

**SUDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY
COLLEGE OF GRADUATE STUDIES**

**Psychological Factors Affecting Sudanese EFL Learners'
Oral Performance. A Case Study of Sudan University of
Science and Technology**

العوامل النفسية المؤثرة في الدارسين السودانيين عند تحدثهم للغة الانجليزية. دراسة
حالة جامعة السودان للعلوم والتكنولوجيا

A Thesis Submitted in Fulfillment of the requirements for the Degree of
M.A in English Language (Applied Linguistics)

Submitted by: Elhadi Nasr Elhadi Mustafa

Supervised by: Dr. Mohamed Eltayeb Abdalla

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DEDICATION

To my parents and family for support and encouragement.

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I would like to express my deepest gratitude to my supervisor, Dr. Mohamed Eltayeb for his constructive criticism, fair guidance and advice, supportive comments and efficient support and for helping me to understand the subject deeply. I would like to express my deepest gratitude for his continuous guidance, assistance and cooperation.

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ABSTRACT

The present study attempts to investigate the psychological factors affecting Sudanese students' speaking ability and to draw the attention of the teachers, students and educationists toward the importance of speaking as one of the important language skills. The aim of this study is to come out with constructive recommendations for students, teachers and educationists in order to improve the processes of teaching and learning speaking English. In addition, it attempts to specify the psychological factors affecting speaking English. The sample for the study was (100) students from third and fourth year of Sudan University of Science and Technology - College of Languages - English Department. The instrument of this study was a questionnaire for the students. A questionnaire of (16) statements was distributed during formal lectures. Data was statistically analyzed by Statistical Package for Social Sciences (SPSS) program. The findings of the study indicate that the lack of self-confidence, aptitude and anxiety are the most affecting factors of speaking. In addition, the study points out that these psychological factors can have more impact on speaking than any other language skills. It also suggests that the teacher who wishes to improve his students' speaking skills have to consider these psychological factors toward the learning process. Finally, the study points out that self-confidence and aptitude are the most influential psychological factors that hinder Sudanese university students when speaking English.

ABSTRACT

(Arabic Version)

مستخلص البحث

تبحث هذه الدراسة العوامل النفسية المؤثرة في الدارسين السودانيين عند تحدثهم للغة الانجليزية و توضيح أهمية التحدث كواحد من اهم المهارات اللغوية لدى الدارسين و المعلمين و علماء التربية. الهدف من هذه الدراسة الخروج بوصايا للطلاب و المعلمين و علماء التربية لتطوير عمليه تدريس و تعلم تحدث اللغة الانجليزية، بالاضافه الي توضيح العوامل النفسية المؤثرة على تحدث اللغة الانجليزية. عينة البحث مأخوذه من (100) طالب في السنة الثالثة و الرابعة بجامعة السودان للعلوم و التكنولوجيا – كلية اللغات – قسم اللغة الانجليزية. وقد كانت وسيلة جمع البيانات عباره عن استبانة وزعت أثناء المحاضرات الرسمية داخل قاعات الدرس. وقد احتوت على 16 جملة. استخدام الباحث برنامج الحزمة الاحصائية (SPSS) لتحليل البيانات. توصل الباحث بان عدم توفر الثقة بالنفس و القلق وعدم المقدرة على التحدث هي أهم أسباب الفشل. بالاضافة لذلك تشير الدراسة الى ان هذه العوامل النفسية لها دور مؤثر في تحدث اللغة الانجليزية لدى الطلاب من اي مهارة اخرى. وقد اوضحت الدراسة ان المعلم الذي يريد ان يطور مهارة التحدث لدى طلابه فعليه ضرورة الاهتمام بهذه العوامل النفسية تجاه العملية التعليمية. و اخيرا اشارت الدراسة الي ان اكثر العوامل النفسية المؤثرة التي تعيق الطلاب الجامعيين السودانيين عند تحدثهم الانجليزية هي عدم المقدرة و عدم توفر الثقة بالنفس.

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CHAPTER ONE

INTRODUCTION

1.0 Background

In Sudan, the process of learning a foreign language, especially English, has been a constant headache to the concerned governmental bodies, teachers, and parents. In spite of the great efforts, energy, and money for changing the syllabus and teachers' training that have been spent, still some learners fail to speak the language because of many reasons.

According to the researchers' observation, speech is a great blessing. People use English language as a medium of communication. It is the most widely spoken language in the world. A great number of non-English speakers as well as native speakers use English as an important medium of international communication. English is no longer the language used in English speaking countries. No developing country can ignore the role of spoken English in improving its international profile and prominence. Sudan is no exception. Subsequently, the ability to listen critically and to express oneself clearly and effectively contributes to a student's success in school and college and later in life. However the teaching and learning of spoken English in Sudan are confronted by a lot of problems and challenges. One of the problem is psychological factors.

It is not always easy to speak spontaneously in a foreign Language. This may be because the students feel nervous or anxious about speaking or because they lack self-confidence or they don't have the ability to speak English (Ellis, 2000).

The students must be given a certain environment, to see how far they can communicate in situations where all the choices of language

used are made by the people speaking English. In general, it increases the students' attitude and motivation toward speaking English, and helps bridge the gap between the rather artificial world of the classroom, with its controlled language practice, and the real world outside (ibid, 2000). Fluency can be thought of as "the ability to keep going when speaking spontaneously" (ibid, 2000). Teachers should aim to create a comfortable atmosphere where students are not afraid to speak and enjoy communicating with you and their fellow students (ibid, 2000).

According to the researcher, there are several psychological factors that hinder students when speaking such as motivation, attitudes, aptitudes, shyness, fear of mistakes, lack of confidence and anxiety. Gebhard (2000) says that the students' problems in speaking are caused mostly by their self-confidence or anxiety.

Most researchers concentrated mainly on three psychological factors: motivation, attitudes and anxiety. Therefore, this study will concentrate mainly on the other psychological factors that hinder students when speaking English such as self-confidence, aptitude in addition to anxiety as a related factor.

1.1 Statement of the Problem

Speaking a foreign language, especially English, has been a constant problem to the teachers, educationists and parents. The researcher noticed that most of the Sudanese students can not speak English fluently. So, this study is going to investigate different psychological factors affecting the Sudanese learners' ability to speak English as a foreign language. Therefore, the study will deal with some psychological factors affecting learning speaking, in particular self-confidence, aptitude and anxiety.

1.2 Objectives of the Study

The study aims to:

1. Find out the extent of the influence of self-confidence, aptitude and anxiety on learning spoken English.
2. Investigate these psychological factors, so as to find out those which hinder Sudanese students most when speaking English.
3. Produce some constructive recommendations for students, teachers and educationists in order to help them recognize the main factors affecting speaking English.

1.3 Study Questions

The present study addresses the following research questions:

1. To what extent do psychological factors affect the skill of speaking among Sudanese learners of English?
2. What impact does anxiety have on Sudanese university students' abilities to speak English?
3. What are the most influential psychological factors among the group measured in this study?

1.4 Hypotheses

The study hypothesizes that:

- (1) There are psychological factors that affect speaking English among Sudanese university students such as lack of self-confidence and lack of aptitude.

(2) Another factor causing failure in speaking English among Sudanese learners is anxiety which is a result of communication apprehension, fear of negative evaluation and low ability in speaking English.

(3) The most influential psychological factors that hinder university students when speaking English are self-confidence and aptitude.

1.5 Significance of the Study

The present study differs from the previous studies in Sudan because the previous studies neglected some factors such as self-confidence and aptitude. There are different psychological factors that affect students when speaking English language. The purpose of this study is to delineate the psychological factors which cause the weakness of speaking English.

Therefore, this study will state the problem to the teacher who is the key of the educational process, in order to be aware of these psychological factors.

So, the researcher hopes that this study will contribute in solving this problem that results in low achievement in learning speaking as one of the important language skills.

1.6 Methodology of the Study

The sample of the study will be drawn from enrolled students (100 subjects) from the third and fourth year of Sudan University of Science and Technology – College of Languages – English Department. A questionnaire will be distributed during formal lectures (class). It will be divided equally between third and fourth year students, 50 for each. So, the measuring instrument used for collecting data for the present study is

a questionnaire. The questionnaire will consist of 16 statements. Statements from 1 to 8 represent aptitude and self-confidence since they have the same dimension, while statements from 9 to 16 represent anxiety. Then, the collected data will be statistically analyzed by Statistic Package for the Social Sciences (henceforth SPSS) program.

1.7 Limitations of the Study

Most previous researches were concentrated mainly about motivation, attitudes and anxiety. That is why the present study will cover other psychological factors that hinder Sudanese students when speaking English. These psychological factors are self-confidence, aptitude, and anxiety as a related factor.

The data necessary to conduct the study will be collected from enrolled students of Sudan University of Science and Technology – College of Languages – English Department; in particular, students from third and fourth year; in the academic year 2013 – 2014.

1.8 Definition of Terms

Accuracy: the quality or state of being correct or precise.

Anxiety: a feeling of worry, nervousness about something with an uncertain outcome.

Aptitude: natural ability to do something.

Attitudes: a settled way of thinking or feeling toward something.

Cognition: the mental action or process of acquiring knowledge and understanding through thought, experience, and senses.

Fluency: the ability to speak a particular foreign language easily and accurately.

Language acquisition: the process by which humans acquire the capacity to produce words and sentences to communicate.

Native speaker: a person who has spoken the language from earliest childhood.

Self-confidence: a feeling of trust in one's abilities, qualities, and judgement.

Target language: a language which a person intends to learn.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter consists of five sections. The first section is an introduction which presents the chapter's sections. The second section deals with definitions and importance of speaking. The third section is divided into six subsections. It deals with the psychological factors that hinder students when speaking. It deals with lack of motivation, lack of aptitude, anxiety, lack of self-confidence, shyness and fear of making mistakes. Then section 2.4 deals with the previous researches from various area of the study. Finally, section 2.5 is a summary of the chapter.

2.1 Speaking Skill

Speaking is one of the four language skills: listening, speaking, reading and writing.

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998:13).

According to Donough and Shaw (1993), speaking is a skill which enables people to produce utterances when communicating to achieve a particular end. This may involve expressing ideas, wishes or opinions, negotiating or solving problems, or establishing or maintaining social relationships.

Thus, speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. Its form and meaning are dependent on the context in which it occurs including

the participants themselves, their collective experiences, the physical environment and the purpose of speaking.

According to Richards and Rerandya (2008), speaking is one of the central elements of communication. In English Foreign Language (henceforth EFL) teaching, it is an aspect that needs special attention and instruction. In order to provide effective instruction, it is necessary for teachers of EFL to carefully examine the factors, conditions, and components that underlie speaking effectiveness. Effective instruction derived from the careful analysis of this area together with sufficient language input and speech – promotion activities, will gradually help learners speak English fluently and appropriately.

Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to know definition first. Many experts define speaking in different ways. Brown and Yule (2001:25), stated in their book that “speaking is to express the needs – request, information, service, etc”. The speaker says words to the listener not only to express what in his/her mind but also to express what he needs. Most people might spend their everyday life in communicating with others. Revell (1990:27), defines communication as follows: “communication, of ideas, of opinions, of feeling”. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings. Meanwhile, Rhodi Jones (1989:14) states that “speaking is a form of communication”. We can say that the speaker must consider the person he is talking to as a listener. Speaking is not only producing sounds but also a process of achieving goals and transferring messages.

Albert Valdman says, “the ability to speak a foreign language is without doubt the most highly prized language skills. According to Solahudin

(2008) speaking is to express his or her needs, ideas, feelings and thought in real communication, one must be able to ask as well as answer questions.

Alrabaa (1991) says: “why speaking activities do not work: the classes are too big for speaking activities; the students have too little time to speak. Speaking section of text books gives very few students the chance to talk, while the rest of the classes remain listeners, often inattentive ones”.

Mc. Donough and Shaw (1993) say speaking is the ways to express ideas and opinions, expressing and desire to do something, negotiating or solving a particular problem, and maintaining social relationship and friendship. They also say speaking is a complex set of ability that involves many components, including pronunciation, listening and grammar skills.

Chaney in Alfira (1998) says that speaking is the process of building and sharing meaning. So, the students should have capability in telling their ideas about some problems or some things. The goal of speaking is to improve students’ communicative skill. By telling their ideas, the students can improve their speaking ability and increase their confidence.

It is difficult to say which skill is the most important among the four language skills. However, speaking seems the most important and the closest to the goal of language teaching: communicative competence. Besides that, Ur (1996:120) states, “of all the four skills (listening, speaking, reading and writing), speaking seems to be the most important.

The nature of speaking has been discussed by many researchers. Byrne (1981:8) clarifies, “speaking is a two-way process between speakers and listeners involving the productive skills of understanding”.

Another author- Bygate (1987) shows that in order to be able to speak a foreign language, learners not only need to understand some grammar and vocabulary but also know how to use knowledge as well as language on deciding what to say and how to say. One more thing concerning the ability to speak is that of fluency and accuracy.

