



Sudan University of Science & Technology



College of Languages

English Language Department

Investigating Speaking Difficulties that Encounter Students at Secondary Schools

A Case Study of Omdurman Locality Secondary Schools (3rd. Year)

تقصي صعوبات التحدث التي تواجه طلاب المرحلة الثانوية

دراسة حالة طلاب المرحلة الثانوية الصف الثالث -محلية أمدردمان

A thesis submitted in partial fulfillment of the requirements

Of master degree in English language (Applied Linguistics)

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Dedication

*To my family,
To the soul of my parents.*

Acknowledgements

First and foremost, I am grateful to Sudan University of Science and Technology for giving me the chance to pursue M.A. My gratitude and appreciation extended to my Supervisor Dr, Yusuf Altiraif .For his continuous assistance and encouragement throughout the study. I extend my gratitude to my Committee members, thanks are due to the English department at (SUST), and all who give hands to accomplish the present work.

Abstract

This study aimed to investigate the speaking difficulties that encounter Sudanese secondary schools students at Omdurman Locality. The researcher used the descriptive and analytic methods. A questionnaire was distributed to thirty teachers of English language with different experience at Omdurman Locality. The researcher has reached into results that justified the hypotheses. On the basses of the main findings the researcher stated a number of recommendations. The teachers should pay attention to teaching and developing students speaking skill. Schools should be provided with language labs or with some educational techniques. The English language teachers should be familiar with so many activities and techniqueto help learners to get rid of negative psychological factors by motivating and encouraging them to speak English language.

المستخلص

هدفت هذه الدراسة إلى تقصي صعوبات التحدث باللغة الإنجليزية التي

تواجه طلاب المرحلة الثانوية المستوى الثالث .

استخدم الباحث الأسلوب الوصفي التحليلي، حيث وزع الإستبانة على

ثلاثين من معلمي اللغة الإنجليزية بمحلية أم درمان بخبرات علمية مختلفة.

وبعد التحليل جاءت نتائج الدراسة مطابقة لفرضيات البحث. وبناء علي هذه النتائج

أسدي الباحث بعض التوصيات : أن يهتم المعلمون بتدريس و تطوير مهارات

التحدث. و أن تدعم المدارس بمعامل لغوية وبعض الأساليب الفنية في تدريس

اللغة الإنجليزية. على معلمي اللغة الإنجليزية أن يلموا بالعديد من الاساليب

والانشطة التي تساعد الطلاب على التحرر من العوامل النفسية السالبة، وذلك

عن طريق تشجيعهم ودفعهم لتحدث اللغة الإنجليزية.

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Chapter One

Introduction

Chapter One

Introduction

1-0 Background:

Speaking is the process of how to build and share the meaning between two or more through using verbal and non-verbal symbols, and this can be used in a variety of context. So, speaking is the most important of the four language skills in second language learning and teaching because student nowadays perceive communication with others as being so important and they realize the fact that this may open more opportunities for them to get acquainted with different culture.

There are many difficulties that face the students in practicing the speaking skill. According to the researchers' experienced, they see these difficulties from many angles, the first one refers to the psychological factors which affect the learners when they are speak, and some other refer to the teachers who deal with the learners, and others refer to the learners themselves and others to the environment. The great difference between the native language and second language, affects in oral communication as the researcher has found some learners feel shy and others afraid to make mistake during speaking process.

Speaking gives learners confidence and therefore to obtain wider interest in the language, and helps learners to communicate across the boundaries of dialect and pronunciation. Many researchers have discussed the skills of language but the current one discusses the speaking difficulties that encounter Sudanese learners, in particular.

1.1 Statement of the Problem:

The research is investigating the factors behind speaking difficulties that face Sudanese English language students at secondary schools 3rd level particularly at Omdurman locality.

It seems that teachers are not trained and teaching courses are unsuitable. Also it seems that the time allotted is not enough for the course to be finished. Besides, the classrooms are crowded. The environment and psychological factors cause a number of difficulties.

The researcher has collected information in order to find out the reasons behind problem, then to find out solution to it.

1-2 Objectives of the study:

This study aims to:

- 1- To draw teachers' attention to the importance of speaking skills.
- 2- To develop the English language speaking skills for students.
- 3- To encourage speaking skills among students.

1-3 Questions of the study:

- 1- What are the major reasons behind the speaking difficulties that encounter Sudanese English learners at secondary school?
- 2- How can we develop English language teaching skill?
- 3- Why do E F L learners donot improve speaking skill?
- 4- How do English language teachers attempt to solve the problem of speaking skill?

