

**Sudan University of Science and Technology**

**College Of Graduate Studies**

**Investigating English Language Speaking Problems  
Encountered Secondary School Students in Sudan**

تقصي مشكلات التحدث باللغة الانجليزية لدى طلاب  
المدارس الثانوية بالسودان

**A Thesis Submitted in Partial Fulfillment of the  
Requirements of a Master's Degree in English Language**

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**2015**

***Dedication***

***I dedicate this research with love to my parents, sisters,  
brothers and friend***

### **Acknowledgement**

*First of all thank to almighty Allah for giving us the knowledge and strength to complete this study .I would like to express my deep gratitude to my supervisor Dr.taj alsir bashoum for his keep supervision, encouragement and support through this work .also I will greatly indebted to other teachers for their invaluable support, help and advice .aim sincerely thanking all those who helped me specially our lovelyfamilies.*

## **Abstract**

This study aims at investigating the problems faced by secondary school students in speaking English in Khartoum. The study includes 10 teachers of secondary school students of Khartoum state to collect the data of this study, this study takes five chapters. The main findings of this study are students lack the opportunity to practice their speaking outside the class, students also lack of motivation through competitions such as debates, spelling, reading text to practice their speaking skills. The teacher should provide learners with varied activities to improve their speaking skills. According to the findings, this study achieved the following recommendations, Insert activities to the students to practice their speaking skills inside the class. Teachers should use different ways to teach the Speaking skills. The teachers must look into the causes of their learners' problems and develop a technique to help them avoid using fallible strategies.

تهدف هذه الدراسة إلى تقصي المشكلات التي يواجهها الطلاب السودانيون عندما يتحدثون اللغة الإنجليزية. شملت عينة الدراسة علي 10 معلم و معلمة من معلمي اللغة الإنجليزية بالمدارس الثانوية بولاية الخرطوم وأجري البحث الميداني لجمع المعلومات لهذه الدراسة، ويحمل هذا البحث في طياته خمس فصول. ومن أهم المخرجات التي توصلت إليها هذه الدراسة عدم وجود الفرص الكافية لممارسة الكلام خارج الفصل، عدم حث الطلاب علي المنافسة في تعليم مهارات الكلام مثل قراءة النصوص، الإملاء والمناظرات، علي المعلم تزويد المتعلمين بالأنشطة المختلفة لكي يحسنوا مهاراتهم عند الكلام. علي ضوء تلك النتائج توصلت الدراسة للتوصيات التالية يجب إدخال أنشطة للطلاب لكي تمكنهم من ممارسة مهارات التخاطب داخل الفصل وتشجيعهم من قبل المعلمين وأيضاً علي المعلمين إتباع الطرق المختلفة لتدريس مهارات المخاطبة.

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## **Chapter one**

# Chapter one

## **1-1 Introduction:**

Speaking is an interactive process of constructing meaning that involves producing and processing information.

Nowadays English has become more important to people throughout the world. Since it's a lingua franca, people need to communicate with each other. English is one of the most popular international languages in the world. For that reason people need to have the ability to speak English fluently. English knowledge has been given not only in secondary school curriculum but also in all education levels. In Sudan, English is adopted as a second language; speaking English is not as easy as we might think. Sudanese Students often feel strange and face difficulties while speaking English because it's a foreign language. Therefore, we need to encourage them to love the language by giving them various opportunities to exercise public speaking skills through debates, presentations, drama etc.

This study aims to investigate difficulties of English speaking at Sudanese secondary schools. Teachers should pay attention when teaching students. In this study the researcher will concentrate on the speaking English at secondary schools.

Textbooks should be well prepared to motivate and encourage students to speak the language and give them enough time to practice speaking skills.

## **1-2 Statement of the research problem:**

Many students at secondary schools face a lot of problems

When speaking English one of these problems is that the

Sudanese English syllabus does not encourage speaking since it mostly emphasizes reading. Not only that, but the students also lack interest in the language which leads to minimum concentration during class time. Without forgetting the fact that they also lack the opportunity to practice their speaking skills outside class since the society speaks mostly Arabic language. In addition to that, the students also lack motivation through competitions such as debates, spelling B-E-E competition, quizzes, essay writing, radio and television talk shows, news reading competitions, MDD (Music Dance and Drama) etcetera so as to create interest and opportunity to practice speaking skills. And lastly, most teachers are not well versed with English pronunciation, grammar, and vocabulary so as to enable smooth running of the lessons and increase both input and output.

### **1-3 Significance of the research:**

To me speaking is the most important English skill. It affects the way we communicate with other people. However, to speak English well, we have to be good at pronunciation, grammar and know of vocabulary.

### **1-4 Objectives of the study:**

This study aims at achieving the following objectives:

1. To investigate the problems faced secondary school students in speaking English.
2. To point out the weakness of students in speaking English.

3. To find the solution to above problems.

### **1-5 Questions of the study:**

This study is intended to answer the following questions:

1. What are the problems facing the secondary school students in speaking English?
2. What are the main causes of these problems?
3. How can the problems be solved?
4. What are the procedures, materials, and techniques do teachers use to develop students when speaking?

### **1-6 Hypothesis of the study:**

1. Secondary school students face a number of problems in speaking.
2. The causes of these problems relate to:
  - (a) The textbook unit.
  - (b) Students lack of interest.
  - (c) Students lack of opportunity.
  - (d) Students lack of motivation.

### **1-7 limit of the study:**

The study is restricted to investigate the problems faced by students at Model secondary School for girls' in speaking English and have a questionnaire with some teachers; the Sample will be 10 teachers.

## **Chapter two**

### **Theoretical framework and literature review**

## **Chapter two**

### **Theoretical framework and literature review**

#### **2-1 Introduction**

This chapter states and explains the theoretical foundation of the study. It gives a detailed description and an extended definition of speaking; the description is given using ideas and definitions in both general linguistics and English as a foreign language. This chapter consists of concepts & theories and pre studies.

#### **2-2 Make Speaking Activities Communicative:**

Speaking activities need to be very carefully structured at first, especially at lower levels, so that the students have few demands on them. It is often difficult for students to come up with ideas at the same time as having coped with language. They need something to speak about, such as a picture or a purpose like performing a role play from the context of a reading text. As they become used to doing controlled and guided activities, students become surer of themselves and more adventurous so that freer activities can be attempted. Freer activities, however, still need careful planning if they are not to fall flat (Gower, Etal, 1995).

The aim of communication activities is to encourage purposeful and meaningful interaction between students. Communication tasks are designed so that students have a reason or a purpose for speaking they bridge the gap between information or opinions, they are asked for or give ready

Information or help students to find out opinions of their fellow students. Not only are these activities motivation in the classroom, but they offer a challenge which mirrors real life interaction. Even quite controlled activities can be made communicative if the students are talking about real events.

