# Chapter One

# Introduction

## 1-0 Background:

The word sharing is of a key importance indicate why communication is basic to human society. People must communicate and share meaning in order to establish Relationship. And this interaction involves sending, receiving and responding, so both listeners and speakers have responsibilities.

Some students feel confused especially in oral communication (Spoken language). So this study will try to investigate the problems that face the learner of English as a second language learner in oral communication, and may be the root causes of these problems are due to; Inference between $L_1$ and $L_2$, Incorrect pronunciation vocabulary, Self-confidence, and the abilities of the students to organize their ideas in coherent way. This study will try to investigate the student's knowledge about English language and the student's skills in using this knowledge, so this study will come up with solutions that may help students in oral communication.

Oral communication seems to be the most effective tool that can be used for communication. Because when we speak that means we have a listener, there will be a direct contact with the listener.

## 1.1  The statement of the problem:

The research attempts to examine some difficulties that face

English language students when they communicate

## 1-2 The objectives of the study:

The research attempt to:

1- Examine the impact of linguistic and non-linguistic elements on the occurrence of the difficulties that face English language students in oral communication or in spoken language.

2- Identify the difficulties experienced by English language students in spoken language.

3- Draw attention to the use of some important skills in oral communication.

## 1-3 The questions of the Study:

1- What are the exact lexicogrammatical difficulties that face students in oral communication?
2- To What extent does the mother tongue affect oral communication?

## 1.4 The Hypotheses of the Study:

1-The mother tongue affects the student's oral communication.

2-Most of English language learners have problems in pronunciation, grammar, and vocabulary. That impede them to communicate effectively.

## 1.5 The significance of the study:

The study is significant because it tries to show; the student's knowledge of the language and the skills in using this knowledge in speaking.

## 1-6 The Methodology of the study:

The researcher will use questionnaire and speaking test as tools for data collection.

It covers a considerable numbers of students of E.F.L and questionnaire for English language teacher, the Sample will be taken randomly.

## 1-7 The Limits of the study:

The study investigates the difficulties that face English

Language students in oral communication, and will

Examine the oral communications accuracy in vocabulary, grammar, Pronunciation, fluency of the student and psychological factors.

# Chapter Two
# Literature Review

## 2-0 Introduction:

This chapter provides a theoretical review about oral communication. It also identifies oral communication skills (listening, speaking, and pronunciation, provided with Bygate theories of speaking and the last of this section will review some previous studies related to this research.

## 2-1 Terms Definitions:

There are many definitions of the word "oral" according to American Dictionary " Fifth edition, by Houshton nifflin usually before noun) it is spoken rather than written, or relating to the mouth.

## 2-1-1The language:

Luara M.Justice (2012) explained that: Probably having an intuitive sense of what language is because it is human behavior, acquired to a sophisticated level and used regularly for various purposes. In fact, using language abilities, as reading and analyzing the content of this chapter. However, taking a moment in defining the language more explicitly, you may find the task challenging. Ask 10 classmates for a definition of language, and each will likely respond differently. The same outcome would probably occur in questioning 10 language researchers.

Language is a basic and essential human behavior that develops early in life. Probably recognizing that language involves words and sentences and both expression (production of language) and comprehension (understanding of language. In addition, knowing that language is a process of the brain that helps people communicates their thoughts to

other individuals, although it is somewhat unclear about how language differs from speech and communication.

However, to be as specific as possible about what language is and it not, let's look at the definition of language as presented in the Encyclopedia (at http://www.britanica.com).

Language is a "system of conventional spoken or written symbols used by people in a shared culture to communicate with one another."

Next, there are more details in the four characteristics of language identified in this definition:

- Language is a System of Symbols. The first characteristic of language warranting discussion is that it features a system, or code, using a set of symbols, specifically morphemes. Morphemes are the smallest units of language that carry meaning; they are combined to create words. Some words consists of a single morpheme (e.g., school), but many words comprise two or more morphemes, such as schools (two morphemes—school + -s) and preschools (three morphemes – can be presented in spoken or written format, a point we'll return to shortly.

  The term code refers to the translation of one type of information into another type of information. In language, words are created by using morphemes to represent myriad aspects of the word around the language community. For instance, as the relationship between a word and its referent is arbitrary. English speakers use the word happy to represent an internal feeling of happiness, but any word would do.
  English speakers, we can represent an internal feeling of happiness by using the single word happy. When we use the word happy in a conversation with other people to describe our feelings, we use the word to translate our feelings; we use the word to translate our feelings. Although we can share

feelings and ideas through other means-such as gestures, facial expression, and posture-words are much specific and provide a uniquely powerful tool for communicating.

One important characteristic of language code is that the relationship between a word and its referent (the aspect of the world to which the word refers) is arbitrary felling. For example, although English speakers recognize that happy refers to a specific feeling, any other word (e.g., sprit, topic, or greedy) would do. Likewise, in English, one way to denote plurality is by attaching the morpheme-s to words (e.g., pens). Various other ways to denote plurality could also be used because the relationship between the plural morpheme-s and its plural marking is arbitrary. In contrast, the code used to organize words into sentences into arbitrary; rather, specific rules must be followed for organizing thoughts into words and sentences, as discussed next

- Language is shared. The second characteristic of language is that it is shared by the members of as community of culture. A language community is a group of people who use a common language. In fact, somewhere in the history of the human species, a single language probably emerged within a social community of about 100 hominids (Cartwright, 2000). Some experts contend that language emerged within this community as a type of grooming behavior, essentially an efficient way to share socially useful information (Dunbar, Duncan, & Nettle, 1994). Accordingly, the numerous languages of the world emerged from this single community of language users.

Language communities emerge for many reasons. Some form as a result of geographic circumstances, as in the case of Ukrainian, the language spoken in Ukraine, a country in the western region of the former Soviet Union. Alternatively, a language community my emerge for sociological reasons, as

in the case of Hebrew, which many persons of Jewish faith share, or American Sign Language, which persons in the U.S. deaf community use. A language community can organize for economic reasons as well. For instance, the World Trade Organization (WTO), a global group that coordinates and regulates trade among 148 countries, conducts its activities in English, French, and Spanish.

- The language System is Conventional. The third characteristic of language is the specific, systematic, and rule-governed conventions it must follow to make it non-random. These conventions govern the way a particular linguistic community arranges sounds into words and words into phrases, clauses, and sentences. When speakers of American English produce sounds, phrase, clauses, and sentences, they must abide by a strict set of rules. When speakers violate these rules, other community members are usually aware of the violation. For instance, a young child's comments "I sweepeded the room" and " I goad with Daddy" may be considered cute, but we are also aware that some linguistic rule has been violated. Yoda, a character in the Star Wars films, speaks an English dialect that follows unique rules. He says such things as "Agree with you the council does "the dark side of the force easily does flow. "Yoda's language (which some persons call Yodish) follows its own set of conventions, even if not those of Standard English dialects.

- Language is a Tool for Human Communication. The final characteristic of language requiring discussion in that it exists as a tool for communication. Communication is the process of sharing information, such as thoughts, feelings, and ideas, among two or more persons. Although other species are able to communicate, such as dogs, birds, and dolphins, and ants, the innate and specialized capacity of humans to use language

as a tool to communicate is what makes the human specifies unique.

## 2.2 Communication:

Oxford advanced learner Dictionary (1995:230) defines the word "communication" as" the action or process of communicating", a thing that is communicated, a message or the means of communicating.

