

CHAPTER ONE

INTRODUCTION

1-1 Overview:

Speaking is one of the most important skills to be developed and enhanced as a means of effective communication for the Sudanese Students those who study English language, the question of how to improve communication competence tends to be the most crucial one.

In a short period of time English displaced other languages and become one of the leading means of communication worldwide. Its domination continues to extend to the modern world of media, mass communication, and the internet demands a good knowledge of English, especially of spoken English. Nevertheless, most of Sudanese students are not able to communicate in English fluently for many reasons.

English as an international language, spoken in many countries both as native language as well as a second language. No language, ancient, or modern can be compared with English in the number of geographical distributions of the homes, factories, companies, institutions, shops and offices in which the language is spoken, written or read.

Besides the United Kingdom, the United States of America, Canada, Australia, New Zealand and South Africa, where about 400million people use English as their native language, English is important second language in many parts of the world. English becomes the common man's language in today's context. It is taught in the schools in almost every country on this earth. It is a living, vibrant and growing language.

Globally, English has become a vehicle for communicating information .English language today is a powerful unifying factor in our national and international life. Through English that we are connected with information technology and electronic time and space.

Knowledge of speaking English has become an important factor if one wants to come up in life. Spoken English institutes are mushrooming every nook and corner of our country. The pity thing is that pupils are not properly trained to speak, read and write English in our schools. One of the major factors leading to this picture is the paucity of good teachers who are willing to take the necessary steps to ensure the development of speaking skills with in children.

1-2 Statement of the Problem

Speaking seems to be the most important skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur,1996). The major barrier to oral communication in Sudan is attributed to shyness, lack of confidence and hesitation. Additionally Sudanese students who eager to learn English are also faced with the problem of limited vocabulary be it technical or basic vocabulary.

The present study intends to identify the main reasons of poor speaking skill of the Sudanese university students' and their unwillingness to communicate.

1-3 Research Questions

This research is conducted to give answers to the following questions:

- 1- To what extent do students feel shy when speaking English?
- 2- To what extent does limited vocabulary can be a barrier to speaking skill among EFL learners?

1-4 Research Hypotheses

This study will test the following hypotheses:

- 1-Students feel afraid when they are speaking English.
- 2-Limited vocabulary can be a barrier to speaking skill among EFL learners?

1-5 Research Objectives

The study is conducted to achieve the following objectives:

- 1-To analyse the factors related to speaking skill that are needed for effective English speaking performance.
- 2- To provide students with a variety of situations and frequent speaking tasks that play a significant role in the improvement of student's fluency when they are speaking.
- 3-To determine the fundamental reasons behind poor speaking.

1-6 Research Significance

The importance of learning a language is communication .This means that any second language learner aims to use L2 to communicate successfully with native and non-native speakers of that language.

The significant of this study is to define the strengths and weaknesses of speaking skills of today's students at Sudan University and to demonstrate the possibilities of enhancement of the speaking skills of the students learning English.

1-7 Research Limitation

The population of this Study is limited to 3rd year students at the College of Languages, English language department, Sudan University of Science and Technology SUST.

This study is narrowed down to investigation of the problems oral communication among EFL learners in academic year 2016/2017.

1-8 Research Methodology

In this study, the researcher will adopt a descriptive analytic method. In order to collect the data, the researcher will use two instruments. Oral test and it will be administered to (20) students at Sudan University of Science and Technology, College of Languages, Department of English and questionnaire for (15) teachers of English . The data collected will be analyzed statistically and will be discussed and described. The research sample will be selected randomly.

CHAPTER TWO

LITERSTURE REVIEW AND PREVIOUS STUDIES

2-1 Introduction

The chapter consists of two parts: part one, focuses on the definitions of speaking, communication, the nature of communication, speaking skill, aspect of speaking performance, feature of spoken English, types of spoken English, Problems in speaking English as foreign language, Psychological Problems and part two, reviews the previous studies and scientific papers conducted in this field that are relevant to the study.

2-2 Speaking definitions:

Chaney (1998:13) mentions that speaking is a process of building and sharing meaning through the verbal and non-verbal symbols in variety of context.

Elsagheer (2001) point out that every opportunity for speaking in classroom should be taken. It is by trying to communicate that students realize their needs for language and by speaking ability as tool of measuring of knowing a language. These scholars define fluency as the ability to converse with others, much more than ability for read, write or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their accomplishments in spoken communication.

Teaching speaking in Sudanese secondary levels has been undervalued and secondary level English language teacher have continued to teach speaking just as a repetition of drills or memorization of dialogues. There for, a child can learn language and speaking from his environment where he lives.

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

is produced by vocal organs in different phonological aspects such as stress, intonation, vowel, consent, pauses and rhythms.....act.

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

Miriam Webster's collegial Dictionary gives different definitions for the word "Communication" (1999:233). It defines as an actor instance of transmitting (a) information communicated, (b) a verbal or written message also, it defines it as "a process by which information is exchanged between individual through a communicate system of symbols , sings and behavior".

Also, Oxford Advanced learner's Dictionary (1995:230)define the word "communication" as the action or process of communication" , "a thing that is communicated ; a message" or " the means of communicating , e.g. roads , railways , telephones lines between place , or radioact "

More definition has been provided by many others researchers and linguists.

