



**Sudan University of Science and Technology**

**College of Graduate Studies**

**College of Languages**

**English Language Department**



## **Factors Negatively Affect Speaking Skills of EFL Learners**

**العوامل التي تؤثر سلباً على مهارات التحدث لدى دراسي  
اللغة الانجليزية لغة أجنبية**

**Case study, Sudan University of Science & Technology students  
(1<sup>st</sup> year)**

**A thesis submitted in partial fulfillment for the requirements of the  
MA degree in Applied Linguistics.**

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ع

( يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا  
مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ  
دَرَجَاتٍ وَاللَّهُ بِمَا  
تَعْمَلُونَ خَبِيرٌ )

صدق الله  
العظيم

سورة المجادلة - الآية ( ١١ )

# DEDICATION

*To:*

*parents,*

*brothers,*

*sisters,*

*wife,*

*And my little daughter,*

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*Special thanks and appreciation goes to my*

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*I deeply thank my family, teachers in different*

*levels and friends for their moral and spiritual support*

## **Abstract**

This research aims to investigate factors negatively affect speaking skills of EFL learners. The aim of this study is to find out the Sudan University for Science and Technology students' attitudes and opinions towards using speaking skills through their university level. To confirm these three hypotheses or not, students' questionnaire was structured by the researcher for data collection. The study sample of the research consisted of 20 EL students, first year, Sudan University for Science and Technology that were chosen. The results of data analysis have shown that three hypotheses are confirmed. The speaking skills factors can help students to speak English. According to the results, the researcher recommended that teachers should clarify the speaking factors among students as much as possible to encourage learning English correctly.

## المستخلص

تتناول هذه الدراسة المصادر التي تؤثر سلبياً على مهارات الكلام باللغة الإنجليزية وسط طلاب الجامعات السودانية . وتهدف هذه الدراسة لمعرفة المشكلات المتعلقة بالمخاطبة لدى طلاب الجامعة . تم وضع ثلاث فرضيات، وأجريت المعالجات الإحصائية اللازمة للتحقق من إمكانية ثبات هذه الفرضيات. قام الباحث بإعداد استبانته لجمع البيانات المطلوبة لذلك تضمنت العينة عشرين من طلاب اللغة الإنجليزية، المستوى الأول، بجامعة السودان للعلوم والتكنولوجيا. بعد تحليل البيانات أثبتت النتائج أن الفرضيات الثلاث قد تحققت. وأظهر تحليل البيانات أن التأثير في القواعد الانجليزية وفروعها كمصادر لغوية وايضاً المصادر النفسية مثلاً الخجل، عدم الشجاعة، وعدم وجود الدافع النفسي الذي يقود الي التخاطب باللغة الانجليزية . مهارات الكلام يستطيع الطالب بها تطوير المقدرة على الكلام . وتبعاً للنتائج المذكورة، وصى الباحث بتوصيات منها: يجب على المعلم أن يوضح مصادر مهارات الكلام وسط الطلاب قدر المستطاع، ويشجعهم لكي يتكلموا الإنجليزية بطريقة صحيحة.

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# **CHAPTER ONE**

## **Introduction**

# CHAPTER ONE

## INTRODUCTION

### **1-1: Background:**

English as a foreign language (EFL) or as a second language (ESL) seems to be a prominent medium in international communication to escort the globalization process. It is taught all over the world either as a foreign language or second language. It is the case of the Sudanese educational system in which it is taught as a foreign language, EFL learning process is based partly on studying the productive skills especially speaking skills including grammatical knowledge lexical knowledge and phonological knowledge.

The main concern of the present work is to deal with linguistic and the psychological reasons behind learners weakness and difficulties in speaking English as a foreign language. Because English is considered as the international lingua France and according to some estimates is spoken (at various level of competence by more than 2,000 million people around the globe including native speaking (over 3 80 million) and those who learn it as a second or foreign language (Judith Munat (2005)). The aim is to help learners to go beyond these difficulties, help them to improve their speaking skills and better cope their proficiency level. This is crucial because it is the language of air and maritime navigation as the World Wide Web and of diplomacy as well as the vehicle international scientific exchange.

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

When we learn our native language, we usually learn to listen first, then to speak, then to read and finally to write. These are called the four language skills (listen ~ speak) (read - write).

Each two skills are connected to each other in other words, listening and reading are the input "reception" while speaking and writing are the output production. This rule is the same with learning English.

Unfortunately in many Sudanese Universities, less attention is given to speaking skills. Students can get high marks in grammar test

and reading comprehension, but they touch with native speakers of English out of the class, or when communicate with others orally. So such situation is problematic.