Also, Luara M. Justice(2012) defined the word communication as the process of sharing information among two or more persons, usually differentiated as sender (speaker) and receiver (listener).Typically in communication, only one person is the sender, although this is not always the case, such as when students coauthor a written paper. In addition, although communication may at times involve numerous receivers, such as when the newly elected president, Barak Obama, gave his inauguration speech to an estimated audience of 1.5 million.

Laura (2012) in his book the language development explained that; language, speech hearing, and communication together represents basic and interrelated human abilities. Although simple form of communication such as gesturing do not necessarily require language, speech, and hearing, more advanced forms of communication-particularly talking and listening-require them.

Often, the terms language, speech, and communication are used synonymously, but in fact they describe substantly different processes. The term language was previously as the rule-governed, code-based tool that person uses to represent thoughts and ideas. Once these thoughts and ideas are formulated, they can be communicated to other people through speech or manual use of sign system; otherwise, individuals can choose to keep these thoughts and ideas to themselves(inner language) or can write them down(written language).

Speech describes the neuromuscular process by which humans turn language into a sound signal that is transmitted through the air (or

another medium such as telephone line) to a receiver. Hearing is the sensory system that allows speech to enter into and be processed by human brain. Communication, referred to previously, is the process of sharing information among individuals. A spoken conversation between two persons involves language, hearing, and speech; in contrast, communication between two persons in an internet chat room involves only language.

## 2-3 Oral Communication Skills

Listening, speaking and pronunciation are the oral communication skills. Geoffery leech and Jan Svartvic(1975-4) say about spoken language; an important element in communicative approach is the student's ability to use and understand spoken language. This emphasis on the speech is sometimes not misunderstood .So that communicative method is taken to imply focused on the spoken language. Many will not share this view: 'communication' means communication in both speech and writing. According to Laura m.Justice(2012) is that the combination of speaking and listening is a common mode of communication called oral communication. However, communication needs to be spoken or heard. A person can reject by turning away, a baby can comment by smiling and a Dog can request by panting at the door. What is unique about human communication though is the use of language and speech in the communication process.

## 2-3-1 Definition of Speaking

Charles Barber (1993) explained that Language is a singling system. As its material, it use the vocal sounds. Basically, a language is something which is spoken: the written language is secondary and derivative. In the history of each individual, speech is learned before writing, and there is a good reason for believing that the same was true in the history of species. There are primitive communities that have speech without writing, but we know of no human community which has a written

language without a spoken one. Speaking a language is the process of building and sharing meaning through the use of verbal and non-Verbal symbols, in a variety context.

Oxford Dictionary (2012) defines speaking as the action of conveying information or expressing one's thoughts and feelings in spoken language. For Brown (1994), Burns and Joyce (1997), speaking is the interactive process of construction meaning that involves producing, 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.

In Oxford Advanced Learner' Dictionary (1995.1140), speaking is "making use of words in an ordinary voice; uttering words; knowing and being able use a language, expressing oneself in a word, making a speech. Cunningham (1999) debates that speaking requires that learners not only know how to produce specific point of language such as grammar, pronunciation, vocabulary. (Linguistic competence), but also they understand them, why and in what ways to produce language (linguistic competence).

## 2-3-2 listening:

According to Oxford Dictionary Edition; is to pay attention to something that you hear.

Penny (2012) in his book teaching listening and comprehension says that: "If speech depends on hearing and books don't talk, what are you going to do?

Fortunately there is a lot of English spoken about the world. On films, on the Radio, on Tapes, on Gramophone records; most people can get the opportunity of listening to English is some way, and this is what must be done. Hear English, but just hearing it is not enough, listening to it is not for the meaning but for the sound of it, obviously when,

listening to the radio program and trying to understand it, try to get the meaning:

If you do it silently, inside yourself, you cannot talk English inside yourself it has to come out, so practice aloud. Even if that it puzzles your family or your friend. Now, when you practice (a loud, of course) you must listen carefully and accurately. If you have listened properly in the first place you will know what the English words and sentences sound like, and you must compare as closely as you can , the sounds that come out of your mouth with the sound that are holding in your head, in your sound-memory. Don't be satisfied too easily; try to Match your sounds exactly with the sound that you have listened to.

Through tape recording is helpful this don't mean that if you haven't done your English will not improve, and just as important, it does not mean that if you have a tape- recording.

Your English will necessarily be better, careful listening is most important thing and careful listening, matching of performance with listening will bring you near to the ideal of a perfect English pronunciation and so, making a mistake is important because, without mistakes the learning process is not going to succeed".

Also, Laura(2012) defined the word hearing as the sensory system that allows speech to enter into and be processed by human brain. So, when people produce speech to share language for communication, listeners should concentrate on speech.

## 2-3-3 pronunciation:

Pronunciation means how we say words – most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in; learners of British English commonly hear RP, which is an accent often used on B.B.C and other news media and in some course materials for language learners, but it is also common to hear a variety of regional accent of English from across the world.

Pronunciation is considered as a subject of both listening and speaking. Also there are phonological interferences between the languages, so each language should be examined separately to help clarify why it is difficult for the native speakers of L1 to pronounce some letters in L2.

## 2-4 Theories of speaking:

Speaking and writing are both productive skills. Harmer (2001) notes that from the communicative point of view, speaking has many different aspects including two major categories - accuracy, involving the correct use of vocabulary, grammar and pronunciation practice through controlled an guided activities; and, fluency, considered to be 'the ability to keep going when .speaking Spontaneously'.

The following section presents speaking theories by Jeremy Harmer, The Practice of English Teaching (2001), and more importantly, Martin Bygate, Speaking (1987).

## 2-4-1 Bygate's Theory

According to Bygate (1987) in order to achieve a communicative goal through speaking, there are two aspects to be considered: knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations.

> *"We do not merely know how to assemble sentences in the abstract: we have to produce them and adapt to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path".*
> *(Bygate, 1987: 3).*

Being able to decide what to say on the spot, saying it clearly and being flexible during a conversation as different situations come out is the ability to use the knowledge 'in action', which creates the second

aspect of speaking skill . Bygate Views the skill as comprising two components:

Production skills and, interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into consideration. The fact that 'a speech takes place under the pressure of time'; secondly, reciprocity conditions connected with a mutual relationship between the interlocutors.

## 2- 4-2 Production Skills

The processing conditions (time pressure) in certain ways to limit or modify the oral production; it means that the use of production skills. For that reason, Bygate (1987) believes that speakers are forced to use devices which help them make the oral production possible or easier through 'facilitation', or enable them to change the words they use in order to avoid or replace the difficult ones by means of 'compensation'.

There are four elementary ways of facilitating that Bygate Distinguishes: simplifying, structures, ellipsis, formulaic expressions, and using fillers and hesitation devices. On the other hand, when a speaker needs to alter, correct or change what he or she has said, they will need to make use of compensation devices. These include tools such as substitution, rephrasing, reformulating, self-correction, false starts, and repetition and hesitation. Bygate concludes that the incorporation of these features, facilitation and compensation, in the teaching-learning process is of a considerate importance, in order to help students' oral production and compensate for the problems they may face:

> *"All these features [facilitation compensation] may in fact help*
> *E learners speak, and hence help them learn to speak. . . In addition to helping learners learn to Speak, these features*

*may also help learner's sound normal in their use of the foreign language. (Bygate I987: 20)".*

Facilitation and compensation, both devices which help students make the oral production possible or easier, or help them change, avoid or replace the difficult expressions, besides these elementary functions also help students sound more natural as speakers of a foreign language.