1-4 Hypotheses of the Study:

- 1-Mother tongue leads to speaking mistakes.
- 2- Infecting teaching methodology leads to the speaking difficulties.
- 3- Psychological factors for students play great role in speaking difficulties that encounter Sudanese learners at secondary schools 3rd level.
- 4- Teachers of English language can play an important role in solving speaking difficulties. .

1-5 Significance of the Study:

Speaking skill is very important and it is regarded as one of the productive skills that learners should improve it, so the study aims to show the speaking difficulties that encounter Sudanese learners of English language.

This study is helpful for student's teachers and those who are interested in English language.

1.6 limits of the Study:

The present study will not cover all the Sudanese secondary schools, because of time limit and the other factors .This study is limited to Omdurman locality secondary schools 3rd level.

1.7 Methodology of the Study:

The study will describe the methodology that is going to be used to investigate the speaking difficulties that encounter learners of English language. The methods, the procedures the validity and reliability of the methods and data collection will follow descriptive analytical methodology to obtain the results. The tool that is going to be used is a questionnaire

.

1-8 Definition of terms:

Terms	Gloss
EFL:	English as foreign language
ESL:	English as second language
FL:	Foreign language
L2:	Second language
M.A;	Master of arte (degree)

PhD: Doctor Philosophy
SLA: Second language Acquisition
SPSS: Statistical package for social sciences
SIG: Significant
SUST: Sudan University of Science and Technology

Chapter Two

Literature Review

Chapter Two

Literature Review

2-0 Introduction:

In this chapter the researcher elaborates the different types of factors that encounter the learners when speaking,

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information Brown, (1994) Burns and Joyce, (1997). However, speech is always unpredictable. Speaking requires that learners not only have to know how to produce specific points of language such as grammar, pronunciation, vocabulary, but the ability to use the language speaking skills and speech habits have an effect on the success of any exchange. Speakers must be able to predict and then produce the expected speech when talking; rephrasing, providing feedback, or redirecting.

Burns and Joyce,(1997: p:71) stated that the learner must also choose the correct vocabulary to describe the situation.

Chaney (1998:15) mentions that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in context.

Elsagheer,(2001) points out that every opportunity for speaking in the classroom should be taken. It is by trying to communicate students realize their needs for language and by

speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than ability for reading, or comprehending oral language.

They regard speaking as the most important skill that can be acquired, and to assess their accomplishment in spoken communication.

Chaney (1998:13) states that child can utter words then gradually full sentences until he can speak the language fluently and accurately.

Speech is produced by vocal organs in different phonological aspect such as stress, intonation vowels, constant, pause and rhythms, etc.

Yule, (1999:175) asserts that to form word structure and finally to convey meaningful utterance, first language acquisition remarkable for speech with which it takes place. Child growing up in the first, two or three years requires interaction which other language use in order to bring the language the operation with particular such as English faculty.

Paul, (2000:82) notes that speaking is not simply as it seems for start –many people cannot speak in front of large groups of people because of making errors. This is especially true in foreign languages.

According to Donough and Shaw,(1993) speaking skill which enables people to produce utterance when communicating to achieve a particular end. This may involve expressing ideas, wishes or opinions, negotiating or solving problems, or establishing or maintaining social relationship. Thus, speaking is an interactive process of constructing meaning that involves producing and receiving.

2-1 The Teaching of Language

The use of language as second (ELS) or foreign language (EFL) in oral communication is without doubt, one of the most common but highly complex activities necessary to be considered when teaching the language especially because we “live at time where the ability to speak English fluently has become a must, specially who want to advance in certain fields of human endeavor” Al-sibai,(2004,p.3).

The focus of teaching speaking of course is to improve the oral production of the student. Therefore language teaching activities in the classroom should aim at maximizing individual language use Haozhang,(1997). In the past oral communication instruction was neglected because of the misconception that oral communication competence develops naturally overtime and that the cognitive skill involved in writing automatically transfer to analogous oral communication skill Chaney,(1998).

However, Ur.penny,(1996) considered speaking as the most important skill among the four skills (listening, speaking, writing, and reading) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because “There is no point in knowing a lot about language if you cannot 'speak it Scrivener,(2005, p.146).

2-2 Oral Language Acquisition

Oral language acquisition is natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection to speak in the more affection ways requires particular attention and constant practice Zhang et al,(1995). Speaking fluently appears to develop with increased exposure to second language input Al-sibai, (2004). Input refers to the language data which the learner is exposed to Zhag,(2009).Although it is widely recognized that input is very essential for language acquisition, it is not sufficient if not followed by interaction and output (the language learner produces) because the processing of comprehension is different from the processing of production, and the ability to understand the meaning conveyed by sentences differs from the ability to use linguistic system to express meaning. When input is neglected and learners produce output in the

Interaction, they selectively take in portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners internalize what learned and experienced Swain,(1985) as cited in Zhang,(2009).

