

## **Chapter one**

### **Introduction**

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

In an era of globalization, advanced technology allows people from all over the world to connect with each other. For this reason, people need to use an international language in order to communicate. English is used as an international language of communication for various purposes including education, technology, business and cultural development. As a result of importance of English language many countries throughout the world have established English as their second or foreign language, and it is taught at both school and university levels.

English speaking is the dominant language spoken by many people around the world in both of oral and written, because it is the lingua franca used for international communication to the all aspects of human life such as economic, culture, business, politic, administration, science and academic.

Native speakers of language are not usually encountered by so many speaking problems, but non-native speakers of second or foreign language are suffer severally from many speaking problems which this study is intended to revolve.

In this study the researcher attempt to show some speaking problems such as shortage vocabulary, lack of interaction and secondary school syllabus which consider as a main factors of speaking problems.

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

In this study the researcher wants to point some English Speaking Problems encountered by secondary school students

when attempting to express themselves orally and also to look for suitable solution.

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

The study aims to:

- Identify the English Speaking Problems encountered by secondary school students.
- Endeavor to find the suitable solutions for these problems.
- Show some techniques that can be beneficial in teaching and practicing speaking English.

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

- 1- To what extent does the amount of vocabulary affect the students speaking ability?
- 2- How far does the lack of interaction between students and their English Language teachers slow their fluency?
- 3- To what extent is the syllabus effective in improving speaking English?

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

- The amount of vocabulary that students have strongly affects their speaking ability.
- The lack of interaction between students and their teachers is considered as one of the major factors behind their speaking weakness.
- The syllabus plays an important role in improving speaking skill.

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

The finding of this study could use as guideline for teachers to identify the English Speaking Problems encountered by secondary school students and provide a good framework for the diagnosis and solutions of these problems. It is also regarded as an expansion to the studies that are intended to investigate the problem question.

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

In this descriptive study the researcher used questionnaire for gathering data and consider the English teachers of Khartoum state as the population of his study.

### **1-8 Limits:**

The researcher takes different teachers from different schools as a population to generalize the result for English teachers in Khartoum state

## **CHAPTER TWO**

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

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

In secondary school learners of English we find some of difficult task of English speaking: they understand the language and know a lot about its grammar and lexicon, but when they have to speak, they seem to be at a loss for words. This is a problem that other people have noticed as well. For example, according to Tatham and Morton (2006: 273) many people report that they can understand a language but they cannot speak it. There are also other countries where people experience the same phenomenon,

In speaking English this is clearly a problem, because the aim of English language education is to provide learners with the capabilities to understand the language and the ability to both write and speak it. If learners are not able to speak English from one of these problems (shortage vocabulary, lack of interaction or syllabus) this aim has not been fully achieved. Thus, it is necessary to study this issue in order to discover if people indeed have these problems with speaking. Of course, not all learners struggle with speaking. However, since there are some people who do have these problems with speaking,

More insight into this might be able to help develop the teaching of English speech production and thus the abilities of English learners.

This chapter attempts to acquire useful information about these problems.

## **2-2 Spoken language:**

Is language produced by articulate sounds, as opposed to written language. Many languages have no written form, and so are only spoken. Oral language or vocal language is language produced with the vocal tract, as opposed to sign language, which is produced with the hands and face. The term "spoken language" is sometimes used to mean only vocal languages, especially by linguists, making all three terms synonyms by excluding sign languages. Others refer to sign language as "spoken", especially in contrast to written transcriptions of signs.

## **2-3 Types of learners error:**

It is useful for you and the learners to accept that mistakes are an inevitable and natural part of the learning process. It is through learners' mistakes that we can see what they are struggling to master, what concepts they have misunderstood and what extra work they might need.

### **2-3.1 Translation:**

Sometimes when speaking or writing, students may find they do not know a suitable expression, so they fall back on using a direct translation of their own language. This is a conscious decision, rather than the unconscious interference.

For example, a German speaker might say 'it makes me nothing out' instead of 'I don't mind'. It is useful to develop communication strategies to get the message across, and this is more successful in the

long term than staying silent. Experimentation is a vital part of the process towards fluency.

## **2-4 Tips for achieving a good model of spoken English:**

- **Speed.** Don't change, keep to a fairly normal speed but pause a little longer between sense groups. The learners' ears have to tune in to your voice and this will take time. Slowing down too much will only distort the sound you are modeling.
- **Consistency.** Don't change your intonation. This is easier said than done if you are not used to modeling intonation. One tip is to break your model by giving a brief command to the class which then helps you to repeat the item, e.g. 'What's your name?' 'Listen again / all together / What's your name?'
- **Variety.** Use a good balance of whole class or choral responses and individual repetition.
- **Listening.** Move around and listen to individuals. Try to be silent when students are speaking so that you can listen to them. When students repeat, don't repeat with them.
- **Frequency.** It is better to do five minutes of speech work every lesson than one long session every now and then. Pronunciation practice can be boring and repetitive if you do it for a long time.
- **Clarity.** Make every possible use of visual clues to help students.