Luoma (2011:9-10) states that when people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgements about the speaker's personality, attitudes, home region and native / non-native speaker status. As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying. The sound of the people's speech is meaningful, and that is why this is important for assessing speaking.

The sound of speech is a thorny issue for language assessment, however. This is first of all because people tend to judge native/non-native speaker status on the basis of pronunciation. This easily leads to the idea that the standard against which learner pronunciation should be judged is the speech of a native speaker. But is the standard justified? And if it is not, how can an alternative standard be defined? (ibid:10).

Luoma (ibid) also states that all languages have different regional varieties and often regional standards as well. The standards are valued in different ways in different regions and for different purposes, and this makes it difficult to choose a particular standard for an assessment or to require that learners should try to stick to one standard only. Very few learners are capable of achieving a native-like standard in all respects. If

speaking like native speaker is made the criterion, most language learners will 'fail'.

It is important to remember that speaking forms a part of the shared social activity of talking. In a typical spoken interaction, two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. The aim can be to pass the time, amuse each other, share opinions or get something done, or they can aim to do several of these and other things at once. The point in their interaction is that they do these things together. Each participant is both a speaker and a listener; they construct the event together and share the right to influence the outcomes – which can be both shared and individual (ibid:20).

According to Luoma (ibid), there are, furthermore, several psychological reasons why many learners may not even want to be mistaken for native speakers of a language.

Brown and Yule (2001:25) state that learning to talk in the foreign language, is considered to be one of the difficult aspects of language learning for the teacher to help the student. Each speaker needs to speak. He needs someone to listen to him and to respond to him.

According to the researcher experience English learners are very intelligent. Most are highly motivated when they begin. Most students are very successful in school, in their jobs, in their business, and in their relationships. So why many learners fail to speak English easily and fluently? What are the problems? Why do good learners fail in this area? There might be three answers to that question:

- 1- Psychological Factors.
- 2- Bad Teaching Materials.
- 3- Bad Teaching Methods.

The grammar and text book methods used in schools here in Sudan, and some other countries may not be helpful. They might be total failures. Very few people may learn to speak English easily if they use those methods.

Psychological factors here mean: motivation, anxiety, aptitude, lack of confidence, shyness and fear of making mistakes. That is why the psychological factors have great effect on speaking English as a foreign language. When learning English, psychology is very important. To succeed as an excellent English speaker, you must learn to manage your emotions. You must develop a psychology of success. In fact, the most important element of success is psychology. Poor emotional state will lead to failure, powerful emotional state lead automatically to success.

What do we mean by speaking skill? Speaking has many different aspects. One of the important aspects is fluency. It can be thought of as “the ability to keep going when speaking spontaneously”. When speaking fluently students should be able to get the message across with what ever resources and ability they’ve got, regardless of grammatical and other mistakes (Ellis 2000).

It’s not always easy to speak fluently in a foreign language. This may be because you’re nervous about speaking or because of other psychological factors (Ellis, *ibid*). You can help yourself to sound fluently and in control if you build up your confidence by learning how to use techniques which give you time to think (Ellis, *ibid*).

Getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Good speaking activities can and should be highly motivating (Harmer 2001).

According to the researcher, to become a fluent English speaker, the students must study and master listening and speaking. Therefore, the

more they practice both skills, the more they will be able to improve their speaking skills.

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. There are so many factors that influence our impression of how well someone can speak a language (Luoma 2011).

Speaking is generally discouraged in classrooms and schools. Speeches in class are used only when EFL learners are called upon to repeat or answer a question. Silence is one of the characteristics of the English language classroom. Learners are active listeners but passive speakers. As a result, oral production of the target language is almost absent in English classes (Abu-Ghararah, 2005:33).

According to Cameron (2011:54), Learners of a foreign language will learn to interact conversationally with an increasing range of people, in different situations, with different goals and of different topics, moving from the familiar settings of home, family and classroom to situations in the wider world.

Abu-Ghararah (2005) states that a great attention should be given to speech production. The importance of oral expression should be recognized. Learners should be engaged in a rich environment to stimulate speaking. They should share ideas, exchange thoughts and converse in the English language.

According to Abu-Ghararah (ibid), the EFL teacher should create a positive and relaxed atmosphere for verbal communication. The classroom filter should be low anxiety. It should be friendly, sympathetic and comfortable. The learners should feel that they are accepted by others when they speak. They will feel more self-esteem and self-confident to do

better in second language learning. The teacher's positive attitude towards students affect their speaking performance and oral interaction.

In the teaching of English, as one of the productive skills, speaking activity must focus on how to assist students to use and to communicate in English (Richard, 2008). This is important as Richard further says that most students often evaluate their success in language learning as well as the effectiveness of their English course on the bases of how much they feel they have improved in their speaking proficiency. In this sense, teachers have to give more opportunities to their students to express themselves by providing them with speaking activities that enable them to speak English (Brown, 2001). Regarding this, it's found in the literature that some psychological factors such as anxiety and shyness are considered as the main causes of students' reluctance to speak (Brown, *ibid*). This is also in line with Gebhard (2000) who says that the students' problem in speaking is caused mostly by their shyness or anxiety. All these indicate the importance for teachers to help students reduce those feelings to maximize their learning to speak in English. Therefore, the aim of this study is to state the psychological factors affecting speaking English among Sudanese learners so as to improve the learners speaking skills. Regarding this, it's hypothesized that the main psychological factors hinder students when speaking or learning a foreign language are motivation, anxiety, self-confidence, aptitude, shyness and fear of mistakes. All these psychological factors are interrelated to each other.

2.2 Psychological Factors That Hinder Students when Speaking

It has been mentioned earlier that there are some psychological factors that hinder students when practicing their speaking and they are interrelated to each other. Each of them is explained below.

2.2.1 Lack of Motivation

Although the word “motivation” might appear simple and easy, it is in fact very difficult to define. It seems to have been impossible for theorists to reach a wide agreement on a single definition. According to Gardner (1985), motivation is concerned with the question, “Why does an organism behave as it does?” Moreover, motivation involves four aspects: a goal, an effort, a desire to attain the goal, and a favorable attitude toward the activity in question. It is important because it “determines the extent of the learner’s active involvement and attitude toward learning”.

According to Gardner (ibid), motivation is a combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning it. The concept of motivation as it relates to Second Language Acquisition (henceforth SLA) is presented in the schematic representation below (Figure 2.1).

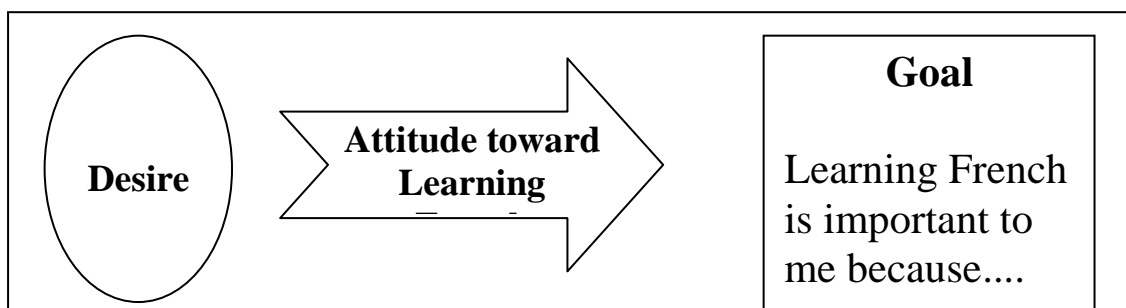


Figure 2.1 Concept of Motivation as it related to SLA

As represented in figure 2.1 above, motivation consists of four components: attitudes toward learning the language, desire to learn the language, motivational intensity and goals. Motivational intensity is influenced by the attitudinal component. So we realize that there are two reasons or orientations for studying a foreign language, which are labeled as integrative and instrumental orientations for language learning. Littlewood (1984:57) defines instrumental and integrative motivations by saying that:

“A learner with instrumental motivation is more interested in how the second language can be useful instrument toward furthering other goals e.g. improving employment prospects while a learner with integrative motivation is having a genuine interest in the second language community”.

The purpose for learning English language is for communication and for gaining closer contact with its speakers and their culture.

Al-Busairi (1990:45) criticizes previous researchers, classification of motivation into integrative and instrumental and came out with a third orientation which combines both. He labeled this new category as ‘Integra-instrumental’ motivation. He says that, ‘for example people who live in the native language country but have the expectation of working in the target language country will have a mixture of both motivations’. He states that:

“..., there may be a mixture of both motivation, an integra-instrumental motivation reflecting the learners reasons for learning the language to get a job to run one’s business in an English speaking country, such as Britain or USA”.

Researchers have agreed that motivation is one of the two dimensions of success in Foreign Language Learning (henceforth FLL). Researchers and teachers reached a conclusion that motivation of the learners is one of the most important factors influencing their success or failure in learning a foreign language. So motivation is the key to learning.

It is mentioned that motivation is a key to students’ learning success. With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students’ reluctance to speak in English. In this sense, motivation is considered as an important factor to a successful communication. It has been proven in

many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation to learn is urgent for every teacher.

With respect to the causes of lack of motivation, Gardner in Nunan (ibid) states the causes of the students' lack of motivation; e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four causes as he further says, very often become source of students' motivation. In this context, a monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital.

In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers should try to improve their teaching performance so as to give the students a motivation toward learning and speaking English in particular.

Dornyei (2011:77) stated that it is necessary to make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks. People usually enjoy a task if they play an essential part in it. This can take part through class discussions, which are usually seem to be interesting by those who have contributed to it and boring by those who have not. This means that another way of making learning stimulating and enjoyable is creating learning situations where learners are required to become active participants and the students ability increase toward the

learning process. So, we are going to come across one of the important psychological factors which is “aptitude”; the student ability to learn a foreign language.

2.2.2 Lack of Aptitude

According to Richard and Renandya (2008:205), “Lack of Aptitude” is influenced by a number of factors. Age is one of the most commonly cited determinant factors of success or failure in Second Language (henceforth L2). This shows that the aging process itself may affect or limit adult learners’ ability to pronounce the target language fluently. Adult learners do not seem to have the same innate language – specific endowment or propensity as children for acquiring fluency and naturalness in spoken language.

Littlewood (2008:62) proposes to use ‘ability’ in a broader sense than is often the case. The term is often restricted to cognitive aspects of a person’s ability to learn, notably intelligence and a set of more specific language-learning abilities called ‘language aptitude’. Here Littlewood uses it to refer to a broader set of factors which – given similar motivation and opportunities – make some people better at learning than others.

People greatly differ in how fast, how well and by what means they learn an additional language. The variability in rates, outcomes and processes can be strikingly large, particularly for people who begin learning an L2 later in life (Ortega 2009:145).

Aptitude is an important psychological factor. It is the student’s ability in learning a language. According to Griffiths (2009:142), language aptitude is defined in terms of speed in language learning.

According to Carroll (1981:84), aptitude refers to a disposition to be able to do something well and perfectly.

Longman Dictionary of Language Teaching and Applied Linguistics states that aptitude is the relationship between a learner's personal strengths and weaknesses in learning and the learning situation, including the type of programme one enrolled in (Richard, 2002:31).

According to Ortega (2009:158-165), language aptitude is the psychological formulation behind the intuition that some people have a gift for additional language learning while others seem to struggle. Language aptitude partially overlaps with traditional intelligence and with early first language ability. Many SLA researchers believe that children learn their first language so well because they have the cognitive and linguistic endowment to learn it entirely implicitly.

In addition, aptitude seems to operate independently of many of the affective variables involved in Second Language Learning (SLL). Several researches suggest that aptitude and intelligence are the most stable predictors of learning a language or other subjects.

The Ability Differentiation Hypothesis claims that some L2 learners may have more clearly differentiated abilities – and strengths in corresponding aptitude complexes – than other learners and further that it is particularly important to match these learners to conditions of practice which favor their strengths. This is in contrast with other learners who may have less differentiated abilities and equivalent strengths and aptitudes for learning under a variety of conditions of exposure and classroom practice (DeKeyser, 2008:278).

According to Richard and Reranda (2008:205-210), there is a little doubt that listening plays an extremely important role in the development of speaking abilities. Speaking feeds on listening, which precedes it. Usually, one person speaks and the other responds through attending by means of the listening process. In fact, every speaker plays double role –

both as a listener and as a speaker. So, speaking is interrelated with listening.

Richard and Reranda (ibid), state that speaking a foreign language in public, especially in front of native speakers, is often anxiety provoking. Sometimes, extreme anxiety occurs when EFL learners become tongue – tied or lost for words in an unexpected situation. Unlike children, adults are concerned with how they are judged by others. Clearly, the sensitivity of adult learners to making mistakes, or fear of “losing face” has been the explanation for their inability to speak English without hesitation. Therefore, Lack of aptitude causes anxiety as one of the major psychological factors that affect students L2 Learning.

2.2.3 Anxiety

According to researchers, “anxiety” is a feeling of tension, apprehension and nervousness associated with the process of learning a foreign language. It is considered as one of the most psychological factors that affect students learning a foreign language in particular when speaking.