2-3 Oral Language Learning:

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

When learners are involved in communication, with second language the subconscious elements demands anew range of activities, where learners are focused not on the language itself but on the communication of the meaning Littlewood,(1989).

Harmer,(1982) also argues that in assaying, rather than the form, they should use wide variety of language.

According to Ellis, (2003), this can be done by involving learners in performing two types of communicative tasks: focused on communicative tasks and unfocused on communicative tasks. Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency, “through communications learners can integrate separate structures into a creative system for expressing meaning. Littlewood, (1984.p.91).

2-4 Factors that Cause Difficulties to Learners:

There are some factors that encounter learners when practice the speaking and they are interrelated to each other. Each of them is explained below.

2-4-1 the problem of shyness:

Shyness is an emotional thing that many students suffer from at sometime 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 to these aspects is also quite important in order to help the students do their best in the 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 most common phobias that students encounter and feeling of shyness make their mind go blank or that they will forget

what to say. As they say, their inability in speaking is also influenced much by feeling of shyness, in other words, it can be said that shyness plays an important role in speaking performance done by the student.

With regard to the cause of shyness, Borwen,(2005) and Robby, (2010) argued 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 language.

2-4-2 Lack of Motivation:

According to Grader, (1985), motivation is concerned with the question, "why does an organism behave as it does"? Moreover, motivation, involves four aspects, a goal, effort, desire to obtain the goal and a favorable attitude towards the activity in question. It is important because it “determines the extent of the learners’ activities involvement and attitude towards learning “. According to Gardner (ibid), motivation is a combination of efforts

plus desire to achieve the goal of learning the language plus favorable attitudes towards learning it. Motivation consists of four components; attitude toward learning the language, motivational intensity and goal. Motivational intensity is influenced by the attitude in component. So the researcher realizes 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 that instrumental and integrative motivations by saying that : A learner with instrumental motivation is more interested in how the second language can be a useful instrument toward furthering other goals e.g. Improving employment prospects while a learner with integrative motivation has a genuine interest in the second language community. Important factors influencing their success or failure in learning foreign language. So motivation is key to learning.

It is mentioned that motivation is the key to students' learning success. With regard to the issue of motivation in learning Nunnan,(1999) stresses that motivation is important to notice, It can affect students' reluctance to speak in English. In this sense, motivation is considered as an important factor to successful communication. It has been proved in many studies that students with a strong motivation to success 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.

2-4-3 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 determinate factors of success or failure in second language (henceforth L 2). This shows that the aging process itself may affect or limit adult learner's ability to pronounce the target language fluently. Adults do not seem to have the same innate language.

Specific endowment or propensity as children for acquiring fluency and naturalness in speaking language. According to Richard and Renanda,(2008:205-210), there is 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 other responds through attending by means of the listening process. In fact speakers play a double role – both as listener as speaker. So speaking is interesting in listening.

Richard and Renada,(Ibid). States that speaking 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 unexpected situation.

2-4-4 Anxiety:

Anxiety is a feeling of tension, apprehension and nervousness associated with process of learning foreign language. It is considered as one of the most psychological factors that affect student learning a foreign language in particular when they are speaking.

Tanveer,(2007:1) states in his study that such statements are commonly uttered by foreign language teachers. Learners are too familiar to the foreign language teachers. This statement indicates an important problem that the majority of students face in learning and particularly speaking a second foreign language.

Many learners express their inability and sometimes even acknowledge their failure in learning to speak a second or foreign language. Those learners may be good at learning other skills, but when they speak another language, they claim to have a mental block, against it Horrizetal,(1986:125) what then hinders or stops learners to succeed in learning a second language? In many cases, students' feeling of stress and anxiety or nervousness may hinder their language learning and performance abilities. Theorists and second language acquisition (SLA) researches have frequently demonstrated that this feelings or anxiety are specifically associated with learning and speaking a second - foreign language which distinguishes (L2-FL) learning for learning other skills or

subject. Both teachers and students are aware and generally feel strongly that anxiety is a major factor to be overcome when learning to speak other languages.

2-4-5 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 a 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 student’s lack of confidence usually occurs when students realize that their conversation partner have not understood them or when they do not understand others speakers. This shows that building student’s confidence is an important part of teachers’ focus of attention. It means that the teachers should also learn from both theories and practical experience on how to build the students’ confidence.

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

2-4-6 Mother tongue usage:

It is easier for learners to use their mother tongue in their class because it looks natural. Therefore, most of the learners are not disciplined in using target language in the learning process.

2-4-7 Inability to speak:

You often hear learners complain that they cannot think of anything to say: They have no motive to express themselves beyond the guilty feeling that they should speak.