2-2-1 what does communication mean?

Lane (1992:1)define communication as a process by which information is transmitted from entity to another .Also Hay (1973:116) define communication as passing information and opinion from one person to one or more. In addition, Davies (2000:207) explains communication is related to purposeful transfer information or ideas.

Geddes (1981:78) states that communication is two-sided process: a message cannot be communicated unless there is someone to receive it.

2-3 The nature of communication

The nature of communication is to some extent extremely complicated and ever changing phenomenon and there are many factors involved in it. Some generalizations can be made, which have particular relevance for the learning and teaching a languages. Two people talking as example and concentrating on the speaker, the following generalization can be made (Harmer: 1983:41).

2-3-1 a) He wants to speak:

"Want" used here in general way to suggest that a speaker makes a definite decision to address some one. Speaking maybe forced on him in some way, but we can still say that he wants or intends to speak, otherwise he would keep silent.

2-3-2B) He has some communication purpose:

Speaker says things because they want something to happen as a result of what they say. The speaker may want to charm his listener, give or express pleasure, be rude flatter, agree or complain. In such cases he/she is interested in achieving this communication purpose.

2-3-3 c) He selects from his language store:

The speaker has an infinite capacity to create new sentences, if he is a native speaker. In order to achieve his communicative purpose, he will select (from the store of language he possesses) the language he thinks is appropriate for his purpose.

Assuming a make some generalizations about the listener low reader in the following, three points can be made about the listener (Harmer: 1983:42).

2-3-4 d) **He wants to listen to something:**

In order for someone to understand what he is listening to (or reading) he must have some desire to do so.

2-4 **What a good speaker does**

A speaker's skill and speech habits have an impact on the success of any exchange (Van Duzer, 1997).

Speaker must be able to anticipate and then produce these expected patterns of specific discourse situation

They must also manage discrete elements such as:

Turn-taking, rephrasing, providing feedback, or redirecting (Broun's and Joyce, 1997). For example, a learner involved in the exchange with the salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses.

The learners must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction might address include the following :producing the sounds, stress patterns, rhythmic structures, and intonations of the language; using grammar structures accurately ; assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives ; selecting vocabulary that is understandable and appropriate for the audience , the topic being discussed, and the setting in which the speech act occurs ; applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing or checking for listener comprehension using gestures or body language and paying attention to the success of the interaction and adjusting

components of speech such as vocabulary , rate of speech and complexity of grammar structures to maximize listener comprehension and involvement (Brown ,1994).

Teachers should monitor learner's speech production to determine what skills and knowledge they already have and what areas need development. Bailey and Savageos New ways in teaching speaking (1994).

2-5 Speaking skill:

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; and Joyce, 1997). However, speech is always unpredictable. Speaking requires that learner's not only had to know to produce specific points of language such grammar, pronunciation, or vocabulary, but also the ability to use the language. Speaker's skills and speech habits have an effect on the success of any exchange.

Speakers must be able to predict and the produce the expected speech when talking; rephrasing, providing feedback, or redirecting (Burns and Joyce, 1997:p71).the learner must also choose the correct vocabulary to describe the situation.

2-6 Aspects of speaking performance

Speaking is important because speaking is makes people easily understand others. High school student's speaking ability is expected to be good because they learn English since some years and they will have many performances related to oral skill in universities. But in fact, high school student's speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance.

2-6-1 Fluency:

Lado (1961:240) point out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.

Thoronbury (2005:607) mentions that research in to listener's perception suggest that pausing is one of the factors of fluency.

Thoronbury (2005:8) points out that people can be fluent speakers if they fulfill the following features:

- A) Pause may be long but not frequent.
- B) Pause is usually filled.
- C) Pause occurs at meaning full transition points.
- d) There are long runs of syllables and words between pause.

Foster and Skehan in Nunan (2004:87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying "um" and "ah" by subjects as they complete a task.

2.6-2 Pronunciation:

Thornbury (2005:128-129) states that pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements.

Harmer (2001:28-33) provides more issues related to pronunciations. He suggests pitch, intonation, individual sounds, and sounds and spelling, and stress.

Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

2.6.3Vocabulary:

Thrnbury (2005:22) suggests three usual things used by speakers in what they are being said:

When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.

Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.

2-7Feature of spoken English

According to Brown, G. and Yule (1983) Geddes (1988), Debska (1983), Thorn bury(1999), Brown,(1994b), spoken English has special idiosyncrasies which it different from the written English and which in turn make listening some who difficult to acquire . Some of these basic differences are listed below:

1) The sounds: in English as with other languages, there are sounds which do not exist. In EFL learner's of English language there for, they fail to distinguish them from other familiar sounds or even fail hair them at all. Learners may have difficulty with the vowel sounds of English and need practice in distinguishing between them for example, sit/seat; food, fortunately, context helps in making out such distinctions.

2) Stress, Rhythm, Intonation and paralinguistic features:

There is some of the most important feature of English pronunciation. English language drives much of rhythm from the use of stressed syllables with purpose of highlighting words which carry the main information the speaker wishes to convey and changing the stress can alter the meaning of an utterance even where the words remain the same.