**2-4-3 Interaction skills**

To begin with, routines are the typical patterns in which speakers organize what they have to communicate. There are two kinds of routines: information routines, and interaction routines. The information routines include frequently recurring types of information structures involved in, for example, stories, descriptions, comparisons, or instructions. Bygate further divides information routines according to their function into evaluative routines (explanations, predictions, justifications, preferences, decisions), and expository routines (narration, descriptions, instructions).

According to Bygate (1987) both speakers and listeners, besides being good at processing spoken words should be 'good communicators', which means good at saying what they want to say in a way which the listener finds understandable. This means being able to possess interaction skills. Communication of meaning then depends on two kinds of skill: routines, and negotiation skills.

The interaction routines, on the other hand, present the characteristic, in which interactions are organized dealing with the logical if, organization and order of the parts of the conversation. Interaction routines can typically be observed in, for example, telephone conversations, interviews, or conversations at the party. Bygate (1987). thinks that while routines present the typical patterns of conversation, negotiation skills, on the other hand, solve communication problems and enable the speaker and the listener to make themselves clearly,

understood: In fact, according to Bygate, negotiation skills get routines i through by the management of interaction and negotiation of meaning.

The first aspect of negotiation skills is management of interaction, Bygate notes, refers to the business of agreeing who is going to speak next, and what he or she is going to talk about. These are two aspects of management of interaction that Bygate distinguishes: agenda of management and tum-taking. On one hand, the participants' choice of the topic, how it is developed, its length, the beginning or the end is controlled by the agenda of management.

On the other hand, effective turn-taking requires five abilities: how to signal that one wants to speak, recognizing the right moment to get a tum, how to use appropriate turn structure in order to one's turn properly and net to lose it before finishing what one has to say, recognizing other people's signals of their desire to speak, and, finally, knowing how to let someone else have a turn.

The second aspect of negotiation skills is the skill of communicating ideas clearly and signaling understanding or it misunderstanding during a conversation is referred to as negotiation of meaning. There are two factors that ensure understanding during oral communications, according to Bygate; they are: the level of explicitness and procedures of negotiation. The level of explicitness refers to the choice of expressions with regard to interlocutors' knowledge. As regards

The procedures of negotiation, i.e. how specific speakers are in what they say, Bygate (1987) sees that this aspect of negotiation of meaning involves the use of paraphrases, metaphors, on the use of vocabulary varying the degree of precisions with which we communicate.

**3-4-4 Harmer's Theory:**

**3-** Harmer (2001) when discussing the elements of speaking that are necessary for fluent oral production distinguishes between two aspects: knowledge of 'language features', and the ability to process information on the spot, it means 'mental/social processing'.

The first aspect, language features, necessary for spoken production involves according to Harmer (2001) connected speech, expressive devices. Lexis and grammar, and negotiation language. For a clearer view of what the individual features include, here is a brief overview:

> *"connected speech – conveying fluent connected speech including assimilation, elision, linking 'r', contractions and stress patterning and weakened sounds); expressive devices - pitch, stress, speed, volume, physical - non-verbal means for conveying meanings {super segmental features).'*
> *Lexis and grammar ~ supplying common lexical phrases far different Functions (agreeing, disagreeing, expressing shock. surprise, approval, etc.*
> *Negotiation language - in order to seek clarification and to show the structure of what we are saying. (Harmer 200]: 269-2 70)".*

In order to wage a successful language interaction, Harmer (2001) thinks that it is necessary to realize the use of the language features it. Through mental/social processing with the help of 'the rapid processing skills'. 'Mental/social processing includes three features - language processing, interacting with others, and on-the-spot information processing. To give a clearer View of what these features include, here is a brief summary:

*- "language processing - processing the language in the head and putting it into coherent order, which requires the need for comprehensibility and convey of meaning (retrieval of words and phrases from memory, assembling them into syntactically and proportionally appropriate sequences); interacting with others - including listening, understanding of how the other participants are feeling, a knowledge of how linguistically to take turns or allow others to do so;*
*- on-the-spot information processing - i.e. processing the information the listener is told the moment he/she gets it. (Harmer 2001: 271)".*

From Harmer's point of View, the ability to wage oral communication, it is necessary that the participant possesses knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas - connected speech, expressive devices, lexis and grammar, and negotiation language.
The kinds of English:

What do we mean by a perfect English pronunciation in one sense, there are many kinds of English as there are speakers of it, no two people speak exactly alike, we can always hear differences between them. And the pronunciation of English varies a great deal in the different geographical.

## 2-5 Arabic influences English:

William J.John and Finona (2002) explained that; Arabic has only three vowels (I/a, and u) which occur in both short and long forms. The only diphthong in Arabic consonants doesn't exist in Arabic. These include the top /P/ and /g/.

The fricatives /V/ and /3/ and the nasal /g/ (Altaha, 1995) " handbook of the international phonetic association, 1999), however, some of these phonemes exist in some dialects of Arabic. In Arabic is not possible to have a cluster, as in sikrim / for "scream" and "sitrit" for "street" (Altaha 1995).

Arabic speakers who are learning English will sometimes pronounce silent letters, since Arabic Alphabet is phonemic – as in:

Knot - knct / could – kuld/, and "lamb – lǣmb". Other difficulties arises from English spelling intrusions include problems of pouncing words with the letter "C" for ex "city" – kiti  and "soccer" – "sɔk6r".

As can be seen "C" is sometimes pronounced as /k/ when it should be pronounced as /S/ , and vice versa.

In similar manner, since the letter "g" can be pronounced as either /d3/ or /g/ Arabic speakers may produce "gean" as /d3ir/ and /origin/ as /origin/ . Also the spelling /dg/ may be pronounced as two separate phonemes, as in / bʌdgit/.

## 2-6 previous Studies:

Local Study:

In Sudan, Kamal(1980) conducted a Study to investigate speaking difficulties and conclude that the  Egyptian Students face certain problems related to pronunciation some of these problems are related to stress other are related to intonation. However, most of these problems can be attributed to the differences in pronunciation between English and Arabic.

Foreign Study:

In Libya, Manana's (2003) Study in which he investigated the quality of teaching English speaking skills in the Libyan preparatory schools were not taught effectively .He said that the teachers seem to be not trained.

He found that most of Libyan students suffer a lot from the fear of committing mistakes.

Abdul hag (1982) Investigating the lexical, syntactical and phonological Errors committed by Jordanian school learner of English. There are general outcries about the continuous deterioration of the standards of English proficiency of student among schools teachers, university instructors, and all those who concerned with English teaching.

To sum up, the following points can be concluded about previous studies in speaking skills:

1/ Learning the second language face some difficulties in Libya and in particular and in Arab countries in general.

2/ Most of the studies presented above declared that the students are weak in learning productive skills (speaking and writing).

3/Most of the studies showed that fluency and accuracy should be given primary interest at schools.

# Chapter Three

## Methodology

## 3.0 Introduction:

As discussed earlier in the present research, the aim of this study is to investigate the difficulties of oral communication among English Language learners in Sudan university , for such purpose, the researcher adopted methodology to find answer to the research question, and procedure for collecting and analyzing data.