The oral skill (speaking) has been treated differently from other language skills and components in the history of EFL

During the time of the grammar translation method, the oral skills were ignored. The aim emphasis in grammar translation method was grammar and lexis. In western world back in the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries, foreign language learning associated with the learning of Latin and Greek, both supposed to promote their speakers intellectuality.

At the time, it was of vital importance to focus on grammatical rules, syntactic structures, along with time rote memorization of vocabulary and translation of literary texts. There was no provision for the oral use of languages under study, after all, both Latin and Greek were not being taught for oral communication but for the sake of their speakers' becoming "scholarly" or creating an illusion of "erudition". Latin in the nineteenth century isclassical method, which offered very little beyond an insight into the grammatical rules attending the process of translation from thesecond to the native language (thanasoulas, 2004).

Pidcock(1990) mentioned the possible characteristics of a good speaker. They are as follows:

- (a) The speaker has to take in account the hearer, he must constantly monitor his listener to check that the assumptions he is making are indeed shared assumptions and that the listener understands what he

Is saying.

(b) He has to check to see what the attitude of the hearer is to what he is saying, and indeed what he is saying appears to modify the hearer's attitude towards the speaker.

(c) He has to construct for the hearer a comfortable interactive structure. In conversations it is the duty of the speaker to make it clear when he is giving up his turn. In extended monologue, a lecture, sermon, a public speech, it is the duty of the speaker to clear the structure of his message.

(d) The speaker has to take account of the pressure of time. In conversation, the speaker speaks against time. He must not take up too long turn in the conversation; people who take long turn in conversations are considered bores. Yet, he has to complete whatever he wants to say before his interlocutor breaks in.

(e) He must have an interesting way of saying things.

(f) He should be brief.

(g) He should never use pretensions language or technical jargon.

(h) He should have something interesting to say.

(i) He should have an interesting to say.

(j) He should use as little colloquial language as possible.

(k) He should have a good command of pronunciation and use stress and intonation correctly.

(l) He should have normal speed of delivery.

(m) He should be fluent in language use.

Focusing on proposing a theoretical and conceptual framework for developing course in the rapidly growing field of English for Academic Purposes (EAP), while acknowledging EAP to be a needs-driven learner centered activity; Lan Bruce



examines approaches to theorizing, engaging with and researching academic subject communities including their written and spoken genres. He proposes principles for the organization of goals and objectives and the selection of content of syllabus.

In the second half of the book he considers the more specific details of "fleshing out" a syllabus into a full course with a particular focus on types of language processing and outputs required by school course. He also addresses the issue of the development of critical thinking and performance-based assessment within the context of an EAP course, and discusses the academic knowledge and skills of EAP teachers with reference to the recently developed Competency Framework for Teachers of English for Academic Purposes.

### **2-3 Using language to talk about the language:**

Language learners are often embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participant's language skill levels. Instructors can also give students strategies and phrase to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various

communication situations that they may encounter outside the classroom.

It is difficult to say just how much spoken language native speakers are typically exposed to daily in relation to written exposure, Simpson (1988) estimates that a native speaker of English may be exposed to the somewhat fantastic figure of a million words per day of spoken and written combined, though that no objective evidence seems to be available, but undoubtedly, for most people, the spoken language is the main source of exposure to language, and is thus the main engine for language change and dynamism. It is our contention that language teaching should reflect the primacy of spoken language.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. According to Ritchards and Willis, Renandya that speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition.

As a human being, we always need communication to express our idea to do everything; what's more as students or learners have to speak with their teacher as long as they are in learning process to express their idea.

Communication in the classroom is embedded in focused meaning activity. This requires teachers to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills

develop. Consequently, the give and take exchanges of message will enable them to create discourse that conveys their intention in real life communication.

Therefore, in formal environment, teachers and students have to always interact to make communication. This is because most of our daily communication remains interactional. Therefore interaction is essential in language. Hence language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topic by using interaction as the key to teach language for communication because communication derives essentially from interaction.

In another view, speaking is fundamental and instrumental act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence that will bring just this affect.

Spoken language has become more important in language teaching over the last two decades, with the emphasis on language for communication, and whilst written language will always remain a fundamental source of input for language learning in most formal contexts around the world, there is no doubt that spoken input in the form of films and TV, as well as new electronic modes of communication where spoken styles

intrude on the written of medium, such as e-mail is becoming more globally available and central.

Brown (1994) explained that different techniques should be used and should be varied in teaching the speaking skill inside the classroom. Students often think that ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies by using minimal responses, recognizing scripts and using language to talk about language. That they can use to help themselves expand their knowledge of the language and confidence in using it. This instructor helps students learn to speak so that the students can use speaking to learn for developing the speaking skill.

He also considered speaking English as a problem whether if it is taught to native speakers of English. He suggested the ideas of as source of problematic issues to teachers; one of these problems is that, the language we speak is not one but many, where each dialect has its own habits and values driving from its local culture. The second problem is we live in many cultures where each has its own values and customs.

Burns (1998) provides some important elements needed to develop useful spoken interaction in the classroom. She presents typologies of such interactions that combine interpersonal intent with pragmatic considerations. Special emphasis is placed on a variety of spoken genres to which learners can be exposed in a variety of forms accompanied by analysis and discussions. For example, a casual conversation of a confirming nature might involve two long-term friends talking to each other at a book club meeting: in contrast, a

more formal conversation might be a teacher and student talking to each other at an end-of-course party. The opportunity to expose to and to discuss the key features in such different types of authentic interaction can be an important part of developing the learner's pragmatic and interactional competence.

## **2-4 using minimal responses:**

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence, while others do the talking.

One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response (<http://www.ncclrc.org>, 2).

## **2-5 previous studies**

The following paragraphs review previous studies in speaking skills, a number of studies have been carried out about the educational system in Sudan in general, among these studies is Kambal (1980) from Sudan University of Science and Technology in M.A. conducted a study to investigate the difficulties of speaking English at secondary schools, he says that Sudanese students face certain problems when they speaking related to pronunciation, some of these problems

are related to stress others are related to intonation. However, most of these problems can be attributed to differences in pronunciation between English and Arabic.

The second study is presented by Hussein Mansour Muhamad from ALfashir University in MA. 2008. The title of his study is investigating the problems of teaching speaking skills at Sudanese secondary schools.

It aims to help teachers as well as syllabus desirers, also examined whether the traditional classroom is conductor to stimulate speaking activities in spine. The tools which are used two questionnaires for teachers and pupils classroom observations, and textbook analysis. The findings of this study showed that pupils are not able to express themselves in English due to the poor and in adequate speaking activities presented in the textbook.