3) Organization: speaking is a creative process. When people speak naturally they know what they want to say but often they intuitively improvised how they are going to say it.

There for, they are, almost in the position of formulating and adjusting their speech in midstream against the feedback they receive from their listeners or as a result of added thoughts of their own.

4) Hesitations, pauses and fillers: When people are thinking of what they want to say they use expression such as "err....."/um/"actually" ect. Simply to avoid long silence, which are generally thought to be rather embarrassing in English speech, Silent passes, voice-filled pauses and fillers also give listeners time to think about what has just been said and relate it to what has gone before.

2-7-1 Reduced forms:

Contractions, elision, ellipsis, are some of the grammatical features of spoken English.

2-7-2 Colloquialism:

It is a good idea to acquaint EFL learners with words, idioms and phrases of colloquial English and those they get practice in producing these forms.

2-7-3 Formality/informality:

Normally a distinction is made between the language spoken in " in formal" situations and the language used in " informal " situation, for example a lecture and chat between friends.

A lecture is expected to consist of a well organized speech using more structural language than would be heard in ordinary conversation, because most public speakers plan in advance. Therefore the language they use pertains more to written language than that is used in every day talk and is often described as " formal " contrasted with "informal " language.

Formality / informality can be viewed as a continuum with ranges of levels , the usage of which is determined by huances of variables such as the social setting , the relative ages , sexes , status of the speaker and listener their attitudes to each other and the physical context. Many EFL learners have limited exposure to the English in informal context. In the classroom they tend to use formal language

because this is expected when teachers and students talk to each other, and so they face difficulty in the production and perception of informal spoken discourse.

They have particularly difficulty when switching form one level of usage to another. Similarly, for the FL listener judging the importance of these informal utterances is a problem.

2-8 Types of spoken English

Conventionally, may course books, which attempt to teach speaking focus mainly on the analysis of the mechanism of conversation. However other types are as important for example monologues; either planned (as speeches, lectures and news broad casts) or unplanned (as improvised speech) whereby hearers must process long stretches of speech without interruption.

Dialogues may be classified in to interpersonal familiar / unfamiliar with the purpose of promoting social relations or transactional familiar/unfamiliar, to convey propositional and factual information; Brown (1994 a: 238). In each case interlocutors may have a good deal of shared knowledge background information and cultural schemata and information.

Therefore, the familiarity of the interlocutors will produce speeches with more assumptions, implication of hidden meanings.

However, speeches among unfamiliar participants call for more explicitness of reference and meanings in order for effective O.C. to take place.

Brown, G.and Yule (1983a), distinguish between two types of spoken discourse:

2-8-1 A) Interactional: the emphasis is mainly on creating apathetic communication between the participants rather than on communicating information. The goal for the participants is to establish social relations and make interaction comfortable and none threatening.

2-8-2 b) Transactional:

it involves message oriented language usage fundamentally common to most uses of written language.

In order to prepare students to cope with these wider social and functional needs teachers must also look for ways of extending the possibilities for communicative interaction in the classroom.

2-9 Problems in speaking English as foreign language

There are many experts that suggest solution for these problems. One of them says the problem will appear if there is appropriate between exception and reality.

Another defines that a problem will happen if someone's necessity does not fulfill.

A problem is something that if it appears many people will get dissatisfaction. It can make trouble and difficulty for him/herself or other people, and if people procure a problem, they always want to lose it. Problem is a gap between the existing state and a desire state or a deviation from a norm, standard or status although most problems turn out to have several solutions.

Problem is a question proposed for solution, anything which is required to be solved or done or a source of difficulty.

The learners have their own difficulties in learning the language (Munjayanah, 2004:17)

2-9-1 In habitation:

Unlike reading, writing or listening activities, speaking requires some degree of real time exposure to audience.

Learners are often inhibited about trying to say things in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attracts.

2-9-2 Nothing to say:

Even they are not in bitted, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the feeling that they should be speaking.

2-9-3 Low or uneven participation:

Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time .this problem is compounded by some learners to dominate, while other speaks very little or not all.

2-9-4 Mother tongue use:

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

2-10 Psychological Problems

There are some psychological problems hinder students from practicing their speaking skill in the class, each of them are explained below:

2-10-1 Fear of Mistakes

As argued by many theorists, fear of mistakes becomes one of the main factors of student's reluctance to speaking English in the classroom (Tsui Nunan, 1999; Yi Htwe, 2007, Robby, 2010) with respect to the fear of making mistake issue. Aftat (2008) add that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the student's fear of being laughed by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011).

Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see those (Kurtus, 2001). In addition Hieu (2011) and Zing (2006). Cited and Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive evaluations from their mistakes in speaking English has been a common issue especially in and most EFL context like in Indonesia. As argued by Middleton (2009) most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as the students do not want to look foolish in front of the class. In some other causes, they also worry about how they will sound, and are scared of sounding silly and so on.

2-10-1-1 possible solution to overcome fear of mistakes:

In terms of possible solution to overcome student's fear of mistakes, Zua (2008) give suggestion. First suggests that emotional bands between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help then if they make mistake.