Tanveer (2007:1) states in his study that such statements are commonly uttered by foreign language learners and are too familiar to the foreign language teachers. These statements indicate an important problem that the majority of students face in learning and particularly speaking a second or foreign language. Many learners express their inability and sometimes even acknowledge their failure in learning to speak a second/foreign language. These learners may be good at learning other skills, but when it comes to learning to speak another language, they claim to have a ‘mental block’ against it (Horwitz et al., 1986: 125). What then, hinders or stops them to succeed in learning a second/foreign

language? In many cases, students' feeling of stress, anxiety or nervousness may hinder their language learning and performance abilities. Theorists and second language acquisition (SLA) researchers have frequently demonstrated that these feelings or anxiety are specifically associated with learning and speaking a second/foreign language, which distinguishes L2/FL learning from learning other skills or subjects. Both teachers and students are aware and generally feel strongly that anxiety is a major factor to be overcome when learning to speak another language.

Researchers differ widely about the definition of anxiety. Anxiety is a well-known phenomenon among learners in general and especially language learners. Several researchers realized that anxiety is experienced physically.

Researchers have found a recursive or cyclical relationship among anxiety, cognition and behavior (Leary, 1990; Levitt, 1980: cited in MacIntyre, 1995:92). This can be explained by the following figure.

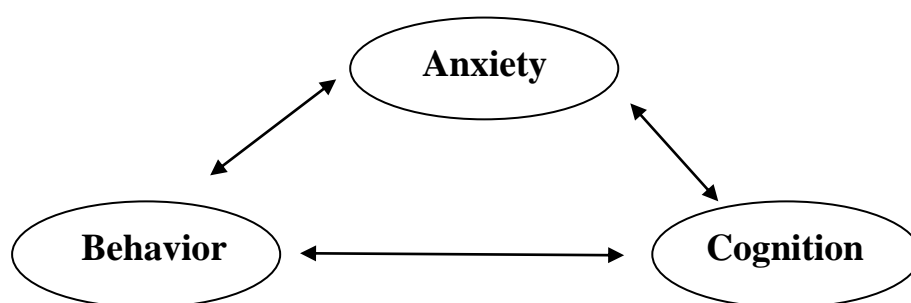


Figure 2.2 Recursive relations among anxiety, cognition and behavior.

Figure: 2.2 shows that anxiety, behavior and cognition are mutually inter-related.

So, anxiety is a state of apprehension (anxiety about future) and it is one of the affective variables in SLA.

There are several types of anxiety, but most of them are not associated with language learning and performance. Language learning and performance anxiety are social, trait etc. Trait anxiety refers to a permanent personality feature, or stable characteristics of a person as Allwright (1991:173) in reporting Schovel says that state anxiety refers to 'a temporary condition brought about by some environmental stimulus and it is an acknowledged feature of language learning'

Al-Busairi (1990) says that anxiety may improve one's performance and may lead to success in second language learning. So anxiety affects the performance of the learner of a foreign language as indicated by several studies.

Several researchers indicate that learners with high level of anxiety should be less successful in learning a foreign language than relaxed ones. They indicate in their study that language teachers share the same opinion.

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. (Horwitz cited in Nascente, 2001). Further, Nascente writes that among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students negatively in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (1991) as cited in Sylvia and Tiono (2004). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an

attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

Regarding the causes of anxiety, Horwitz and Cope (1986) based on the findings of their study, found out three main causes of students' anxiety; i.e. communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluation. In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students' anxiety. All these show that understanding students better and being skillful in managing classroom should be part of the teachers' concern. As suggested by Harmer (2001), to reduce this anxiety feeling, teachers need to pay attention to each student's strengths and weakness so that they can create a learning method which accommodates all students in the classroom. Therefore, anxiety can be as a result of lack of self-confidence as one of the important psychological factors that affect students' oral performance.

2.2.4 Lack of Confidence

According to Dornyei (2011:86 - 87), "confidence" is closely related to concepts like 'self-esteem', 'self-efficacy' and 'anxiety'. Self-confidence is like the foundation of a building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them. You can employ your most creative motivational ideas, but if

students have basic doubts about themselves, they will be unable to 'bloom' as learners.

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. This shows that building students' confidence is an important part of teacher's focus of attention. It means that the teacher should also learn from both theories and practical experience on how to build the students' confidence (Dornyei, *ibid*).

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

Dornyei (2011:89) states that to provide learners with the necessary confidence-building experiences should be through encouraging the learners and reducing language anxiety.

According to the researcher, lack of self-confidence can be as a result of students' shyness.

2.2.5 Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard 2000). In line with this, Baldwin (2011) further explains 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. As they say, their inability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

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

2.2.6 Fear of Mistake

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak English in the classroom. With respect to the fear of making mistake issue, Aftat (2008) adds that

this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Kurtus 2001). In addition, Hieu (2011) explains that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistakes in speaking English.

Students' fear of making mistakes in Speaking English has been a common issue especially in an EFL context. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

2.3 Previous studies

There are so many studies that in some way or another link to this research. Burns and Joyce quoted in Nunan (1999) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors that commonly hinder students when speaking.

Another study conducted by Ballard (1996, quoted in JIN Yan-hua, 2007) that students fail to join the English discussion because of their

vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she said that students find speaking a stressful activity especially if they have to perform something using English.

The third study was conducted by Tanveer (2007:61), University of Glasgow in U.K, entitled "Investigation of the Factors that cause language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence it casts on Communication in the target Language". The tool for the data collection was an interview administered to students and teachers. The main finding is that the most anxiety provoking skill in L2/FL (English) learning is speaking skill. Almost all research subjects acknowledged that people feel anxious and nervous while speaking English in front of others as a result of lack of self-confidence. In addition, some EFL learners even expressed that they feel 'stupid' when they can not speak English well and others explained that they try to skip or escape the situation, which demands speaking in front of others, either in the classroom or outside of the classroom.

The fourth was a study conducted by Juhana (2012), Indonesia Open University, entitled "Psychological Factors That Hinder Students From Speaking in English Class". The tool for collecting data was a questionnaire administered to English teachers. It stated that students have psychological factors such as anxiety, self-confidence and motivation that hinder them from practicing their speaking in English class. To turn to the possible solutions to overcome the psychological factors that hinder students from speaking, the students believed that motivating them to be more confident to speak is worth considering. In this sense, motivating students to speak in English, to some extent, encourages them to actively participate in speaking in the class. All these

suggest the importance of creating a supporting atmosphere of learning in the classroom.

The fifth study was conducted by AL-Sadik (2011), Sudan University of Science and Technology, entitled "Teaching Speaking Skills to Secondary school students", a case study of secondary school in Libya. The tool for collecting data was a questionnaire. He found that most students believe that they always or often feel ashamed when they make mistakes and hesitate a lot when speaking. Moreover, some students said that they are not confident when speaking English.

The sixth study was conducted by Mai (2011), University of Languages and International Studies, entitled "An investigation into factors that hinder the participation of university students in English speaking lessons". The tools for the data collection were a questionnaire, classroom observation and the interview reports from a different environment. Mai found that there are three main factors hindering students' participation coming from teachers, students and classroom. Firstly, some factors come from learners such as learners' language level, their interest, personalities, learning style, attitude and anxiety. In the speaking lessons, the students with lower proficiency might feel unconfident. They were afraid of making mistakes and losing face in front of their teacher and other students. As a result, they tried to avoid any speaking activities. Regarding students' personalities, Mai (ibid) stated that most of the students felt worried, hesitant and not self-confident enough in front of the classmates and teachers because of shyness and low English proficiency. Students' shyness and lack of English Knowledge made them passive in the speaking activities. Furthermore, a larger number of the students suffered from anxiety which caused negative effects on their learning process in general and on their

participation in speaking activities in particular. Many students felt nervous and tense when being asked to speak English in class. He also found that the teacher's characteristics, teaching methods, and teachers' role are very important. Teachers should encourage their students in order to increase students' participation. Mai (ibid) also stated that teaching and learning condition also played an important role in increasing students' participation. Most teachers complained that a large-class size caused the difficulties in teaching speaking. A pleasant and supportive classroom atmosphere would create students' motivation and encourage their participation in speaking activities.

The seventh study was conducted by Ahmed (2004:54), entitled "Receptivity, Defensiveness, and Certain Affective Factors in Communicative Language Learning and Teaching", University of Khartoum. The tool for the data collection was a questionnaire distributed to Sudanese university students. He found that highly motivated students are more receptive than students with low level of motivation. He also stated that students who have positive attitudes toward the English language speakers, the English language classroom, and the English language teachers are expected to be more receptive than those with negative attitudes. Ahmed (ibid:55) stated that students who have self-esteem are more receptive than students who have low self-esteem. In line with this study, he also found that students who have low level of anxiety are more receptive than students who have a high level of anxiety. He also stated that the subjects of his study have positive attitudes toward the language itself and its speakers.

The eighth study was conducted by Osman (1995:109), University of Khartoum and entitled "Anxiety and Self-esteem in English Language Achievement". The tool of collection of the study was a questionnaire.

She found that females are more anxious than males in learning English. The higher the anxiety is, the lower is the achievement and vice-versa.

The ninth study was conducted by Osman (2012), Sudan University of Science and Technology, entitled "Problems of Oral Communication Among Secondary School Students", a case study-Kosti locality-White Nile State. The instrument of the data collection was a questionnaire administered to the students. She found that shyness and fear of making mistakes are behind students' reluctance to participate in oral interaction in the classroom.

In the tenth study, Abdalla (1999:166), University of Khartoum, conducted a research entitled "The Relationship Between Learning Style, and Teaching Styles as Determining Factors on EFL Learners' Achievement". The instrument of data collection was a questionnaire administered to Sudanese university students. He stated that a feeling of anxiety is found to be experienced by both groups of respondents when they are participating in oral classroom interactive activities.

Finally, Elhadi (1999:69) conducted a research entitled "The Role of Attitudes and Anxiety in Learning a Foreign Language". The tool for the data collection was a questionnaire administered to Sudanese university students. She found that facilitating anxiety helps to learn English language whereas, debilitating hinders to learn English language. She also found that Khartoum university students have favourable attitudes toward learning English and English speakers.

There are similarities between this study and the previous studies reported above. First, all researchers from the same environment consider factors related to learning English as a foreign language. Second, some factors are common between most of the previous studies and the current

one such as the factor of anxiety. Beside that, most previous studies and current study used a questionnaire as a tool to carry out the study.

On the other hand, this study differs from the previous studies considered above in that it focuses on certain factors related to oral communication such as self-confidence and aptitude. A factor like anxiety can have more impact on speaking than on comprehension of reading texts, for instance. Moreover, different samples were used.

2.4 Summary of the Chapter

This chapter is divided into four sections. The first section is devoted to the introduction and review of literature written on the importance of speaking, the role of the teacher toward the students and why so many students fail to speak English (Section 2.0). Section 2.1 is divided into one section which tackles definitions and importance of speaking skill. Section 2.2 is divided into six sub-sections. It tackles the different psychological factors that hinder students when speaking. Section 2.3 tackles some previous researches about the psychological factors affecting students to speak English. To sum up, aptitude, anxiety and self-confidence play important roles in foreign language learning as they affect the students' speaking process either by hindering or enhancing it, and the three factors are interrelated to each other.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methodology used to explore factors affecting Sudanese EFL learners' oral performance: A psycholinguistic study in particular, Sudan University of Science and Technology – English Department – Faculty of Languages. Firstly, it contains the description of subjects (section 3.1.1), data collecting instruments (section 3.1.2), pre-study (section 3.2) and the procedures followed in data collection (section 3.3), the data analysis techniques (section 3.4), statistical analysis (section 3.4.1), statistical reliability and validity (section 3.4.2), statistical instruments (section 3.4.3). Then section 3.4.4 deals with the tool of the study. Finally, section 3.5 is a summary of the chapter.

3.1 Data Gathering Method

3.1.1 Subject

The original subject for this study is all the students who are enrolled in the third and fourth year at the Department of English Language - Sudan University of Science and Technology – College of Languages. The researcher used the simple random sampling to select the persons. The study sample respondents differ according to the following characteristics:

- The respondents are from different genders (Male, Female).
- The respondents are from different levels (3rd year, 4th year).