This chapter describes fully the methodology adopted to collect data, it includes:

- Selection of the participant (sample)

- The tools

- Validity and reliability of the data collected.

## 3.1 The subject of the study (sample):

The sample of this study is taken from Sudan University of Science and Technology, college of  languages, English department, the second and the third level .The number of population of this study is 40 teachers, and 30 students, in Sudan University of Science and Technology. The goal behind choosing these levels is just, because they have finished the necessary courses that enable them to communicate orally.

## 3.2 The tools:

The researcher used questionnaire and speaking test as a tool for collecting data , and also used questionnaire because it is suitable to answer the research questions, and also more convenient to reach the main goal of this study.

It consists of 10 statements to find answers for the research questions, the questionnaire distributed to 40 teachers. The statements were picked up carefully, simple, understandable and convenient to Mach the objectives of the study.

The participants were given choices to tell their point of view such as agree, neutral, disagree.

Also the researcher used speaking test to support the teacher's answers. It consists of 30 students in {the third and the fourth level}. The students were tested orally to know the accuracy of grammar, vocabulary, and pronunciation in order to know their fluency in the language.

## 3-3 Validity and Reliability:

With the regard to the validity of the collected information, the researcher designed questionnaire to English language teachers. And speaking test for English language learners, in Sudan University of science and technology. According to these tools the researcher recorded his findings.

The researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

Reliability and Validity**:**

| Questionnaire | |
|---|---|
| reliability coefficient | validity coefficient |
| 0.642 | 0.80 |

Source: prepared by researcher, using SPSS, 2015

Notes from the results table that all reliability and validity coefficients for questionnaire is greater than (50%) and close to the one, This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

To get results as accurate as possible, has been used SPSS statistical software, which indicates a shortcut to statistical package for social sciences; the researcher calculates the reliability coefficient of the scale used in speaking test.

| The speaking test | |
|---|---|
| reliability coefficient | validity coefficient |
| o.612 | 0.78 |

# Chapter Four

## Data Analysis, Results and Discussion

## 4.1 Introduction:

As discussed in the last chapter, the procedures used by the researcher in collecting data and the methodology adopted.

In this chapter, the researcher gives practical analysis for the collected data, and will discuss the results of the analysis.

This chapter is divided into two sections;

Section one: the statistical analysis of questionnaire.

Section two: the statistics analysis of speaking test.

### 4.2 Statistical analysis:

### Statistical methods used:

To achieve the objectives of the study and to verify hypotheses, statistical methods were used the following:

1 - Charts.

2 - Frequency distribution of the answers.

3 - Percentages.

4 - Alpha equation, to calculate the reliability coefficient.

5 - median.

6 - Chi-square test for the significance of differences between the answers.

To get results as accurate as possible, has been used SPSS statistical software, which indicates a shortcut to Statistical Package for Social Sciences.

## 4-3 Section one: The Statistical Analysis of the questionnaire

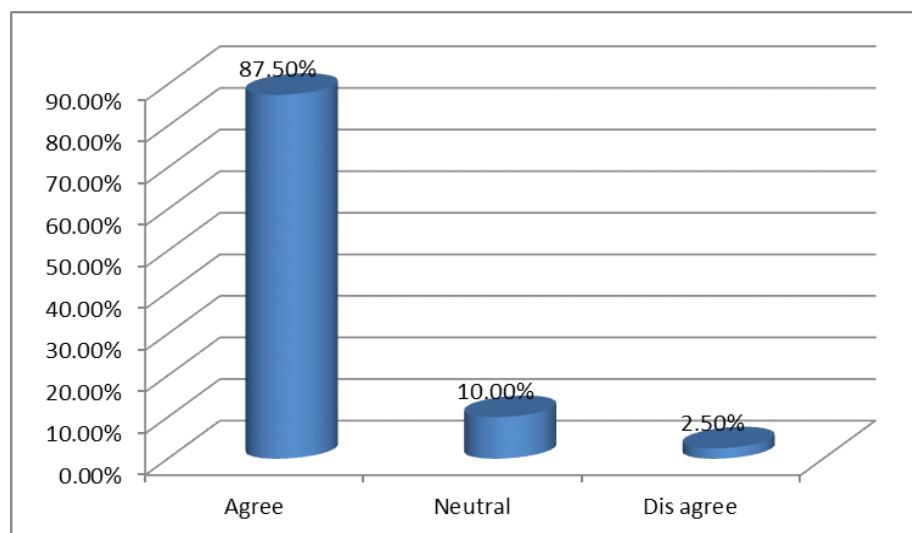**Question One**: what are the exact lexicogrmatical difficulties that the student face in oral communication?

The next 5 statements are answers to the research question number "1"

**Statement (1)** there are psychological factors that affect oral communication**:** Statement

Table ( 4-1)

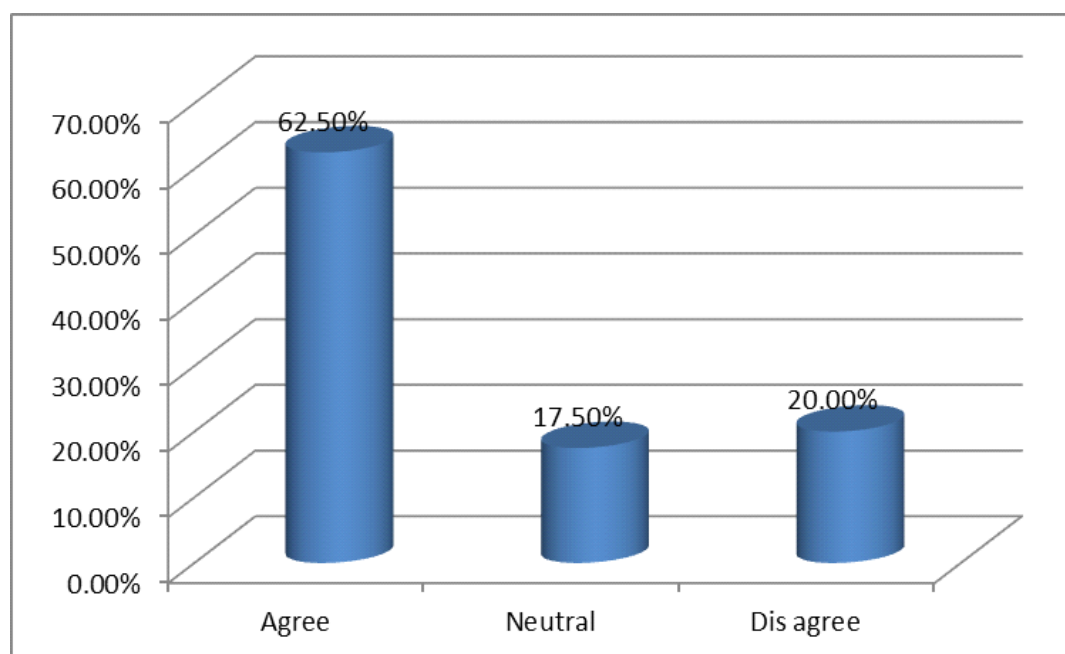|          | Frequency | Percentage |
|----------|-----------|------------|
| Agree    | 35        | 87.5%      |
| Neutral  | 4         | 10.0%      |
| Disagree | 1         | 2.5%       |
| Total    | 40        | 100%       |

Figure (4-1)



According to the table to the table (4-1) and figure (4-1) %87,5 of the students agreed, 10.0% neutral and 2.5% disagreed.