Second, Zua further states that the teacher should improve the student's concentration when they learning English. This can be done, and suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce student's nervousness. In this context, how to deal with errors in conversation English of students is worth discussing and emphasizes those mistakes in communication are keys to carry out a communication.

2-10-2 Shyness

Shyness is an emotional thing that many students suffer from in some time when they are required to speak in English class.

This indicates that shyness could be source of problem in student's learning activities in the classroom especially in the class of speaking.

Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000) . In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best.

As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other hand, it can be said that shyness plays an important role in speaking performance done by the students.

2-10-2-1Causes of shyness:

With regard to the cause of shyness, Browne (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking in front of their friends and teacher. In addition, Saurik (2011) identifies that most of English students feel shy when they speak the language they think they will make mistakes when they talk.

They are also afraid of being laughed by their peers. This fact is also found in the data of this study that student's shyness is their perception on their own ability. In this sense, they are afraid of being laughed by their friends due to their low ability in speaking English.

2-10-2-2Possible Solution to Overcome Shyness:

In terms of possible solution to overcome shyness, Pesce (2011) say that it is urgent that teacher creates a friendly and open classroom environment, by doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciations and grammar as a result they dare to speak in their speaking class.

Solving the shyness problem, Chinmoy (2007) suggests that in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success . The above solutions to reduce shyness are worth doing. As said by students involved in this study, their feeling of shyness needs to be solved. In this case they need guidance from their teacher.

2-10-3Hesitation

A lot of students get tied down by doubts whenever they want to speak in English. Is my English grammatically correct-they ask themselves and they get confused?

Instead of talking like a wise parrot, you stare silent like a teddy bear.

Doubt is a basic human emotion; you can also call it fear of the unknown. To kill doubts and hesitation while speaking in English, you need first understand where this hesitation comes from.

2-10-3-2Causes of Hesitation when Speaking:

It is important to know what makes you tongue tied in a situation you should speak up. Hesitation can happen due to many reasons:

2-10-3-3Hesitation due to lack of knowledge:

Obviously, you cannot talk about something you do not know. You also cannot use a tool you don't understand.

Similarly, if you are asked to speak about something that you do not have enough information about, you will not be able to speak well.

Also, if you lack basic knowledge of grammar or your vocabulary is less or you have insufficient exposure to English, you will hesitate.

2-10-3-4Hesitation due to lack of skills:

There is another form of hesitation too-one that happens due to lack of skills.

Whenever you feel like you can write good English and read and understand it but hesitate to speak, that's because you lack speaking skills. And also when

you feel you know everything about something but still hesitate to do it, then that hesitation is caused by lack of skills.

2-10-3-5 Possible Solution to Overcome Hesitation:

Confidence is what we need, and it will be naturally as you more you practice English in front of the class as easy as passable. Teacher should allow student to practice in variety of role-plays and activities where they create opportunities for them to speak more and more in real life situation.

Also watching people who are good at conversations on most occasions, and join a club or organization which conducts frequent camps or programs, so that you will meet more and more strangers.

Teacher should build self steam of the student by tell them that every other person is mortal and a simple human like us, so we all are basically same, there is no need to be afraid of, or feel shy about something.

2-11 Previous Studies

Many researchers have been discussing and investigating problems of speaking skill.

Sumaya (2005). Under the title "Communication Activities and classroom interaction".

In this study the researcher investigated the role of communicative teaching and techniques inside the class.

The results of the study are:

- The competent teacher always motivates the students in speaking in the target language.
- The effective techniques of teaching speaking skill in large class are issues can be tackled.
- Teacher-group work is useful technique that leads to successful spoken language acquisition.

Study Two

Another study by Mohamed Hussein (2004). Under the title "Possibility of implementing the communicative Approach techniques in English language teaching"

The results of this study are:

- Teachers speak a lot while students listen.
- sometime students are asked to repeat what has been said by their teacher without giving them the chance to produces their own.

Study Three

MacIntyre, Clément, Dornyei, & Noels (1998) studied the effects of self-confidence on oral performance. The results of their study showed that the learners' willingness to communicate was determined partly by their self-confidence. Park & Lee (2005) also examined the relationships between L2 learners' anxiety, self-confidence and oral performance. They reached a conclusion that self-confidence affected significantly on L2 learners' oral performance. They stated that if the learners were more confident, they would have better oral performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3-1 Introduction:

This chapter provides a full description of the method adopted for collecting data in this study. First presents a clear description of the subjects and then proceeds to describe the instrument used for collecting the data.

3-2 Research tools:

The researcher has constructed a close- ended questionnaire and oral test to gather the data from Sudan university teachers and students. The questionnaire was about investigating the problems of oral communicative reasons and solutions. The teacher's questionnaire involves a number of statements amounting to ten questions. The student's oral test involves five questions.

The test was divided into two parts: part one consisted of three items, and they were designed to see the students' awareness of technical vocabulary. Part two consisted of three items to measure the students' awareness of how to overcome fear and shyness, hesitation.

3-3 Research Subjects:

The research subjects of this study consist of the teachers of English and students in third year in the College of Languages, at Sudan University of Science and Technology, the tools used questionnaire and oral test the whole sample size is fifteen teachers and twenty students who were chosen randomly.