Speak clearly, facing them so they can all see your mouth and facial expression. When using video, exploit the video with sound off, asking questions about the speaker's mood (e.g. 'Is he angry?')

‘Friendly?’ ) and body language, before showing the video with sound on.

## **2-5 What is communication?**

Communication is a message understood. Unless a message is understood we cannot say that communication has taken place. Let’s send a message to someone else’s phone, “where came first”. The person who gets this message would wonder what it means. It does not make any sense. The receiver of the message just does not understand it. So for communication to take place, there are two conditions. First, there should be a clear message. Secondly, that message must be understood by the receiver, for whom it is meant. In society, we all interact with messages.. Without interactions, a society cannot survive. Social interaction is always through messages. So we can also define communication in the following words.

## **2-6 Communication is social interaction through messages:**

Think of telling someone, “It is very warm today” or “I am bored with the history classes.” In both these cases, we are communicating what ‘we experience’. The weather being warm is what you feel or experience physically.

Getting bored with a subject is a different feeling which needs some amount of education or experience in a class room. In both cases we are sharing our feeling or experience with someone else. So we may say that communication is sharing of experience.

## 2-7 Oral Communication

After man developed speech we started communicating orally. It is like a child who learns to utter words first, and then speak. Oral communication is a skill that is developed or evolved. It uses language. This would mean words and sentences. Words do not stand independently to communicate. If you say 'sky' or 'blue' or 'high' they may not mean much. These words are just symbols. The moment you say the word 'sky' the listener would be able to imagine this.

'Blue' would mean colour and 'high' would mean much above our head. In oral communication we group words into what we call sentences which can convey meanings. Observe the following:

"The sky is high"

"The sky is blue"

"The sky is both high and blue"

In the above groups of words or sentences we have arranged words in such a way that they make some sense. When we say a full sentence where the right word is placed at the right place, using grammar or the rules that govern language, it would result in understanding. Otherwise it will just be using some words without any meaning.

The advantages of oral communication are: -

- i. It is spontaneous and natural.
- ii. It is, therefore, easy for others to understand.

## **2-8 Reading aloud and oral exam practice:**

Many assistants are asked to take small groups of students to prepare for oral exam; some exams include reading a text aloud and talking about it. Reading aloud is something we rarely have to do in real life, especially in a foreign language, and it is a skilled activity.

The danger is that students can concentrate so much on pronunciation and expression that this leaves less room for paying attention to meaning. When we read with understanding we do not read word-by-word or sentence-by sentence, but in sense groups.

Note the sense groups marked in this exam text:

Susan got up late that morning/ Nothing could have prepared her for the events of the day to come/ It was snowing lightly /and she could see that the path was already completely covered/ ‘How will we get to London in this?’ she thought.

Read this text aloud for your partner. Listen to the example on the tape and read again.

However, in order to read sense groups we must understand what we are reading and students need to be able to prepare and interpret texts before having to read them aloud.

## **2-9 Tips and techniques for reading aloud practice:**

- **Discuss the meaning of a text** before you ask students to read it aloud.
- **Sensitize students** to the idea of sense groups and design tasks to train them to mark up a text with a pencil when they first read through

silently. This can be done individually, compared in pairs and then practiced together before they try with you. Start doing this first with texts of a lower reading level which are easy for students to understand, so they can concentrate on the idea of sense groups.

- **Use recorded texts** from their books, graded readers on tape or recordings you have made (or read aloud). Assistants can make recordings together if you do not have commercial produced graded readers.

- Ask students to mark where the reader's voice pauses naturally.

Students compare, listen and check and then try themselves.

The discussion is a learning experience.

- Students mark up a text into sense groups, listen to it read aloud and checks their version.

- **Encourage learners to look up** and make eye contact with the listeners after each sense group is completed. This trains them to not read word-for-word but to read with meaning.

- **Isolate specific problems** to learners and focus on them in chunks rather than just reading text after text. For example, if students stumble in texts where there is some speech mixed with narrative, prepare lessons with extracts from texts with this type of speech:

‘Are you really sure that's a good idea?’ asked Susan, looking puzzled.

John continued to press every button on the machine in the hope that something might fix it.

Make a selection of five or six examples where the intonation patterns of the speaker are similar, expressing anger, surprise, curiosity or interest. Concentrate on questions, on short replies or on exclamations,

etc. Combine it with examples on tape or video to focus on the intonation of a specific type.

- **Remove the unstressed items** from a short exam text. Ask students to predict what might be missing (pairs/groups). Listen to text read aloud and check predictions.

## **2-10 How to prepare students for real communication in English?**

- **Personal response.** Give students tasks which ask them to contribute information about themselves.

- **Variety of responses.** Give them dialogues which require more than one set response so they have to decide and create their own dialogues.

- **Work in pairs or groups.** Give students tasks in which they have to communicate with others to exchange information, as this gives a greater number of students a chance to talk.