The following is the detail description of the study sample individuals according to the above variables (respondents' characteristics):

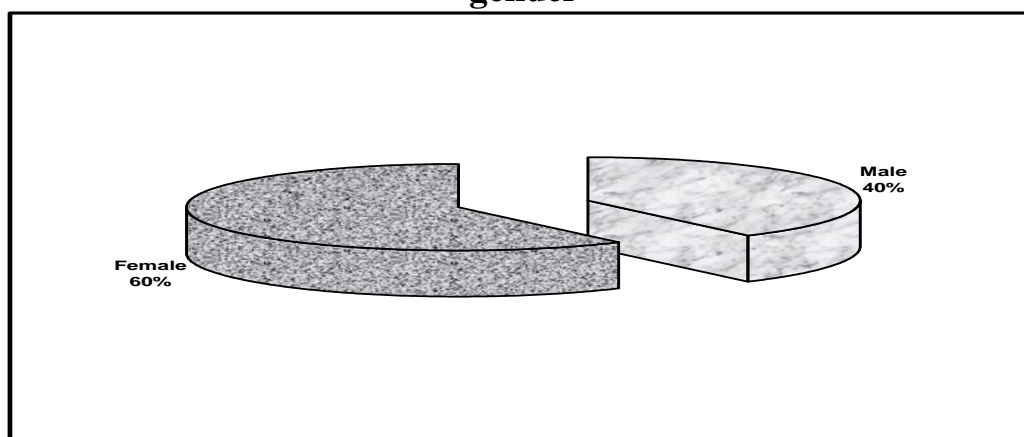
1- The Gender:

Table 3.1
The frequency distribution for the study respondents according to gender

Gender	Number of students	Percentage
Male	40	40.0
Female	60	60.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 3.1
The frequency distribution for the study respondents according to gender



Source: The researcher from applied study, Excel Package, 2014

It can be seen clearly from the above table and figure, that most of the study's respondents are female, they are (60) persons with percentage (60.0%) while the male are (40) persons with (40.0%).

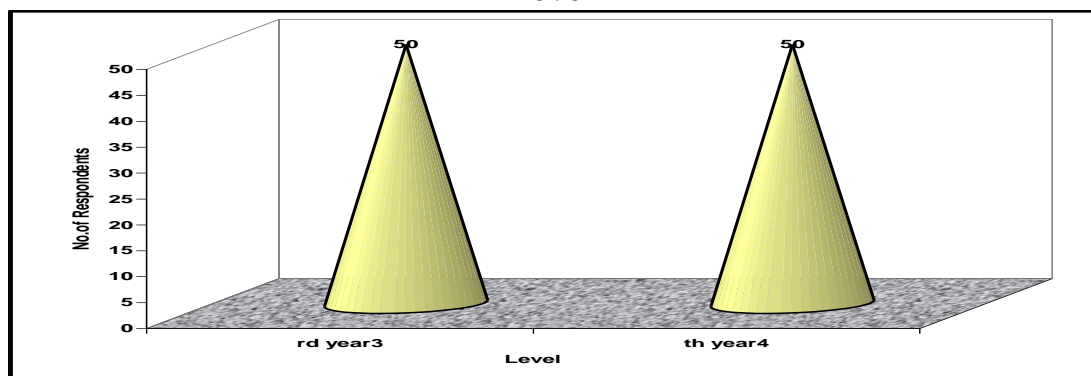
2- The level:

Table 3.2
The frequency distribution for the study respondents according to level

Level	Number of students	Percentage
3 rd year	50	50.0
4 th year	50	50.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 3.2
The frequency distribution for the study respondents according to level



Source: The researcher from applied study, Excel Package, 2014

It can be seen clearly from the above table and figure that the number of the respondents is equal from third and fourth year. They are (50) persons with percentage (50.0%).

All the subjects had been learning English as a foreign language for at least 10 years starting from basic school and continuing through secondary, and then to college. Third year students studied English for 10 years, whereas fourth year students studied it for 11 years. Hence, the subjects' overall language proficiency was supposed to be high. The students of each level were homogeneous in terms of learning experience and learning environment.

3.1.2 Instrument of the Data Collection

The questionnaire consists of one type of scale:

It consists of 16 statements. The first 8 statements represent aptitude and self-confidence while the next 8 statements from 9 to 16 represent the anxiety. Therefore, the total are 16 positive statements (Appendix). Subjects were asked to tick statements that are more applicable to them. The statements were set by the researcher. Subjects were asked to

indicate the frequency of their feelings by putting a tick in the appropriate box indicating their choice (always, often, sometimes, rarely or never).

3.2 Pre-study

The researcher made a pre-study questionnaire in order to validate the questionnaire instrument. The subjects of the pre-study were 20 students drawn from the Department of English, College of Languages, Sudan University of Science and Technology. They were a sample of the same subjects in the main study. The total number of the questionnaire items were 16 items. No questions were raised from the subjects, no misunderstanding or confusion. In addition, the time was suitable (formal class). After piloting the study using the SPSS program, the 16 statements were kept to constitute the final version of the questionnaire.

3.3 Procedures of Data Collection

The questionnaire was administered directly to the students by the researcher. They were given 15-20 minutes to fill in the questionnaire. The subject were informed before filling in the questionnaire that the results of the questionnaire will contribute to the improvement of teaching speaking in Sudan and that their answers would not be disclosed to anyone except the researcher himself. They were asked to write their gender and class. The data got from the questionnaire were computed and analyzed by using the (SPSS) programme. The results from the computer were tabulated, discussed and added to this thesis. Having described the methodology used in the study, it is time to shift to the analysis of the data.

3.4 Data Analysis Techniques

After receiving the responses to the questionnaire, the researcher classified them according to their groups (levels). The whole of each student has been counted and entered into the computer using the SPSS program.

3.4.1 Statistical Analysis

In order to check the apparent validity for the study questionnaire and validation of its statements according to the formulation and explanation, the researcher referred the first version of the questionnaire to eight referees. One of them is specialized in statistic, the others in language, linguistics and methodology. Five are Sudanese, one is Indian, another is from Pakistan and the last one is Egyptian. Their comments were used as a guide for determining whether or not this questionnaire was well set in the basis of language, whether the result would match statistically, and whether the statements were relevant to the topic.

The referees were selected on the bases of their long teaching experience at the tertiary level. The questionnaire was given to three lecturers and five Ph D' holders (Assistant professors). Most of them mentioned that the questionnaire was excellent because, firstly, the instructions were very clear and written in a clear and simple language. In addition to that, the statements of the questionnaire were also written in a simple and clear language which wouldn't confuse the students, and all the statements of the questionnaire covered the goal of the study. There were 8 referees (one is an associate professor, 4 assistant professors, and 3 lecturers) in order to give their suggestions written as to any modification, deletion of, or addition to the 16 items which constituted the questionnaire. All of the referees have either a Ph D or a MA in

English, English language teaching and Linguistics. One of the referees, called AL-Sadig Yahya, pointed out that some statements in scale A and C are irrelevant and only feed one component. His suggestions were discussed with the supervisor who agreed to his points. All his points and suggestions were taken seriously and incorporated into the questionnaire which contributed positively to the study. Another referee called Yassir Al-Hassan stated that some of the statements were repeated similarly in both scales A and C. Therefore, his suggestions were also discussed with the supervisor who agreed to change some of the statements although both factors: aptitude and self-confident are interrelated to each other and refer to one dimension. Therefore, the researcher reduced the scale to one scale instead of three scales and he combined the three scales A, B and C together. The first 8 statements represent both factors aptitude and self-confidence while the next statements from 9 to 16 represent the other factor anxiety and some of the statements had been changed to positive statements instead of negative statements according to the supervisor's opinion.

The following table shows the referees and their jobs and places of work.

Table 3.3 The questionnaire's referees and their jobs and places of work

No.	Name	Job	Place of work
1	Dr. Mohammed EL-Tayeb	English Language Assistant Professor	Sudan University of Science and Technology
2	Dr. EL-Sadig Yahya	English Language Associate Professor	Almajmaa University-ksa
3	Dr. Yassir EL-Hassan	English Language Assistant Professor	Najraan University-ksa
4	Dr. Omaila Mustafa	English Language Assistant Professor	Gasim University-ksa
5	Dr. Gamal Shehata	English Language Assistant Professor	Taibah University-ksa

6	Ms. Mumtaaz Obeid	English Language Lecturer	Gasim University-ksa
7	Mr. Sasidhar Bandu	English Language Lecturer	Salman Bin Abdulaziz University- ksa
8	Mr. Mohamad EL-Ameen	Statistic Lecturer	Sudan University of Science and Technology

Source: The researcher from applied study, 2013

3.4.2 Statistical Reliability and Validity:

It is meant by the reliability of any test to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

1. Split-half by using Spearman-Brown equation.
2. Alpha-Cronbach coefficient.
3. Test and Re-test method
4. Equivalent images method.
5. Guttman equation.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

The researcher calculated the validity statistically using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

He calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed about (20) questionnaire copies to the respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results are shown in the following table:

Table 3.4 The statistical reliability and validity of the pre-test sample about the study questionnaire

	Correlation coefficient	Reliability	Validity
Over all	0.77	0.87	0.93

Source: The researcher from applied study, 2014

It is noted from the results of the above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's theme, and for over all questionnaire, are greater than

(50%), and some of them are nearest to one. This indicates the high validity and reliability of the answers. So, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

3.4.3 Statistical Instruments

In order to satisfy the study objectives and to test its hypotheses, the researcher uses the following statistical instruments:

1. Graphical figures.
2. Frequency distribution.
3. Person correlation coefficient.
4. Spearman-Brown equation for calculating Reliability coefficient.
5. Median.
6. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

3.4.4 Application of the Study's Tool:

After checking the questionnaire reliability and validity, the researcher distributed the questionnaire to the determined study sample (100) students, and he constructed the required tables for collected data. This step consisted of transforming the qualitative (nominal) variables (never, rarely, sometimes, often, and always) to quantitative (numerical)

variables (1, 2, 3, 4, 5) respectively, also the graphical representations have been done for this purpose.

3.5 Summary of the Chapter

This chapter has presented the methodology used in the present study, including a description of the respondents, materials, procedures, and the data analysis procedure. A brief description of the statistical tests used to analyze the data was provided. In the following chapter, the results of the data analysis and the findings of the present study will be presented and discussed.

CHAPTER FOUR

DATA ANALYSIS, RESULTS, AND DISCUSSION

4.0 Introduction

This chapter describes the statistical analysis and results which are discussed in the light of the hypotheses. The data for the present study is collected through a questionnaire which is administered to third and fourth year university students.

4.1 Presentation of the Questionnaire Results

In this section, all statements, which presented in the questionnaire, will be proved statistically one by one basing on the mutual frequencies and percentages. Each statement provided with a table and a figure reveals the frequency and percentage.

Statement No. (1): I speak English fluently with my English teacher.

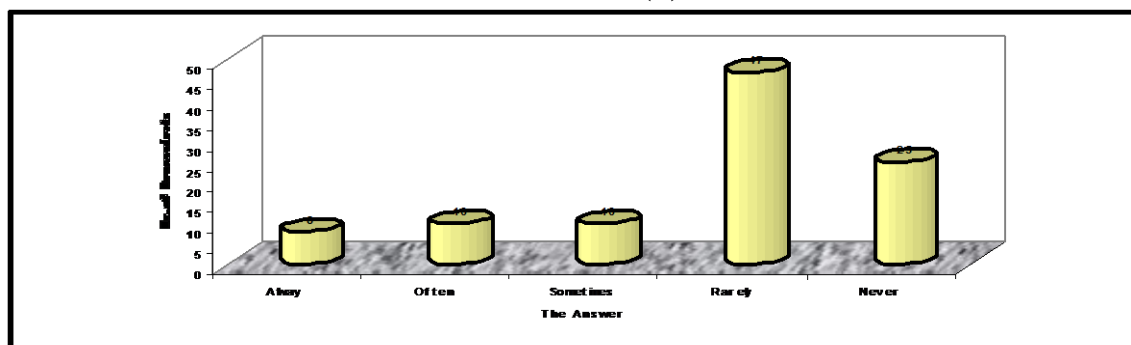
Table (4-1) and figure (4-1) display the frequency distribution for the answers of the study's respondents about statement no. (1).

Table 4.1
The frequency distribution for the respondents' answers about statement no.(1)

Answer	Number	Percent
Always	8	8.0
Often	10	10.0
Sometimes	10	10.5
Rarely	47	47.0
Never	25	25.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.1
The frequency distribution for the respondents' answers about statement no.(1)



Source: The researcher from applied study, Excel Package, 2014

It is clear from table (4-1) and figure (4-1) that 72 out of 100 students mark rarely and never which indicate that the majority can not speak English fluently with their English teacher, as a result of lack of self-confidence and aptitude. As mentioned in the literature review on page 25, that most of the students are worried, hesitant and not self-confident enough in front of the classmates and teachers because of their shyness and their low English proficiency which make them passive, and that is why they are afraid of making mistakes, and losing face in front of their teacher and students.

Statement No. (2): I speak English well with my classmates.

In line with statement (1), table (4-2) and figure (4-2) show the frequency distribution for the answer of the study's respondents about statement no. (2).