3-4 Procedures:

Data was collected and the study done in the authentic classroom .a test of English speaking ability test was employed as a pretest. Five different communicative activities were used in a language classroom with (20) students . And the students were interviewed individually and randomly.

The collected data of these(20) subjects will be statistically analyzed and discussed in chapter four, which will be about data analysis, results, and discussion.

3-5 Validity and Reliability:

To guarantee the validity and reliability of the oral test the following steps were taken:

1. Two university doctors at College of Education, Department of English, and College of Languages, Department of English. The result of this evaluation and judgment of the test has stated that, the test is valid for investigating oral communication problems.
2. The researcher tested the subjects of the study personally and directly.
3. The total numbers of the subjects of the test who participated and interacted were 20 students as a sample.

The teacher's questionnaire was reviewed by two judges who are university doctors; the judgment of the questionnaire has stated that, the questionnaire is valid.

3-6 Summary:

This chapter described the subjects who participated in this study, how they were chosen, and where they were investigated. The chapter also described the tool used in this study (students 'oral test and teachers' questionnaire).

CHAPTER FOUR

DATA ANALYSIS, RESULT AND DISCUSSION

4-1 Introduction:

The aim of this chapter is to analyze, discuss and state the results and findings arrived at. The data which will be analyzed and discussed as mentioned in the previous chapter was gathered by two instruments (students 'oral test and teachers' questionnaire).

4-2 Analysis of students' Test:

As mentioned in the previous chapter, this test was conducted on students at Sudan University of Science and Technology (third year), in Khartoum Locality. It consists of five questions.

4-3 Results of Data Analysis:

The following tables and graphs display the results of data analysis obtained by the means of test.

Table 4.1: The "SHYNESS".

The following table and figure (4.1) show the results concerning "Shyness" as responded by the subjects of the study.

Valid	Frequency	Percent
Positive	12	60.0%
Negative	8	40.0%
Total	20	100.0%

Figure 4.1: shyness

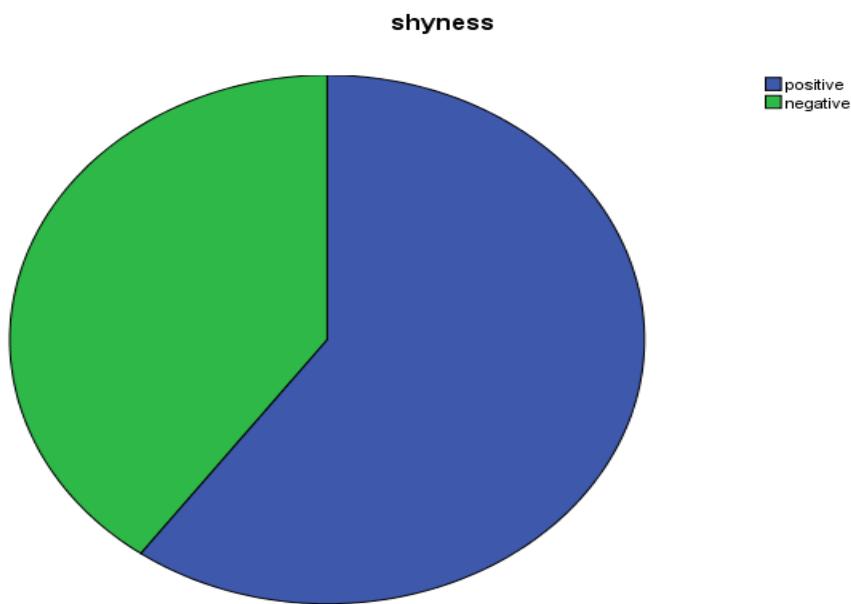
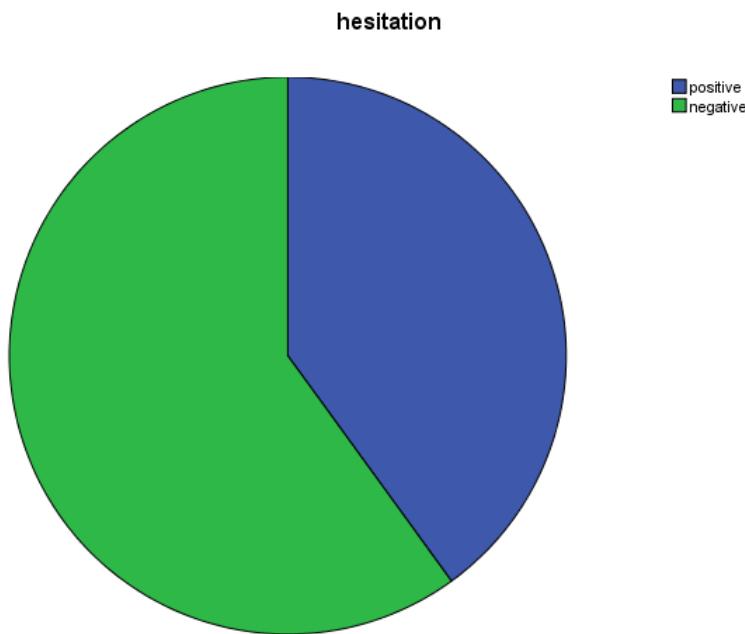


Table and figure (4.1) above show that the majority of the students which accounts for (60%) feel shy and worried to speak English and 40% of students indicate that they have motivation to speak without being afraid.