- **Varied language.** Give tasks which require the use of more than one type of sentence structure so students get practice in combining different language forms, e.g. tenses.

- **Balance accuracy tasks with fluency work.** Make it clear that you are interested in what students are saying, not just how grammatically correct they are being! Encourage them to show verbal signs of interest: 'Really?'

That's interesting, I didn't know that!', 'I think that's a good idea!', 'Are you?', 'Did you?'.

- **Less teacher talking time.** Be careful not to do all the talking, and aim for student participation from the very start of lessons. When preparing pair work, bring in student responses, use students to rehearse

roles, get all the class to repeat key items and try to avoid lengthy explanations.

Demonstrate. Keep your own talking to a minimum during the activities.

## **2-11 Using English in the classroom:**

Some of your students will not be used to an English-only classroom. It is advisable for them to make the most of your mother-tongue status but it can sometimes be difficult to insist on English-only. In some school systems translation is used, particularly in a contrastive way, to highlight differences between the native language tense system or use of prepositions, etc. and the relative usage in English. These uses can be constructive but assistants are generally not called upon to present language, just to reinforce and practice it. Therefore your lessons should be in English, except in exceptional circumstances, like a student falling ill or major misunderstanding that can only be cleared up in the native language.

## **2-12 Tips for encouraging the use of English in the classroom:**

- **Always reply in English**, even if students are speaking in their own language.
- **Try not to be too dogmatic**, but comments like ‘It’s easier for me to speak English – and it helps you’ can explain your approach.
- **Artificial motivators** like the swear box for use of the students’ mother tongue can be introduced in a light-hearted way, or a list of

forfeits which anyone not speaking in English must carry out. Use dice and a list of six forfeits (which you can vary throughout the year),

e.g. 'Count from twenty backwards very quickly', 'Sing a song you know in English', etc.

- **Points can be deducted** from the team score during games or contests if the mother tongue is used.
- **Make it clear** to the students that you do not welcome the use of the mother tongue in your classes. If this proves to be a problem, report it to the teacher in charge.
- **Simplify the English you use** to suit the comprehension level of the class and stick to a clear body of classroom instructions which are concise and supported by gesture if appropriate. This does not mean speaking in monosyllables or broken English. Use tone of voice, stress, intonation and any visual methods to aid understanding.
- **Help students to make an effort to understand** without depending on a quick translation. This can take time in groups not used to making intelligent guesses or deducing meaning from context.

## **2-13 Conversation and discussion with text:**

We very rarely enter a discussion without some previous knowledge of the subject matter or some forewarning so that we can prepare ourselves mentally or take notes. The key to successful exploitation of a text for discussion lies in the preparation of the text, the time given to students to prepare what they have to say and the type of conversation tasks given.

We cannot just assume, even with fairly proficient students, that the subject matter of the text will be so gripping that they will naturally launch into a heated debate on the subject.

## **2-14 linguistic communication:**

A systematic means of communicating by the use of sounds or conventional symbols; "he taught foreign languages"; "the language introduced is standard throughout the text"; "the speed with which a program can be executed depends on the language in which it is written.

## **2-15 Second Language Acquisition**

In trying to find out why secondary school learners of English might experience difficulties, such as loss of words, frustration, anxiety, pronunciation problems *etc.*, in speaking English, it is essential to think about speech and phonology in relation to second language learning.

Thus, second language acquisition is an important field in this study. Theory from speech production will also be used to briefly describe the speech process. The theory section will discuss speech production and also other areas of linguistics, speech perception, universals and markedness, and language anxiety, which might help to explain the factors that contribute to difficulties in speaking an L2, and then the factors that might cause difficulties in speech production for secondary school learners of English. The factors that will be discussed in this study more closely include maturational constraints *i.e.* age, individual factors, instruction and input, social factors, and accent in speaking.

Research on second language acquisition (SLA) is, of course, an important source of knowledge for this research because it offers explanations for how one learns to speak a second language (SL), and more importantly, what type of factors influence the learning process. The key constructs that have shaped L2 phonology research and pedagogy are transfer, universals or markedness, the critical period hypothesis, and variation.

In this chapter, speech production, speech perception, universals and markedness, and language anxiety will be discussed in relation to SLA.

## **2-15.1 Speech Production**

Firstly, it is important to think about speech and what type of a process it is. Speech production research is a field of linguistics that concentrates on this issue: it has to do with both physical and cognitive processes of producing speech. However, most research in speech production seems to concentrate on the physical level. Tatham and Morton (2006: xvi) write that there are problems in speech modelling, and this explains why there is less data on the cognitive processes of speech production:

- - - there is no serious empirical basis yet for characterizing with any degree of certainty the pre-motor stages of speech production. We assume a physical input – something we call the ‘utterance plan’, and this is a physical copy of the abstract output from prior cognitive or phonological processing. But we have no experimental evidence for the exact nature of this plan – other than that it somehow reflects earlier cognitive processes.