**Statement (2)** Grammar constitutes a great problem in oral communication:

Table (4-2)

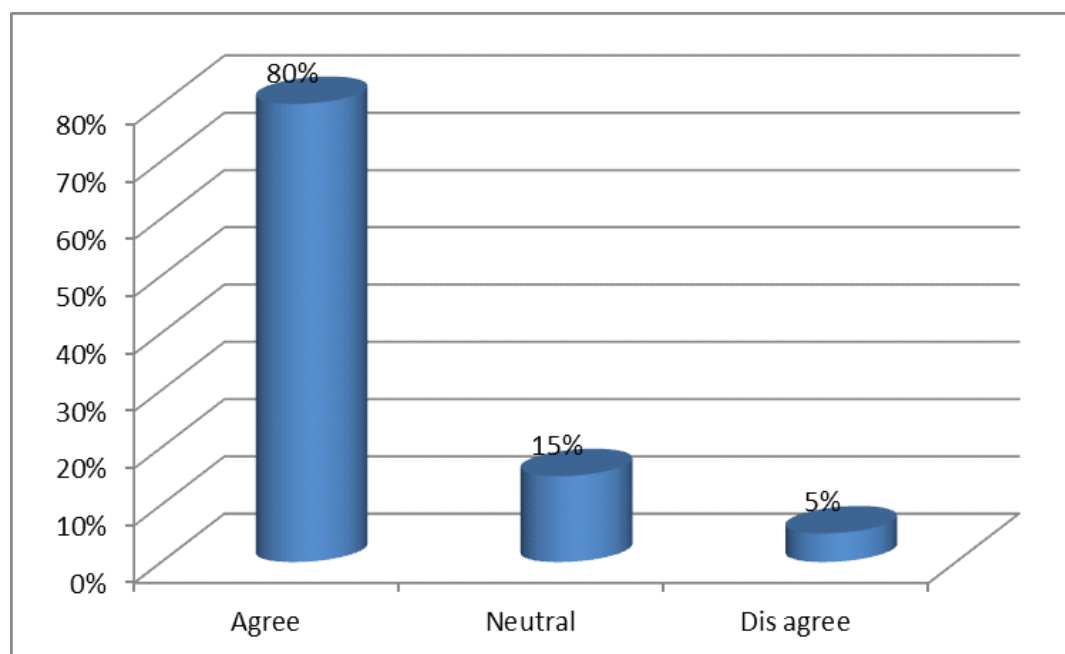|  | Frequency | Percentage |
|---|---|---|
| Agree | 25 | 62.5% |
| Neutral | 7 | 17.5% |
| Dis agree | 8 | 20.0% |
| Total | 40 | 100% |

Figure (4-2)



From the table "4-2" and figure "4-2" found that 62.5% of the students agreed, 17.5% , neutral and 20.5% of the students agreed, 17,5% neutral and 20.2% disagreed.

**Statement (3)** poor vocabulary affects oral communication**:**

Table ( 4-3)

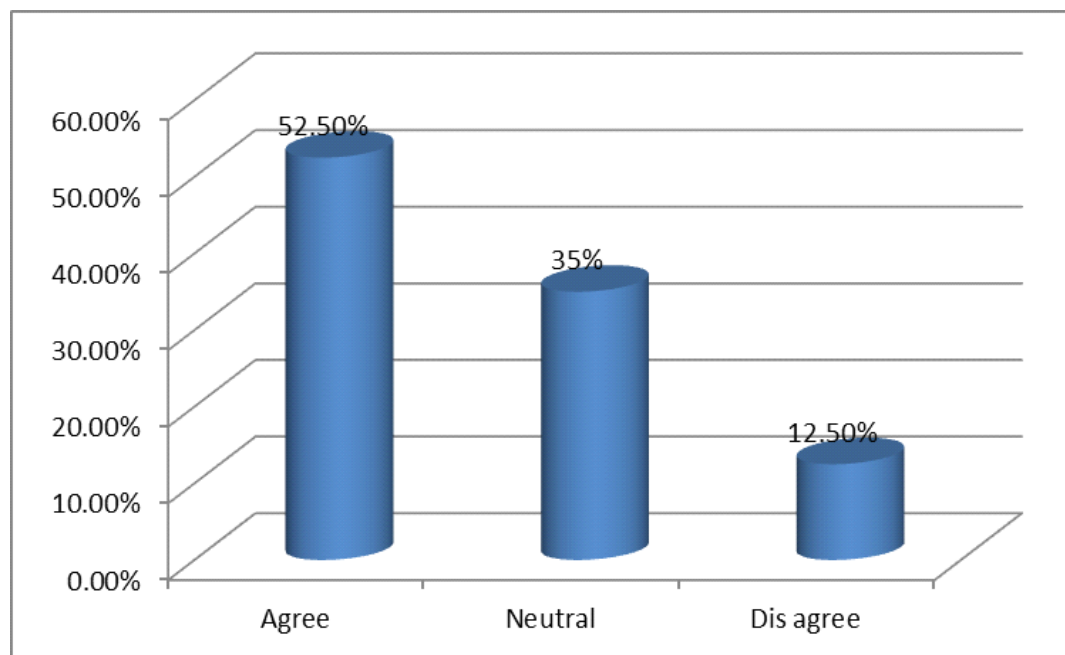|  | Frequency | Percentage |
|---|---|---|
| Agree | 32 | 80% |
| Neutral | 6 | 15% |
| Dis agree | 2 | 5% |
| Total | 40 | 100% |

Figure (4-3)



According to table "4-3" and figure "4-3"  80% of students agreed, 15% neutral and 5% disagreed.

**Statement (4)-** the problem of pronunciation causes psychological difficulties in oral communication:

Table ( 4-4)

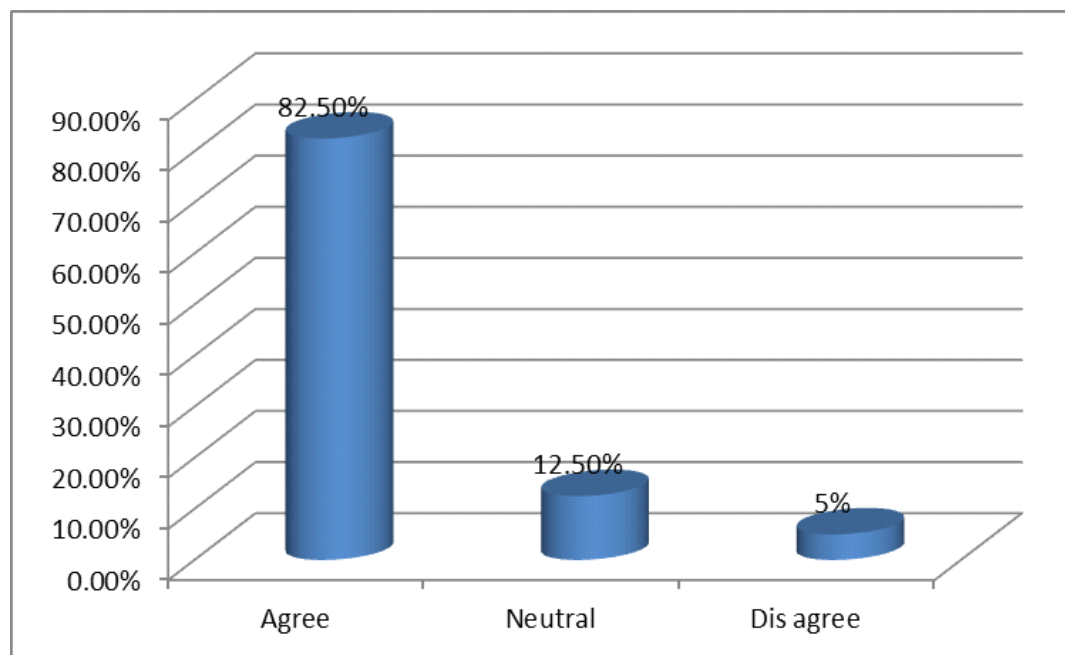|  | Frequency | Percentage |
|---|---|---|
| Agree | 21 | 52.5% |
| Neutral | 5 | 35% |
| Disagree | 2 | 12.5% |
| Total | 40 | 100% |