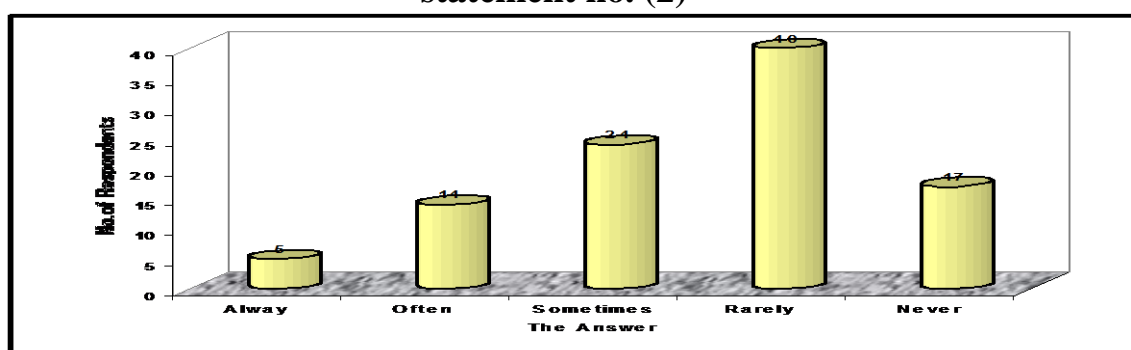
Table 4.2
The frequency distribution for the respondents' answers about statement no. (2)

Answer	Number	Percent
Always	5	5.0
Often	14	14.0
Sometimes	24	24.0
Rarely	40	40.0

Never	17	17.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.2
The frequency distribution for the respondents' answers about statement no. (2)



Source: The researcher from applied study, Excel Package, 2014

It is clear from table (4-2) and figure (4-2) that 57 participants mark rarely and never which indicate that students lack self-confidence and aptitude. Therefore, teachers need to reduce the classroom anxiety. As mentioned in the literature review on page 25, shyness is a source of problem in students' learning activities in the classroom. According to Bowen (2005) and Robby (2010) on page 25, state that some shy learners are caused by their nature that is why they are very quiet and not very confident when speaking English in front of their classmates and teacher.

Statement No. (3): I speak English well in front of the audience.

In line with statement (1) and (2), table (4-3) and figure (4-3) present the frequency distribution for the answers of the study's participants about statement (3).

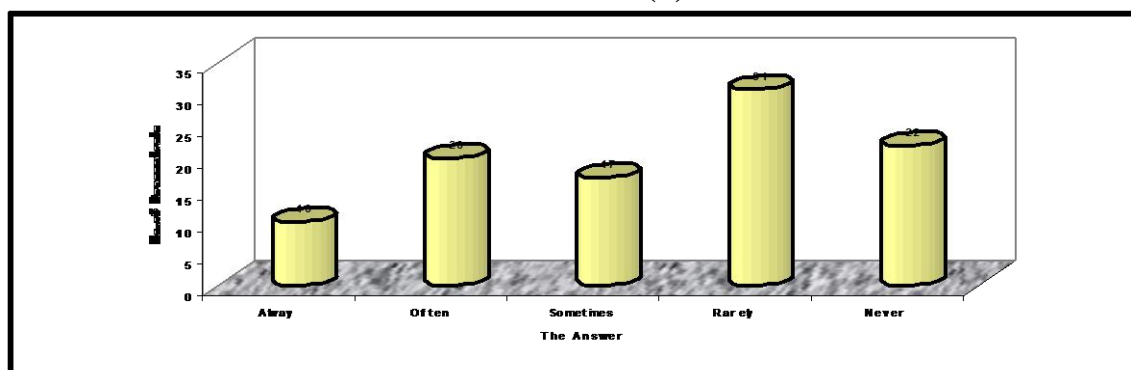
Table 4.3
The frequency distribution for the respondents' answers about statement no. (3)

Answer	Number	Percent
Always	10	10.0
Often	20	20.0
Sometimes	17	17.0

Rarely	31	31.0
Never	22	22.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.3
The frequency distribution for the respondents' answers about statement no. (3)



Source: The researcher from applied study, Excel Package, 2014

It is clear from table (4-3) and figure (4-3) that there are (53) participants who mark rarely and never which is slightly similar to statement (2) for the same reasons as a result of lack of self-confidence and aptitude that the students feel shy, afraid of mistakes, and losing face because of their low ability in speaking.

Statement No. (4): I try to find out how to improve my English accent.

Table (4-4) and figure (4-4) show the frequency distribution for the answers of the study's respondents about statement no. (4).

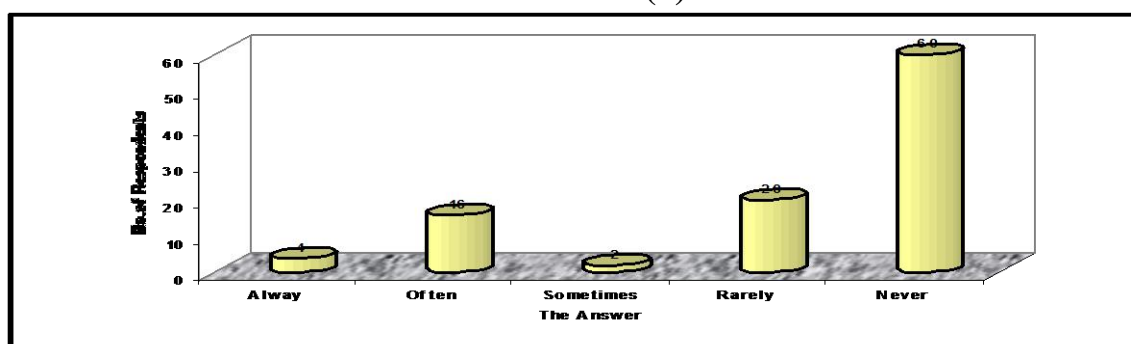
Table 4.4
The frequency distribution for the respondents' answers about statement no. (4)

Answer	Number	Percent
Always	4	4.0
Often	16	16.0
Sometimes	2	2.0
Rarely	20	20.0

Never	60	60.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.4
The frequency distribution for the respondents' answers about statement no. (4)



Source: The researcher from applied study, Excel Package, 2014

It can be seen clearly from table (4-4) and figure (4-4) that the majority of the participants mark rarely and never. (60) of them mark never while (20) mark rarely. That is to say that (80) out of (100) are pessimistic about improving their English accent as a result of lack of aptitude and self-confidence because of their low language proficiency, lack of the target language environment, bad teaching materials, and bad teaching methods. So, it is considered as the highest rate of the questionnaire, and that indicates that most students lack aptitude and self-confidence according to what is mentioned in the second chapter on page (11) that the problems of learning a spoken language are: psychological factors, bad teaching materials and the bad methods of teaching.

Statement No. (5): I'm not afraid of starting a conversation in English.

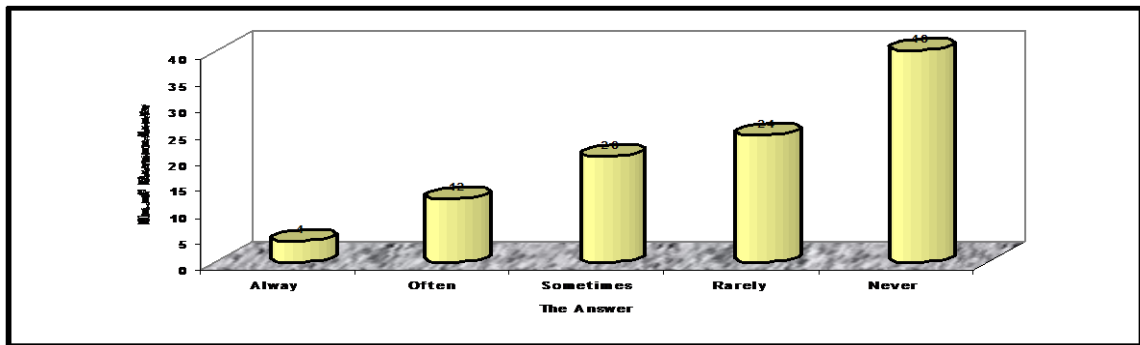
In line with the previous statements, table (4-5) and figure (4-5) display the frequency distribution for the answers of the study's respondents about statement no. (5).

Table 4.5
The frequency distribution for the respondents' answers about statement no. (5)

Answer	Number	Percent
Always	4	40.0
Often	12	12.0
Sometimes	20	20.0
Rarely	24	24.0
Never	40	40.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.5
The frequency distribution for the respondents' answers about statement no. (5)



Source: The researcher from applied study, Excel Package, 2014

It is clear from table (4-5) and figure (4-5) that there are (40) students who respond with never while (24) students respond with rarely. That is to say that (64) students out of (100) are afraid of starting a conversation in English as a result of lack of self-confidence and aptitude for the same previous reasons.

Statement No. (6): I don't feel shy when speaking English.

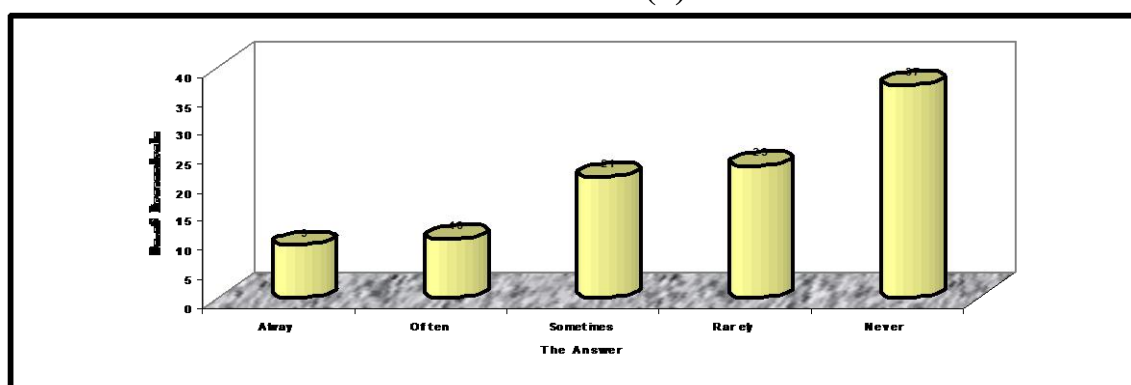
Table (4-6) and figure (4-6) below show the frequency distribution for the answers of the study's participants about statement no. (6).

Table 4.6
The frequency distribution for the respondents' answers about statement no. (6)

Answer	Number	Percent
Always	9	9.0
Often	10	10.0
Sometimes	21	21.0
Rarely	23	23.0
Never	37	37.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.6
The frequency distribution for the respondents' answers about statement no. (6)



Source: The researcher from applied study, Excel Package, 2014

It can be seen that from table (4-6) and figure (4-6) the similarity with statement no. (5) that the result looks quiet similar. (37) students respond with never while (23) with rarely. The total number of the frequency adverb is (60) out of hundred. This indicates that most students fail to make real conversation because of their shyness as a result of their quiet nature or due to their low ability in speaking English as mentioned before in the literature review on page (25).

Statement No. (7): I feel self-confident when speaking English.

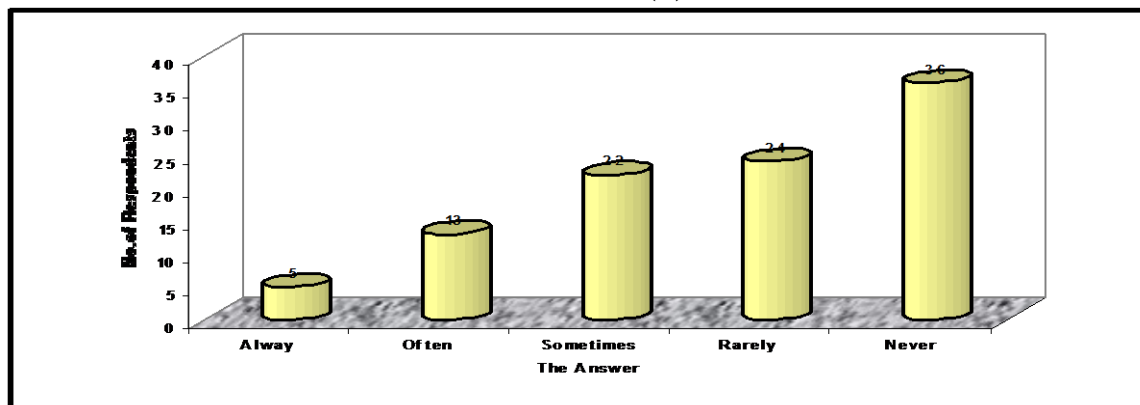
Table (4-7) and figure (4-7) display the frequency distribution for the answers of the study's respondents about statement no. (7).

Table 4.7
The frequency distribution for the respondents' answers about statement no. (7)

Answer	Number	Percent
Always	5	5.0
Often	13	13.0
Sometimes	22	22.0
Rarely	24	24.0
Never	36	36.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.7
The frequency distribution for the respondents' answers about statement no. (7)



Source: The researcher from applied study, Excel Package, 2014

Taking a quick look at table (4-7) and figure (4-7), and in line with the previous statements, it is clear that all statements of self-confidence and aptitude have received high scores between (60% and 80%) except statement (2) which is (57%) and statement (3) which is (53%). Concerning statement (7), it is noticed that (60) out of (100) students mark rarely and never but those who mark never are (36) while those who mark rarely are (24). Statement (7) reveals that most students lack self-confidence when speaking English for the same previous reasons.

