English language, several studies indicated that Oral language development has largely been neglected in the classroom ,and frequently , oral language in the classroom is used more by teachers than students (Hosni,2014) this phenomenon is serious contradiction to the notion that the major goal of all English language teaching should enhance the learners, ability to use English effectively and accurately , in communication The importance of speaking for EFL or ESL language communication has been underlined for decades ,Based on the Curriculum 2013, speaking has purposed to make students be able to communicate in interpersonal, transactional, and functional about self, family, people, animals, and things, concretely and imaginatively with their life and their daily activities at home, school, however, research has shown that Either EFL or ESL learners, find it challenging to speak foreign Language., there are also reasons behind committing mistakes learners were afraid of speaking English, felt embarrassed about making mistakes, and worried about being

criticized or laughed by others. As a result, they usually avoided speaking in class so that their participation was very low. Previous research suggested that both the psychological and linguistic difficulties (i.e. inadequate vocabulary and mastery of syntax to speak in another language) cause learners a great deal of obstacles in speaking. In recent years, Ozkan, Bada, and Genc (2011) asserted the importance of pronunciation in speaking skill because people compete with limited time while speaking to recall words, and also need to take care of their pronunciation. Lin (2013) further suggested that in addition to insufficient vocabulary, negative psychological reactions also involved, i.e., anxiety and fear, being afraid of making mistakes. Due to those concerns, they might worry about misunderstandings and thus avoid some English speaking occasion.

Moreover, mental problem also let EFL learners feel difficult in speaking. As shown in MacIntyre, Clément, Dörnyei, and Noels's (1998), learners' willingness to communicate was determined partly by their self-confidence. They reached a conclusion that self-confidence affected significantly on EFL learners' oral performance. Recently, Sayuri (2016) investigated the English speaking difficulties of the EFL learners at Mulawarman University in Indonesia by conducting speaking test and questionnaires from the first to the fourth semester. The results found that those students still felt confused to make conversation, deliver statements, and give opinions in English even if they were speaking English in each speaking course. Besides those difficulties, the researcher observed that they also had difficulties in vocabulary, pronunciation, grammar usage, and lack of self-confidence. These findings support those found in Shayna's (2003), Lukitasari's (2008), and MacIntyre, et al. (1998). However, enough vocabulary and confidence is not the single element which helps speaking English well. For instance, according to Nunan (1999), the speaker needs communicative competence which includes not only linguistic competence but also a range of other sociolinguistic and conversational skills which help him/ her know how to say what to whom and when. Shayna (2003)

which indicated the EFL learners who want to improve speaking skills need four skills, including listening, vocabulary, pronunciation and confidence.

2.2 The Teaching of language:

Teaching speaking is one of the important things in process in teaching and learning process. "The objective of teaching spoken language is the development of the ability to interact successfully in that language and involves comprehension as well as production" (Hughes, 2002) .In teaching and learning process speaking is one of the subjects. As one of skill in language, speaking not only an interesting topic for the students should be mastered by the students at school but also a difficult skill to master. The same idea pointed out by (Chaney & Burk, 1998) Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because we live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor (Al-Sibai,2004, p.3). The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use (Haozhang, 1997). In the past, oral communication instruction was neglected Samira Al Hosni International Journal on Studies in English Language and Literature (IJSELL) Page | 23 because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills(Chaney,1998). However, Ur (1996) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that

language. This indicates that using a language is more important than just knowing about it because there is no point knowing a lot about language if you can't use it (Scrivener,2005,p.146).   According to (Nunan, 2003), there are many principles that every teacher should consider while planning a speaking course.

Be aware of the differences between second language and foreign language learning contexts: A foreign language (FL) context is one where the target is not the language of communication in the society. A second language (SL) context is one where the target language is the language of communication in the society.

a) Give students practice with both fluency and accuracy: Accuracy is the extent which students‟ speech matches what people actually say when they use target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

b) Provide opportunities for students to talk by using group work or pair work and limiting teacher talks: The learners take on diverse speaking roles when the teacher is removed from the conversation, which is normally filled by the teacher.

c) Plan speaking tasks that involve negotiation for meaning: Negotiating for meaning is when learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood.

d) Design classroom activities that involve guidance and practice in both transactional and interactional speaking. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and or services. Teaching speaking should improve students 'skill in

communication. They are expected to be able to produce their language especially in each circumstance where they live. Students are expected to be able to express themselves by having speaking skills.

2.3 Oral Language Acquisition

Oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice (Zhang et al., 1995). Speaking fluency appears to develop with increased exposure to second language (L2) input (Al-Sibai, 2004). Input refers to the language data which the learner is exposed to (Zhang, 2009). Although it is widely recognized that input is very essential for language acquisition, it is not sufficient if not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of production, and the ability to understand the meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning. When input is negotiated and learners produce output in interaction, they selectively take in portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners to internalize what they have learned and experienced (Swain, 1985, as cited in Zhang, 2009).

2.4 Oral Language Learning:

For language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction. Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened (Willis,1996, p.7). A fact that is highlighted by second language research is that progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous,

subconscious mechanisms, which are activated when learners are involved in communication with the second language. The subconscious element demands a new range of activities, where learners are focused not on the language itself but on the communication of meaning (Littlewood, 1984). Harmer (1982) also argued that in a communicative task, the students' attention should be focused on the content of what they are saying, rather than the form. They should use a wide variety of language. According to Ellis (2003), this can be done by involving learners in performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication. Through communication learners can integrate separate structures into a creative system for expressing meaning (Littlewood 1984, p).   ).the frequent correction of oral errors disrupts the process of language learning and discourages shy students from communicating in the target language. language is best learned when the learners' attention is focused on understanding ,saying and doing something with language, and not when their attention is focused explicitly on features‖ (Kumaravadivelu,2003,p.27). It is worthy to mention that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners (Nakatani,2010).

2.5 Factors of speaking difficulties:

Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

Speaking as productive skill has a lot of components that should be mastered by the students. As long most of Indonesian students still encountered English as foreign language, they will face some of difficulties to be a good speaker in English. To specify reduce the scope of the research, the writer only focus on non-linguistics difficulties. The great difference between the native language and second language, affects in oral communication as the researcher has found some learners feel shy and others afraid to make mistake during speaking process. According to (Ur, 1996) there are four mains problems faced by students in speaking they are inhibition, nothing to say, low participation, and mother tongue used.

2.5.1 Inhibition:

According to (Ur, 2000) he said the learners are often inhibited about trying to things in a foreign language in the classroom. Worried about making mistakes, fearful of critics or loosing face, or simply shy of the attention that they speech attract. In addition, (Latha, 2012) said that inhibition is the most common problem faced by students in learning foreign language. They just worry to make mistake in speaking the English language because they are afraid the audience will criticize and laugh at them. So that, in this condition they have high of inhibition and causes they keep silent. It is common problem facing by the students when learn something, not even English especially speaking but also the other subject. After in (Mahmud, 2016) said that this fear is linked to the issue of correction and negative evaluation. In addition, this also influenced by the students‟ fear of being laughed by the other students or being criticized by the teacher. Hue in (Mahmud, 2016) said the students will commonly stop participating in the speaking activity. Shyness is an emotional thing that many students feel when they required to speak in English class. It is meant shyness one of problem in learning speaking. Baldwin in (Dalem, 2017) said that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will

forget what to say. It is mean shyness one of big problem that faced by the students in learning English especially speaking. So, all of explanation above is part of the inhibition.