Table 4.2: The "hesitation".

Valid	Frequency	Percent
Negative	12	70.0%
Positive	8	30.0%
Total	20	100.0%

Figure 4.2: hesitation



According to table and figure (4.2) about 70% of the tested students were hesitant. This high percentage indicate that the students were hesitant and worried about making mistakes when speaking English , while 30% of them are not hesitant to speak English .

Table 4.3: The "lack of confidence".

Valid	Frequency	Percent
Positive	13	64.0%
Negative	7	36.0%
Total	20	100.0%

Figure 4.3: lack of confidence

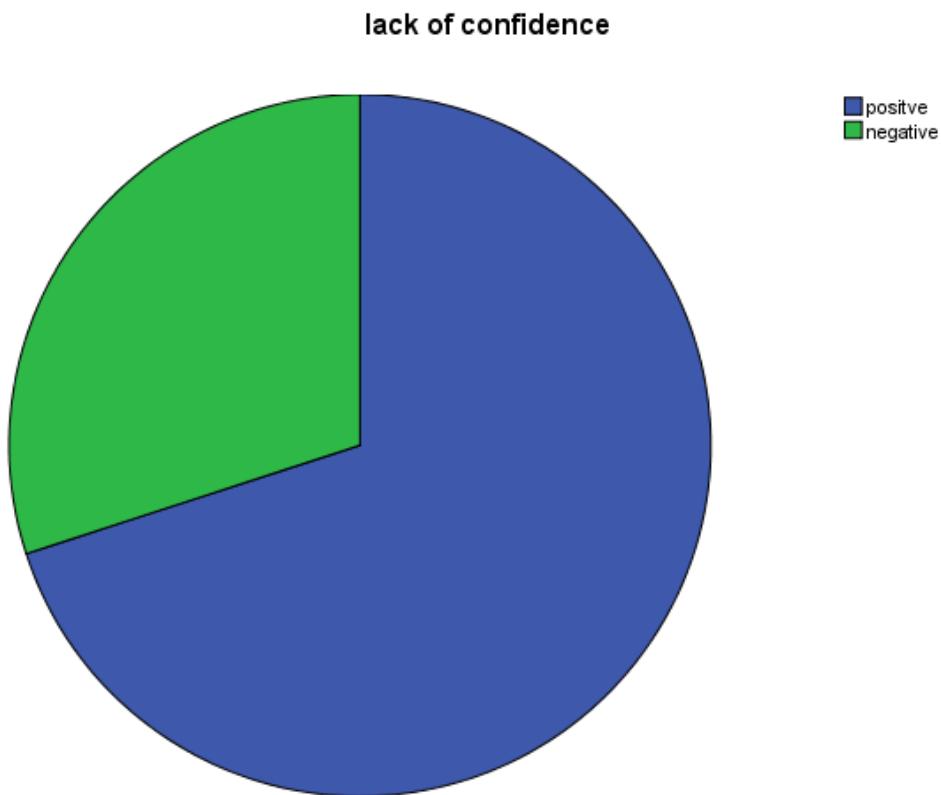


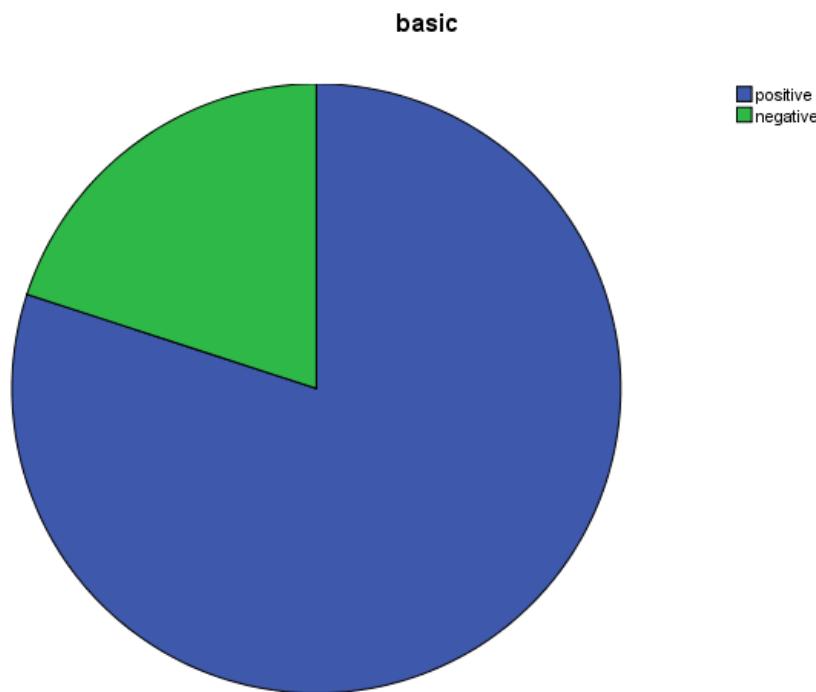
Table and figure (4.3) indicate that 64% of the participants lack confidence to engage in oral communication by answering the questions and they had no motivation to express themselves while 36% of them had self-confident.