Statement No. (8): I think I will speak perfect English some days.

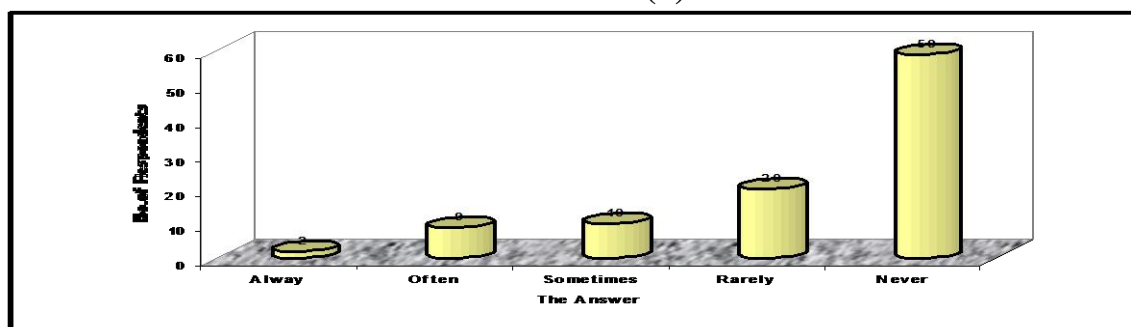
In line with statement (4), table (4-8) and figure (4-8) present the frequency distribution for the answers of the study's respondents about statement no. (8).

Table 4.8
The frequency distribution for the respondents' answers about statement no. (8)

Answer	Number	Percent
Always	2	2.0
Often	9	9.0
Sometimes	10	10.0
Rarely	20	20.0
Never	59	59.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.8
The frequency distribution for the respondents' answers about statement no. (8)



Source: The researcher from applied study, Excel Package, 2014

It is clear from table (4-8) and figure (4-8) that there are similarities between statements (4) and (8) 'I try to find out how to improve my English accent' and 'I think I will speak perfect English some days'. It can be seen that in both statements the learners are pessimistic. In statement (4), (60) students mark never while in statement (8), (59) mark never. (80) students out of (100) mark rarely and never in statement (4) while (79) out of (100) mark rarely and never in statement (8). It can be

seen clearly that there are similar results between both statements. According to the researcher's point of view, that is because they lack self-confidence, and they have low ability in learning a foreign language. As a result, they are not highly motivated as mentioned in the literature review on page (24).

Statement No. (9): I don't fear making mistakes while speaking English.

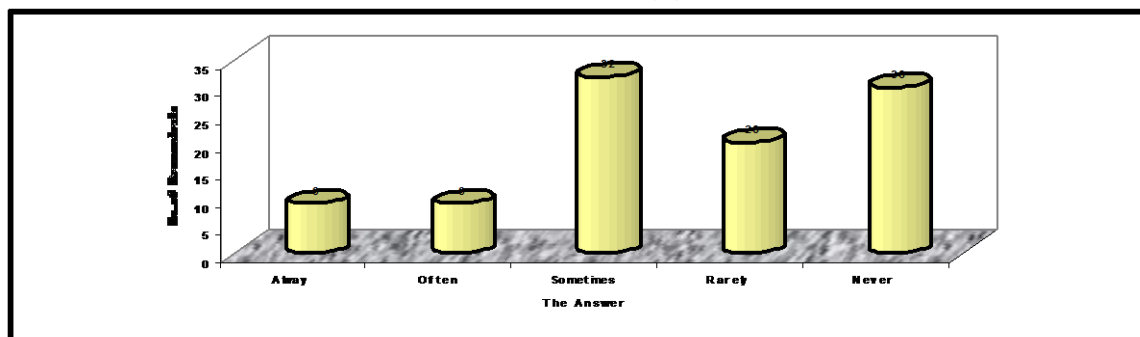
Table (4-9) and figure (4-9) below display the frequency distribution for the answers of the study's respondents about statement no. (9).

Table 4.9
The frequency distribution for the respondents' answers about statement no. (9)

Answer	Number	Percent
Always	9	9.0
Often	9	9.0
Sometimes	32	32.0
Rarely	20	20.0
Never	30	30.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.9
The frequency distribution for the respondents' answers about statement no. (9)



Source: The researcher from applied study, Excel Package, 2014

It is clear from table (4-9) and figure (4-9) above that (50) students out of (100) mark rarely and never. (30) of them mark never and (20)

mark rarely while (32) mark sometimes. Therefore, as mentioned in the literature review on page (25) and (26), that many students fear of making mistakes while speaking English because they think their friends and classmates will laugh at them, and they will receive negative evaluation from them.

Statement No. (10): I don't feel nervous while someone is speaking English.

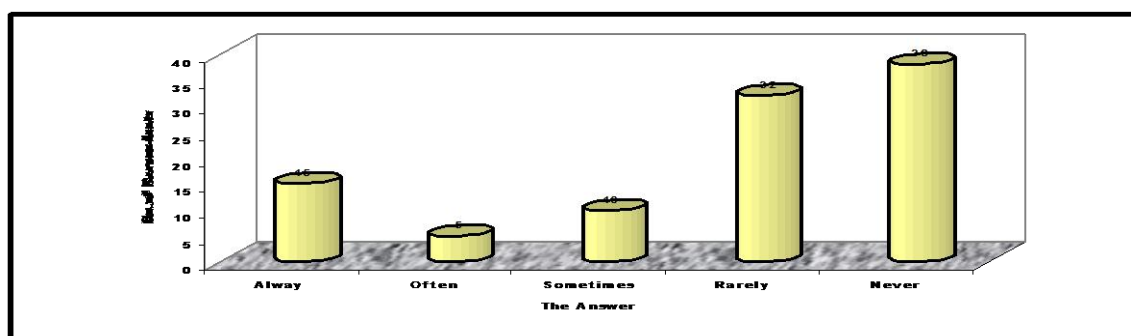
Table (4-10) and figure (4-10) present the frequency distribution for the answers of the study's respondents about statement no. (10).

Table 4.10
The frequency distribution for the respondents' answers about statement no. (10)

Answer	Number	Percent
Always	15	15.0
Often	5	5.0
Sometimes	10	10.0
Rarely	32	32.0
Never	38	38.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.10
The frequency distribution for the respondents' answers about statement no. (10)



Source: The researcher from applied study, Excel Package, 2014

It is clear from table (4-10) and figure (4-10) that (70) respondents out of (100) mark rarely and never which indicate that the majority feel

nervous while someone is speaking English. According to what is mentioned in the previous studies in chapter two on page (27), people feel anxious and nervous while speaking English in front of others as a result of lack of self-confidence. Some learners feel they are stupid when they can not speak English well, and others explain that they try to escape from the situation.

Statement No. (11): I don't get nervous when speaking English in lecture.

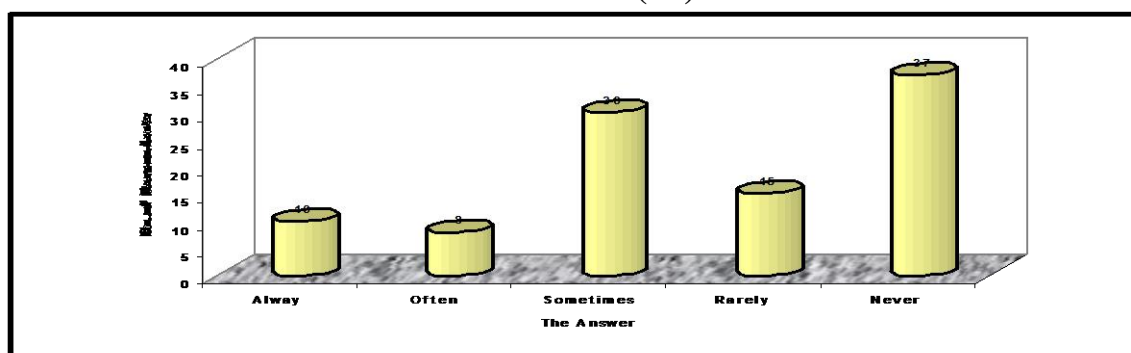
Table (4-11) and figure (4-11) display the frequency distribution for the answers of the study's respondents about statement no. (11).

Table 4.11
The frequency distribution for the respondents' answers about statement no. (11)

Answer	Number	Percent
Always	10	10.0
Often	8	8.0
Sometimes	30	30.0
Rarely	15	15.0
Never	37	37.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.11
The frequency distribution for the respondents' answers about statement no. (11)



Source: The researcher from applied study, Excel Package, 2014

It is clear from table (4-11) and figure (4-11) that many students mark rarely and never, quite similar with statement 9. In statement 9, (50) students out of (100) mark rarely and never while (32) mark sometimes. While in statement 11, (53) out of (100) mark rarely and never while (30) mark sometimes. So, it can be seen clearly that there is a similarity between both results in both sentences that many students get nervous when speaking English in lectures, as mentioned in the laterature review on page (25), and that is because students lack self-confidence.

Statement No. (12): I feel sure and relaxed when speaking English.

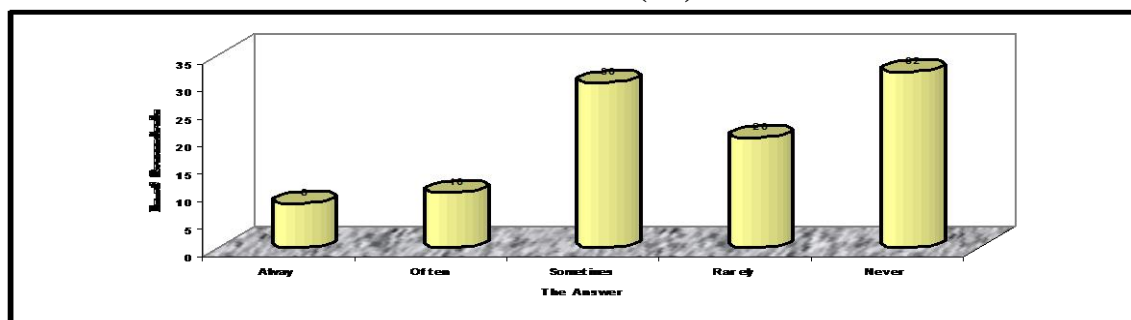
Table (4-12) and figure (4-12) show the frequency distribution for the answers of the study's respondents about statement no. (12).

Table 4.12
The frequency distribution for the respondents' answers about statement no. (12)

Answer	Number	Percent
Always	8	8.0
Often	10	10.0
Sometimes	30	30.0
Rarely	20	20.0
Never	32	32.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.12
The frequency distribution for the respondents' answers about statement no. (12)



Source: The researcher from applied study, Excel Package, 2014

It is clear from table (4-12) and figure (4-12) that there are similarities between the results of statements 9, 11 and 12. In statement 12, (50) participants out of (100) mark rarely and never while (30) mark sometimes. This indicates that students do not feel sure and relaxed when speaking English because they do not feel self-confident about themselves, and because of their low ability in speaking English.

Statement No. (13): I don't fear speaking English in public places.

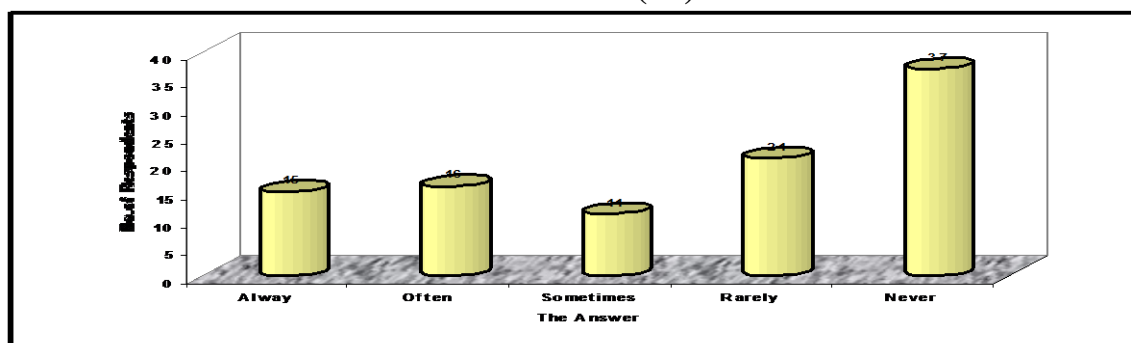
Table (4-13) and figure (4-13) present the frequency distribution for the answers of the study's respondents about statement no. (13).

Table 4.13
The frequency distribution for the respondents' answers about statement no. (13)

Answer	Number	Percent
Always	15	15.0
Often	16	16.0
Sometimes	11	11.0
Rarely	21	21.0
Never	37	37.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.13
The frequency distribution for the respondents' answers about statement no. (13)



Source: The researcher from applied study, Excel Package, 2014

According to table (4-13) and figure (4-13), in comparison with statements 9,11 and 12, it is clear from the results that they are quite

similar. (58) participants out of (100) mark rarely and never which indicates that many students fear speaking English in public places because they are afraid of losing face in front of the people as mentioned before in the literature review on page (20).