2-4-8 Pronunciation

Gower and Adam,(2005) stated that pronunciation is a factor aspect during development of students' speaking skill ability.

Elsagheer,(2001) said that too much attention should be given to proper pronunciation. Many people will not be able to make the sounds, especially at first stage, and constant correction may discourage them. So it is recommended that pronunciation should be taught to the student.

2-5 Previous Related Studies:

There are some studies which have investigated speaking difficulties encountered by EFL learners. For example

- 1- Dil,(2009) investigated Turkish EFL learners' communication obstacles in English language classroom, and it reported that anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for learning,

anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends. This study revealed that students who perceive their English as “poor” feeling more anxiety and more unwilling to communicate in English classes than the other students perceiving their English level as “very good, good, and ok.”

2- Another study conducted by Khalid HabibAllaEnour Ali (2011) Nile Valley University.

M.A.thesis (investigate foreign learners speaking skills), argued that psychological pressure of making mistake in the presence of their classroom face student to speak English. Students do not practice English outside classroom. Arabic language has negative influence on English speaking. Pronunciation of some words poses the problem of misunderstanding the speaking.

3- A study was prepared by Mona Ahmed (2007) from Alnelain University the title of the study is the problem of teaching English skills at secondary school. She says that speaking in Sudanese secondary schools were not taught effectively, she added that of the teachers did not seem to be well trained. Hesitate a lot when speaking. Moreover, some students said that they are not confident when they speak English language.

There are similarities between this study and the previous studies mentioned above first, all the researchers from the same field deal with factors related to learning English as the second language. Some factors are common between most of the previous studies and current study such as the psychological factors. In addition, questionnaire is used as the tool in most previous studies and the current one.

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

Chapter Three

Methodology

Chapter Three

Methodology

3-0 Introduction:

This chapter describes research methodology. It gives a full description of research tool, which were used to collect the data. Besides, the subject, instrument validity reliability and finally the procedures followed to collect the data.

3-1 Tools: The Questionnaire:

3-2 Population of the Study:

Population of this study consisted of English language teachers in Omdurman Locality Secondary School 3rd levels. They are teaching English language at different classes of the year 2015-2016.

3-3 Instrument:

The instrument that the researcher used is the questionnaire. It consists of items which focused on speaking difficulties that encounter Sudanese secondary school students

3-4 Validity: To check the instrument validity, the researcher chose well experienced teachers from secondary schools. The

researcher kindly requested them to comment frankly on the instrument designed interestingly, they wrote their comments positively, beside" all of them consider that questionnaire is suitable and measurable for teachers.

3-5Reliability: The reliability of the analyzed questionnaire was found more than 60% and it was reliable and measurable for the questionnaire.

3-6 The researcher distributed the questionnaire to the respondents to look over the statements and make up their minds, then give them enough time to fill-in, after that the researcher collected the questionnaire to be ready for analysis and discussion.

The study will use the following:

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

Chapter Four

Data Analysis and Discussion of the Results

Chapter Four

Data Analysis and Discussion of the Results

4-0 Introduction:

The researcher distributed a number of (30) copies of questionnaires sample selected randomly. This questionnaire related to two parts:

Part one: General information

Part two: hypotheses of the study

4-1 Statistical methods:

To achieve the objectives of the study, statistical methods were used as following:

- 1-graphic formats.
- 2- The frequency distribution of the answers.
- 3- The percentages.
- 4-Medium value.
- 5-Standard deviation value.
6. Chi-square
7. Significant probability.

4-2 The study tool:

The researcher depends on the questionnaire only tool for gathering information from the study sample, as for questionnaire advantages including:

Table (1): Explain Reliability and Validity

	Coefficiente of Validity	Coefficiente of Reliability
All questions	0.636	0.797

Source: prepared by the researcher, field of study, SPSS program, 2016

Evidenced by the results of the above table that Coefficients of Reliability and Validity are Acceptable for answers of individuals of the study on the items of hypothesis study lead to the Questionnaire of study is characterized by Reliability and Validity which achieve purposes of the study, and makes statistical analysis Acceptable.