Table 4.4: The "vocabulary dimension".

The following table and (4.4) figure display the results concerning the basic vocabulary as responded by the subjects of the study.

Valid	Frequency	Percent
Positive	16	80.0%
Negative	4	20.0%
Total	20	100.0%

Figure 4.4: Basic



The numerical data in table and figure (4.4) show that the majority of 80% of the participants have good knowledge of basic vocabulary while 20% of them have little knowledge of basic vocabulary.

Table 4.5: The "Technical vocabulary".

Valid	Frequency	Percent
Positive	13	65.0%
Negative	7	35.0%
Total	20	100.0%

Figure 4.5: Technical

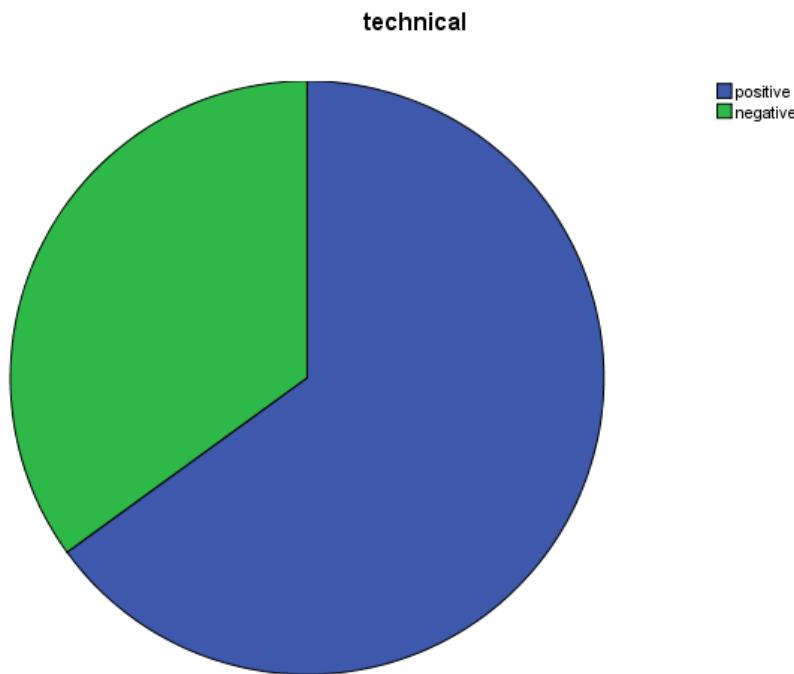


Table and figure (4.5) above show that only 65% of the students have good knowledge of technical vocabulary while 35% of them have little knowledge of technical vocabulary.

4-4 Summary of the test:

This chapter analysed the data, displayed the results, and discussed them. The test was administrated to Sudanese university students majoring in English at Sudan University of Science and Technology. It attempted to test the research hypotheses that students feel shy when they are speaking English. A sample of 20 students performed the oral test, and the data obtained from the test were computed and analysed through the Statistical Package for the Social Sciences (SPSS). Responses were presented in table and figures.

As for the first hypothesis regarding the feeling of shyness while the students think to speak, results show there is shyness in the action of speaking; the majority of them support this hypothesis. It is reported that the respondents' performance in this questions is generally satisfactory.

Regarding the second hypothesis which is about the limited vocabulary can be a barrier to speaking skill; the results of the test strongly confirm this hypothesis.

The researcher has so far analysed and discussed the results of the data obtained by the research tool (the students' oral test and teacher's questionnaire). The next chapter will provide a summary and conclusions for the study. In addition, recommendations and suggestions for further studies will be provided.

Questionnaire analysis:

Table 4.1: Qualifications "Academic status".

Valid	Frequency	Percent
Lecturer	12	80.0%
Assistant professor	3	20.0%
Total	15	100.0%