Statement No. (14): I'm not in constant fear of forgetting my speech.

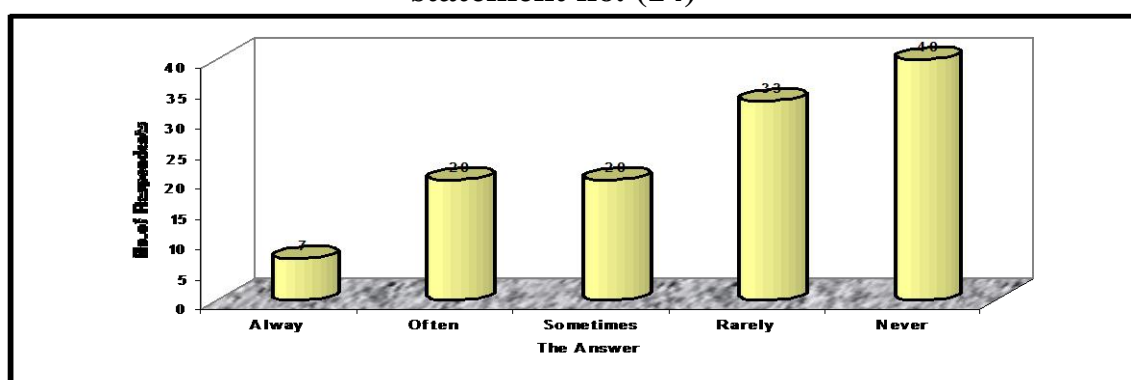
Table (4-14) and figure (4-14) display the frequency distribution for the answers of the study's respondents about statement no. (14).

Table 4.14
The frequency distribution for the respondents' answers about statement no. (14)

Answer	Number	Percent
Always	7	7.0
Often	20	20.0
Sometimes	20	20.0
Rarely	33	33.0
Never	40	40.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.14
The frequency distribution for the respondents' answers about statement no. (14)



Source: The researcher from applied study, Excel Package, 2014

It is clear from table (4-14) and figure (4-14) that the majority marks never and rarely. (73) students out of (100) mark rarely and never which indicates that most students fear of forgetting their speech. According to

the researcher's point of view that is because students lack self-confidence, and they have low ability in learning English language.

Statement No. (15): I don't feel confused when I miss a word while speaking English.

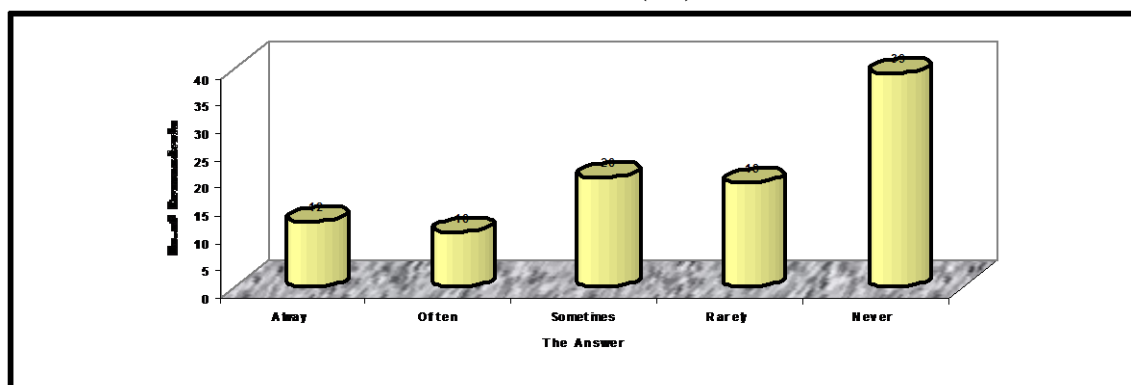
Table (4-15) and figure (4-15) show the frequency distribution for the answers of the study's respondents about statement no. (15).

Table 4.15
The frequency distribution for the respondents' answers about statement no. (15)

Answer	Number	Percent
Always	12	12.0
Often	10	10.0
Sometimes	20	20.0
Rarely	19	19.0
Never	39	39.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.15
The frequency distribution for the respondents' answers about statement no. (15)



Source: The researcher from applied study, Excel Package, 2014

It can be seen clearly from table (4-15) and figure (4-15), in comparison with statement (14) that the results look slight similar in some parts of the students' responses. In statement (14), (40) students mark never while (39) students mark never in statement (15). (33) mark

rarely in statement (14), while (19) mark rarely in the present statement. (20) mark sometimes in both statements. Therefore, many students feel confused when missing a word in English as a result of shortage of vocabulary, lack of self-confidence, and their low ability in learning English language as mentioned in the literature review on page (27).

Statement No. (16): I don't fear speaking English with native speakers.

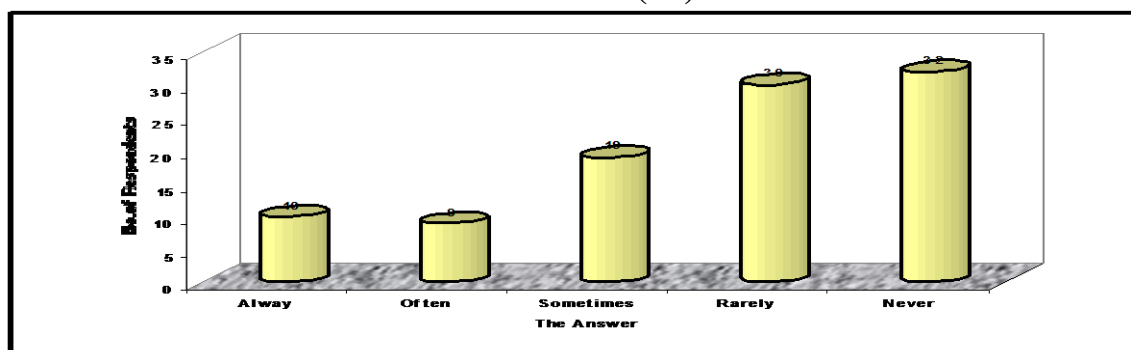
Table (4-16) and figure (4-16) present the frequency distribution for the answers of the study's respondents about statement no. (16).

Table 4.16
The frequency distribution for the respondents' answers about statement no. (16)

Answer	Number	Percent
Always	10	10.0
Often	9	9.0
Sometimes	19	19.0
Rarely	30	30.0
Never	32	32.0
Total	100	100.0

Source: The researcher from applied study, 2014

Figure 4.16
The frequency distribution for the respondents' answers about statement no. (16)



Source: The researcher from applied study, Excel Package, 2014

It is clear from table (4-16) and figure (4-16) that there is a high score of the students' responses in both frequency adverb. (62)

participants out of (100) mark rarely and never because they lack self-confidence, and fear speaking English with native speakers as mentioned in the literature review on page (23).

4.2 Results of the First Hypothesis:

The first hypothesis in this study states the following:

‘There are psychological factors that affect speaking English among Sudanese university students such as self-confidence and aptitude’.

The aim of this hypothesis is to show that both factors which are stated on the first eight statements are the main causes that hinder university students to speak English.

To test this hypothesis, the researcher compute the median, which is one of the central tendency which is used to describe the phenomena, and it represents the central answer for all respondents' answers after ascending or descending order for the answers and that can be seen through the table below.

Table 4.17 (a)
The median of respondents' answers about the statements of the first hypothesis

No	Statements	Median	Result
1	I speak English fluently with my English teacher.	2	Rarely
2	I speak English well with my classmates.	2	Rarely
3	I speak English well in front of the audience.	1	Never
4	I try to find out how to improve my English accent.	1	Never
5	I'm not afraid of starting a conversation English.	1	Never
6	I don't feel shy when speaking English.	1	Never
7	I feel self-confident when speaking English.	1	Never
8	I feel self-confident when speaking English.	1	Never
	Over all	1	Never

Source: The researcher from applied study, 2014

From the table (4.17 a) above, it is shown that:

- The calculated value of the median for the respondents' answers of the first statement is (2). This value means that most of the respondents can't speak English fluently with their English teacher.
- The calculated value of the median for the respondents' answers of the second statement is (2). This value means that, most of the respondents can't speak English well with their classmates.
- The calculated value of the median for the respondents' answers of the third statement is (1). This value means that most of the respondents can't speak English well in front of the audience.
- The calculated value of the median for the respondents' answers of the fourth statement is (1). This value means that most of the respondents are not able to find out how to improve their English accent.
- The calculated value of the median for the respondents' answers of the fifth statement is (1). This value means that most of the respondents are afraid of starting a conversation in English.
- The calculated value of the median for the respondents' answers of the sixth statement is (1). This value means that most of the respondents feel shy when speaking English.
- The calculated value of the median for the respondents' answers of the seventh statement is (1). This value means that most of the respondents do not feel self-confident when speaking English.
- The calculated value of the median for the respondents' answers of the eighth statement is (1). This value means that most of the respondents do not think that they will speak perfect English some days.

The respondents' results about statements of the first hypothesis can

be seen through the table below.

Table 4.17 (b)
Chi-square test results for respondents' answers about the
statements of the first hypothesis

No	Statements	Degree of freedom	Chi-square value
1	I speak English fluently with my English teacher.	4	40.44
2	I speak English well with my classmates.	4	40.54
3	I speak English well in front of the audience.	4	28.23
4	I try to find out how to improve my English accent.	4	33.24
5	I'm not afraid of starting a conversation in English.	4	40.60
6	I don't feel shy when speaking English.	4	36.63
7	I feel self-confident when speaking English.	4	21.23
8	I think I will speak perfect English some days.	4	34.23

Source: The researcher from applied study, 2014

According to the table, the researcher demonstrates the results as follows:

- The calculated value of chi-square for the significance of the differences to the respondents' answers in the first statement is (40.44) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (11.34). According to what is mentioned in table no. (4-1), there are statistically significant differences at the level (1%) among the answers of the respondents, which supports most of the respondents who can not speak English fluently with their English teacher.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the second statement is (40.54) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-2),

there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who can not speak English well with their classmates.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the third statement is (28.23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no.(4-3), there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who can not speak English well in front of the audience.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourth statement is (33.24) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-4), there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who can not try to find out how to improve their English accent.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the fifth statement is (40.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-5), there are statistically significant differences at the level (1%)

among the answers of the respondents, which supports the respondents who are afraid of starting a conversation in English.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the sixth statement is (36.63) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-6), there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who feel shy when speaking English.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the seventh statement is (21.23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-7), there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who do not feel self-confident when speaking English.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the eighth statement is (34.23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-8), there are statistically significant differences at the level (1%) among the answers of the participants, which supports the respondents who think that they won't speak perfect English some days.

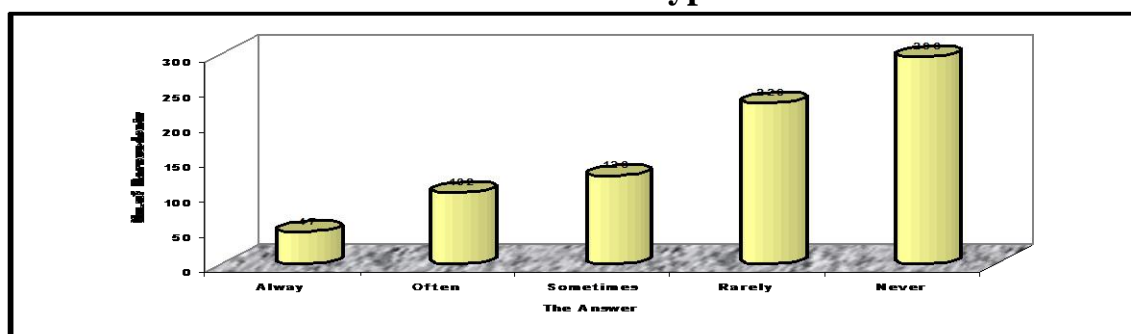
From the above, it is noted that the first hypothesis is confirmed for each statement that is related to this hypothesis and that can be seen clearly through the following table and figure:

Table 4.17 (c)
The frequency distribution for the respondents' answers about all statements of the first hypothesis

Answer	Number	Percent
Always	47	5.9
Often	102	12.8
Sometimes	126	15.8
Rarely	229	28.6
Never	296	37.0
Total	800	100.0

Source: The researcher from applied study, 2014

Figure 4.17
The frequency distribution for the respondents' answers about all statements of the first hypothesis



Source: The researcher from applied study, Excel Package, 2013

It can be seen from the above results in table (4-17 c) and figure (4-17), that the first hypothesis that states “There are psychological factors that affect speaking English among Sudanese university students such as self-confident and aptitude” is confirmed.

4.3 Results of the Second Hypothesis:

The second hypothesis in this study states the following:

‘One of the main factors causing failure in speaking English is anxiety’

The aim of this hypothesis is to display that there is another main factor that hinders Sudanese university students when speaking English.