Part one: General information

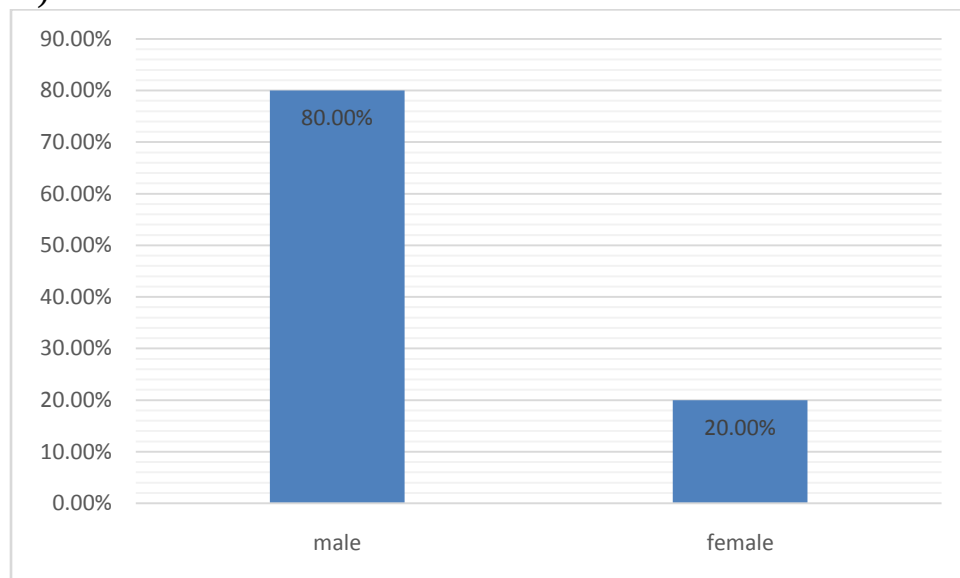
Gender:

Table (1-1)

	Frequency	Percent
Male	24	80.0%
Female	6	20.0%
Total	30	100.0%

Source: prepared by the researcher, field of study, SPSS program, 2016

Fig (1-1)



Source: prepared by the researcher, field of study, SPSS program, 2016

Table (1-1) and Fig (1-1): showing majority of individuals of study they are male by (80%).

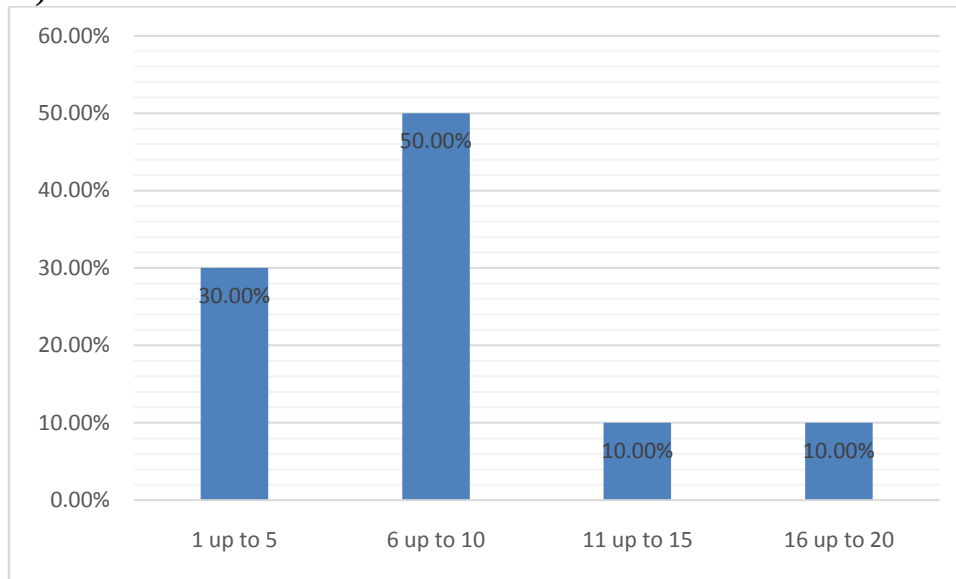
The Experience:

Table (1-2)

	Frequency	Percent
1-5	9	30.0%
6-10	15	50.0%
11-15	3	10.0%
16-20	3	10.0%
Total	30	100.0%

Source: prepared by the researcher, field of study, SPSS program, 2016

Fig (1-2)



Source: prepared by the researcher, field of study, SPSS program, 2016

Table (1-2) and Fig (1-2): showing majority of individuals of study has experience (6-10) year by (50%).