Tatham and Morton (2006: 173) present a model of speech production that incorporates the physical level of speech production as well as the cognitive level. They maintain that there are two planes of speech production: the static level, which refers to the knowledge base of language, where utterance plans are made, and the dynamic level, which is procedural and operates with instantiations of utterances. Other researchers have similar theories that categorize two layers of speech production, for example, double structure of sentence, which includes the performative sentence and the underlying propositional sentence. These two levels of speech production might become useful in explaining why some learners experience difficulties in speaking; for instance, whether pronunciation difficulties are due to the plan or the attempt to execute it. In the case of the secondary school learner, who reported having problems with speaking English despite his knowledge of it, it might give some insight into what kind of processes he goes through when he speaks English, or attempts to speak it.

## **2-15.2 Speech Perception:**

There are also other areas of linguistics that might help discover the reasons for speech difficulties in SLA, such as speech perception. This might be a useful field, because, for example, a learner's first language (L1) may affect the way he or she perceives a second language (L2). Thus, speech perception might help us explain why people do not notice the difference between certain L2 sounds, which, then again, might be the reason why the learner has difficulties in producing these sounds. So, speech perception and production are closely linked to each other, as Tatham & Morton (2006) observe. There are also other researchers, who have claimed that speech perception and speech production have a lot to do with each other, for

example, Hancin-Bhatt (2008: 120) maintains that another observation in the field of second language speech perception has been that L2 perceptual abilities do not match L2 production abilities. Hancin-Bhatt continues: In perception, listeners attend to acoustic phonetic features of sounds to identify them, while in production, talkers produce specific articulators configurations to distinguish sounds from each other.

Generally, there is evidence that L2 learners can have highly accurate perceptual abilities, but relatively inaccurate production ones. Alternatively, L2 learner production abilities can be more target-like than their perceptual abilities at certain levels of the phonology. Not only do perception and production require different primitives, but they also can have a differential rate of development (Hancin-Bhatt, 2008: 120)

## **2-16 What Do Speaking Skills Involve?**

Speaking a language involves using the components correctly – making the right sounds, choosing the right words and getting constructions grammatically correct. Pronunciation, grammar and vocabulary tasks will focus on the need for practice in language accuracy. At the same time, we also need to get a clear message across and this involves choosing appropriate content or ideas to suit a situation, e.g. deciding what is polite or what might appear rude, how to interrupt or how to participate in a conversation. All this involves practice in language fluency. Both types of practice are equally important, although some traditional approaches can concentrate rather too much on accuracy tasks which result in students speaking like a grammar book.

## **2-17 Stages of Speaking:**

Generally we use language to express our feelings and attitudes and for establishing coordination and controlling our relations with others. The majority of people in this world are going to be bilinguals. Therefore, the important status in the world English has got a privileged status as second compulsory language in non-English countries. It is taught as a compulsory subject from class 4 on basic school to graduation. (Rahman, 1999) in his survey of different school deduced result that English learning desire is produced in all type of students including religious school that are considered Fundamentalist , learning English on secondary school especially rural areas students are incompetent in language and unable to communicate the target language, also motivation and self confidence play an important role in EFL Learning. We can see short stories, poems, novels, plays etc in the name of English and recently it is realized that functional English should be important to the students. Unfortunately our students can learn critical appreciation of great writers like Shakespeare, Milton and Chaucer but are unable to communicate in an effective way. (Hywel Jones, 1997, P.91) “Teaching Oral English” in which he presented 3 stages of speaking as:

- i) The Presentation Stage : students are introduced to the new language which they are about to learn.
- ii) The Production Stage: in this stage we know if the students have learnt the new language so successfully that they can actually use it.
- iii) Accuracy and Fluency Stage: understanding and production of language by the students.

- According to (Warsi, 2004) the Sudan English syllabus emphasizes correct linguistic form instead of developing creative thought in students.

Therefore, the students of schools and colleges especially rural areas' students are unable to communicate with ease and success even after studied 3 years in secondary schools. The typical English language learning experience is almost devoid of any speaking practice at all, and indeed, this is reflected in the examination system, which has no provision for the examination of oral skills.

## **2-18 Problems of Speaking:**

In spoken skill of the students is at pitiable level. The educational system focuses on reading/writing skills only. The purpose of getting education of most of the students is to pass the examination rather than to improve their speaking skills. Students leave secondary school level after 3 years of schooling but are unable to speak English reasonably. There are various problems/hurdles in speaking English as L2. The problems as are reflected from this study are: low vocabulary bank, unavailability of the environment that helps to speak English at home or in school, family's low educational back ground, educational system without any focus on speaking skills, no provision of separate English spoken classes in the schools, In such circumstances it seems very difficult to improve the situation.