The third study presented by Mona Ahmad (2007) from Alnelain university the title of her study is the problem of teaching English skills at secondary schools she says that speaking English in the Sudanese secondary schools were not taught effectively, she added that most of the teachers did not seem to be well trained.

## **Chapter three**

### **Research methodology**

## Research methodology

### **3-1 Introduction:**

This chapter focuses on the methodology of the study to achieve objectives, the sample of the study is described and explained, the required information, validity of the study tool was shown by distributing 10 copies of the questionnaire to English teachers in model secondary schools in Khartoum town to check its reliability.

### **3-2 the study population:**

The study population covers the teachers of model secondary school for girls.

### **3-3 sample of the study:**

The sample of this study selected randomly of ten English teachers to respond to the questionnaire, the rest is discarded because it seems to make no essential differences, i.e. it would be a repetition of the same kind of phenomena.

### **3-4 instrument of data collection:**

The data of the study was obtained by using a questionnaire for teachers; the questionnaire contained 10 questions about investigating the problems facing secondary school students in speaking.

### **3-5 validity and reliability procedure:**

The questionnaire was given to three teachers they work in Sudan university with a long experience in this field, they judged and examined it. The method was used to calculate the reliability of the questionnaire; it was conducted to ten



English teachers in Khartoum town. The questionnaire was designed and distributing to ten secondary school teachers of English in Khartoum town.

# **Chapter four**

## **Data analysis, results and discussion**

## Data Analysis, Results and Discussion

### **4.1 Introduction:**

In this chapter the researcher intended to display and discusses the answers of the research questions. Results of the statistical analysis of the data collected after conducting the teacher's questionnaire. To evaluate the data, the researcher used a series of statistical packages for social studies (SPSS) programmed.

### **4-2 Results of data analysis:**

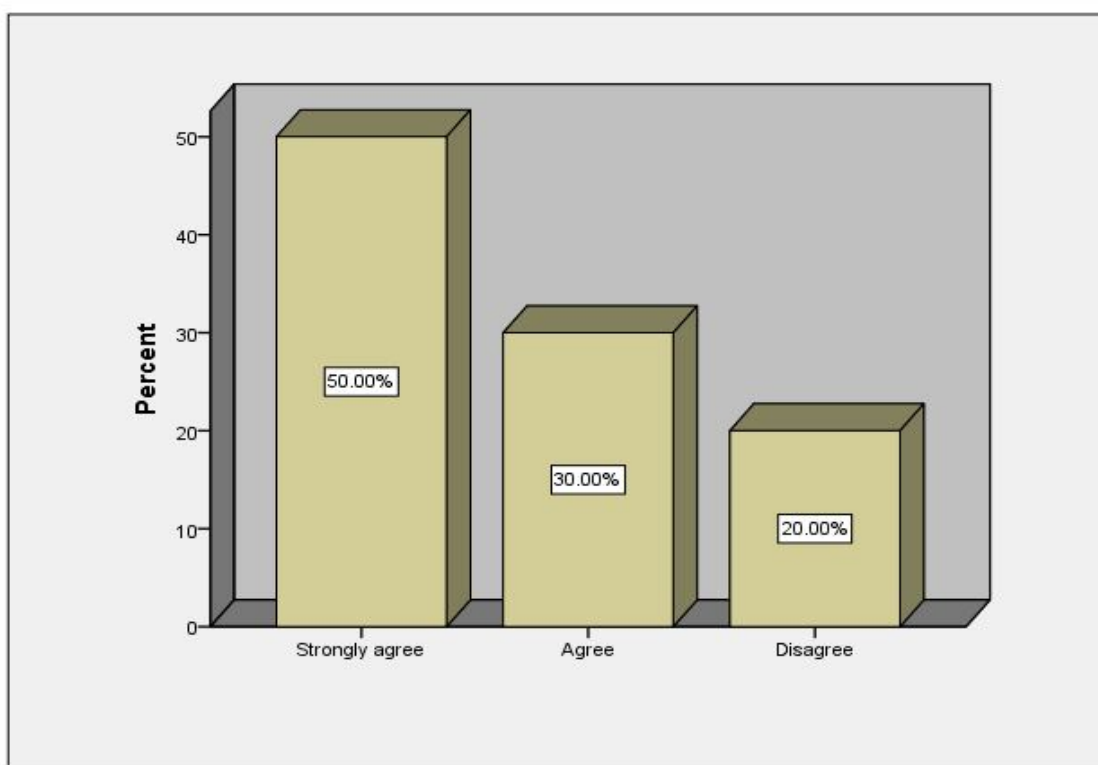
The following tables display the results of data analysis obtained by the means of questionnaire.

**4.1. One of the problems facing secondary school students in speaking is the textbook.**

**Table 4.1**

<b>Valid</b>		<b>Frequency</b>	<b>Percentage</b>
	Strongly agree	5	50.0
	Agree	3	30.0
	Disagree	2	20.0
	Total	10	100.0

Graph 4.1



Table(4.1) and the graph show that the sampledistribution by statement is as follows: strongly agree by (50%), agree by (30%), and disagree by (20%). This result indicates that one of the problems facing secondary school students in speaking is the textbook.

#### 4.2. The Sudanese syllabus does not encourage speaking English.

**Table 4.2**

	Valid	Frequency	Percentage
	Strongly agree	2	20.0
	Agree	3	30.0
	Neutral	1	10.0
	Disagree	3	30.0
	Strongly disagree	1	10.0
	Total	10	100.0