Figure (4-4)



From the table (4-4) and figure (4-4), noticed that 52.5% agreed, 35% neutral and 12.5% disagreed.

**Statement(5)-**lack of self-confidence makes it difficult to communicate orally :-

Table (4-5)

|  | Frequency | Percentage |
|---|---|---|
| Agree | 33 | 82.5% |
| Neutral | 5 | 12.5% |
| Disagree | 2 | 5% |
| Total | 40 | 100% |

Figure (4-5)



According to the table "4-5" and figure "4-5"; it is clear that 82.5% agreed , 12.5% neutral and 5% disagree which mean.

**Question Two:** To what extent does the mother tongue affect oral communication?
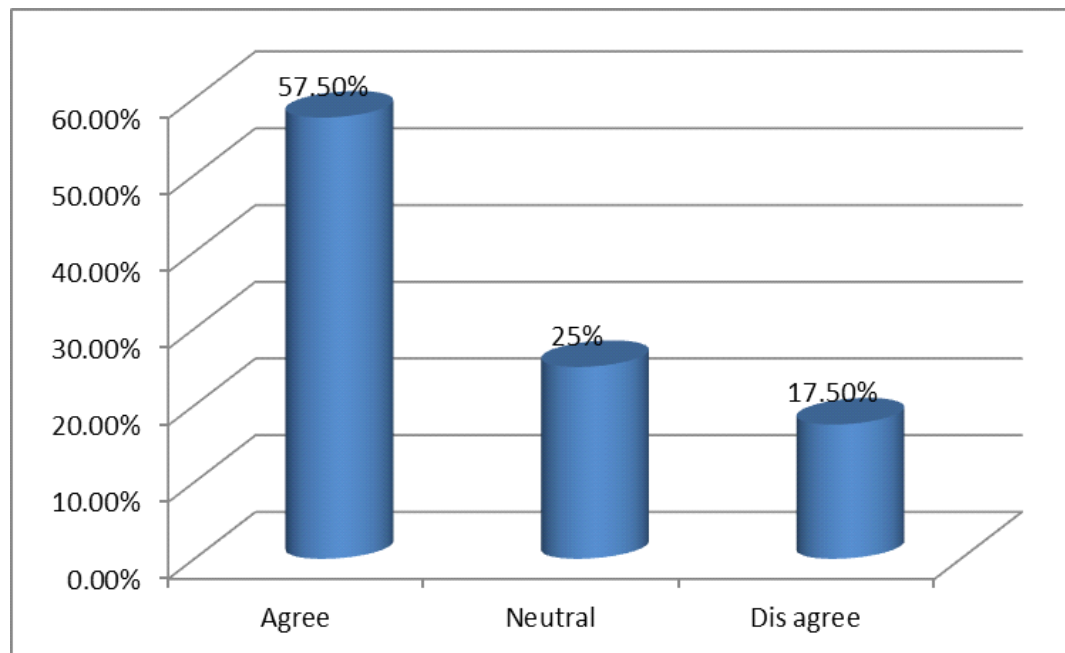
The next 5 statement are answers to the research question.

**Statement (6)-** Negative transfer comes result of poor knowledge of English language rules:

Table ( 4-6)

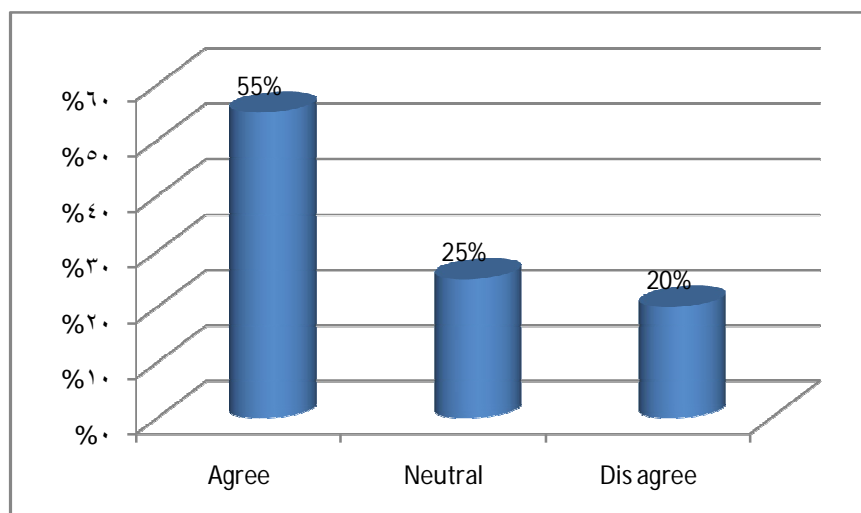|  | Frequency | Percentage |
|---|---|---|
| Agree | 23 | 57.5% |
| Neutral | 10 | 25% |
| Disagree | 7 | 17.5% |
| Total | 40 | 100% |

Figure (4-6)



According to table "4-6" and figure "4-6" the result is 57.5% agreed, 25% neutral and 17.8% disagreed.

**Statement(7)-** poor knowledge of English language culture makes cultural interference**:**

Table (4-7)