## **2-19 Low Vocabulary Bank:**

Most of the students have a very less vocabulary bank. So this is one of the problems of students' weak level in English. The lack of vocabulary was regarded as a main hindrance for spoken communication by English learners. In the present study, inadequate vocabulary was also reported as a prevalent concern among the students although they are exposed to range of words and phrases at this stage. But when it comes to speaking, these words and phrases never come to their mind, so the expression they deliver intended meaning precisely. This also contributed directly to a lack of fluency in their speech.

## **2-20 Lack of Interaction:**

English language is regarded as most spoken language around the globe, and many people learn this language in order to have better career, job security or communicate more effectively with more people. English might be a popular language to learn, but this doesn't mean it is a simple to master; there are many challenges people face when learning English. This paper will focus on the problems in learning English speaking skill at higher secondary level. It points out that "mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measure in term of ability to carry out a conversation in the language" It has been observed that Learners do not get any chance either in the class room or outside to speak English. There is also lack of exposure to authentic English language environments that allow them to use English for

communication and expression. Learning to speak also demands a lot of practice and attention. They often stammer when speaking English. Furthermore, learners are not exposed to the cultures of the native English speakers. As a result second language learners at higher secondary level are poor in speaking skill.

It is difficult to define exposure. One can actually live in a foreign country for sometime but not take advantage of being “with the people.” It is believed that the quality and intensity of exposure are more important than mere length of time.

Students have little exposure to English language. The opportunity to speak English in the classroom is very low. Somehow if they get a chance to speak the language, they become nervous which eventually hinders their speaking skill.

The extracurricular media and activities like watching English movies and discussions/debates are less focused in the classroom. If these activities are operated in the classroom, it would have helped students to improve their communicative command of English so that they can use it fluently and confidently.

Students don't have many opportunities to speak English in their daily lives. Since Urdu is the preferred medium of communication in most of the schools, the local community, and in their homes. Moreover, the lack of audio visual aids which help student to be more interactive was observed only few schools were equipped with it, and the use of AV material was almost negligible.

It was also observed that teachers were more focused on the completion of syllabus rather than involving students in interaction activities.

## **2-21 syllabuses:**

The aim of the syllabus is to prepare students to use English for their professional needs in real life and work. This syllabus may be fulfilled on the basis of textbooks and training materials, original special supplementary materials adapted for the secondary level. The usage of up-to-date adapted materials will help students to obtain the necessary skills in reading, writing, listening and speaking.

The English curriculum for high secondary school is emphasizing the teaching of reading and writing skills, and there are no tasks included particularly for teaching speaking. They pointed out that speaking is integrated into reading and writing. In other words, they come across speaking when they teach reading and writing.—We get it [speaking] from reading and writing . . . it is indirect.

They discussed the idea of implicit inclusion of speaking skill in the textbooks and compared that with the Arabic subject textbooks that include lessons that are allocated particularly for speaking. —In Arabic, they have full [whole] lessons for speaking. Analyzing high secondary school textbooks (Spine) in terms of the frequency of speaking activities and the type of those activities/tasks revealed that there are very few tasks included particularly to teach speaking, Those tasks are in the form of asking and answering questions, and mainly, they require students to drill a certain structure which obviously indicates that the form is more emphasized than the meaning. Tasks that encourage students to use the English language communicatively are not available. This leads us to say that high secondary school textbooks are not providing students with sufficient opportunities to use the English language communicatively.

## **2-22 Previous Studies**

The following paragraphs review previous studies speaking skills, a number of studies have been carried out about the educational system in Sudan in general, among these studies is Kambal (1980) from Sudan University of Science and Technology in M.A. connected a study to investigate the difficulties of speaking English at secondary schools, He says that Sudanese students face certain problems when they speaking related to pronunciation, some of these problems are related to stress others are related to intonation. However, most of these problems can be attributed to differences in pronunciation between English and Arabic. The researcher agree him in his says that Sudanese face certain problems when they speaking related to pronunciation, but I disagree him in his says some of these problems are related to stress others are related to intonation.

The second study is presented by Hussein Mansour Mohamed from Alfashir University in M.A (2008). The title of his study is investigating the problems of teaching speaking skills at Sudanese secondary schools.

It aims to help teachers as well as syllabus desirers, also examined whether the traditional classroom is conductor to stimulate speaking activities in SPINE. The tools which are used two questionnaires and pupils classroom observations, and textbook analysis. The findings of his study showed that pupils are not able to express themselves in English due to the poor and inadequate speaking activities presented in the textbook. The researcher also encountered in his study the students of high secondary schools do not have ability to express themselves in English language as the result of less speaking activities.

The third study presented by Mona Ahmed (2007) from Alnelain University the title of her study is the problem of teaching English skills

at secondary schools she says that speaking English in the Sudanese secondary schools was not taught effectively, she added that most of the teachers did not seem to be well trained. The researcher agrees with her in her results and in addition to that he says the syllabus does not support speaking skills.

## **CHAPTER THREE**

### **Methodology**

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

This chapter describes the research methodology; it gives a full description of the research tool which was used to collect the data beside the population and procedure which was followed.

A questionnaire was the tool that used to collect the data.