Graph 4.2

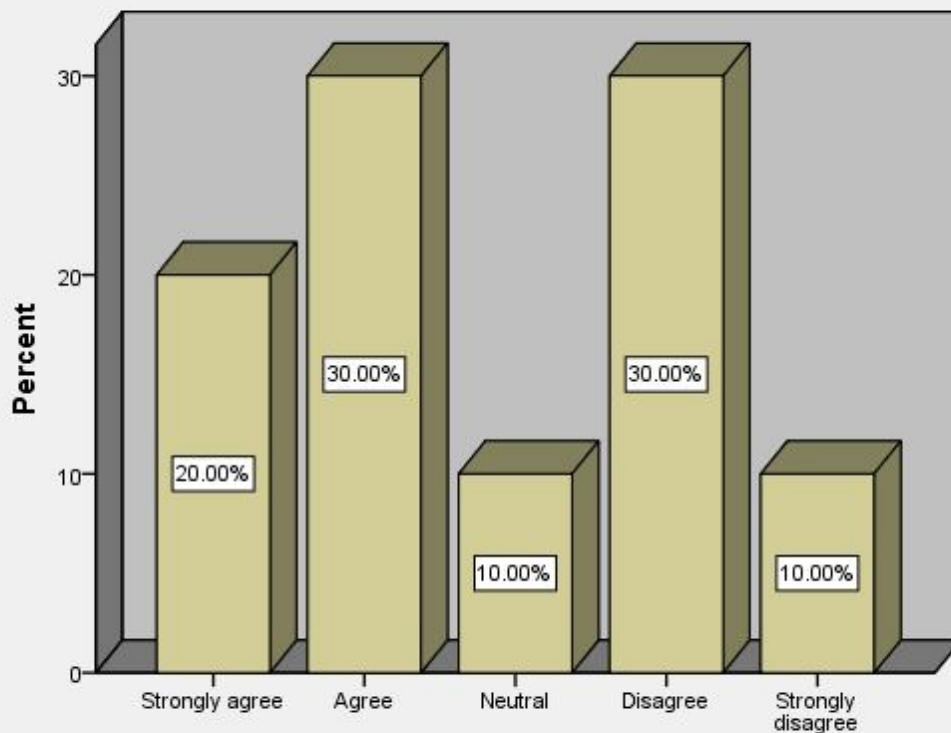


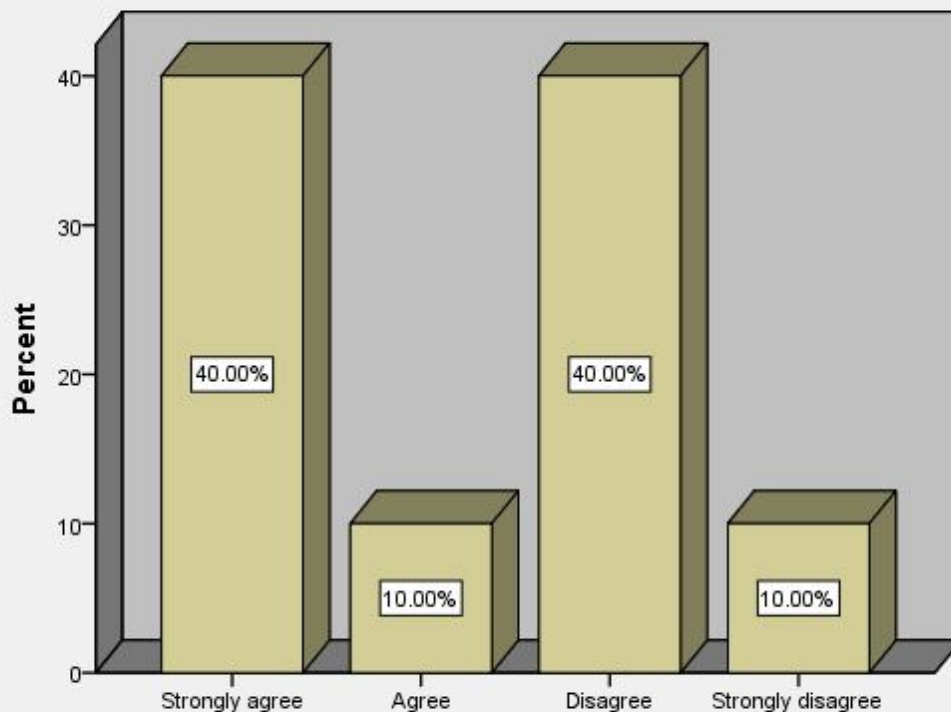
Table (4.2) and the graph show that the sample distribution by statement is as follows: strongly agree by (20%), agree by (30%), neutral by (10%), disagree by (30%) and strongly disagree by (10%). This result indicates that there is equality between disagree and neutral in response to the statement that; the Sudanese syllabus does not encourage speaking English.

#### **4.3. Most teachers do not pay attention to English pronunciation, grammar and vocabulary.**

**Table 4.3**

Valid		Frequency	Percentage
	Strongly agree	4	40.0
	Agree	1	10.0
	Disagree	4	40.0
	Strongly disagree	1	10.0
	Total	10	100.0

Graph 4.3



Table(4.3) and the graph show that the sample distribution by statement is as follows: strongly agree by (40%), agree by (10%), disagree by (40%), and strongly disagree by (10%). This result indicates that most teachers do not pay attention to English pronunciation, grammar and vocabulary.

**4.4. One of the main causes of these problems is that students lack the opportunity to practice speaking skills outside the class.**

**Table 4.4**

	<b>Valid</b>	<b>Frequency</b>	<b>Percentage</b>
	Strongly agree	9	90.0
	Agree	1	10.0
	Total	10	100.0