2.5.2 Nothing to say:

Even sometimes the students are not inhibited, but the learners complain that they cannot think of anything to say, they have no idea to express themselves when they should be speaking. The learners get the difficulties in thinking of anything to say. Based on (Nunan , David & Ronald Carter, 2001), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately. According to (Edge, 1993) knowing a lot of words in a foreign language is very important. By knowing varieties vocabularies make students easier to speak and deliver their idea effectively and communicatively .sometimes students they do not have enough vocabularies to express themselves this lead to difficulties.

2.5.3 Low Participations:

Only one participant can talk at a time if he or she is to be heard. In large group such a class, this means that each one will have only very little time to speak. This problem is compounded by the tendency of some learners to dominate, while other speak very little or even not at all.

2.5.4 Mother tongue use:

Mother-tongue refers to one's native language parent language. ("Mother tongue. 2015). Mother-tongue interference refers to the influence of the native language of the learner on her/his acquisition of the target language. In class where all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier and it feels unnatural to speak another language/English language. If they talk in small groups, it can be quite difficult to get some classes particularly the less disciplined or motivated one to keep to

the second language. Littlewood(1981) argued that some teachers use L1 for class management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication's Learners see it as allocated to communicatively nonessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar. Although their attitudes are of disagreement with L1, this is not reflected in their practice (Al-Busaidi, 1998).

2.5.6 Lack of confidence:

According to Dornyei (2011:86-87)confidence is closely related to concepts like self- esteem self-efficacy .self-confidence like foundation of building if this the root of building not strong enough the building will collapse .students lack for confidence usually occurs when students realize that their conversation partner have not understood them or when they do not understand others speakers .this show that building students confidence is an important part of teacher focus of attention .it means that the teachers learn from theories and practical experience how to build the students confidence. Dornyei ,Ibid,(2011:89)states that to provide learners with necessary confidence-building, experience should be encouraging the learners and reducing language anxiety. As shown in MacIntyre, Clément, Dörnyei, and Noels's (1998), learners' willingness to communicate was determined partly by their self-confidence. They reached a conclusion that self-confidence affected significantly on EFL learners' oral performance.

2.5.6 Teaching Strategies:

Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results to help development of this skill. Besides, vocabulary items are taught in isolation, and listening

materials are not used by the majority of school teachers because of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers' methodology (Rababa'ah, 2005) collected through observation showed that teachers focus on teaching grammar points and vocabulary items rather than teaching speaking. Even when there is an opportunity to involve students in speaking, teachers just miss it and move on doing other tasks like reading and writing. Teachers attributed this to the shortage of time and their willingness to finish the lesson steps that do not include speaking as they claimed. Samira Al Hosni International Journal on Studies in English Language and Literature (IJSELL) Page 27 In fact, the interview had shown another reason besides the time worries, and it is the lack of speaking teaching strategies. The teachers think that teaching grammar and vocabulary items is enough to help students in speaking. We teach the vocabulary, grammar, but they don't study at home. It seems that teachers are unaware that studying vocabulary items and grammar rules by students is not enough for improving students' speaking skill. Actually, teachers are not aware enough that focusing on teaching the form does not necessarily result in using it, and that's why students need to be engaged in communication in order to improve their speaking skill. Moreover, it is noticed that teachers tend to use a lot of L1 during the lesson especially when they explain a grammar point or give the meaning of some words and sometimes the instruction of a task. They also accept students' explanation of the meaning of vocabulary items in L1.They explained this by saying that they have no other solution to make sure that the students understood the point. One of them said, we do not have another solution .Another one said, It will be clear for them, and they will get the right meaning This obviously indicates that some teachers lack the necessary teaching strategies, and thus they use L1 as an alternative. Besides, they are indirectly and unconsciously conveying a message to students that using

English cannot be helpful to clarify the meaning of instruction or unknown words, and this also might mean that teachers have low expectations of their students' understanding ability of English. However, there is no doubt that using lots of L1 reduces the amount of exposure to English during lesson.

2.5.7 Curriculum reform :

In the interview, teachers reported that the English curriculum. for University students emphasizes the teaching of reading and writing skills, and there are no tasks included particularly for teaching speaking. They pointed out that speaking is integrated into reading and writing. In other words, they come across speaking when they teach 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. From class observations, it was noticed that students speak very little in class, and that was mostly to answer the teacher's questions. Most of the time, those answers are single words or very short sentences, which, despite being similar to the real-life way of answering questions, do not provide the students with enough opportunities to use the English language.

2.5.8 Lack of Aptitude

According to Richard and Renandya ,92008:205), lack of aptitude ,is influenced by number of factors .age is one of the commonly cited determinate factors of success or failure in second language .this show that age itself may affect or limit adult learners ,ability to pronounce language fluently .Adult do not seem to have the same innate language. Richard and Remands,(2008:205:210) pointed out that listening play an extremely important role in developing of speaking abilities. .

Speaking improved by listening, which precede it speaking usually   one person and another listening .in fact speakers have double role both listener and

speaker .Richard and Rinda .stated that speaking   foreign language in public, especially in front of native speakers is often anxiety comes when the tongue of learners tied or lost their words because learners become feared from criticized by native speakers stherefore for words in unexpected situation

2.5.9 Lack of better pronunciation:

some students do not have ability to pronunciation properly therefore they tend to silent in classroom they fear to be criticized by students who speak fluently .this reflect to speaking performance .Gower and Adam, (2005) stated that pronunciation is aspect during development of student ,s speaking skills ability .Elsagheer (2001)said that too much attention should be given to proper pronunciation .Many students do not have ability to produce sound especially at first stage ,and constant correction may discourage them so it is recommended that pronunciation should be taught to student in order to enable them speak fluently and avoid students committing mistakes . (Nunan , David & Ronald Carter, 2001) pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. In Addition, (Thornbury, 2005) refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. (Harmer, 2001) deliver more issues about pronunciation. He suggests pitch, intonation, individual sounds, spelling, and stressing. It is clear showing pronunciation one of the aspects that has become important for the students to pay more attention. Wrong pronunciation may cause misinterpretation and misunderstanding.

2.6 Related Previous Studies:

1- There are some studies which have investigated the speaking difficulties encountered by EFL learners. For example,(Dil, 2009) investigated Turkish EFL learners' communication obstacles in English language classrooms, and it reported that anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making

mistakes, particularly in front of their friends. This study also revealed that students who perceive their English as —poor‖ feel more anxious and are more unwilling to communicate in English classes than the other students perceiving their English level OK .