### **1-3: Significant of the study:**

The study is considered significant because its findings could shed light on the factors negatively affect speaking skills of EFL learners. The study might provide insight into problems of speaking skills whose solution might help inform specific actions to be taken to efficiently and effectively address the poor performance of speaking skills.

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

The study tries to realize the following objectives:

1. To find out the linguistic factors which affect negatively on speaking skills of EFL learners.
2. To determine the psychological factors negatively affect speaking skills of EFL learners.
3. To find out possible ways whereby to solve these problems.

### **1-5: Research questions:**

The study will provide answers for the following questions:

1. What are the linguistic factors that negatively affect speaking skills of EFL learners?
2. What are the psychological factors that negatively affect speaking skills of EFL learners?
3. What are the possible ways whereby we can use to solve problems?



### **1-6: Research Hypotheses:**

The study has the following as its hypotheses:

1. EFL learners at Sudan University of Science and Technology may face many problems in speaking skills probably because of the linguistic factors like: lack of vocabulary, grammar, pronunciation punctuation.
2. EFL learners at Sudan University of Science and Technology may face many problems in speaking skills probably because of the psychological factors such self-confidence, motivation and anxiety.
3. There are possible strategies of learning which can play a great role in solving these problems such as enrich students with vocabulary, grammar pronunciation punctuation to encourage them by make open discussion.

### **1-7: Research Methodology:**

The main goal of this study is to explore the factors negatively affect speaking skills of EFL learners at Sudan University of Science and Technology.

The study will be conducted through quantitative questionnaire and qualitative, so the researcher may rely on these tools when collecting data.

### **1-8: Limits of the study:**

The condition of the study will inevitably be affected by the following limitations:

1. The implementation of the study will have to be in the period of time during the year 2016.
2. The study will only focus on the linguistic and psychological factors that affect negatively on students oral performance.

3. The study will be conducted for EFL learners at Sudan University of Science and Technology.

# **CHAPTER TWO**

## **Literature Review and Previous Studies**

## **CHAPTER TWO**

### **Literature Review and Previous Studies**

#### **2-0 Introduction:**

We need linguistic competence, an adequate vocabulary and mastery of syntax to speak in another language (Nunan, 1999). However, linguistic competence is not sufficient for someone who wants to communicate competently in another language. According to Nunan Asian Journal of Educational Research, (1999), the speaker needs communicative competence which includes not only linguistic competence but also a range of other sociolinguistic and conversational skills which help him/ her know how to say what to whom and when. Johnson, (1995) claims that the second language students need communicative competence to participate in and learn from their classroom experience.

At first, communicative competence was categorized into three components including grammatical competence, sociolinguistic competence and strategic competence by Canale and Swain, in (1980). Then, in (1983) Canale and Swain add the fourth component named discourse competence Kumaravadivelu, (2006). In the Common European Framework, (2001), communicative competence is said to have only three components including linguistic competence, sociolinguistic competence and pragmatic competence. In this study, communicative competence is described with four components including linguistic competence, sociolinguistic competence, pragmatic competence and strategic competence.



## **2.1.Factors affecting speaking performance**

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

## **2.2.Performance conditions**

Students perform a speaking task under a variety of conditions. Nation & Newton,(2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton,(2009) suggest include time pressure, planning, the standard of performance and the amount of support.

## **2.3.Affective factors**

One of the most important influences on language learning success or failure is probably the affective side of the learner Oxford, (1990). Krashen,(1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

## ***2.4. Listening ability***

Speaking skills cannot be developed unless we develop listening skills Doff, (1998). Students must understand what is said to them to have a successful conversation. Shumin, (1997) shares the ideas of Doff, (1998) by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

## ***2.5. Topical knowledge***

Topical knowledge is defined as knowledge structures in long-term memory Bachman & Palmer, (1996). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer, (1996) state *Asian Journal of Educational Research* Vol. 3, No. 2, 2015 ISSN 2311-6080

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certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer, (1996) believe that topical knowledge has effects on speaking performance.

## ***2.6. Feedback during speaking activities***

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer, (1991) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the



stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed Harmer, (1991). If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement Baker & Westrup, (2003).