Table 4.18 (a)
The median of respondents' answers about the statements of the
Second hypothesis

No	Statements	Median	Result
9	I don't fear making mistakes while speaking English.	3	Sometimes
10	I don't feel nervous while someone is speaking English.	1	Never
11	I don't get nervous when speaking English in lecture.	1	Never
12	I feel sure and relaxed when speaking English.	1	Never
13	I don't fear speaking English in public places.	1	Never
14	I'm not in constant fear of forgetting my speech.	2	Rarely
15	I don't feel confused when I miss a word while speaking English.	2	Rarely
16	I don't fear speaking English with native speakers.	1	Never
	Over all	1	Never

Source: The researcher from applied study, 2014

From the table (4-18 a), it is shown that:

- The calculated value of the median for the respondents' answers of the ninth statement is (3). This value means that most of the respondents fear making mistakes while speaking English.
- The calculated value of the median for the respondents' answers of the tenth statement is (1). This value means that most of the respondents feel nervous while someone is speaking English.
- The calculated value of the median for the respondents' answers of the eleventh statement is (1). This value means that most of the respondents get nervous when speaking English in lecture.
- The calculated value of the median for the respondents' answers of

the twelfth statement is (1). This value means that most of the respondents do not feel sure and relaxed when speaking English.

- The calculated value of the median for the respondents' answers of the thirteenth statement is (1). This value means that most of the respondents fear speaking English in public places.
- The calculated value of the median for the respondents' answers of the fourteenth statement is (2). This value means that most of the respondents are in constant fear of forgetting their speech".
- The calculated value of the median for the respondents' answers of the fifteenth statement is (2). This value means that most of the respondents feel confused when they miss a word while speaking English.
- The calculated value of the median for the respondents' answers of the sixteenth statement is (1). This value means that most of the respondents fear speaking English with native speakers.

The respondents' results about statements of the second hypothesis can be seen through the table below.

Table 4.18 (b)
Chi-square test results for respondents' answers about the
statements of the second hypothesis

No	Statements	Degree of freedom	Chi-square value
9	I don't fear making mistakes while speaking English.	4	20.22
10	I don't feel nervous while someone is speaking English.	4	19.23
11	I don't get nervous when speaking English in lecture.	4	26.24
12	I feel sure and relaxed when speaking English.	4	32.26
13	I don't fear speaking English in public places.	4	18.28
14	I'm not in constant fear of forgetting my speech.	4	29.20

15	I don't feel confused when I miss a word while speaking English.	4	20.33
16	I don't fear speaking English with native speakers.	4	20.21

Source: The researcher from applied study, 2014

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the ninth statement is (20.22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-9), there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who fear making mistakes while speaking English.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the tenth statement is (19.23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-10), there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who feel nervous while someone is speaking English.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the eleventh statement is (26.24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-11), there are statistically significant differences at the level (1%)

among the answers of the respondents, which supports the respondents who get nervous when speaking English in lecture.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the twelfth statement is (32.26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-12), there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who do not feel sure and relaxed when speaking English.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the thirteenth statement is (18.26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-13), there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who fear speaking English in public places.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourteenth statement is (29.20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-14), there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who are in constant fear of forgetting their speech.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the fifteenth statement is (20.33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-15), there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who feel confused when they miss a word while speaking English.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the sixteenth statement is (20.21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table no. (4-16), there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who do not feel self-confident when speaking English.

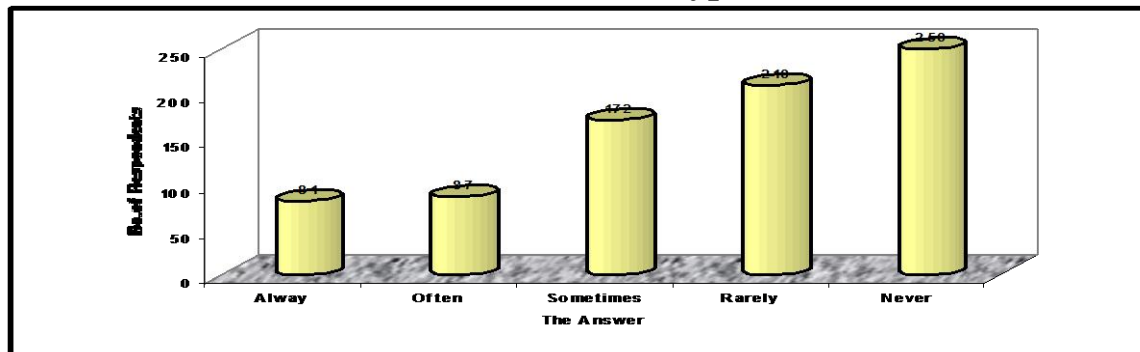
From the above, it is noted that the second hypothesis is confirmed for each statement that is related to this hypothesis, and that can be seen clearly through the following table and figure.

Table 4.18 (c)
The frequency distribution for the respondents' answers about all statements of the second hypothesis

Answer	Number	Percent
Always	81	10.1
Often	87	10.9
Sometimes	172	21.5
Rarely	210	26.3
Never	250	31.3
Total	800	100.0

Source: The researcher from applied study, 2014

Figure 4.18
The frequency distribution for the respondents' answers about all statements of the second hypothesis



Source: The researcher from applied study, Excel Package, 2014

From the above results, it can be seen that the second hypothesis that states ‘One of the main factors causing failure in speaking English among Sudanese university students is anxiety’ is confirmed.

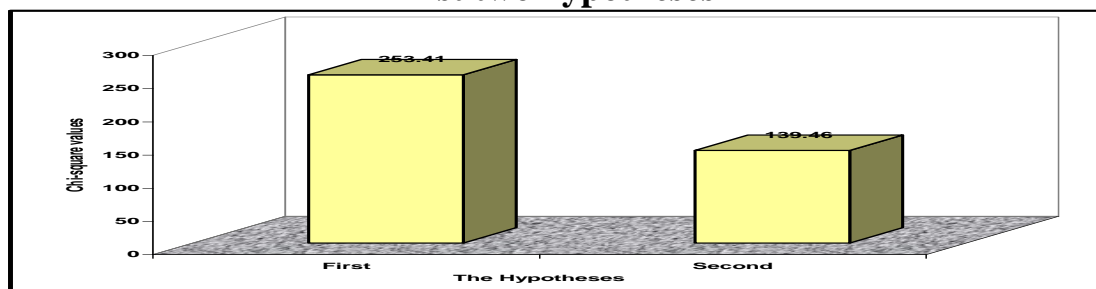
The results of the the study hypotheses can be summarized in the following table and figure referring to the psychological factors:

Table 4.19
Summary of chi-square test for the respondents' answers about hypotheses 1 and 2

No	Hypotheses referring to the psychological factors	Chi-square value
1	Lack of self-confidence and lack of aptitude	253.41
2	Anxiety	139.46

Source: The researcher from applied study, 2014

Figure 4.19
Summary of chi-square test for the respondents' answers about the first two hypotheses



Source: The researcher from applied study, Excel Package, 2014

From the above table and figure, and according to the values of chi-square test, that the first hypothesis is confirmed because it has the first

largest value of chi-square (253.41). The second hypothesis is confirmed with the second order according to the second largest value of chi-square (139.46). The third hypothesis that states 'the most influential psychological factors that hinder university students when speaking English are self-confidence and aptitude' is also confirmed according to the results of the first and second hypotheses. It can be seen clearly from the above results that the first hypothesis has the largest number, and the first eight statements represent both psychological factors: self-confidence and aptitude since they have one dimension.

Over all, the study results show that Sudanese EFL Learner's have lack of self-confidence, lack of aptitude and anxiety when speaking English.

4.4 Summary of the Chapter

The focus of this chapter is data analysis, results and discussion. Data for the study were collected via one instrument : a questionnaire. The questionnaire was administered to third and fourth years university students'.

Statistics show that there are psychological factors that affect speaking English among Sudanese university students.

The next chapter deals with summary, conclusions, implications, recommendations, and suggestions for further studies.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Summary

This study is proposed to investigate the psychological factors that hinder university students to practice speaking English. One hundred university students studying English as a foreign language constituted the final sample. The students were from College of Languages, Sudan University of Science and Technology. The sample of this study was taken equally from third and fourth year students (50 students from each level). All the participants who constituted the final sample completed a questionnaire concerning their lack of self-confidence, lack of aptitude and anxiety.

The data collected by the questionnaire is presented in details in chapter 4. In this chapter the findings are summarized. In addition, this chapter deals with implications, recommendations and directions for further studies.

The first hypothesis, that states that “there are psychological factors that affect speaking English among Sudanese university students such as self-confidence and aptitude” is confirmed and it has the first largest value of chi-square (253.41). Beside that, both factors are interrelated to each other and received high score.

The second hypothesis, which states that “one of the main factors causing failure in speaking English among the Sudanese university students is anxiety” is also confirmed with the second largest value of chi-square (139.46).

In line with the first and second hypotheses, the third hypothesis that states that “the most influential psychological factor that hinder Sudanese university students are self-confident and aptitude” is confirmed according to the results of the first and second hypotheses.

5.2 Conclusions

The process of speaking English language is affected by many factors. The present study investigated on these three areas. Referring to the aim of the study:

1. It can be concluded that university students have psychological factors that hinder them from practicing speaking such as lack of self-confidence, lack of aptitude and anxiety.
2. It can be seen that the three factors are interrelated to each other and all of them lead to failure especially when speaking.

5.3 Implications of the Study

1. The findings of this study suggest that the teacher who wishes to improve his students' oral performance have to consider these psychological factors toward the learning process.
2. The present study has reached at results similar to other results although they were conducted at various environments. All previous studies agreed that lack of self-confidence and anxiety affect students' oral performance.
3. The present study differs from the previous studies that it focuses on certain factors related to oral communication.
4. The current study points out that psychological factors can have more impact on speaking than any other language skills.

5. It also points out that self-confidence and aptitude are the most influential factors that hinder Sudanese university students when speaking English.

5.4 Recommendations

In the light of the results of this study, the researcher would like to make the following recommendations to improve the Sudanese English spoken language.

1. English spoken language must be taught through using good teaching materials, techniques, tools and equipment such as language laboratory, video and CD's.
2. Teachers should try to create a positive atmosphere to reduce the classroom anxiety.
3. They should help to minimize their students' psychological barriers.
4. They should try to use different activities inside the classroom to avoid boring lessons.
5. They should inform their students about the importance of speaking and how they can improve this skill.
6. There must be speaking quizzes to show the importance of speaking to your students.
7. We need to fulfill the lack of the target language environment with modern textbooks.
8. There should be presentations as well as English societies for students to practice speaking.
9. Teachers must give the student opportunity to make real conversation inside the classroom.

10. There should be English language cafes for students to practice real conversations in a relaxed atmosphere.

11. The teacher talking time should be far less than the students talking time to avoid lecturing.

12. Finally, a strict action must be taken by the government for changing the syllabus and making training workshops for the teachers on how to improve the students' oral performance.

All the above mentioned recommendations have emphasized the importance of speaking English as one of the important language skill.

5.5 Suggestions for Further Studies

Many issues seem to emerge from the responses and view of the study.

1. There are other factors than self-confidence, aptitude and anxiety which still need to be investigated within the area of learning spoken English. More research in this area should be undertaken in-depth and detailed studies to fill the gaps that this study points out.

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Appendix

Sudan University of Science and Technology
College of Graduate Studies

English Department

A questionnaire for EFL students on (Psychological Factors Affecting Sudanese EFL Learners' Oral Performance)

Dear Student,

Thank you for volunteering to take part in the study entitled "Psychological Factors Affecting Sudanese EFL Learners' Oral Performance".

I hope that you will mark each statement **honestly**. Mark the column that you feel is right when you first read the statement.

Confidentiality Procedures: All your information will be kept confidential. I will not reveal the information you provide to anyone. Remember that you shall remain anonymous.

Thank you for all your help!

Yours sincerely,

The researcher,

Elhadi Nasr Elhadi Mustafa

Email: alhadi1100@hotmail.com

Male ☐Female ☐3rd Year ☐4th Year ☐

The following are statements to which some people will agree and others will disagree. They are not right or wrong statements, since many people have different opinions. Please record your immediate response to each of the items. On the other hand, please be as accurate as possible, since it is important that we obtain your true feelings.

Put a tick in the appropriate column against each of the following statements that best indicates your true feeling about each statement.

No	Statement	always	often	sometimes	rarely	Never
1	I speak English fluently with my English teacher.					
2	I speak English well with my classmates.					
3	I speak English well in front of the audience.					
4	I try to find out how to improve my English accent.					
5	I'm not afraid of starting a conversation in English.					
6	I don't feel shy when speaking English.					
7	I feel self-confident when speaking English.					
8	I think I will speak perfect English some days.					

9	I don't fear making mistakes while speaking English.					
10	I don't feel nervous while someone is speaking English.					
11	I don't get nervous when speaking English in lectures.					
12	I feel sure and relaxed when speaking English.					
13	I don't fear speaking English in public places.					
14	I'm not in constant fear of forgetting my speech.					
15	I don't feel confused when I miss a word while speaking English.					
16	I don't fear speaking English with native speakers.					

Thank you for your time!