2-another study conducted by Khalid Habeeb Alleh AlnoorAli(2011)Nile valley University , M.A thesis (investigate foreign learners speaking skills), argued that psychological pressure of making mistake in the presence of their classroom face student to speak English. students do not practice English outside classroom .Arabic language has negative influence on English speaking .pronunciation of some words poses the problem of misunderstanding the speaking.

3-A Study was prepared by Mona Ahmed (2007) from Alnilain University the title of study is the problem of teaching   English   skills at secondary school .she says that speaking in Sudanese secondary schools were not taught effectively ,she added that the teachers did not seem to be well trained .hesitate a lot when speaking . Moreover, some students said that they are not confident when they speak English language. There are similarities between this study and the previous studies mentioned above first, all the researchers from the same field deal with factors related to learning English as the second language .some factors are common between most of the previous e studies and current study such as the psychological factors. In addition, questionnaire is used as tool in most previous studies one.

Also there is difference between the previous studies and the current one. The previous studies focus on certain factor related to oral communication such as psychological factors such as self-confidence, anxiety and shyness. Whereas, the current study focused on both the psychological factors and technical factors such as the pronunciation and mother tongue.

4- Another study (Ambu&Saidi, 1997) investigated some issues in teaching English speaking in a foreign language classroom and revealed that the

huge number of students in the classroom, the insufficiency of the English teaching periods, and the syllabus that does not satisfy the learners' communicative needs are the main reasons for learners' speaking difficulties. Additionally, because speaking is not tested, it is less emphasized by both teachers and students. This is consistent with Al-Lawati's (2002) findings in her study where students reported giving special attention to writing, reading, and listening tasks that are similar to exam items, and both teachers and students reported that they gave least attention to speaking tasks in the textbooks because speaking is completely excluded from exams. Al-Bari (2008) argued that the lack of oral activities in textbooks is a strong reason for students' difficulties in speaking, and thus he recommended including some oral activities in the form of songs, rhymes, and simple stories and more conversational language to enable students to have more fun and enjoy learning to improve their speaking skill.

5- The next relevant research is Students" Difficulties in Speaking Skill at The Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the Academic Year of 2016/2017 conducted by Nanda Adela Sari (2017). This research was descriptive qualitative research. She tried to find students" difficulties in speaking, factors cause the students" difficulties in speaking, strategy used by the students to overcome the difficulties in speaking. The subject of the research was all of the students in Eleventh grade of Muhammadiyah 1 Karanganyar. The researcher found seven problems in speaking faced by the students, there are inhibition, nothing to say, uneven participation, and mother tongue used. The factor caused the students" difficult in speaking there are age, aptitude, intelligence, personality, cognitive style, and motivation. Strategy used by the students divided into three main strategies there are two subcategories of met cognitive, three subcategories of cognitive and two subcategories of socio affective strategies. Based on data finding, the researcher gave suggestions to the English teacher, students, and other

researchers. For the teacher should make the speaking class interesting, teacher should master all material in speaking, the teacher gives more motivation to the students. For the students have to prepare material first, should be more active, more practice speaking in their daily life, for the other researcher, the researcher hopes that this research will guide them as references to conduct the next research.

6-   Al-Lawati (1995) also investigated the difficulties encountered by Omani students in their oral production of English and found out that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) constitutes the most serious area of difficulty, and this is because, as explained by teachers, the learners have not yet developed an adequate level in the basic abilities of the language. This is because—they think—of the curriculum that does not provide enough opportunity for learning and practicing new and varied vocabulary and does not provide enough variety in tasks designed for the teaching of grammar. This results in having very few.

Summary of the chapter.

Speaking skill is ability to perform the linguistics knowledge in actual communication. The mastery of speaking skills has apriority for many second languages or foreign language learner's .consequently language learners sometime evaluate their success in language learning based on how well they have improved in their spoken language ability. Moreover speaking is not only about saying words through mouth but also more than that, such as grammar, fluency, pronunciation .therefore Every opportunity for speaking in classroom should be taken .in order to improve student's ability to speaking .in addition to investigating the EFL learners, common difficulties in speaking English language, several studies indicated that Oral language development has largely been neglected in the classroom, and frequently, oral language in the classroom is used more by teachers than student. So the resul that students had psychological and linguistics difficulties in (vocabulary pronunciation, grammar

usage, and lack of self-confidence). Teacher must focus on teaching speaking courses to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use. Students had to increase exposure to second language (L2) input and follow by interaction and output. For language learning there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction. Progress in learning language occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language. The importance of speaking to makes students able to communicate interpersonal transactional and functional.

Chapter Three

Methodology

Chapter three

Methodology

3.1 Overview

This chapter describes research methodology. In that, it will describe the method and techniques adopted, the instrument, the population the sample and procedures of data collect.

3.2 procedures of data collection.

This study descriptive in nature .According to (Tavakoli, 2012), that descriptive research is an investigation that provides a picture of a phenomenon as it naturally occurs, as opposed to studying the impacts of the phenomenon or intervention

3.3 Population and Sampling ((of the study))

3.4 Sampling of the study

According to (Creswell J. W., 2012), sample is subgroup of the target population that the writer plans to study for generalizing about the target population. In this research the sample is chosen from karary university school of language first levels sample which consist of 5 teachers and twenty students of English department at Karary University were chosen to undergo questionnaire about speaking difficulties encountering Sudanese students at universities.

3.5 Population of the study

According to (Creswell J. W., 2012) population is a group of individuals who have the same characteristic. The populations of study consist of all Sudanese universities students of English language.

3.6Tools of the research:

This study used questionnaires to collect the data.

3.7 Instrument:

The instrument that the researcher used is the questionnaire. It consists of items which focused on speaking difficulties encounter English language department students at Karary University.

3.8 Procedures of data:

3.9 Validity

The researcher chose well professional teachers from different universities to check the items of instrument validity In order to know if these items related to hypotheses of the study the researcher requested them to comment on the instrument, they wrote their comments positively.

3.7.2 Reliability

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

The study used the following:

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

Validity of the study:

Validitors, schedule:

Names	Academic positionls	Academic institutions
Dr.AbuElgasim Muhammad Ibrahim	**English language teacher**	Karary University English language department
Dr.Alsadig Muhammad Ali Kuku	**English language Teacher**	Karary University English language department
Dr.sHitham Bakheet	**English language Teacher**	Karary University English language department

Chapter four

Data Analysis Results and Discussions

Chapter four

Data Analysis Results and Discussion

4.1 Introduction:

This chapter is the analysis of the data, collected through interviews and the class room observation; twenty students answered the questions of the questioner.