## **2.7.Speaking problems**

For Ur (1996), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily. Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly Baker & Westrup, (2003). Another problem in speaking class is that participation is low or uneven. In a large group, each student

will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all. Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1991) suggests some reasons why students use mother-tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

## **2.9.The Teaching of Speaking**

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus

of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through groupwork, task work, and other strategies Richards, (1990). Advances in



discourse analysis, conversational analysis, and corpus analysis in recent years have revealed a great deal about the nature of spoken discourse and how it differs from written discourse (McCarthy and Carter, 1997). These differences reflect the different purposes for which spoken and written language are used. Jones, (1996 p:12) comments: In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper. Research has also thrown considerable light on the complexity of spoken interaction in either a first or second language. For example, Luoma, (2004) cites some of the following features of spoken discourse:

- ! Composed of idea units (conjoined short phrases and clauses)
- ! May be planned (e.g., a lecture) or unplanned (e.g., a conversation)
- ! Employs more vague or generic words than written language
- ! Employs fixed phrases, fillers, and hesitation markers
- ! Contains slips and errors reflecting online processing
- ! Involves reciprocity (i.e., interactions are jointly constructed)
- ! Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context

*teaching Listening and Speaking*

## ***2.10. Conversational routines***

A marked feature of conversational discourse is the use of fixed expressions, or “routines,” that often have specific functions in conversation and give conversational discourse the quality of naturalness. Wardhaugh, (1985 p:74), cited in Richards (1990) observes: There are routines to help people establish themselves

in certain positions: routines for taking off and hanging up coats; arrangements concerning where one is to sit or stand at a party or

in a meeting; offers of hospitality; and so on. There are routines for beginnings and endings of conversations, for leading into topics, and for moving away from one topic to another. And there are routines for breaking up conversations, for leaving a party, and for dissolving a gathering. . . . It is difficult to imagine how life could be lived without some routines. Consider the following routines. Where might they occur? What might their function be within these situations?

J This one's on me.

J I don't believe a word of it.

J I don't get the point.

J You look great today.

J As I was saying, . . .

J Nearly time. Got everything.

J I'll be making a move then.

J I see what you mean.

J Let me think about it.

J Just looking, thanks.

J I'll be with you in a minute.

J It doesn't matter.

Pawley and Syder, (1983) suggest that native speakers have a repertoire of thousands of routines like these, that their use in appropriate situations creates conversational discourse that sounds natural and native-like, and that they have to be learned and used as fixed expressions. In designing speaking activities or

instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

### *2.11. Styles of speaking*

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Consider the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences.

J Got the time?

J I guess it must be quite late now?

J What's the time?

J Do you have the time?

J Can I bother you for the time?

J You wouldn't have the time, would you?

Lexical, phonological, and grammatical changes may be involved in producing a suitable style of speaking, as the following alternatives illustrate: J Have you seen the boss? / Have you seen the manager? (lexical) J Whachadoin? / What are you doing? (phonological) J Seen Joe lately? / Have you seen Joe lately?

Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are



judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate. If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations (Brown and Levinson, (1978).

## **2.12. Functions of speaking**

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule, (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework after Jones, (1996), and Burns, (1998): *talk as interaction*; *talk as transaction*; *talk as performance*. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

### **2.12.1. Talk as interaction**

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other



than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature

has been well described by Brown and Yule, (1983). The main features of talk as interaction can be summarized as follows:

- J Has a primarily social function
- J Reflects role relationships
- J Reflects speaker's identity
- J May be formal or casual
- J Uses conversational conventions
- J Reflects degrees of politeness
- J Employs many generic words
- J Uses conversational register
- J Is jointly constructed

We can see some of these features illustrated in the following authentic example of a segment of conversational discourse (from Thornbury and Slade, (2006 p:132–133). Two women are asking a third woman about her husband and how they first met. *Jessie*: Right. Right, and so when did you – actually meet him? *Brenda*: So we didn't actually meet until that night. *Judy*: Oh, hysterical. [laughs] *Brenda*: Well, I met him that night. We were all, we all went out to dinner. So I had champagne and strawberries at the airport. *Jessie*: And what was it like when you first saw him? Were you really – nervous? *Brenda*: – Well, I was hanging out of a window watching him in his car, and I thought "oh God what about this!" [laughs] *Brenda*: And he'd combed his hair and shaved his eyebrows – and *Jessie*: Had you seen a photo of him?