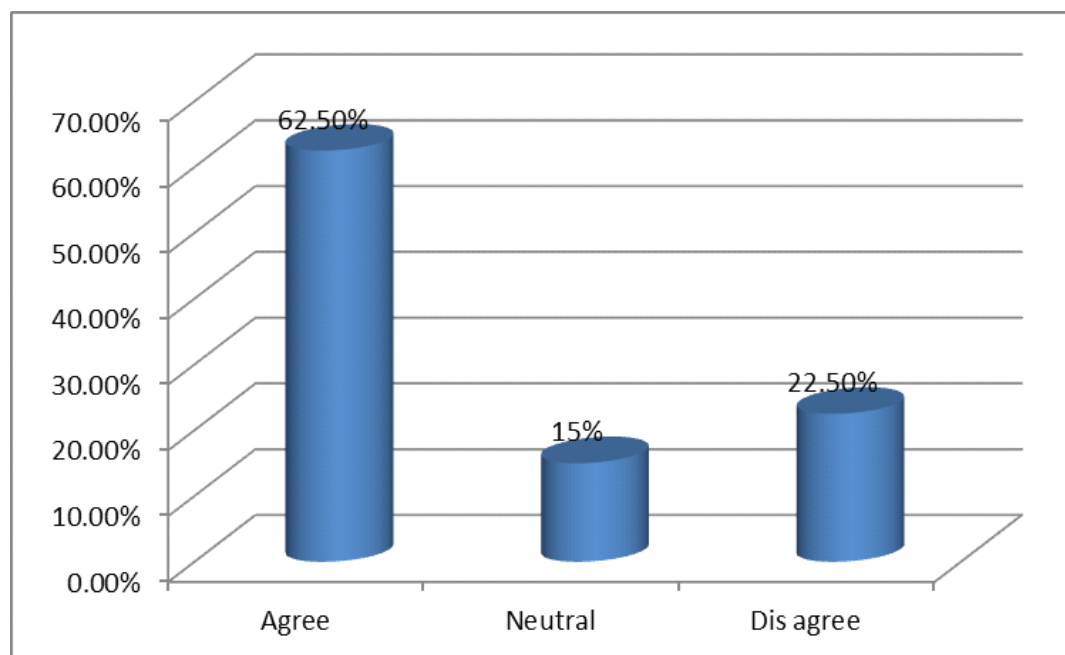|  | Frequency | Percentage |
|---|---|---|
| Agree | 22 | 55% |
| Neutral | 10 | 25% |
| Di agree | 8 | 20% |
| Total | 40 | 100% |

**Figure (4-7)**



 In the table "4-7" and figure "4-7", found that 55% agreed, 25% neutral and 20% disagree.

**Statement(8)-** the absence of some sounds in mother tongue makes it difficult to pronounce some sounds in English language.**:**

Table (4-8)

|            | Frequency | Percentage |
|------------|-----------|------------|
| Agree      | 25        | 62.5%      |
| Neutral    | 6         | 15%        |
| Disagree   | 9         | 22.5%      |
| Total      | 40        | 100%       |

Figure (4-8)



 According to table "4-8" and figure "4-8" is that 12.5% agreed, 15% neutral and 22.5% disagreed.
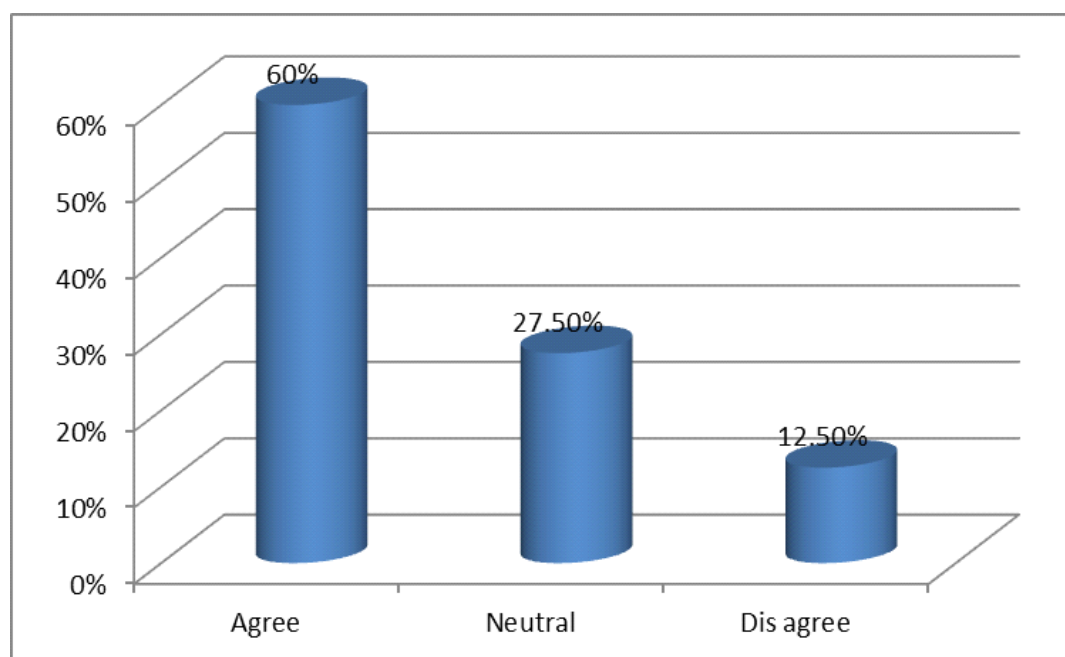
**Statement(9)-**a good knowledge of English language vocabulary skills prevents mother tongue interference .**:**

Table ( 4-9)

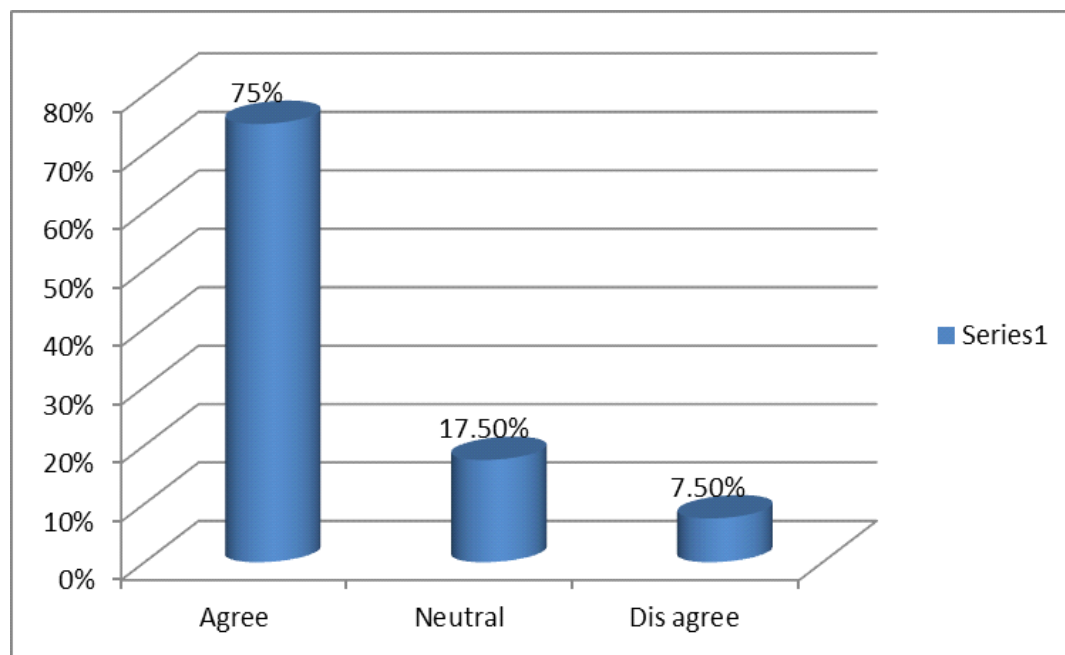|  | Frequency | Percentage |
|---|---|---|
| Agree | 24 | 60% |
| Neutral | 11 | 27.5% |
| Disagree | 5 | 12.5% |
| Total | 40 | 100% |

Figure (9)



According to the table "9", 60% agreed, 27.5% neutral and 12.5% disagreed, which means.

**Statement (10) -** mother tongue affects English language oral communication

Table (4-10)

|  | Frequency | Percentage |
|---|---|---|
| Agree | 30 | 75% |
| Neutral | 7 | 17.5% |
| Disagree | 3 | 7.5% |
| Total | 40 | 100% |

Figure (4-10)



In table "4-10" and figure "4-10" 75% agreed, 17.5% neutral and 7.5% disagreed. Which means; mother tongue affects oral communication.