4.2 Analysis of university Students' Questionnaire:

Table (4.1) Mother tongue interference leads to speaking difficulties:

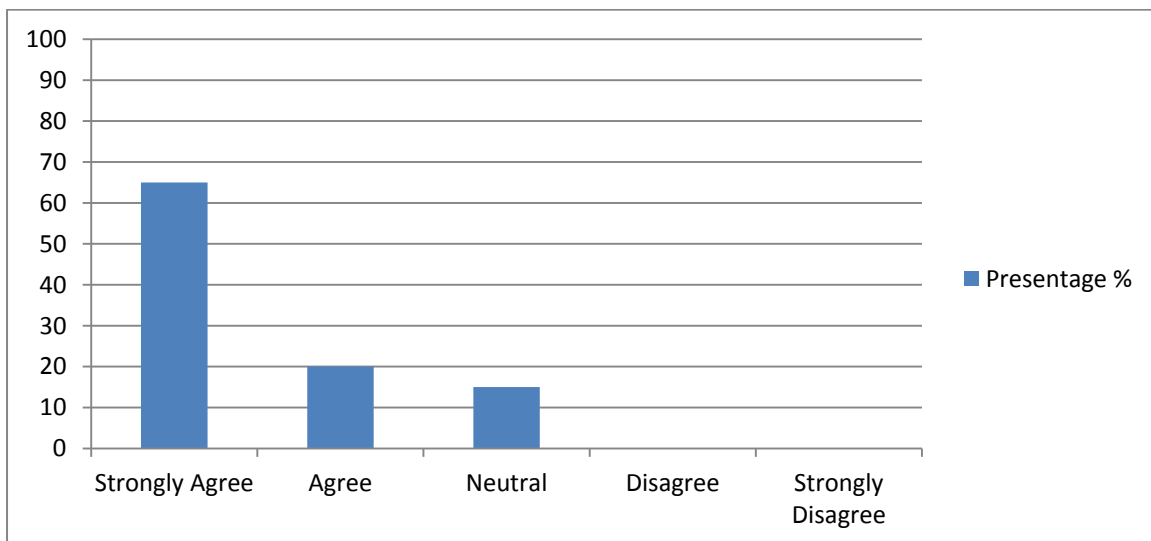| Options	Frequency	Percentage
Strongly Agree	13	65 %
Agree	4	20%
Neutral	3	15%
Disagree	-	-
Strongly Disagree	-	-
Total	20	100

Figure (4.1) Mother tongue interference leads to speaking difficulties.

The tables and figures above show that the distribution of the sample by the statement is as follow: strongly agree by (65%), agree by (20%) and neutral by (15%) .This result indicates that mother tongue interference leads to speaking difficulties

Table (4.2) EFL students struggle to get accurate vocabulary to speak English.

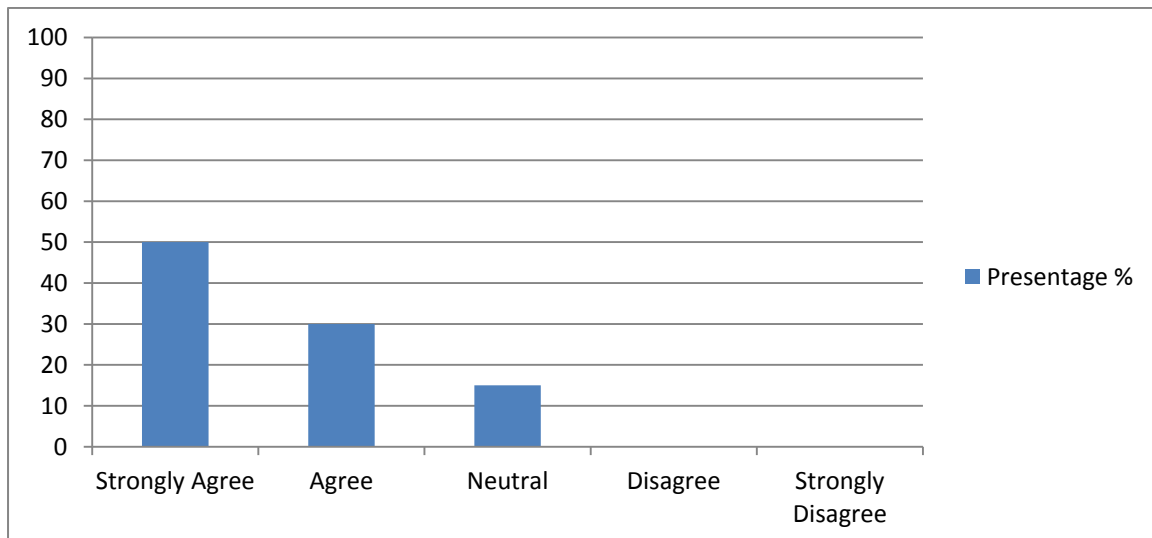| Options	Frequency	Percentage
Strongly Agree	10	50 %
Agree	6	30%
Neutral	4	20%
Disagree	-	-
Strongly Disagree	-	-
Total	20	100

Figure (4.2)EFL students struggle to get accurate vocabulary to speak English.

The tables and figures above show that the distribution of thesample by the statement is as follow: strongly agree by (50%),agree by (30%) and neutral by (20%) .This result indicates thatEFL students struggle to get accurate vocabulary to speak English.

Table (4.3)Insufficient sentences organization Leads to difficulties.

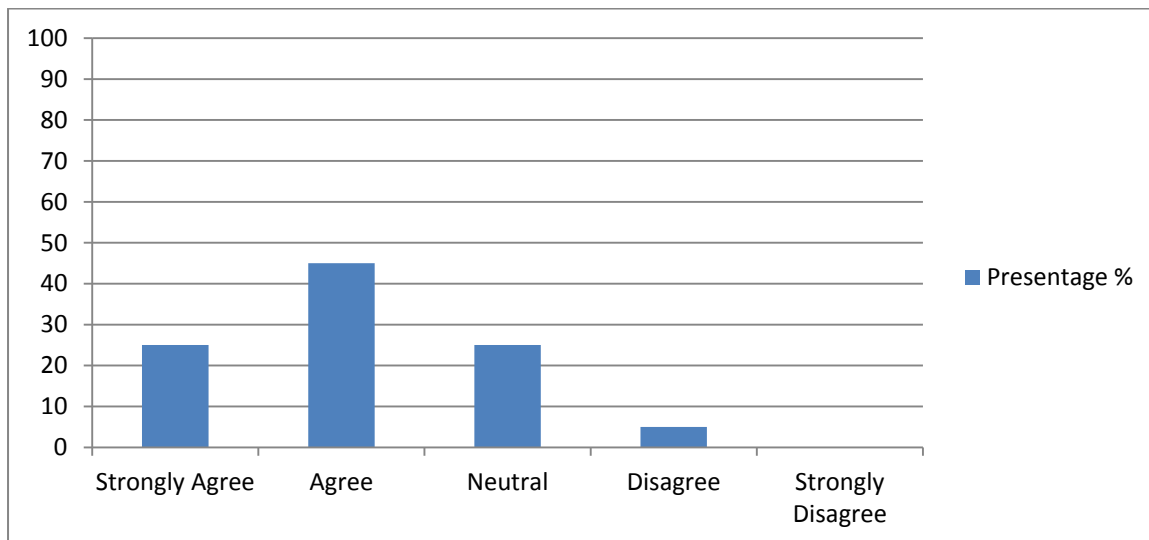| Options	Frequency	Percentage
Strongly Agree	5	25 %
Agree	9	45%
Neutral	5	25%
Disagree	1	5%
Strongly Disagree	-	-
Total	20	100

Figure (4.3) sinsufficient sentences organization Leads to difficulties.