*Brenda*: Oh, yeah, I had photos of him, photos . . . and I'd spoken to him on the phone. *Jessie*: Did you get on well straight away? *Brenda*: Uh, well sort of. I'm a sort of nervy person when I first meet people, so it was sort of . . . you know . . . just nice to him. *Jessie*: – [laughs] The conversation is highly interactive and is in a collaborative conversational style. The listeners give constant feedback, including laughter, to prompt the speaker to continue, and we see the examples of casual conversational register with “nervy” and “hanging out of the window.” Examples of these kinds of talk are: 1 Chatting to an adjacent passenger during a plane flight (*polite conversation that does not seek to develop the basis for future social contact*); 1 Chatting to a school friend over coffee (*casual conversation that serves to mark an ongoing friendship*); 1 A student chatting to his or her professor while waiting for an elevator (*polite conversation that reflects unequal power between the two participants*); 1 Telling a friend about an amusing weekend experience, and hearing him or her recount a similar experience he or she once had (*sharing personal recounts*) Some of the skills involved in using talk as interaction involve knowing how to do the following things: 1 Opening and closing conversations; 1 Choosing topics; 1 Making small-talk; 1 Joking; 1 Recounting personal incidents and experiences; 1 Turn-taking; 1 Using adjacency pairs; 2 Interrupting; 1 Reacting to others; 1 Using an appropriate style of speaking; 2 Adjacency pairs: A sequence of two related utterances by two different speakers. The second utterance is always a response to the first. For example, complain – apologize, compliment – accept, invite – decline.

### *2.13. Implications for teaching*

Three core issues need to be addressed in planning speaking activities for an English class. The first is to determine what kinds of speaking skills the class will focus on. Is it all three of the genres described in the preceding section, or will some receive greater attention than others? Informal needs analysis is the starting point here. Procedures for determining needs include observation of learners carrying out different kinds of communicative tasks, questionnaires, interviews, and diagnostic testing e.g., Tsang and Wong (2002). The second issue is to identifying teaching strategies to “teach” (i.e., provide opportunities for learners to acquire) each kind of talk.

#### **2.13.1: Pre-task activities**

##### *Introduction to topic and task*

- ↓ T helps Ss to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using pictures, mime, or personal experience to introduce the topic.
- ↓ Ss may do a pre-task, for example, topic-based odd-word-out games. T may highlight useful words and phrases, but would not pre-teach new structures. ↓ Ss can be given preparation time to think about how to do the task.
- ↓ Ss can hear a recording of a parallel task being done (so long as this does not give away the solution to the problem).
- ↓ If the task is based on a text, Ss read a part of it.



### 2.13.2: The task cycle

#### *Task*

] The task is done by Ss (in pairs or groups) and gives Ss a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be in response to reading a text or hearing a recording.] T walks around and monitors, encouraging everyone's attempt at communication in the target language.] T helps Ss to formulate what they want to say, but will not intervene to correct errors of form.] The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group.] Success in achieving the goals of the tasks helps Ss'

motivation. *Planning*

] Planning prepares Ss for the next stage, where they are asked to briefly report to the whole class how they did the task and what the outcome was.] Ss draft and rehearse what they want to say or write.] T goes around to advise students on language, suggesting phrases and helping Ss to polish and correct their language.] If the reports are in writing, T can encourage peer editing and use of dictionaries.] The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation.] Individual students often take this chance to ask questions about specific language items. *Report*] T asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey. There must be a purpose for others to listen. Sometimes only one or two groups report in full; others comment and add extra points. The class may take notes.] T chairs, comments on the content of group reports, rephrases perhaps, but gives no overt public correction.

## 2.14. The language focus

### *Analysis*

J T sets some language-focused tasks, based on the texts student read or on the transcripts of the recordings they heard. Examples include the following: J Find words and phrases related to the topic or text. J Read the transcript, find words ending in “s” and say what the “s” means. J Find all the words in the simple past form. Say which refer to past time and which do not. J Underline and classify the questions in the transcript. J T starts Ss off, then students continue, often in pairs. T goes around to help. Ss can ask individual questions. J In plenary, T then reviews the analysis, possibly listing relevant language on the board. Ss may take notes. *Practice*

## 2.15. Teaching talk as performance

Teaching talk as performance requires a different teaching strategy. Jones, (1996 p:17) comments: Initially, talk as performance needs to be prepared for and scaffolded in much the same way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language. This approach involves providing examples or models of speeches, oral presentations, stories, etc., through video or audio recordings or written examples. These are then analyzed, or “deconstructed,” to understand how such texts work and what their linguistic and other organizational features are. Questions such as the following guide this process: J What is the speaker’s purpose? Who is the audience? What kind of information does the audience expect? How does the talk begin, develop, and end? What moves or stages are involved? Is any special language used?