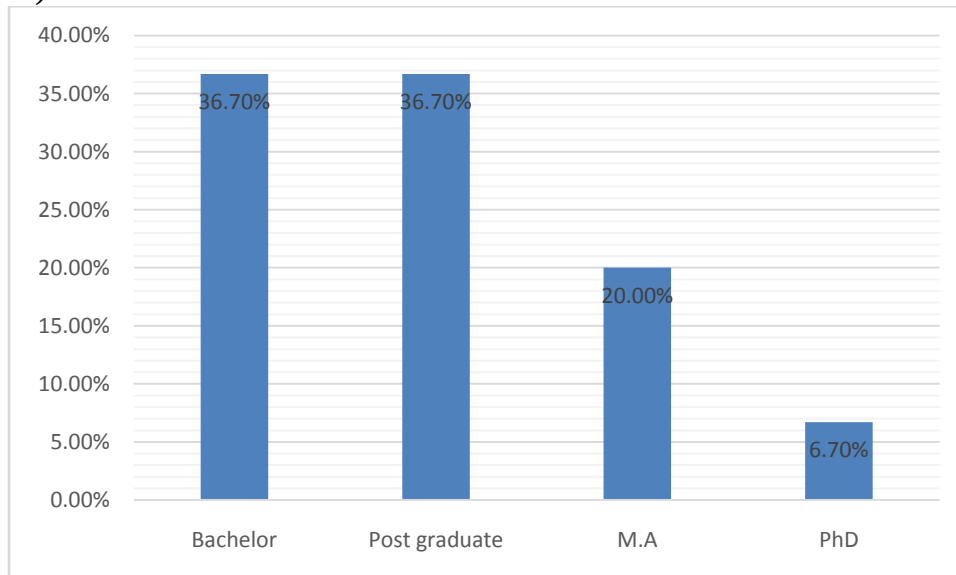
Academic degree:

Table (1-3)

	Frequency	Percent
Bachelor	11	36.7%
Post graduate	11	36.7%
M.A	6	20.0%
PhD	2	6.7%
Total	30	100.0%

Source: prepared by the researcher, field of study, SPSS program, 2016

Fig (1-3)



Source: prepared by the researcher, field of study, SPSS program, 2016

Table (1-3) and Fig (1-3): showing majority of individuals of study: they are (Bachelor) and (Post graduate) by (36.7%).

Part two: Hypotheses of study:

First Hypothesis: mother tongue leads to speaking mistakes

Table (1-4): Descriptive statistic:

Items	Strongly agree	agree	Neutral	disagree	Strongly disagree
9-Mother tongue influence leads learners to commit mistakes	9 30.0%	10 33.3%	4 13.3%	4 13.3%	3 10.0%
11-Learners weakness in listening skill causes speaking difficulties	9 30.0%	15 50.0%	3 10.0%	2 6.7%	1 3.3%
12-Pronouncing words correctly enhance Communicative skills	12 40.0%	11 36.7%	3 10.0%	2 6.7%	2 6.7%

Source: prepared by the researcher, field of study, SPSS program, 2016

Table (1-5): statistical measurements

	Chi-square	Sig	Median	Standard Deviation	Median Direction
9-Mother tongue influence leads learners to commit mistakes	10.8	0.055	4	1.33	agree
11-Learners weakness in listening skill causes speaking difficulties	23.3	0.000	4	0.99	agree
12-Pronouncing words correctly enhance Communicative skills	17.0	0.002	4	1.19	agree
Hypothesis	74.4	0.000	5	1.14	Strongly agree

Source: prepared by the researcher, field of study, SPSS program, 2016

From Table (1-5):Chi-square test value is (10.8) and value of Sig is (0.055) for first items, it was greater than significance level (0.05) Depending on what is stated in the table (1-4), this indicates there are not significant differences between answer of study.

From Table (1-5):Chi-square test value is (23.3) and value of Sig is (0.00) for second items, it was less than significance level (0.05) Depending on what is stated in the table (1-4), this indicates there are significant differences between answer of study individuals favor (**agree**).

From Table (1-5):Chi-square test value is (17.0) and value of Sig is (0.002) for third items, it was less than significance level (0.05) Depending on what is stated in the table (1-4), this indicates there

are significant differences between answer of study individuals favor (**agree**).

From Table (1-5):Chi-square test value is (74.4) and value of Sig is (0.00) for first hypotheses, it was less than significance level (0.05) Depending on what is stated in the table (1-4), this indicates there are significant differences between answer of study individuals favor (Strongly agree).This means first study hypothesis is achieved.

Second Hypothesis: in-effecting teaching methodology leads to the speaking difficulties

Table (1-6): Descriptive statistic:

Items	Strongly agree	agree	Neutral	disagree	Strongly disagree
5-Some teachers have no time for practicing more speaking exercises	5 16.7%	15 50.0%	5 16.7%	3 10.0%	2 6.7%
6-Some teachers do not give student interesting topic for discussion	8 26.7%	9 30.0%	6 20.0%	5 16.7%	2 6.7%
10-Over crowded classes create speaking difficulties in practicing speak	14 46.7%	12 40.0%	1 3.3%	0 0.0%	3 10.0%

Source: prepared by the researcher, field of study, SPSS program, 2016

Table (1-7): Statistical Measurements

	Chi-square	Sig	Median	Standard Deviation	Median Direction
5-Some teachers have no time for practicing more speaking exercises	18.0	0.001	4	1.10	agree
6-Some teachers do not give student interesting topic for discussion	5.0	0.287	4	1.25	agree
10-Over crowded classes create speaking difficulties in practicing speak	16.7	0.001	4	1.19	agree
Hypothesis	64.7	0.000	4	1.04	agree

Source: prepared by the researcher, field of study, SPSS program, 2016

From Table (1-6):Chi-square test value is (18.0) and value of Sig is (0.001) for first items, it was less than significance level (0.05) Depending on what is stated in the table (1-5), this indicates there are significant differences between answer of study individuals favor (agree).