The tables and figures above show that the distribution of the sample by the statement is as follow: strongly agree by (25%), agree by (45%) , neutral by (25%) and disagree by (5%) .This result indicates that EFL students struggle to get accurate vocabulary to speak English.

Table (4.4) Teaching vocabulary items in isolation leads to speaking difficulties.

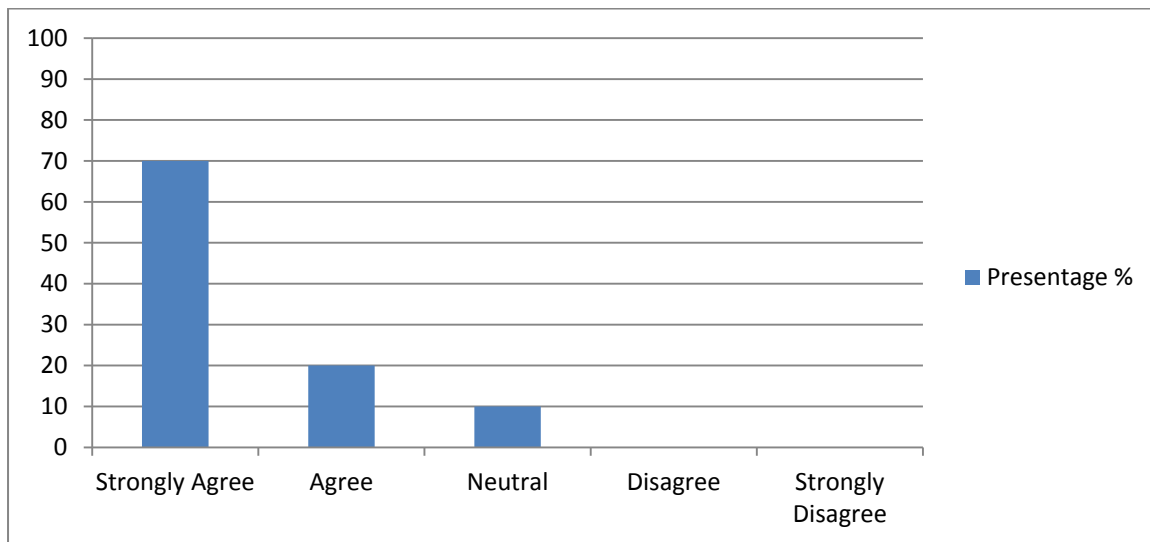| Options	Frequency	Percentage
Strongly Agree	14	70 %
Agree	4	20 %
Neutral	2	10 %
Disagree	-	-
Strongly Disagree	-	-
Total	20	100

Figure (4.4) Teaching vocabulary items in isolation leads to speaking difficulties.

The tables and figures above show that the distribution of the sample by the statement is as follow: strongly agree by (70%), agree by (20%) and neutral by (10%).This result indicates that Teaching vocabulary items in isolation leads to speaking difficulties.

Table (4.5) Not allowing learners to participate in discourse leads to speaking difficulties.

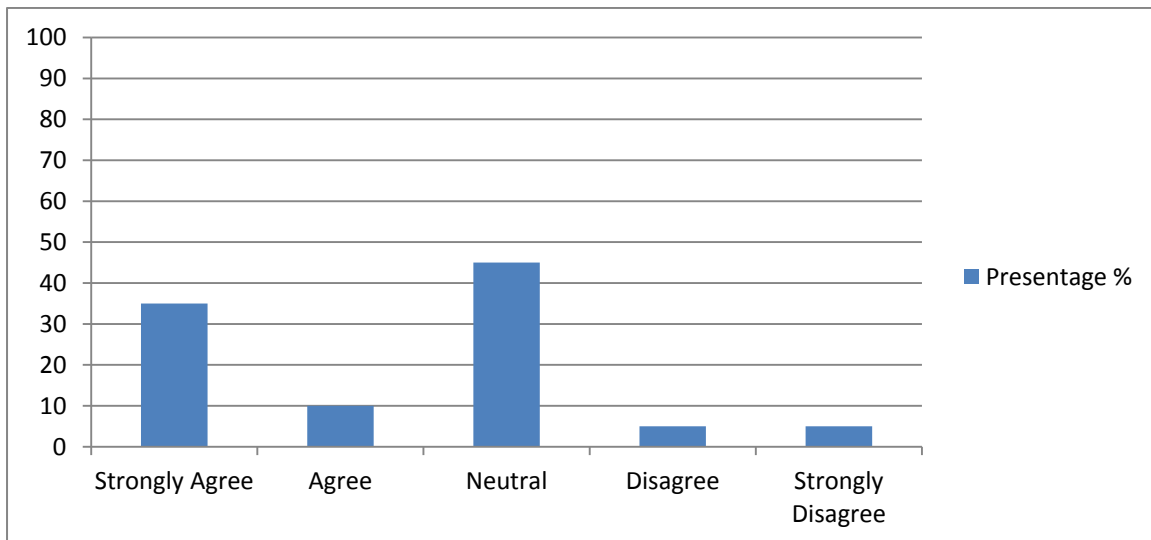| Options	Frequency	Percentage
Strongly Agree	7	35 %
Agree	2	10 %
Neutral	9	45 %
Disagree	1	5%
Strongly Disagree	1	5%
Total	20	100

Figure (4.5) not allowing learners to participate in discourse leads to speaking difficulties.

The tables and figures above show that the distribution of the sample by the statement is as follow: strongly agree by (35%), agree by (10%) ,neutral by (45%), disagree by (5%)and strongly disagree by (5%).This result indicates that Not allowing learners to participate in discourse leads to speaking difficulties.

Table (4.6) Teachers do not prefer students to make presentation on topics from their own choice.

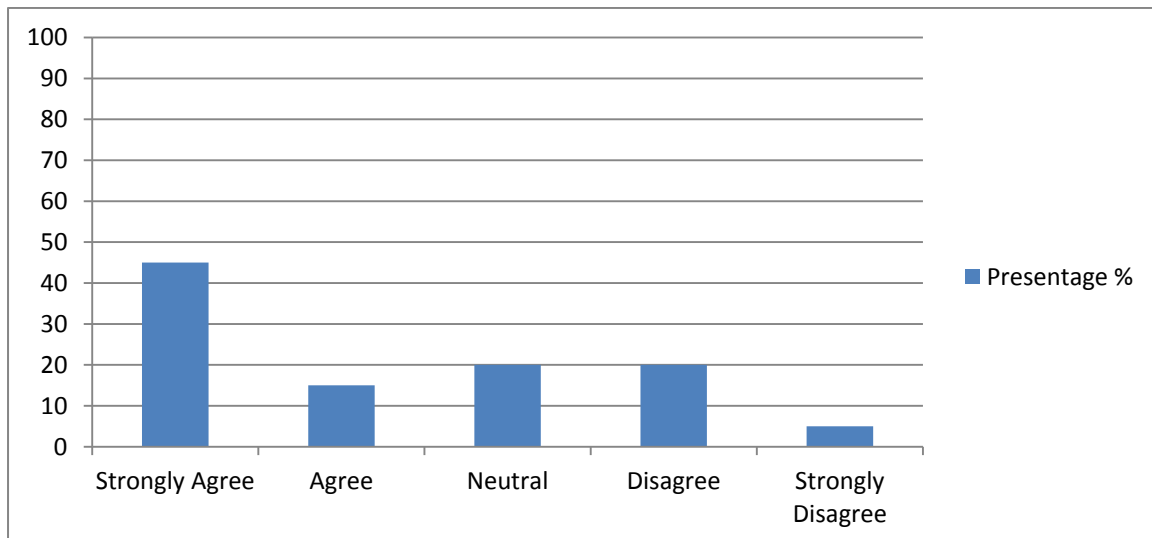| Options	Frequency	Percentage
Strongly Agree	9	45 %
Agree	3	15 %
Neutral	4	20 %
Disagree	4	20%
Strongly Disagree	-	-
Total	20	100