#### **3-2 Research Methodology**

The sample for this study was taken from various higher secondary schools of Khartoum city. The sample comprised of a number of respondents. It included equal number of male and female respondents. The sample was divided into 3 groups.

A questionnaire was prepared which consisted of three parts. Part one was designed to elicit information about the student's exposure to English language speaking problem of vocabulary. Part two was prepared for the elicitation of lack of interaction as a problem of English speaking skill. Part three was designed to gather information about the syllabuses which researcher considered as a problem of English speaking skill.

### **3-3 Data Collection**

The tool of questionnaire is used for data collection in which 11 questions prepared to get the responses of the teachers. With the help of these responses of the teachers data are collected to be analyzed in the next chapter.

### **3-4 Population**

The population of this study is the teachers of high secondary schools.

The sample of the study consists of 30 teachers, who actually took part in answering the questionnaire.

### **3-5 Tools**

Statistical method was adopted to analyze the data in the form of tables and diagrams.

### **3-6 Validity and Reliability of the Questionnaire**

The validity of the questionnaire was verified by a doctor at the College of Languages, Department of English. The result of this evaluation and judgment of the questionnaire had stated that the questionnaire was valid for investigating Problems of Speaking English among students of high secondary schools in Khartoum state.

## **CHAPTER FOUR**

### **Data Analysis and Discussion of Results**

#### **4-1Introduction**

In this chapter, data analysis for the study questionnaire and its hypotheses will be provided which contain the description of the study's population and its sample, and statistical treatments that used the methodology of the study will be shown.

The questionnaire has three parts to measure the Problems of Speaking English in Khartoum city about the role of linguistics; the results of the data are analyzed, tabulated, presented and discussed.

Finally, the hypotheses will be tested according to these results will be set ready for further comments and recommendations.

The tools of data collection used in the present study were designed to the main variable of the study, the investigation into problems of speaking English among High Secondary Schools Students.

#### **4-2 Data analysis procedures**

In order to satisfy the objective and test the hypotheses, the following statistical instruments are used .Frequency distribution, in order to obtain accurate results.

### 4-3 Analysis and description of questionnaire

The aim of this questionnaire is discover the teacher's opinions in problems of speaking English among High Secondary Schools Students.

**1-Statement No (1) the students of high secondary school have less vocabulary bank.**

**Table No (4-1)**

Answers	Numbers	Percentage
Agree	16	53.3%
Strongly Agree	10	33.3%
Neutral	2	6.7%
Disagree	2	6.7%
Strongly Disagree	0	0
Total	30	100%

It is clear from the table there were (16) teachers who agreed in this point by (53.3%) there were (10) teachers who strongly agreed with this statement by (33.3%) there were (2) teachers who neutral in this point by (6.7%) and also there were (2) teachers who disagreed with this point by (6.7%).

**2-Statement No (2) the students of high secondary school do not prefer to speak English because they fear from making mistake.**

**Table No (4-2)**

<b>Answers</b>	<b>Numbers</b>	<b>Percentage</b>
<b>Agree</b>	<b>11</b>	<b>36.7%</b>
<b>Strongly Agree</b>	<b>15</b>	<b>50%</b>
<b>Neutral</b>	<b>3</b>	<b>10%</b>
<b>Disagree</b>	<b>1</b>	<b>3.3%</b>
<b>Strongly Disagree</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

The researcher observes there were (11) teachers who agreed in this point by (36.7%) there were (15) teachers who strongly agreed with this statement by (50%) there were (3) teachers who neutral in this point by (10%) and also there was (1) teacher who disagreed with this point by (3.3%).

**3-Statement No (3) less vocabulary bank that students have can affect their speaking ability.**

**Table No (4-3)**

<b>Answers</b>	<b>Numbers</b>	<b>Percentage</b>
<b>Agree</b>	<b>14</b>	<b>46.7%</b>
<b>Strongly Agree</b>	<b>11</b>	<b>36.7%</b>
<b>Neutral</b>	<b>3</b>	<b>10%</b>

<b>Disagree</b>	<b>1</b>	<b>3.3%</b>
<b>Strongly Disagree</b>	<b>1</b>	<b>3.3%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

From the above table there were (14) teachers who agreed in this point by (46.7%) there were (11) teachers who strongly agreed with this statement by (36.7%) there were (3) teachers who neutral in this point by (10%) there was (1) teachers who disagreed with this point by (3.3%) and also there was (1) teacher who strongly disagreed with this statement by (3.3%).

**4- Statement No (4) the students of high secondary school do not use English outside classroom.**

**Table No (4-4)**

<b>Answers</b>	<b>Numbers</b>	<b>Percentage</b>
<b>Agree</b>	<b>9</b>	<b>30%</b>
<b>Strongly Agree</b>	<b>14</b>	<b>46.7%</b>
<b>Neutral</b>	<b>6</b>	<b>20%</b>
<b>Disagree</b>	<b>1</b>	<b>3.3%</b>
<b>Strongly Disagree</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

According to above results there were (9) teachers who agreed in this point by (30%) there were (14) teachers who strongly agreed with this statement by (46.7%) there were (6) teachers who neutral in this point

by (20%) and also there was (1) teacher who disagreed with this point by (3.3%).