## 4-4 Section Two:

In this section, the researcher will give the statistical analysis of the speaking test, and then will discuss the findings.

The sample of this test is 30 students from Sudan University of science and technology .College of languages, the second and the third levels.

This section is dedicated to investigate the student's accuracy in vocabulary, pronunciation and grammar. To investigate the student's fluency in English language, and then to compare them to the teacher's opinions.

1-Vocabulary accuracy

Table (4-1)

|  | Frequency | Percentage |
|---|---|---|
| Very god | 3 | 10% |
| Good | 12 | 40% |
| Acceptable | 12 | 40% |
| unacceptable | 3 | 10% |
| Total | 30 | 100% |

From table (4-1)  it is clear that (%40 )of the students have a good vocabulary , (40%) are acceptable,10% are very good, while (10%) are unacceptable.

## 2-Pronunciation accuracy.

Table (4-2)

|  | Frequency | Percentage |
|---|---|---|
| Very god | 8 | 26.7% |
| Good | 9 | 30% |
| Acceptable | 11 | 36.7% |
| unacceptable | 2 | 6.7% |
| Total | 30 | 100% |

The table (4-2) shows that 36.7% of the students have an Acceptable pronounciation, 30% are good, and 26.7% are very good, while 6.7% are unacceptable.

## 3- Grammatical accuracy:-

**Table (4-3)**

|  | Frequency | Percentage |
|---|---|---|
| Very god | 11 | 36.7% |
| Good | 13 | 43.3% |
| Acceptable | 3 | 10% |
| unacceptable | 3 | 10% |
| Total | 30 | 100% |

According to the table (3-3) is that (%43.3) of the students have a good grammar while (36.7%) are very good, and 10% are acceptable, and 10% are unacceptable.

4-fluency

Table (4-4)

|  | Frequency | Percentage |
|---|---|---|
| Very god | 2 | 6.7% |
| Good | 9 | 30% |
| Acceptable | 16 | 53.3% |
| unacceptable | 3 | 10% |
| Total | 30 | 100% |

From table (4-4) it is clear that(%53.3) of the students have an acceptable fluency while (30%)are good, and 6.7% are very good and 10% of the students recorded as unacceptable.

## 4-4 Summary:

This chapter is divided into two sections; section one represents the statistical analysis of questionnaire, and sections two represents the statistical analysis of the speaking test.

The researcher used both questionnaire and speaking test to make the obtained information more reliable. The teachers were given questionnaire to know their point of views about the difficulties encountered by EFL Learners in oral communication, also the students were tested orally for making sure  that the obtained information  are true.

This study consists of two questions. Each question has 5 statements in the questionnaire and each one has its results and discussion.

After the analysis of both questionnaire and the test. The researcher compared between the teachers' answers and the results of the speaking test coming up with the findings and the recommendations. After the analysis of the test the researcher found that the students have problems in vocabulary, grammar and they suffer self-confidence. And noticed that the students speak with clear and understandable pronunciation.

# Chapter five:

## Conclusion, Recommendations and Suggestions for Further Studies

## 5.1 Introduction:

This chapter concludes the previous chapters. The researcher provides the conclusions of this study having in consideration the objective of the study and findings, coming up with recommendations that may help ESL in oral communication.

## 5.2 Conclusions:

The research is about the difficulties that encounter ESL in oral communication and those difficulties are many and complicated. The researcher conducted this study to find out what are the exact difficulties?  And how they can be solved.

 The researcher used questionnaire and speaking test as tools to collect data and they distribute as follow: questionnaire for the teachers and speaking test for the student.

## 5.3 The Findings:

The findings of this research are as follows:

- There are psychological factors that affect oral communications.

- Poor vocabulary affects oral communication competence.

- The majority of the students are good at grammar and pronunciation, they speaks with clear and understandable accent.

- The students have acceptable vocabulary but not a good one that enable then to speak fluently.

- Negative transfer comes as a result of poor knowledge of English language rules.

- Poor knowledge of English language culture creates cultural interferences.

- The absence of some sounds in mother tongue makes it difficult to pronounce some sounds in English language.

- Good knowledge of English language vocabulary skills prevents mother tongue interference.

- Mother tongue affects oral communication.

- Most of the students don't care about grammatical mistakes

## 5.4 Recommendations:

The researcher came up with the following recommendations:

1-Teachers should encourage students and provide opportunities for more practice in speaking in the classroom.

2-There should be laboratories for English language students with all the necessary equipment of communication.

3-There should be a separate courses for speaking, administrated by a native speaker.

4-Students must be fully aware of the grammar, vocabulary skills and English language culture to avoid negative transfer.

## 5.5 Summary:

As discussed in the earlier chapters that the researcher seeks to investigate the problems that encounter EFL learners in oral communication. For the sake of achieving this goal the researcher put hypotheses for those difficulties. The first step that is taken to justify these hypotheses', the researcher chooses a questionnaire as a tool to collect data. The questionnaire designed and distributed to English language teachers, and for more reliability the researcher presented speaking test for the student in college of language.

After getting and analyzing the data, the searcher comes up with the findings. The researcher finally reached the problems that encounter EFL learners in oral communication and those problems are divided into two:

- Psychological problems like self-confidence.

- Linguistic problems like pronunciation, vocabulary, grammar and the language culture.

  Finally, the researcher recommended both the teachers and student, and asked the college to sponsor and encourage the student's societies that dedicated for speaking,

- **5.6 Suggestions for Further Studies:**

- The role of internet in enhancing the student's oral communication.

- The difficulties encountered by Arabic speakers who study English as a second language in oral communication.

- The role of teachers in the classroom and its effect in building the student's self-confidence in speaking.

- The effects of mother tongue interference on the pronunciation of the English segmental phoneme.

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# Appendices

# Questionnaire

This Questionnaire seeks to answer the following questions:-

1- To what extent does the mother tongue affect Oral Communication?

2- What are the exact difficulties that face students in Oral Communication?

# Tick (√) according to your point of view

| Statements | Agree | Neutral | Disagree |
|---|---|---|---|
| 1. -There are psychological factors that affect oral communication. | | | |
| 2- Grammar constitutes a great problem in oral communication. | | | |
| 3- poor vocabulary affects oral communication | | | |
| 4-The problem of pronunciation causes psychological difficulties in oral communication | | | |
| 5- lack of self confidence makes it difficult to communicate orally | | | |
| 6- Negative transfer comes as a result of poor knowledge of English language rules. | | | |
| 7- Poor knowledge of English language culture makes cultural interference. | | | |
| 8-The absence of some sounds in mother tongue makes it difficult to pronounce some sounds in English language. | | | |
| 9- Good knowledge of English language vocabulary skills prevents mother tongue interference. | | | |
| 10- Mother tongue affects English Language oral communication. | | | |

## Check list

| | Very god | Good | Acceptable | Unacceptable |
|---|---|---|---|---|
| Vocabulary accuracy | | | | |
| Pronunciation accuracy | | | | |
| Grammatical Accuracy | | | | |
| Fluency | | | | |

**Speaking Test**

When is your birthday?

When were you born?

What are your favorite foods?

What do you enjoy doing as a hobby?

What do you think is one of the best qualities of your family?