From Table (1-6):Chi-square test value is (5.0) and value of Sig is (0.287) for second items, it was greater than significance level (0.05) Depending on what is stated in the table (1-5), this indicates there are not significant differences between answer of study.

From Table (1-6):Chi-square test value is (16.7) and value of Sig is (0.001) for third items, it was less than significance level (0.05) Depending on what is stated in the table (1-5), this indicates there are significant differences between answer of study individuals favor (agree).

From Table (1-6):Chi-square test value is (64.7) and value of Sig is (0.00) for second hypotheses, it was less than significance level (0.05) Depending on what is stated in the table (1-5), this indicates there are significant differences between answer of study individuals favor (agree). This means second study hypothesis is achieved.

Third hypothesis: psychological factors plays great role in speaking difficulties that encounter Sudanese students

Table (1-7): Descriptive statistic:

Items	Strongly agree	agree	neutral	disagree	Strongly disagree
1-Negative psychological factors affect in developing speaking skill	13 43.3%	10 33.3%	2 6.7%	2 6.7%	3 10.0%
3-More practice of speaking motivates student for better communicative skill	19 63.3%	6 20.0%	2 6.7%	1 3.3%	2 6.7%
7-Some students are unable to choose the right words or phrase for communication	13 43.3%	13 43.3%	3 10.0%	0 0.0%	1 3.3%

Source: prepared by the researcher, field of study, SPSS program, 2016

Table (1-8): statistical measurement

	Chi-square	Sig	Median	Standard Deviation	Median Direction
1-Negative psychological factors affect in developing speaking skill	17.7	0.001	4	1.31	agree
3-More practice of speaking motivates student for better communicative skill	36.7	0.000	5	1.18	Strongly agree
7-Some students are unable to choose the right words or phrase for communication	16.4	0.001	4	0.89	Agree
Hypothesis	36.8	0.000	4	1.20	agree

Source: prepared by the researcher, field of study, SPSS program, 2016

From Table (1-8):Chi-square test value is (17.7) and value of Sig is (0.001) for first items, it was less than significance level (0.05) Depending on what is stated in the table (1-7), this indicates there are significant differences between answer of study individuals favor (agree).

From Table (1-8):Chi-square test value is (36.7) and value of Sig is (0.00) for second items, it was less than significance level (0.05) Depending on what is stated in the table (1-7), this indicates there are significant differences between answer of study individuals favor (Strongly agree).

From Table (1-8):Chi-square test value is (16.4) and value of Sig is (0.001) for third items, it was less than significance level (0.05) Depending on what is stated in the table (1-7), this indicates there

are significant differences between answer of study individuals favor (agree).

From Table (1-8):Chi-square test value is (36.8) and value of Sig is (0.00) for third hypotheses, it was less than significance level (0.05) Depending on what is stated in the table (1-7), this indicates there are significant differences between answer of study individuals favor (agree). This means third study hypotheses is achieved.

Fourth hypothesis: teachers of English language can play an important role in solving speaking difficulties

Table (1-9): Descriptive statistic:

Items	Strongly agree	agree	neutral	disagree	Strongly disagree
2-Stimulating students for speaking gives them confidence to obtain interest in language	14 46.7%	8 26.7%	4 13.3%	3 10.0%	1 3.3%
4-Communicative approach helps students in anticipating speaking skill	9 30.0%	16 53.3%	5 16.7%	0 0.0%	0 0.0%
8-Large vocabulary helps learners to express their thoughts easily and clearly	16 53.3%	10 33.3%	1 3.3%	0 0.0%	3 10.0%

Source: prepared by the researcher, field of study, SPSS program, 2016

Table (1-10): statistical measurement

	Chi-square	Sig	Median	Standard Deviation	Median Direction
2-Stimulating students for speaking gives them confidence to obtain interest in language	17.7	0.001	4	1.16	agree
4-Communicative approach helps students in anticipating speaking skill	6.2	0.045	4	0.68	agree
8-Large vocabulary helps learners to express their thoughts easily and clearly	28.0	0.000	5	1.21	Strongly agree
Hypothesis	41.6	0.000	4	1.18	Agree

Source: prepared by the researcher, field of study, SPSS program, 2016

From Table (1-10):Chi-square test value is (17.7) and value of Sig is (0.001) for first items, it was less than significance level (0.05) Depending on what is stated in the table (1-9), this indicates there are significant differences between answer of study individuals favor (agree).