**Graph4.4**

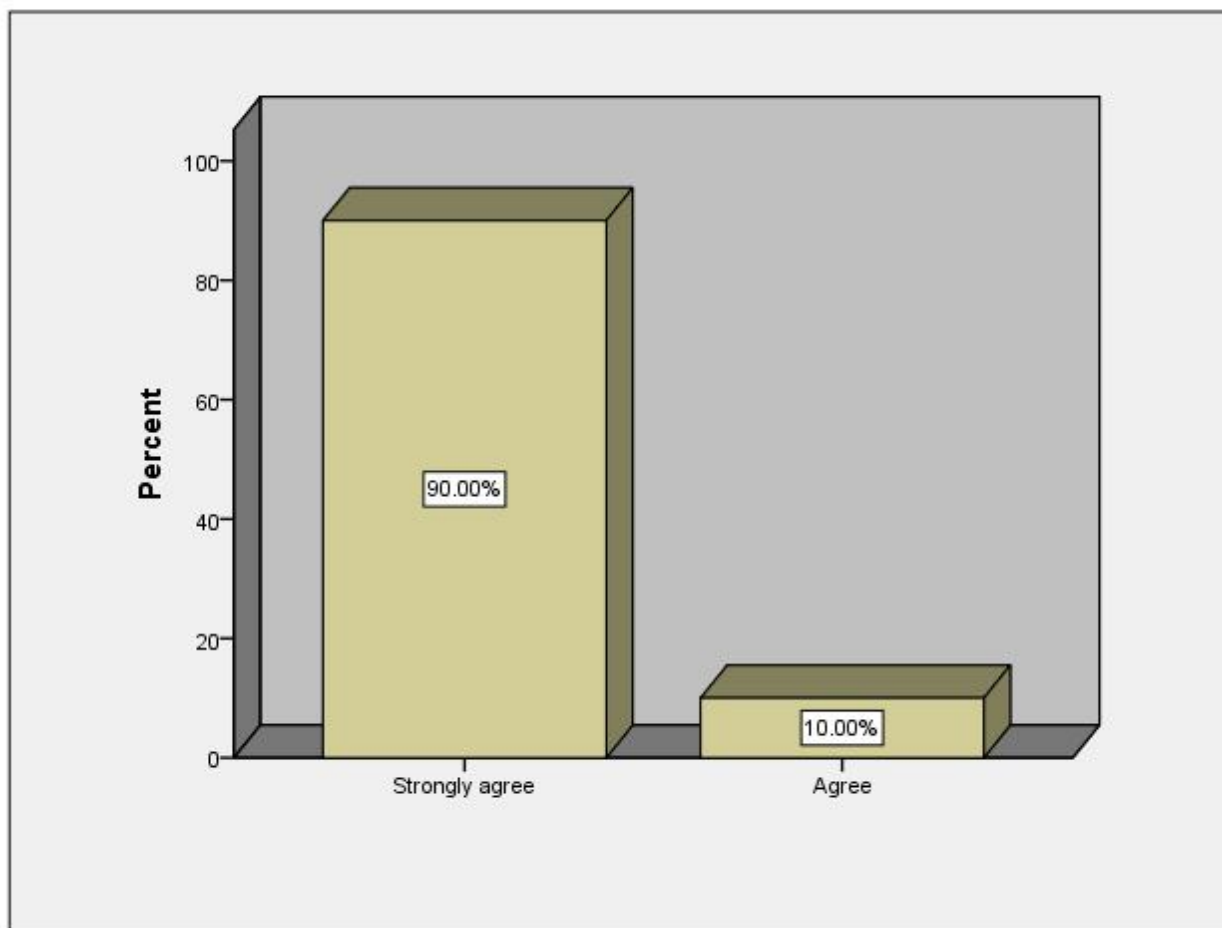


Table (4.4) and the graph show that the sample distribution by statement is as follows: strongly agree by (40%), agree by (10%). This result indicates that one of main causes of these problems is that students lack the opportunity to practice their speaking skills outside class.

**4.5. The teacher should provide learners with varied activities to improve their speaking skill.**

**Table 4.5**

Valid		Frequency	Percent
	Strongly agree	6	60.0
	Agree	4	40.0
	Total	10	100.0

**Graph 4.5**

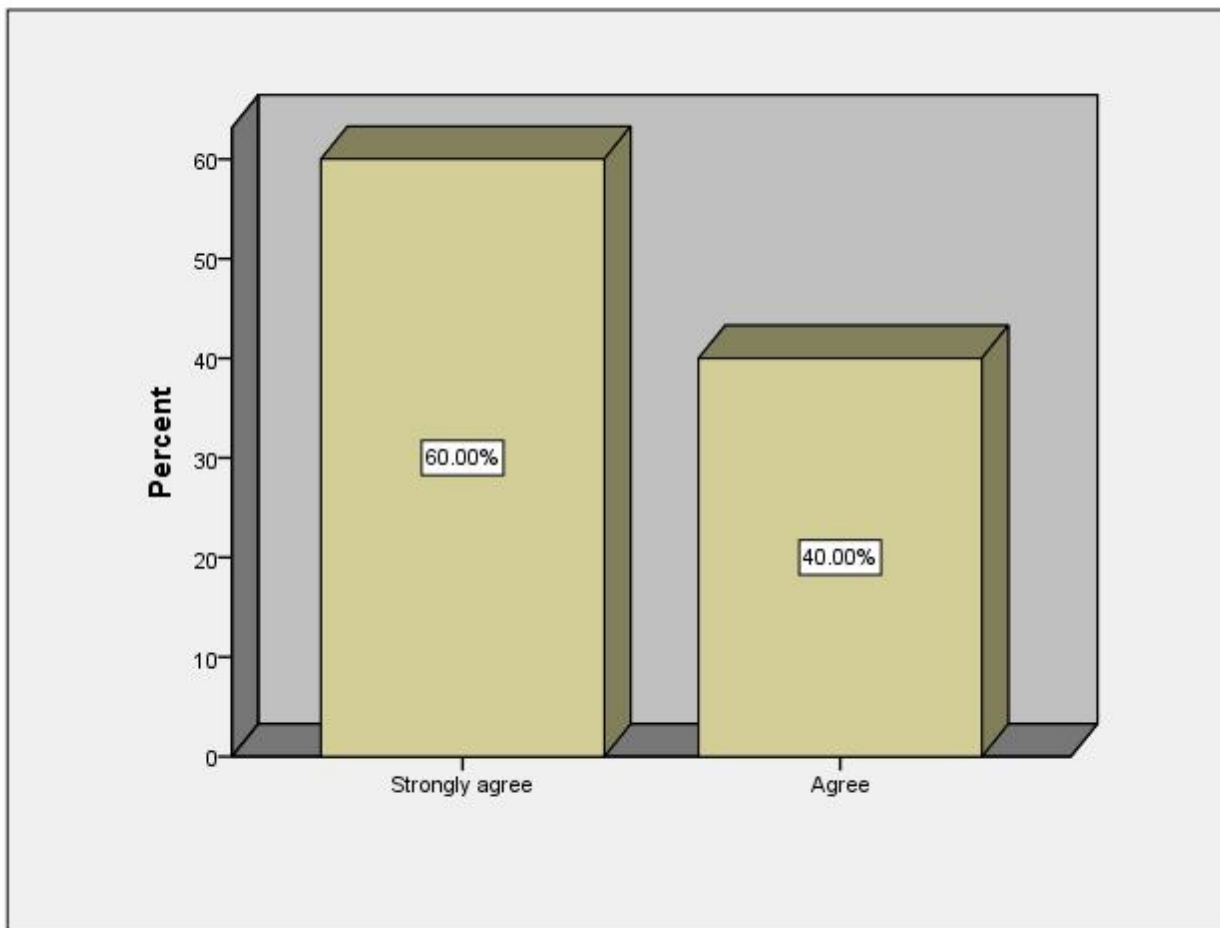


Table (4.5) and the graph show that the sample distribution by statement is as follows: strongly agree by (60%), agree by (40%). This result indicates that the teacher should equip learners with varied activities so as to improve their English speaking skill.