## 2.1 Evaluating performance on speaking activities

The third issue involved in planning speaking activities is determining the expected level of performance on a speaking task and the criteria that will be used to assess student performance. For any activity we use in class, whether it

be one that seeks to develop proficiency in using talk as interaction, transaction, or performance, we need to consider what successful completion of the activity involves. Is accuracy of pronunciation and grammar important? Is each participant

expected to speak for about the same amount of time? Is it acceptable if a speaker uses many long pauses and repetitions? If a speaker's contribution to a discussion is off topic, does it matter? As the above questions illustrate, the types of criteria we use to assess a speaker's oral performance during a classroom activity will depend on which kind of talk we are talking about and the kind of classroom activity we are using. In a report on teaching discussion skills, Green, Christopher, and Lam (2002 p:228) recommend assigning one student to serve as an observer during a discussion activity, using the following observation form:

Number of contributions by students	A	B	C	D	E	F	1. Total number of contributions
-------------------------------------	---	---	---	---	---	---	----------------------------------

made

2. Responding supportively
3. Responding aggressively
4. Introducing a new (relevant) point
5. Digressing from the topic

A speaking activity that requires talk as performance (e.g., a mini-lecture) would require very different assessment criteria. These might include: Clarity of presentation: i.e., the extent to which the speaker organizes information in an easily comprehensible order Use of discourse markers, repetition, and stress to emphasize important points and to make the lecture structure more salient to the listeners Different speaking activities such as conversations, group discussions, and speeches make different types of demands on learners. They require different

kinds and levels of preparation and support, and different criteria must be used to assess how well students carry them out.

### **2.17. Typical learner problems**

- Cannot sustain spoken interaction beyond short segments
- Frequent communication break downs and misunderstandings
- Lack of vocabulary needed to talk about common utterances Lack of communication strategies Speaks slowly and takes too long to compose utterances Cannot participate actively in conversation Spoken English doesn't sound natural Poor grammar Poor pronunciation

### **2.18. Reasons for poor speaking skills**

- Lack of curriculum emphasis on speaking skills Teachers' limited English proficiency Class conditions do not favor oral activities Limited opportunities outside of class to practice Examination system does not emphasize oral skills

## **2.19.Aspects of oral fluency**

- Use of conversational routines(Example) Useof conversational routines
- Use of short and long turns
- Topic range
- Mastery of basic functions
- Use of adjacency pairs
- Use of casual and formal language (politeness)
- Turn-taking skills
- Back channeling (verbal and non-verbal)
- Use of casual and formal language (politeness)
- Turn-taking skills
- Back channeling (verbal and non-verbal)
- Use of communication strategies

## **2.20.Three major speech types**

- Interactions
- Transactions
- Performances
- Examples of spoken genres or “text types”



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## **2.20.Three major speech types**

- Interactions
  - Transactions
  - Performances
- Examples of spoken genres or “text types”

## **2.21.-1Features of interactions**

- Create social interaction
- “Face” the needs of participants
- Focus on participants and their social needs
- Interactive, requiring two-way participation
- Feedback and response
- May be casual or formal
- Reflect patterns and rules—e.g., for openings, topic choice, and closings.
- Include greetings, small talk, compliments, personal recounts, and narratives

### **2.21.1. Teaching talk as interaction**

- Dialogs to model small talk
- Open dialogs to practice feedback responses

I’m going to Hawaii for my next vacation,

A. Yeah, my parents are taking me there as a graduation present.

B. And what do you plan to do there?

Well I guess I’ll spend a lot of time on the beach.

A. But I also want to do some snorkling.

### **2.21. 2.Features of transactions**

- Giving or obtaining information, or getting goods and services Focus on message Communication strategies.
- Not dependent on grammatical accuracy (Example)

### **2.22. Previous Studies Related to Instructors**

- Ali Dincer & Savas Yesilyurt(2013) in their study Pre-Service English Teachers' Beliefs on Speaking Skills.
- Based on Motivational Orientations showed that the findings revealed that "the subjects, whether they were,
- intrinsically or extrinsically motivated to speak English, had negative ideas about speaking instruction in Turkey,

The academic literature has offered a somewhat confusing account of language anxiety. Researchers have been unable to draw a clear picture of how anxiety affects language learning and performance. Some researchers reported a negative relationship between language anxiety and achievement, e.g. the higher the anxiety, the lower the performance, (Clement, Gardner, & Smythe, 1977, 1980: cited in Onwuegbuzie et al., 1999: 218). Others reported no relationship or a positive relationship (Pimsleur, Mosberg, & Morrison, 1962, Backman, 1976, Scovel 1978: cited in 1999: 218). More recently Horwitz (2001: 121) has reiterated that the issue of understanding the relationship between anxiety and achievement is, unresolved. The reason of these mixed results is perhaps as stated by Philip (cited in Shamas, 2006: 8) that "a comparison of the experimental research examining the relationship between anxiety and second language learning is, to a degree, perplexing, presenting some conflicting evidence and illustrating that anxiety is a complex, multi-faceted construct".