**5-Statement No (5) the teachers of high secondary school do not help the students to speak.**

**Table No (4-5)**

<b>Answers</b>	<b>Numbers</b>	<b>Percentage</b>
<b>Agree</b>	<b>4</b>	<b>13.3%</b>
<b>Strongly Agree</b>	<b>4</b>	<b>13.3%</b>
<b>Neutral</b>	<b>7</b>	<b>23.3%</b>
<b>Disagree</b>	<b>14</b>	<b>46.7%</b>
<b>Strongly Disagree</b>	<b>1</b>	<b>3.3%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

From this table there were (4) teachers who agreed in this point by (13.3%) there were (4) teachers who strongly agreed with this statement by (13.3%) there were (7) teachers who neutral in this point by (23.3%) there were (14) teachers who disagreed with this point by (46.7%) and also there was (1) teacher who strongly disagreed with this statement by (3.3%).

**6- Statement No (6) the teachers of high secondary school sometimes may use Arabic to explain the new words.**

**Table No (4-6)**

<b>Answers</b>	<b>Numbers</b>	<b>Percentage</b>
<b>Agree</b>	<b>14</b>	<b>46.7%</b>
<b>Strongly Agree</b>	<b>11</b>	<b>36.7%</b>
<b>Neutral</b>	<b>1</b>	<b>3.3%</b>
<b>Disagree</b>	<b>2</b>	<b>6.7%</b>
<b>Strongly Disagree</b>	<b>2</b>	<b>6.7%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

These results show there were (14) teachers who agreed in this point by (46.7%) there were (11) teachers who strongly agreed with this statement by (36.7%) there was (1) teachers who neutral in this point by (3.3%) there were (2) teachers who disagreed with this point by (6.7%) and also there were (2) teachers who strongly disagreed with this statement by (6.7%).

**7-Statement No (7) the English teachers of high secondary school do not give a sufficient opportunity for students to speak.**

**Table No (4-7)**

<b>Answers</b>	<b>Numbers</b>	<b>Percentage</b>
<b>Agree</b>	<b>6</b>	<b>20%</b>
<b>Strongly Agree</b>	<b>8</b>	<b>26.7%</b>
<b>Neutral</b>	<b>5</b>	<b>16.7%</b>

<b>Disagree</b>	<b>9</b>	<b>30%</b>
<b>Strongly Disagree</b>	<b>2</b>	<b>6.7%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

From the table there were (6) teachers who agreed in this point by (20%) there were (8) teachers who strongly agreed with this statement by (26.7%) there were (5) teachers who neutral in this point by (16.7%) there were (9) teachers who disagreed with this point by (30%) and also there were (2) teachers who strongly disagreed with this statement by (6.7%).

**8-Statement No (8) the methods which are used in teaching process have not met the needs of the English speaking skills.**

**Table No (4-8)**

<b>Answers</b>	<b>Numbers</b>	<b>Percentage</b>
<b>Agree</b>	<b>9</b>	<b>20%</b>
<b>Strongly Agree</b>	<b>12</b>	<b>26.7%</b>
<b>Neutral</b>	<b>5</b>	<b>16.7%</b>
<b>Disagree</b>	<b>2</b>	<b>6.7%</b>
<b>Strongly Disagree</b>	<b>2</b>	<b>6.7%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

As stated above there were (9) teachers who agreed in this point by (30%) there were (12) teachers who strongly agreed with this statement by (40%) there were (5) teachers who neutral in this point by (16.7%) there were (2) teachers who disagreed with this point by (6.7%) and

also there were (2) teachers who strongly disagreed with this statement by (6.7%).

**9-Statement No (9) there is no interaction between teachers and their students.**

**Table No (4-9)**

<b>Answers</b>	<b>Numbers</b>	<b>Percentage</b>
<b>Agree</b>	<b>11</b>	<b>36.7%</b>
<b>Strongly Agree</b>	<b>3</b>	<b>10%</b>
<b>Neutral</b>	<b>6</b>	<b>20%</b>
<b>Disagree</b>	<b>10</b>	<b>33.3%</b>
<b>Strongly Disagree</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

It is clear from analysis there were (11) teachers who agreed in this point by (36.7%) there were (3) teachers who strongly agreed with this statement by (10%) there were (6) teachers who neutral in this point by (20%) and also there were (10) teachers who disagreed with this point by (33.3%).