#### 4.6. The speaking skill activities enable students to speak fluently.

**Table 4.6**

	Valid	Frequency	Percentage
	Strongly agree	7	70.0
	Agree	3	30.0
	Total	10	100.0

**Graph 4.6**

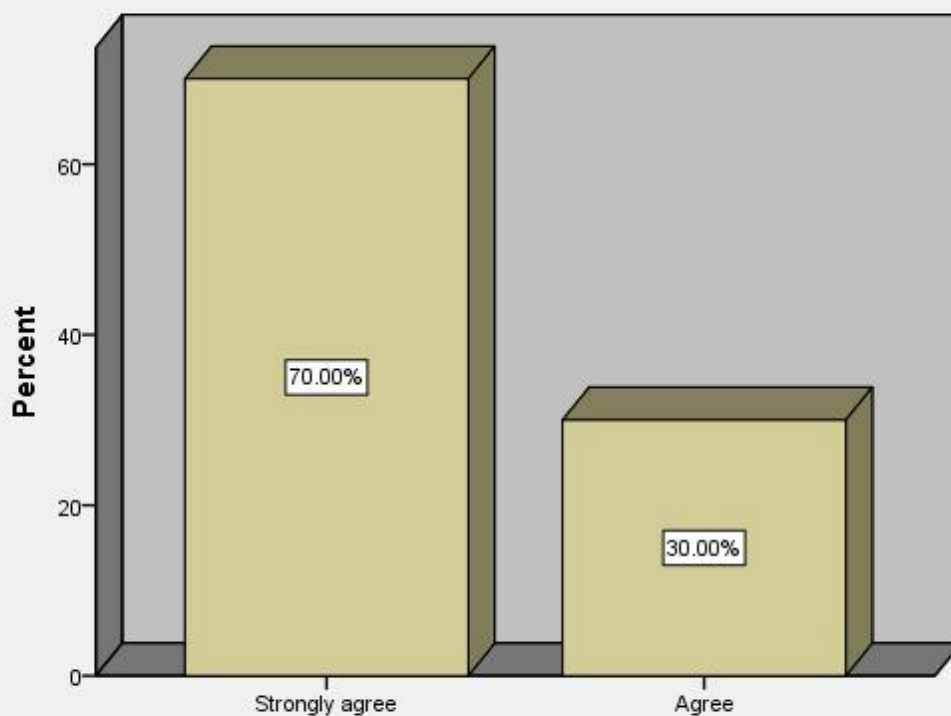


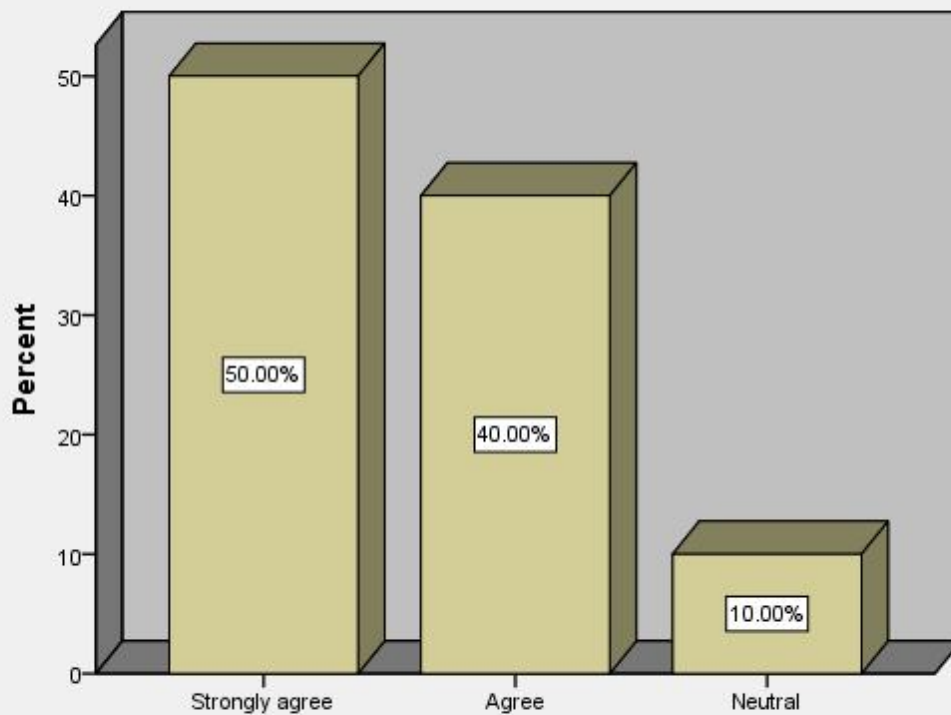
Table (4.6) and the graph show that the sample distribution by statement is as follows: strongly agree by (70%), agree by (30%). This result indicates that the speaking skill activities enable students to speak fluently.

#### 4.7. Building self-confidence is vital for improving speaking skill.

Table 4.7

	Valid	Frequency	Percentage
	Strongly agree	5	50.0
	Agree	4	40.0
	Neutral	1	10.0
	Total	10	100.0

Graph 4.7



Table(4.7) and the graph show that the sample distribution by statement is as follows: strongly agree by (50%), agree by (40%), neutral by (10%). This result indicates that building self-confidence is vital for improving speaking skill.