Figure (4.6) Teachers do not prefer students to make presentation on topics from their own choice.

The tables and figures above show that the distribution of the sample by the statement is as follow: strongly agree by (45%), agree by (15%) ,neutral by (20%), and disagree by (20%).This result indicates that Teachers do not prefer students to make presentation on topics from their own choice.

Table (4.7) Negative psychological factors affect developing speaking skill

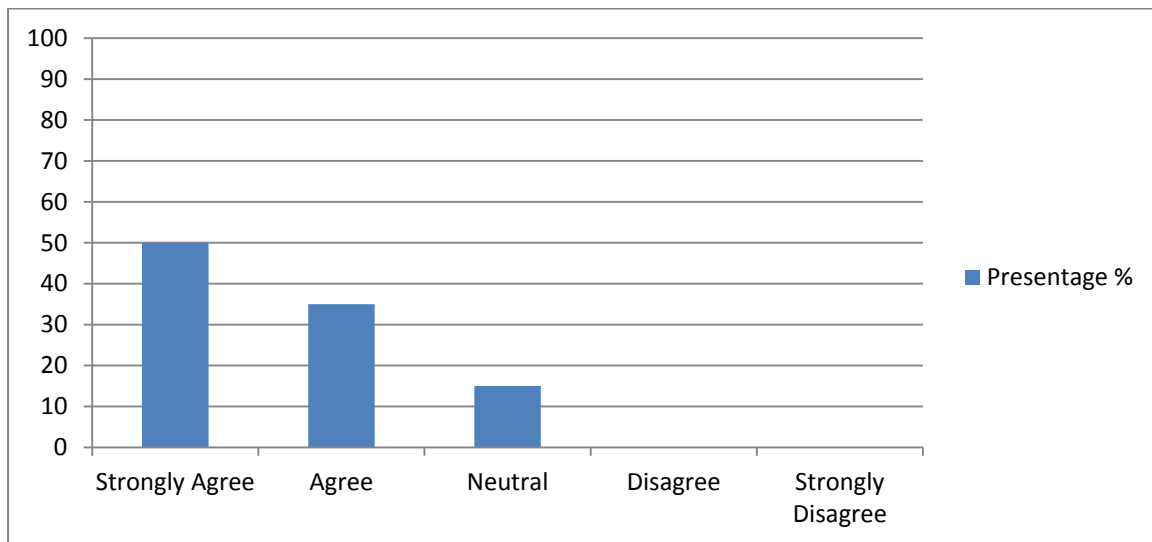| Options	Frequency	Percentage
Strongly Agree	10	50 %
Agree	7	35 %
Neutral	3	15 %
Disagree	-	-
Strongly Disagree	-	-
Total	20	100

Figure (4.7) Negative psychological factors affect developing speaking skill.

The tables and figures above show that the distribution of the sample by the statement is as follow: strongly agree by (50%), agree by (35%) and neutral by (15%).This result indicates that Negative psychological factors affect developing speaking skill.

Table (4.8) Students worried about make mistakes, fear of criticism lead to speaking difficulties.

Options	Frequency	Percentage
Strongly Agree	13	65 %
Agree	3	15 %
Neutral	3	15 %
Disagree	1	5%
Strongly Disagree	-	-
Total	20	100
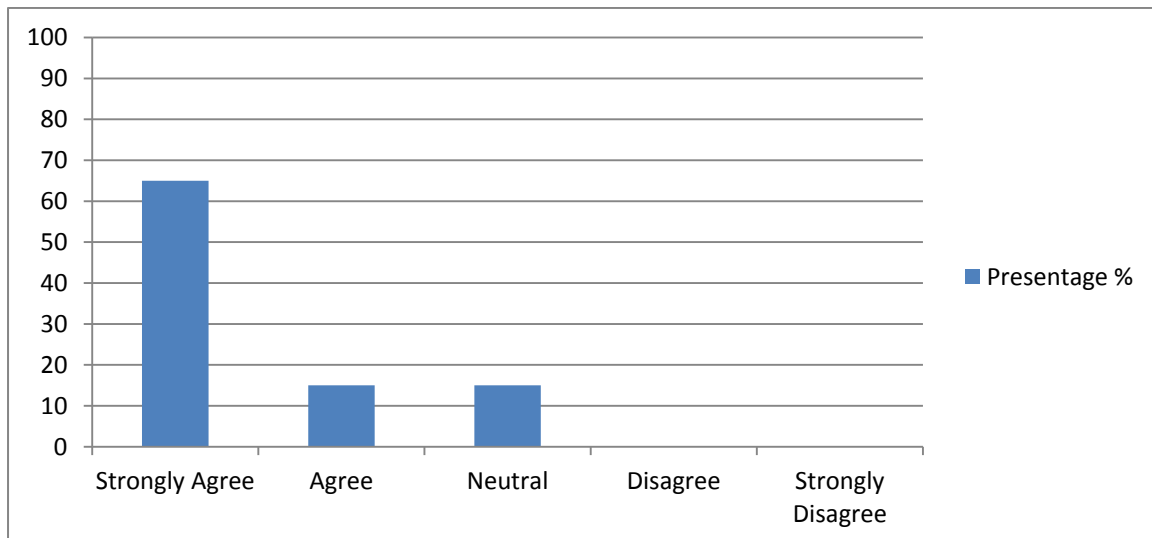
Figure(4.8)Students worried about make mistakes, fear of criticism lead to speaking difficulties .

The tables and figures above show that the distribution of the sample by the statement is as follow: strongly agree by (65%), agree by (15%) , neutral by (15%) and disagree by (5%) . This result indicates that Students worried about make mistakes, fear of criticism lead to speaking difficulties

Table (4.9) Shyness makes students mind go blank or that they will forget what to say.