In addition to the negative effects of anxiety on language learning and performance, occasionally anxiety has been found to facilitate language learning. Anxiety in its debilitating and facilitating forms serves simultaneously to motivate and to warn the learner. Facilitating anxiety "motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behaviour" (Scovel 1991:

# **CHAPTER THREE**

## **Methodology**

## **Chapter Three**

### **Methodology**

#### **3.1 Introduction:**

This chapter gives account of the methodology used in the present study to achieve objectives the sample of the study is described. The tools which obtained the required information reliability and validity of the study tool and statistical treatment of the study will be shown.

#### **3.2 Research Method:**

The researcher used the analytical descriptive methods to give valid and faucal results, the method assisted in building a base on a complete understanding of research problem.

#### **3.3 Data Collection Tool:**

The data of the present study was obtained by using questionnaire foe students.

The researcher has constructed a close ended statement to gather data from Sudan University of science and technology students who are specialized in English language. First year (2016) the questionnaire was about investigation the factors negatively affect student's speaking skills. The questionnaire involves 12 statements.

### **3.4 Population and Sample of the Study:**

The population of the study are the sudanese Universities students who study English Language at Sudan university science and technology, First year.

### **3.4 The Reliability of Students' Questionnaire:**

The questionnaire was distributed to 20 students and they understood it easily and responded to it.

### **Summary:**

This chapter describes the subjects who participated in this study, how, they were chosen and where there were investigated. This chapter also describes the tool used in this study (student's questionnaire) and the procedures followed to prepare and distribute it.

This chapter reflects how the validity and reliability of the students questionnaire have been confirmed.

# **CHAPTER FOUR**

## **DATA ANALYSIS, RESULTS AND DISCUSSION**

## **CHAPTER FOUR**

### **DATA ANALYSIS, RESULT AND DISCUSSION**

#### **4.1 Introduction:**

In the previous chapter, it was shown that a questionnaire was distributed to obtain data from students who are study at Sudan University of science and technology, college of languages English first year. In this chapter the data collected will be introduced and analyzed statically. It would be better to begin with the analysis of the student's questionnaire.

#### **4.2 Data Analysis:**

In this section, data analysis for the study and questionnaire of its hypotheses are done the result are presented and discussed.

#### **4.3 Application of the Study's Tool:**

After the step of checking the questionnaire reliability and validity. The researcher distributed the questionnaire to the determined study sample (20) student's, and then constructed the required tables for collected data this step started consist transformation of the qualitative (nominal) variables (strongly agree, agree, neutral, disagree, strongly disagree) to quantitative variables (5,4,3,2,1) respectively. Then the graphical representation has been done for this purpose.

- Statement no (1) teachers encourage us to answer in English language.



- Table no (4.1) the frequency distribution for the respondents answers about statement no (1)

Answer	Number	Percent
Strongly agree	2	10.0
Agree	14	70.0
Neutral	4	20.0
Total	20	100.0

It is clear from table no (4.1) that is only two persons in the student's sample with a percentage of (10%) who are strongly agree that the teachers encourage them to answer in English language. There are (14) students with a percentage of (70%) who are agree to that and (4) students with a percentage of (20%) who are not sure about that.

- Statement no (2) teachers let us use Arabic language to express our answers.

ANSWER	NUMBER	PERCENT
Strongly agree	1	5%
Agree	1	5%
Neutral	4	20%
Disagree	11	55%

Strongly disagree	3	15%
Total	20	100%

It is known from table no (2) that there is only one student in the study sample with a percentage (5%) who strongly agree that the teachers let them use Arabic language to express their answers there also (1) student with percentage (5%) who agree and four students with percentage of (20%) who not sure, whereas (11) students participated with percentage of (15%) who are strongly disagree for that.

- Statement no (3) teachers only use English language to communicate with us inside lecture room.
- Table no (3) and figure no (3) show the frequency distribution fourth students respondents about statement no (3).