#### 4.8. Learning vocabulary is essential for developing speaking skill.

**Table 4.8**

Valid		Frequency	Percent
	Strongly agree	7	70.0
	Agree	3	30.0
	Total	10	100.0

**Graph 4.7**

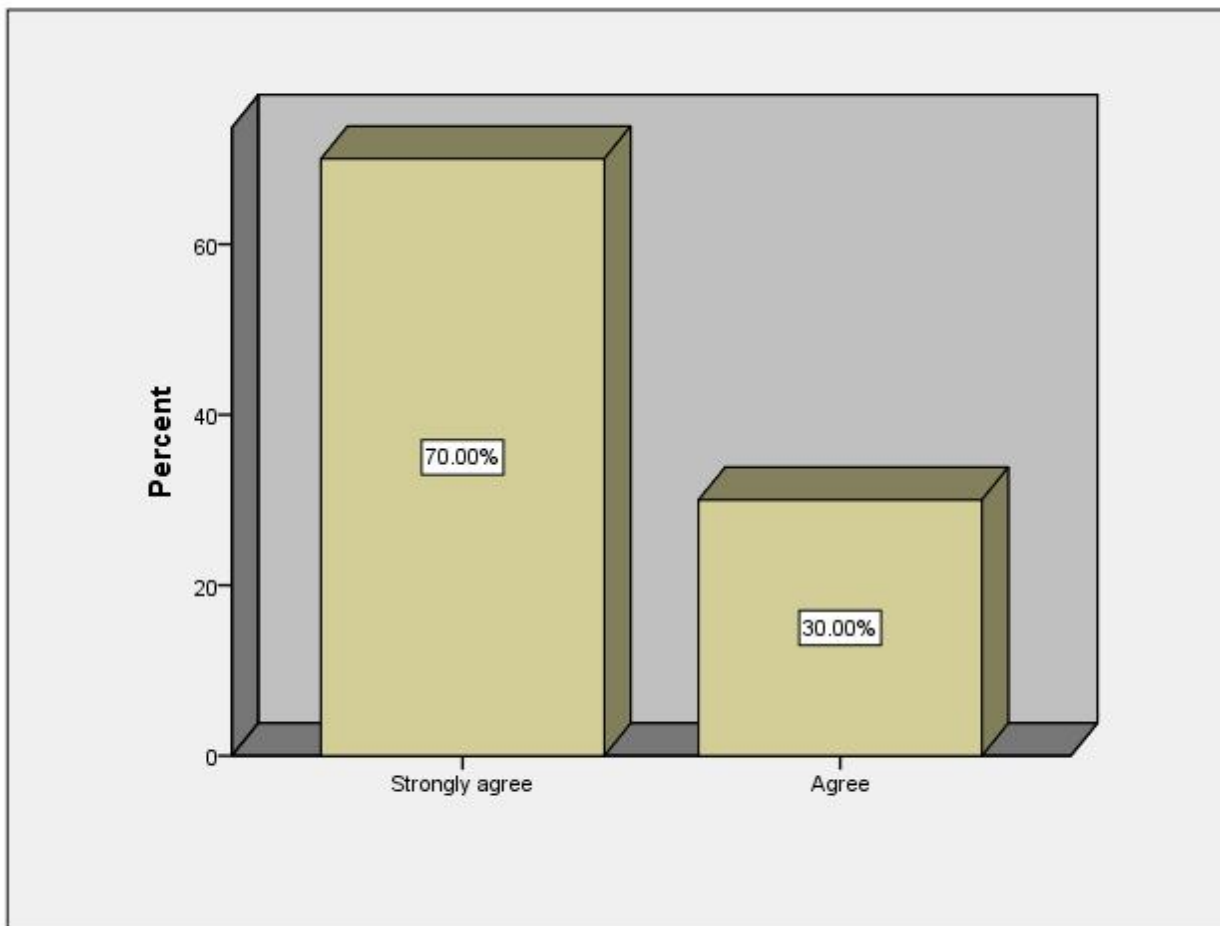


Table (4. 8) and the graph show that the sample distribution of by statement is as follows: strongly agree by (70%), agree by (30%). This result indicates that learning vocabulary is essential for developing speaking skills.

**4.9. Students can improve their speaking skill through involvement in real communication activities.**

**Table 4.9**

Valid		Frequency	Percent
	Strongly agree	7	70.0
	Agree	2	20.0
	Neutral	1	10.0
	Total	10	100.0

**Graph 4.8**

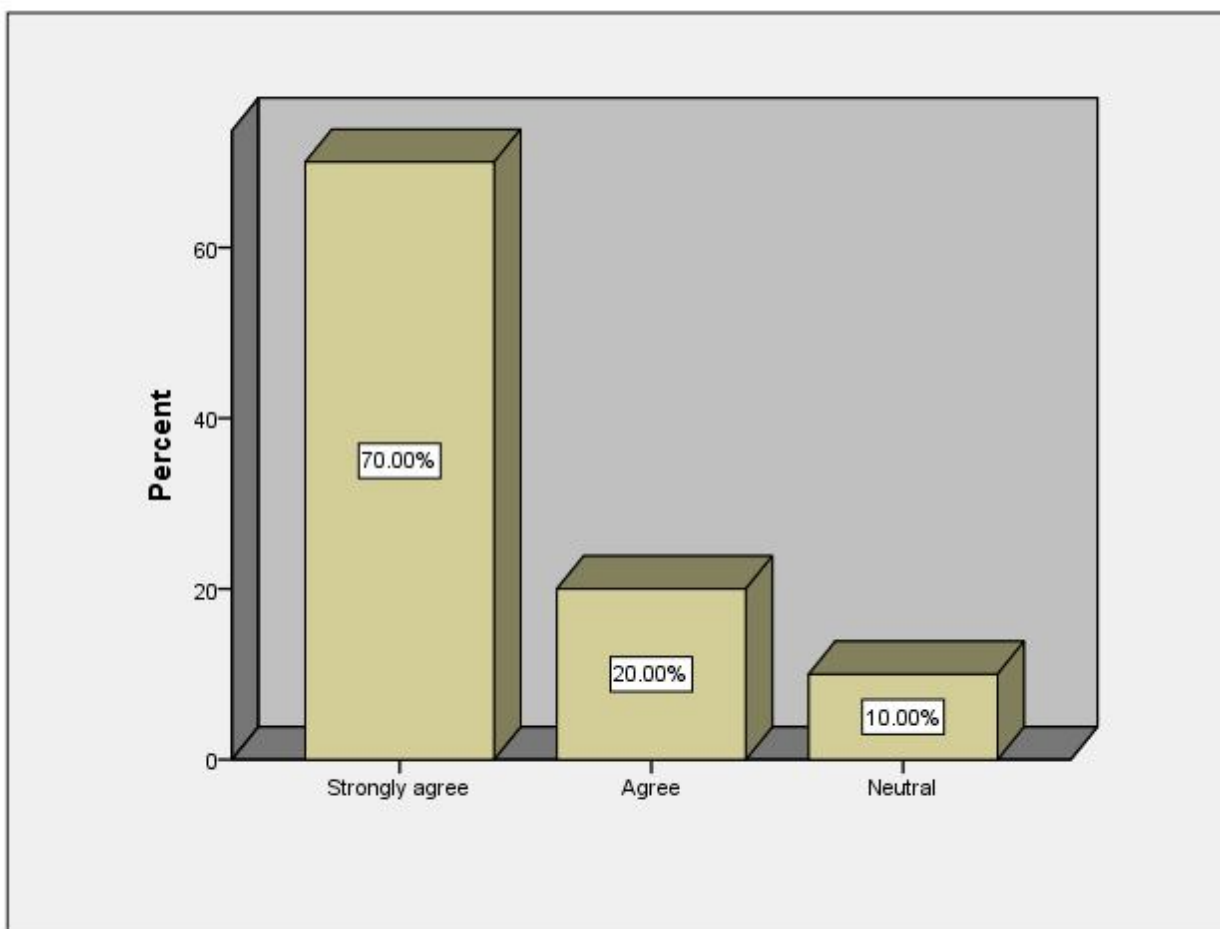


Table (4.9) and the graph show that the sample distribution by statement is as follows: strongly agree by (70%), agree by (20%), neutral by (10%). This result indicates that students can improve their speaking skill through involvement in real communication activities.