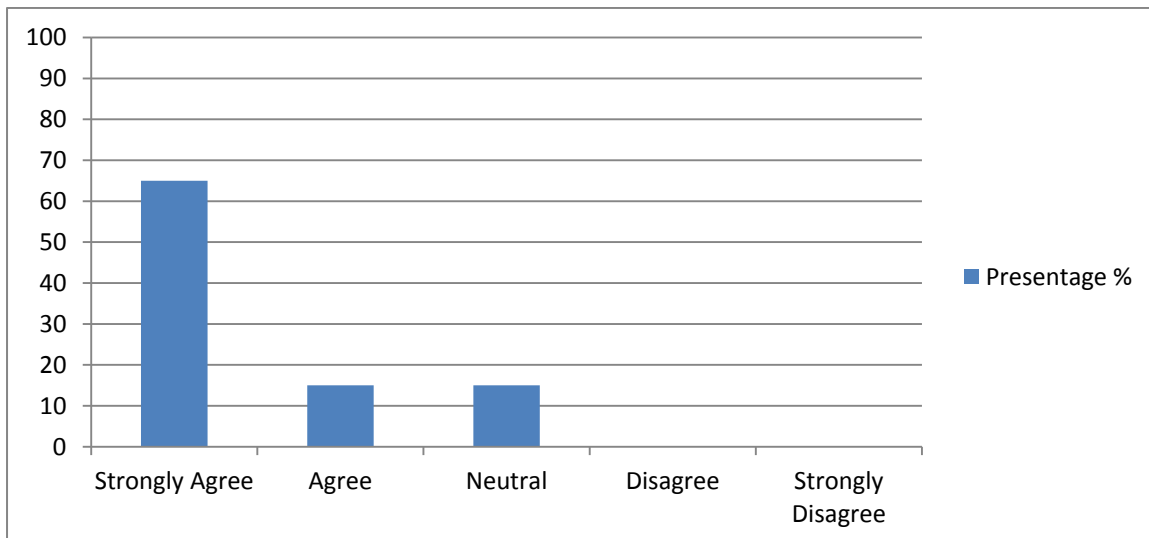| Options	Frequency	Percentage
Strongly Agree	12	60 %
Agree	4	20 %
Neutral	4	20 %
Disagree	-	-
Strongly Disagree	-	-
Total	20	100

Figure (4.9) Shyness makes students mind go blank or that they will forget what to say.

The tables and figures above show that the distribution of the sample by the statement is as follow: strongly agree by (60%), agree by (20%) and neutral by (20%). This result indicates that Shyness makes students mind go blank or that they will forget what to say.

Table (4.10) Teachers make as much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

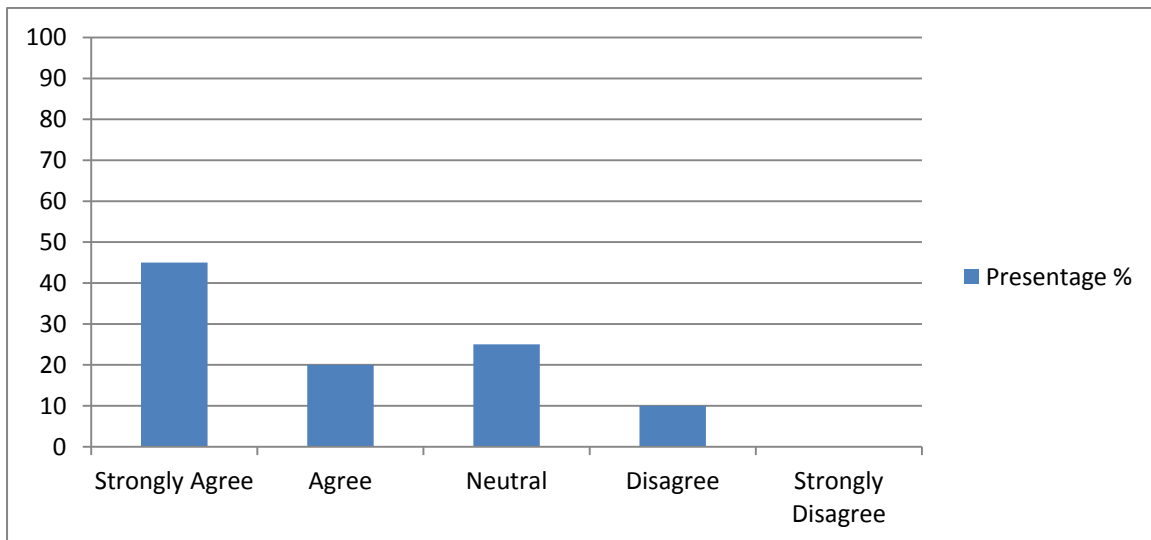| Options	Frequency	Percentage
Strongly Agree	9	45 %
Agree	4	20 %
Neutral	5	25 %
Disagree	2	10%
Strongly Disagree	-	-
Total	20	100

Figure (4.10)Teachers make as much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

The tables and figures above show that the distribution of the sample by the statement is as follow: strongly agree by (45%), agree by (20%) , neutral by (25%) and disagree by (10%) . This result indicates that Teachers make as much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

Table (4.11) Teachers help students to practice speaking activities.

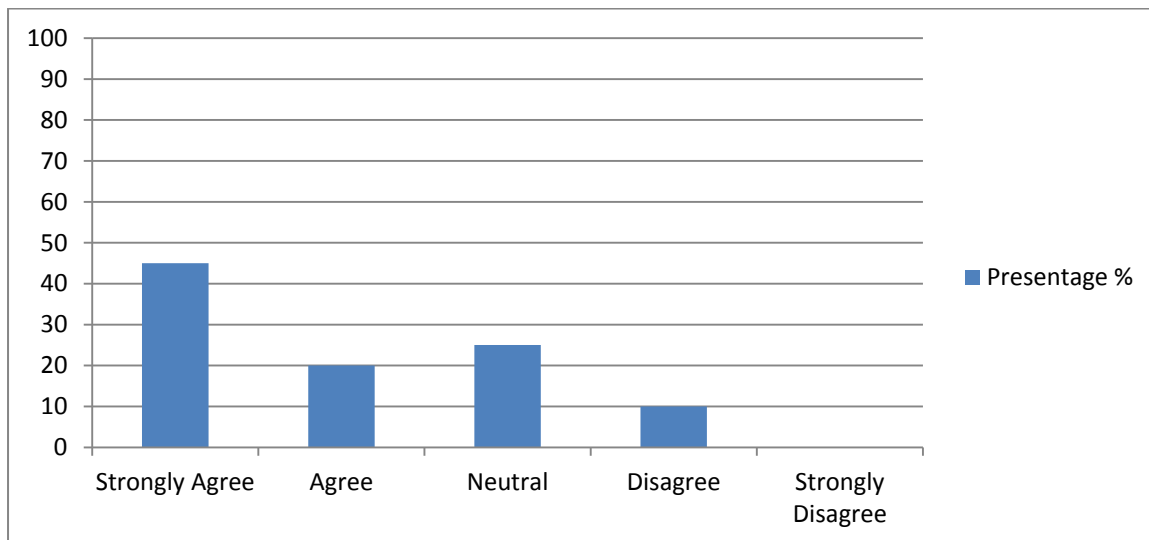| Options	Frequency	Percentage
Strongly Agree	15	75 %
Agree	3	15 %
Neutral	-	-
Disagree	2	10%
Strongly Disagree	-	-
Total	20	100

Figure (4.11) Teachers help students to practice speaking activities.