ANSWER	NUMBER	PERCENT
Strongly agree	6	30%
Agree	6	30%
Neutral	4	20%
Disagree	3	15%
Strongly disagree	1	5%

Total	20	100%
-------	----	------

It seen from table no (3) there are (6) students to the study sample with the percentage of (30%) who are strongly agree. That the teachers only use English language to communicate with them inside the lecture room, also other (6) students with the percentage of (30%) who are agree for that whereas (4) students with the percentage of (20%) are not sure. While (3) students with the percentage of (15%) are disagree and only one student with the percentage (5%) strongly disagree for that.

- Statement no (4) teachers only use English language to communicate with us outside lecture room.
- Table no (4) and figure (4) show the frequency distribution for the student's respondents about statement no (4).

ANSWER	NUMBER	PERCENT
Strongly agree	1	50%
Agree	2	10%
Neutral	7	35%
Disagree	8	40%
Strongly disagree	2	10%
Total	20	100%

It show from table no (4) there (1) student with percentage of (5%) strongly agree that teachers only use English language

to communicate with them outside lecture room. Then (2) students responded with percentage of (10%) agree, while (7) students with percentage of (35%) are not sure. Whereas (8) students with percentage of (40%) are disagree and (2) statement with percentage of (10%) strongly disagree.

- Statement no (5) used to practice speaking skills at secondary level.
- Table no (5) and figure no (5) show the frequency distribution for the students respondents about statement no (5).

<b>ANSWER</b>	<b>NUMBER</b>	<b>PERCENT</b>
Strongly agree	1	5%
Agree	7	35%
Neutral	2	10%
Disagree	10	50%
Total	20	100%

The table no (5) shown that only one student with the percentage of (50%) strongly agree that he used to practice speaking skills at secondary level whereas (7) students with percentage of (35%) agree, (2) students with percentage of

(10%) are not sure for that and (10) students with percentage of (50%) are disagree for that point.

- Statement no (6) I can speak fluently but I fear speaking English language in public.
- Table number (6) and figure no (6) show the frequency distribution for the students respondents about statement no (6).

ANSWER	NUMBER	PERCENT
Strongly agree	1	5%
Agree	9	45%
Neutral	4	20%
Disagree	5	25%
Strongly disagree	1	5%
Total	20	100%

It is known from table no (6) shown that only one student with percentage of (5%) strongly agree that he speak fluently but he fear speaking English language in public whereas (9) students with percentage of (45%) agree, then (4) students with percentage of (20%) are not sure. Whereas (5) students with



percentage of (25%) who are disagree, and only one student with percentage of (5%) strongly disagree for that point.

- Statement no (7) I have sufficient English vocabulary to speak English fluently.
- Table no (7) and figure no (7) show the frequency distribution for the student's respondents about statement no (7).

ANSWER	NUMBER	PERCENT
Strongly agree	4	20%
Agree	6	30%
Neutral	8	40%
Disagree	2	10%
Total	20	100%

It express from table no (7) show that (4) students responded with percentage of (20%) strongly agree for that they have sufficient English vocabulary to speak English fluently. While (6) students with percentage of (30%) agree, whereas (8) students with percentage age of (40%) not sure and (2) students with percentage of (10%) disagree for that point.

- Statement no (8) speak English language fluently.

- Table no (8) and figure no (8) show the frequency distribution for the students respondents about statement no (8).

ANSWER	NUMBER	PERCENT
Strongly agree	3	15%
Agree	2	10%
Neutral	9	45%
Disagree	6	30%
Total	20	100%

It indicates from the table no (8) show that (3) students shared with percentage of (15%) strongly agree for that they speak English language fluently. Whereas (2) students with percentage of (10%) agree whereas (9) students with percentage (45%) are not sure, while (6) students with percentage of (30) who are disagree for that.

- Statement no (9) my grammar knowledge is good enough to construct the sentences I want to say.
- Table no (9) and figure no (9) shown the frequency distribution for the students respondents about statement no (9).

ANSWER	NUMBER	PERCENT
Strongly agree	1	5%
Agree	9	45%
Neutral	3	15%

Disagree	7	35%
Total	20	100%

It is right from the table no (9) shown that only one student responded with percentage of (5%) strongly agree that his grammar knowledge is good enough to construct the sentences he want to say, there are (9) students with percentage of (45%) agree, whereas (3) students with percentage of (15%) are not sure and (7) students with percentage of (35%) who are disagree for that point.

- Statement no (10) only 1 speak English language inside lecture room.
- Table no (10) and figure no (10) show the frequency distribution for the students respondents about the statement no (10).