**4.10. English club is one of the most useful ways for improving spoken language.**

**Table 4.10**

	Valid	Frequency	Percent
	Strongly agree	1	10.0
	Agree	3	30.0
	Neutral	4	40.0
	Disagree	1	10.0
	Strongly disagree	1	10.0
	Total	10	100.0

**Graph 4.10**

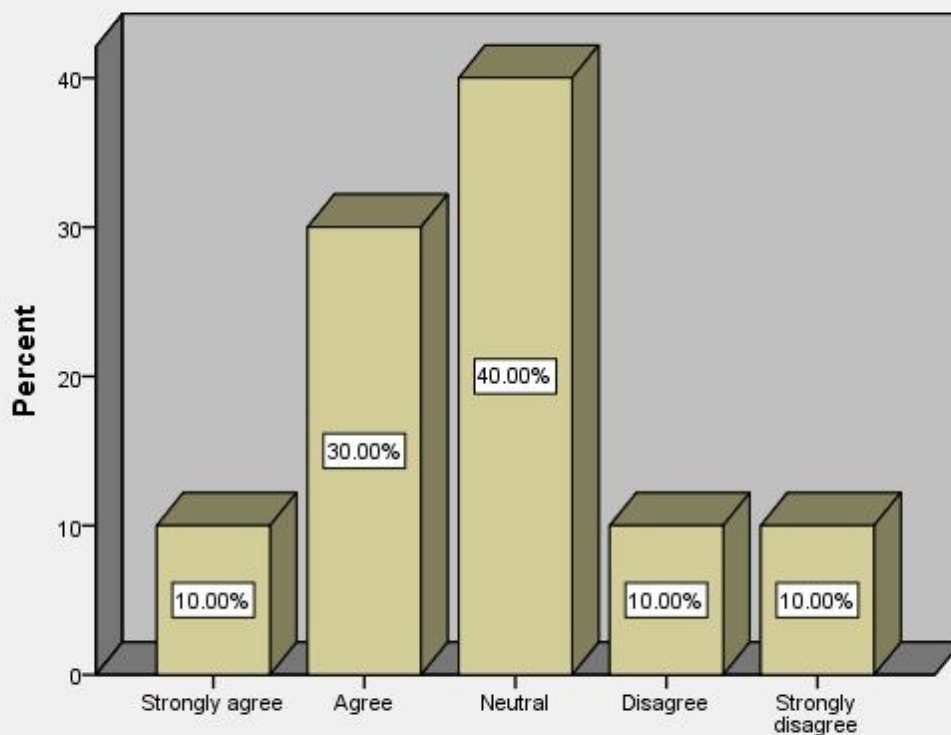


Table (4.10) and the graph show that the sample distribution by statement is as follows: strongly agree by (10%), agree by (30%), neutral by (40%), disagree by (10%) and strongly disagree by (10%).

This result indicates that English club is one of the most useful ways for improving spoken language, because they can develop competence through different technique.

## 4.2. Testing hypotheses:

### 4.2.1. Secondary school students face a number of problems in speaking.

One-Sample Statistics

N	Mean	Std. Deviation	Std. Error Mean
10	9.90	1.663	.526

One-Sample Test

Test Value = 0.05					
T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
18.727	9	.000	9.850	8.66	11.04

The above tables show that the significant value (.000) is less than probability value (0.05). This means there is no difference in the answers; an average (9.90) and standard deviation (1.663) about the subject. Moreover, this result supports hypothesis one positive.

### 4.2.2. The causes of these problems relate to the textbook unit.

**One-Sample Statistics**

<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
10	8.40	2.413	.763

**One-Sample Test**

<b>Test Value = 0.05</b>					
T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
10.943	9	.000	8.350	6.62	10.08

The above tables show that the significant value (.000) is less than probability value (0.05). This means there is no difference in the answers; an average (8.40) and standard deviation (2.413) about the subject. Moreover this result supports hypothesis two positive.

## **Chapter five**

### **Summary, conclusion and recommendation**



## **Chapter five**

### **Summary, conclusion and recommendations**

#### **5.1 Introduction**

This chapter gives a summary of the study in terms of its scope. Thus, it consists of a summary, conclusion, and recommendations.

#### **5.2 Summary:**

The main purpose of this study is to investigate the problems faced by secondary school students.

The researcher hypothesized that, secondary school students face a number of problems in speaking and the main causes of these problems relate to the textbooks, students lack of interest, also students lack of opportunity, and students lack of motivation.

Chapter two related to the literature review and highlighted the relationship between this study and the previous ones. In chapter three the researcher used questionnaire as data to gather the information about the study, chapter four explains

the results in terms of tables and graphs through statistical analysis. In chapter five the researcher summarizes the study and displays the conclusion and recommendations.

### **5.3 Conclusion:**

The study might facilitate the way of data canalization to researchers for more investigations in the field of speaking variously as long as it represents a problematic area for English learners. Also other studies might be conducted on the other sides of these problems and it would be very interesting to carry out studies on the strategies that can be adopted to develop speaking skills or to survey the different aspects of language that could be related to speaking.

### **5.4 Findings**

- students should be provided with more speaking activities inside the classroom and should be further encouraged by their teachers to practice speaking English.
- The current methods and instruments which are used in secondary schools are not effective in speaking English and communicative language learning.
- Most English teachers need more training in order to improve and develop their performance and competence.
- Students lack of motivation through competitions such as debates, spelling, reading text and the essay writingto practice their speaking skills.

### **5.5 Recommendations:**

On the basis of the main conclusion and findings,and the results previously discussed, the researcher recommends the following:

1. Speaking skills encourage learners to learn English thoroughly, so it should be taken seriously as well as be given much space like the other skills.
2. Teachers should be familiar with so many activities and techniques that would assist learners in mastering the speaking skill gradually; to keep up with English speaking communities in a world that is becoming paperless more and more.
3. The teachers must look into the causes of their learners' problems and develop a technique to help them avoid using inappropriate strategies.

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### Teacher's questionnaire

No	Item	Strong agree	Agree	Neutral	Disagree	Strong disagree
1	One of The problems facing secondary school students in speaking is the textbook.					
2	The Sudanese syllabus does not encourage speaking.					
3	Most teachers don't pay attention with English pronunciation, grammar, and vocabulary.					
4	One of main causes of these problems is that students lack the opportunity to practice their speaking skills outside class.					
5	The teacher should equip learners with varied activities to improve their speaking skill.					
6	The speaking skill activities enable students to speak fluently.					
7	Building self-confidence is vital for improving speaking skill.					
	Learning vocabulary is essential for developing speaking skill.					
9	Students can improve their speaking skill through involvement in real					

	communicationactivities.					
10	English club is one of the most useful ways for improving spoken language.					