The tables and figures above show that the distribution of the sample by the statement is as follow: strongly agree by (45%), agree by (20%) , neutral by (25%) and disagree by (10%) . This result indicates that Teachers help students to practice speaking activities in the classroom and that help them to develop their skills in speaking.

Table (4.12) Teachers can improve students speaking ability by developing teaching strategies.

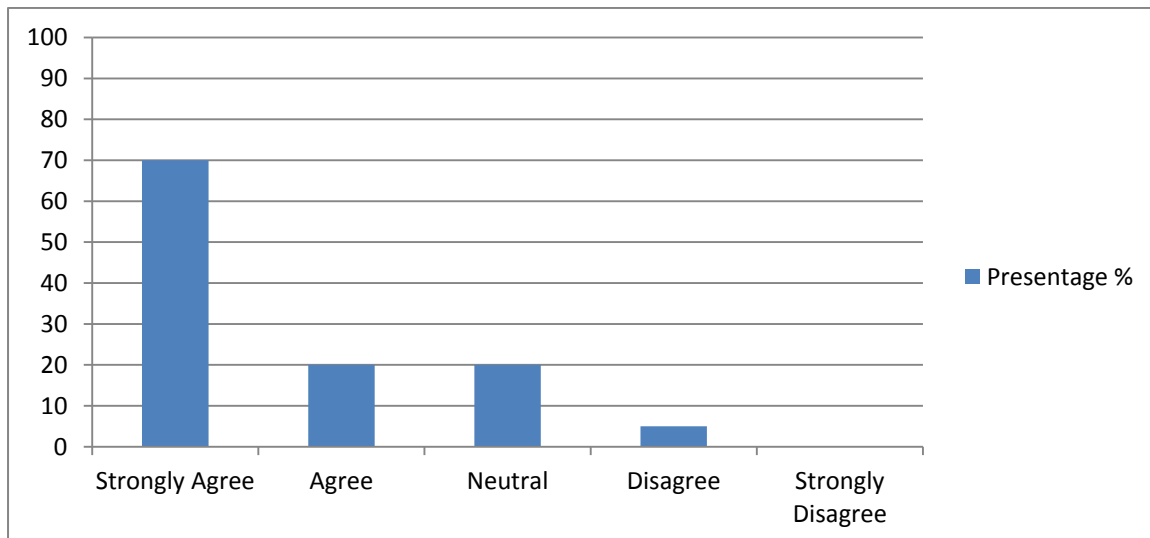| Options	Frequency	Percentage
Strongly Agree	14	70 %
Agree	4	20 %
Neutral	1	5 %
Disagree	1	5%
Strongly Disagree	-	-
Total	20	100

Figure (4.12) Teachers can improve students speaking ability by developing teaching strategies.

The tables and figures above show that the distribution of the sample by the statement is as follow: strongly agree by (70%), agree by (20%), neutral by (5%) and disagree by (5%) . This result indicates that Teachers can improve students speaking ability by developing teaching strategies for example changing the methods of teaching at all educational levels is regarded as one of the strategies.

Chapter five

Main Findings, Conclusions, Recommendations and Suggestions for further Studies.

Chapter five

Main Findings, Conclusions, Recommendations and Suggestions for furthers Studies.

5.1 Main Findings

This study was conducted for the following purposes: find out the reasons related to speaking difficulties that encountered by English language students. To discover the causes of the problems. To provide solutions, suggestions and strategies which help in solve that problem.

After the analysis of data, the researcher has found that.

1. Inhibition is the most common problem faced by students in learning foreign language. They just worry to make mistake in speaking the English language because they are afraid the audience will criticize and laugh at them. So that, in this condition they have high of inhibition and causes they keep silent.

2. This problem is strongly related to the previous one, which is a linguistic difficulty. Students tend to speak in Arabic when they discuss different tasks; they explained that by saying, they do not know how to say it. They meant how to discuss their ideas in English, so they shifted to Arabic. Therefore, the inadequate vocabulary and weak sentence building skills are the reasons for using the mother tongue this devaluate opportunity to use the target language in discussion:

3. Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking. Besides, vocabulary items are taught in isolation. Teachers focus on teaching grammar points and vocabulary items rather than teaching speaking. Even when there is an opportunity to involve students in speaking, teachers just miss it and move on doing other tasks like reading and writing. Teachers attributed this to the shortage of time.

4, some students do not have ability to pronunciation properly therefore they tend to silent in classroom they fear to be criticized by students who speak fluently .this reflect to speaking performance. . It is clear showing pronunciation one of the aspects that has become important for the students to pay more attention. Wrong pronunciation may cause misinterpretation and misunderstanding.

5.2 CONCLUSION:

This study revealed that the main speaking difficulties encountered by students are inhibition, mother tongue use, and linguistic difficulties. Students are unable to speak in English because they lack the necessary vocabulary items and grammar structures. They also lack sentence formation skills, which result in using the mother tongue. Students also think of making mistakes in speaking in front of their classmates very embarrassing, which results in preferring not to speak to be silent. There are five main factors that contribute to the existence of these speaking difficulties: teaching strategies, curriculum reform, lack of confidence, lack of better pronunciation. Teaching strategies contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results to help development of this skill. Besides, vocabulary items are taught in isolation, teachers focus on teaching grammar points and vocabulary items rather than teaching speaking. Even when there is an opportunity to involve students in speaking, teachers just miss it and move on doing other tasks like reading and writing. In addition teachers reported that the English curriculum. For University students emphasize the teaching of reading and writing skills, and there are no tasks included particularly for teaching speaking. They pointed out that speaking is integrated into reading and writing. In other words, they come across speaking when they teach reading and writing. Beside lack of confidence because self confidence affects on oral

performance of students. Moreover lack of better pronunciation because wrong pronunciation leads misinterpretation misunderstanding.

5.3Recommendations:

Based on the results of this study, the following recommendations can be made in order to improve and smooth the progress of the learners and teachers:

1. Students should be motivated to acquire a confidence whenever they make mistakes in language classrooms.
2. Sudanese universities need to bring native English language teachers for students' classes.
3. Students should be encouraged to practice English language with native speakers inside classrooms.
4. The curriculum designers should think about the student's needs in language learning when they plan to design curriculum.
5. Sudanese syllabus designers have to increase the oral activities in English language text books at all levels of education to improve the oral communication skills of Sudanese students.
6. Learners also have to acquire a large number of collocations to be able to produce and comprehend ideas accurately and fluency.

5.4 Suggestions for furthers Studies:

1. It is suggested for the students have difficulties in speaking performance that they have to practice their speaking more, either in the classroom or outside of the classroom.

2. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and or services.

3. Give students practice with both fluency and accuracy.

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Appendix (1)

Questionnaire