ANSWER	NUMBER	PERCENT
Strongly agree	1	5%
Agree	2	10%
Neutral	6	30%
Disagree	7	35%
Strongly disagree	4	20%
Total	20	100%

It is from table no (10) shown that only one student with percentage of (5%) responded that he only speak English language inside lecture room strongly agree, whereas two students with percentage of (10%) agreed, while (6) student

students with percentage of (30%) not sure, then (7) students with percentage of (35%) are disagree and (4) students that percentage of (20%) who are strongly disagree for that point.

- Statement no (11) I can make a phone conversation in English.
- Table no (11) and figure no (11) shown frequency distribution for the students respondents about statement no (11).

ANSWER	NUMBER	PERCENT
Strongly agree	2	10%
Agree	10	50%
Neutral	2	10%
Disagree	5	25%
Strongly disagree	1	5%
Total	20	100%

It see from table no (11) shown that two students with percentage of (10%) strongly agree for they can make a phone conversation in English language. While (10) students with percentage of (50%) agree, whereas two students with percentage of (10%) not sure then (5) student with percentage of (25%) disagree and only one with percentage of (5%) strongly disagree.



- Statement no (12) I practice English speaking skills in English club inside the university.
- Table no (12) and figure no (12) state that frequency distribution for the student's respondents about statement no (12).

ANSWER	NUMBER	PERCENT
Strongly agree	3	15%
Agree	3	15%
Neutral	6	30%
Disagree	7	35%
Strongly disagree	1	5%
Total	20	100%

It is understood from table no (12) stated that (3) student can practice English speaking skills with percentage of (15%) strongly agree, while other three students with percentage of (15%) agree, whereas (6) students with percentage of (30%) not sure, then (7) students with percentage of (35%) disagree strongly disagree for that point.

# **CHAPTER FIVE**

**FINDINGS, RECOMMENDATIONS, CONCLUSION and further  
suggestion**

## **Chapter Five**

### **Findings, Recommendations, Conclusion and Further Suggestion**

#### **5.1 Introduction:**

In this chapter, the principal findings of the study are summarized and discussed followed by recommendations and conclusions of the research.

#### **5.2 The Findings of the Study:**

**The study has come out with the following major findings:**

- 1- The speaking skills of EFL learners are lacks of grammar knowledge with it's pranches and lack of vocabulary.
- 2- The psychological factors which affect negatively on speaking skills of EFL learners are the missing of self confidence motivation and anxiety.
- 3- The possible strategies of learning which can be solved by as enrich students with vocabulary, grammar, pronunciation to encourage them by make open discussion.

### **5.3 Recommendations:**

Based on the findings of the study, the researcher recommends the following: -

- 1- Teachers should teach students the speaking skills as separated subjects, at university level.
- 2- Teachers should clarify the speaking skills factors, and the lack of them affect negatively on students' speaking skills.
- 3- Teachers should encourage students to answer in English language.
- 4- Students should practice English speaking skills among of them.
- 5- Students should make English club to activate their speaking skills at least once a week to speak in public and avoid fear.

### **5.4 Suggestions for the Further Studies:**

According to the research gaps, the following areas are suggested for further studies:

- 1- Further studies need to be conducted on the speaking and the speaking skills activities material.
- 2- The role of visual aids in helping students to recall the pronunciation of words and its affect role in developing speaking skills.
- 3- There is a problem of the speaking skills among the students in particular, so it is strongly suggested for researches to work hard in this field in order to find suitable ways to improving students' speaking skills.



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**Appendixes**  
**Sudan University Of Science and Technology**  
**Collage Of Graduate Studies**  
**Master Program**

**Students' questionnaire :**

This questionnaire is designed for an investigation into factors negatively affect students speaking skills at Sudan University of science and technology, first year > your assistance in completing the following questions is greatly appreciated.

Please put tick ( ) on the option you choose.

statement	Strangely agree	agree	neutral	disagree	Strangely disagree
1-teachers encourage us to answer English language to express our answers					
2- teachers let us use Arabic language to express our answers					
3- teachers only use English to communicate with us inside lecture-room					
4- teachers only use English language to communicate with us outside lecture-room					
5- I usedto practice speaking skills at secondary level					
6- I can speak fluently but I fear speaking English language public					
7- I have sufficient English vocabulary to speak English fluently.					
8- I Speak English language fluently.					
9- my grammar knowledge is d enough to construct the sentences I want to say .					
I only speak English language inside the lecture-room.					
11- I can make a phone conversation in English.					
practice English speaking in English club inside the university .					

Thanks you very much for your valuable time to complete this questionnaire. Your opinions are greatly appreciated.