From Table (1-10):Chi-square test value is (6.2) and value of Sig is (0.045) for second items, it was less than significance level (0.05) Depending on what is stated in the table (1-9), this indicates there are significant differences between answer of study individuals favor (agree).

From Table (1-10):Chi-square test value is (28.0) and value of Sig is (0.00) for third items, it was less than significance level (0.05) Depending on what is stated in the table (1-9), this indicates there are significant differences between answer of study individuals favor (Strongly agree).

From Table (1-10):Chi-square test value is (41.6) and value of Sig is (0.00) for forth hypotheses, it was less than significance level (0.05) Depending on what is stated in the table (1-9), this indicates there are significant differences between answer of study individuals favor (agree). This means forth study hypothesis is achieved.

Chapter Five

Conclusion, Recommendations and Suggestions for Further Studies

Chapter Five

Conclusion Recommendations

5-0 Introduction:

In this chapter the researcher gives summary of the content of the research and recommendations and finding of the research.

5-1 Conclusion:

This research dealt with the speaking difficulties that encounter the Sudanese secondary school students and suggests how the problem of speaking difficulties can be solved.

5-2 Findings:

After the researcher conducted and analyzed the questionnaire data, he found the following:

- 1- Large vocabulary helps learners to express their thoughts easily and clearly.
- 2- Learners' Weakness in listening skill causes speaking difficulties.
- 3- Some students are unable to choose the right words or phrase for communication.
- 4- Negative psychological factors affect in developing speaking skill.
- 5- There is no clear strategy of teaching English language which can help the students to speak English language well.
- 6- Some teachers have no time for practicing more speaking exercises.

5-3 Recommendations:

The study recommends that schools should be provided with language labs or at least with some educational techniques, so as to introduce classroom communication activities in good and interesting manners also text book should be well prepared to motivate and encourage students to speak the language and they should be given enough time to practice speaking skills.

Teachers should pay attention for teaching and developing learners' speaking skills.

5-4 Suggestion for Further Study:

- 1- The schools should be provided with motivation speaker to rid the students from negative psychological factors.
- 2- Enough time should be given to student and teachers for practicing speaking skills.
- 3- English language teaching strategies, method and syllable should be changed to enable the teachers and students to develop speaking skills.

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Appendices

Appendices

Sudan University of Science and Technology

College of Graduate Studies

English Department

Aquestionnaire on speakingdifficulties that encounter Sudanese English language Students.

Dear teacher,

Thank you for volunteering to take part in the study entitled “The speaking difficulties that encounter Sudanese English students” at secondary school 3rd level at Omdurman locality.

I hope that you will make each statement honestly.

Tick the column that you feel is right when you first read the statement:

All your information will be confidential and you will remain anonymous

.

Thank you for participation

You're sincerely,

Nadir Aawad Kardwish

E-mail: nadir5140@gmail.com

Questionnaire

Please tick (✓) the statement that you feel suitable.

Male () Female ()

The experience: 1-5 () 6-10 () 11-15 () 16-20 ()

Academic degree (4- English): Bachelor () Post Graduate () M.A ()

PhD ()

No	Statement	Strongly agree	agree	neutral	disagree	Strongly disagree
	Negative Psychological factors affect in developing speaking skill.					
2	Stimulating students for speaking gives them confidence to obtain interest in language.					
3	More practice of speaking motivates students for better communicative skills.					
4	Communicative approach helps students in anticipating speaking skill.					
5	Some teachers have no time for practicing more speaking exercises					
6	Some teachers do not give students interesting topic for discussion.					

7	Some students are unable to choose the right words or phrase for communication.					
8	Large vocabulary helps learners to express their thoughts easily and clearly					
9	Mother tongue influences leads learners to commit mistakes					
10	Over crowded classes create speaking difficulties in practicing speak.					
11	Learners weakness in listening skill causes speaking difficulties.					
12	Pronouncing words correctly enhance communicative skills.					

The Questionnaire Referees and their Jobs and Place of Work

No	Name	Job	Place of Work
1	Dr. Taj Elsir Baashoum	Associate Professor	Sudan University
2	Al Tayeb Mohammed Altohami	English Language Supervisor	Khartoum Locality
3	Alshifa Mohammed Nour	Teacher and PhD Candidate	Omdurman Ahlia University
4	Farah Dawaina	English Language Teacher	Omdurman Ahlia University