**10-Statement No (10) the syllabuses are poor in terms of lessons which develop English speaking skills.**

**Table No (4-10)**

<b>Answers</b>	<b>Numbers</b>	<b>Percentage</b>
<b>Agree</b>	<b>16</b>	<b>53.3%</b>

<b>Strongly Agree</b>	<b>6</b>	<b>20%</b>
<b>Neutral</b>	<b>5</b>	<b>16.7%</b>
<b>Disagree</b>	<b>3</b>	<b>10%</b>
<b>Strongly Disagree</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

When express the table there were (16) teachers who agreed in this point by (53.3%) there were (6) teachers who strongly agreed with this statement by (20%) there were (5) teachers who neutral in this point by (16.7%) and also there were (3) teachers who disagreed with this point by (10%).

**11-Statement No (11) Most of the lessons on SPINE series are similar in words.**

**Table No (4-11)**

<b>Answers</b>	<b>Numbers</b>	<b>Percentage</b>
<b>Agree</b>	<b>8</b>	<b>26.7%</b>
<b>Strongly Agree</b>	<b>2</b>	<b>6.7%</b>
<b>Neutral</b>	<b>7</b>	<b>23.3%</b>
<b>Disagree</b>	<b>10</b>	<b>33.3%</b>
<b>Strongly Disagree</b>	<b>3</b>	<b>10%</b>
<b>Total</b>	<b>30</b>	<b>100%</b>

In explanation of a table there were (8) teachers who agreed in this point by (26.7%) there were (2) teachers who strongly agreed with this statement by (6.7%) there were (7) teachers who neutral in this point by (23.3%) there were (10) teachers who disagreed with this point by (33.3%) and also there were (3) teachers who strongly disagreed with this statement by (10%).

#### **4-4 Comment of Analysis**

This study has attempted to examine the Problems of Speaking English among high secondary school students through less vocabulary bank, lack of interaction and syllabuses, whether, from the results above, it clears that the students of high secondary schools are stated the problem- less vocabulary bank- by (45.8%) agree, (39.2%) strongly agree, also they stated the problem-lack of interaction by (25%) agree and (24%) strongly agree and they are stated the problem-syllabuses-by (36.7%) agree and (22.2%) strongly agree.

## **Chapter Five**

### **Summary, Findings, Recommendations and Suggestions further Studies**

#### **5-1 Introduction**

The main objective of this study is an investigation into problems of speaking English among high secondary school students in Khartoum state followed by a summary, conclusions of the study, recommendation and suggestions for further researches.

#### **5-2 Summary of the Study**

This study purpose is an investigation into problems of speaking English among high secondary school students in Khartoum state, the sample is from Khartoum state and the subjects were chosen randomly (30) teachers, the subjects assignment results were used as measure of instrument for examined, the data analyzed present in chapter four. It's worth pointing that findings of the study indicate that these problems were confirmed at Khartoum secondary schools.

#### **5-3 Findings of the study**

This study has reached in to the following results:

- The students of high secondary school have less vocabulary bank
- The students of high secondary school do not prefer to speak English because they fear from making mistake
- Less vocabulary bank that students have can affect their speaking ability

- The teachers of high secondary school sometimes may use Arabic to explain the new words
- The students of high secondary school do not use English outside classroom.
- The teachers of high secondary school do not help the students to speak.
- The English teachers of high secondary school do not give a sufficient opportunity for students to speak.
- There is no interaction between teachers and their students.
- The methods which are used in teaching process have not met the needs of the English speaking skills.
- The syllabuses are poor in terms of lessons which develop English speaking skills.
- Most of the lessons on SPINE series are similar in words

#### **5-4 Recommendations**

The following recommendations are mainly based on the findings of the study, as well as the literature review and the previous studies.

These recommendations are suggested in the hope that they will be taken into consideration of the government represented in ministry of Education to develop English learning as a second language.

- 1- The Researcher recommends the teachers of high secondary school to help their students to use English in both out and inside the classroom.
- 2- Students must attempt to speak English daily basis.
- 3- English language must starts from Kindergarten or from first class at Basic school.

- 4- Motivate SPINE series or change it by other press to meet the need of students from vocabulary and give them more opportunity to speak.
- 5- The Press that will be taught in high secondary school must develop the learning skills (**Reading, Writing, Listening and Speaking**).

### **5-5 Suggestions further studies**

The present study investigates the problems of speaking English among high secondary school students in Khartoum state, so some researchers are required in the following area.

- Differences between government school's students and British Council Institutes in speaking English.

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## Appendix

### Questionnaire

	Statements	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
1	The students of high secondary school have less vocabulary bank					
2	The students of high secondary school do not prefer to speak English because they fear from making mistake					
3	Less vocabulary bank that students have can affect their speaking ability					
4	The students of high secondary school do not use English outside classroom					
5	The teachers of high secondary school do not help the students to speak					
6	The teachers of high secondary school sometimes may use Arabic to explain the new words					
7	The English teachers of high secondary school do not give a sufficient opportunity for students to speak					
8	The methods which are used in teaching process have not met the needs of the English speaking skills					
9	There is no interaction between teachers and their students					
10	The syllabuses are poor in terms of lessons which develop English speaking skills					
11	Most of the lessons on SPINE series are similar in words					