Figure 4.1: Academic status

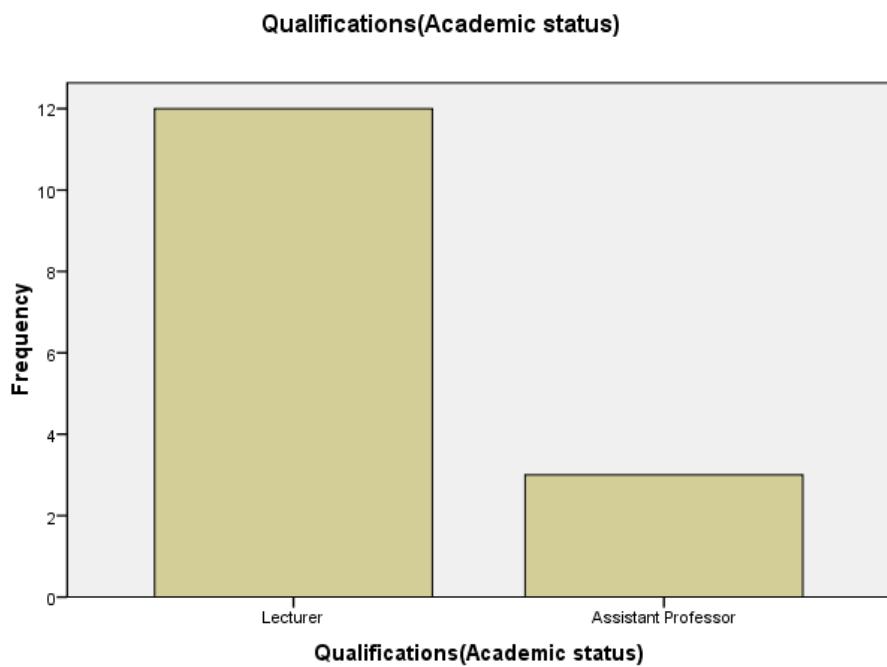
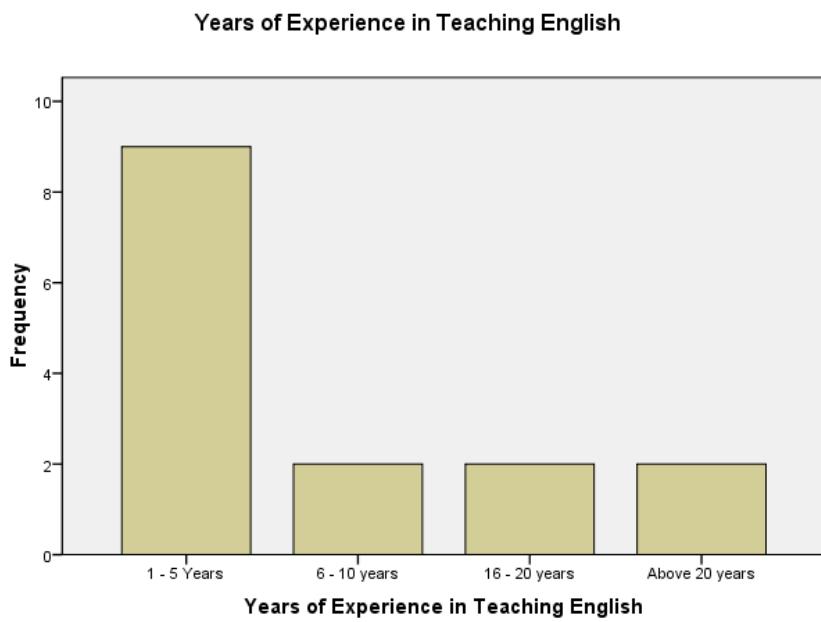


Table and figure (4.1) above show that the majority (80%) of the teachers are lecturer and (20%) they are assistant professor those who shared.

Table 4.2: years of experience in teaching English.

Valid	Frequency	Percent
1-5 years	9	60.0%
6-10 years	2	13.0%
16-20 years	2	13.0%
Above 20 years	2	14%
Total	15	100%

Figure 4.2: Experience



The table and figure 4-2 show years of experience of the participants the higher from (1-5) years and 13% (6-10) and 13 % (16-20) years and above 20 years were 13% they were different in terms of the experience.

Table 4.3: Q1: Students are asked to play the roles of other persons in oral classes to avoid feeling nervous.

Valid	Frequency	Percent
Agree	8	53.0%
Undecided	2	13.0%
Disagree	5	33.0%
Total	15	100%

Figure 4.3:Q1

Students are asked to play the roles of the other persons in oral classes to avoid feeling nervous

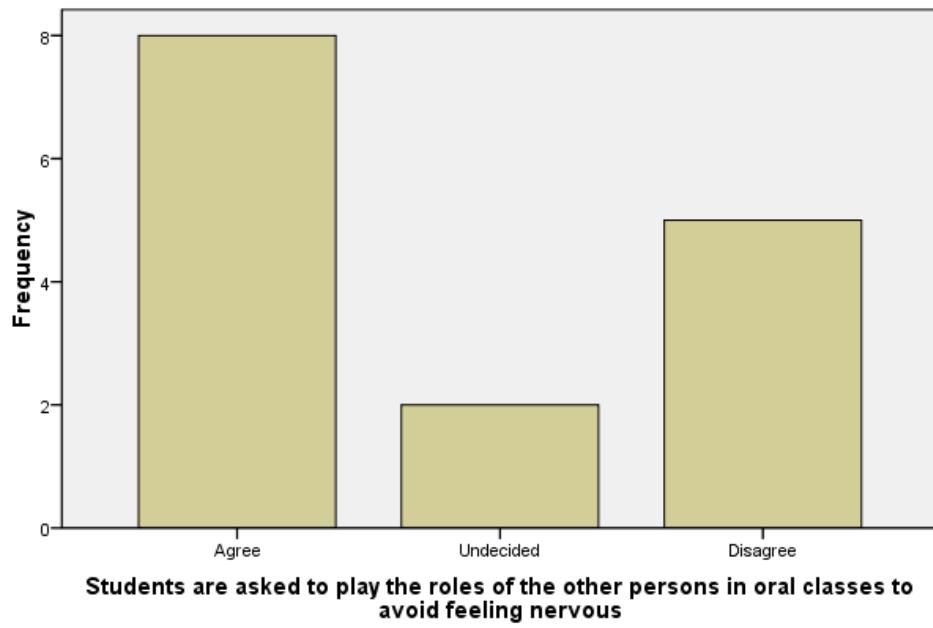


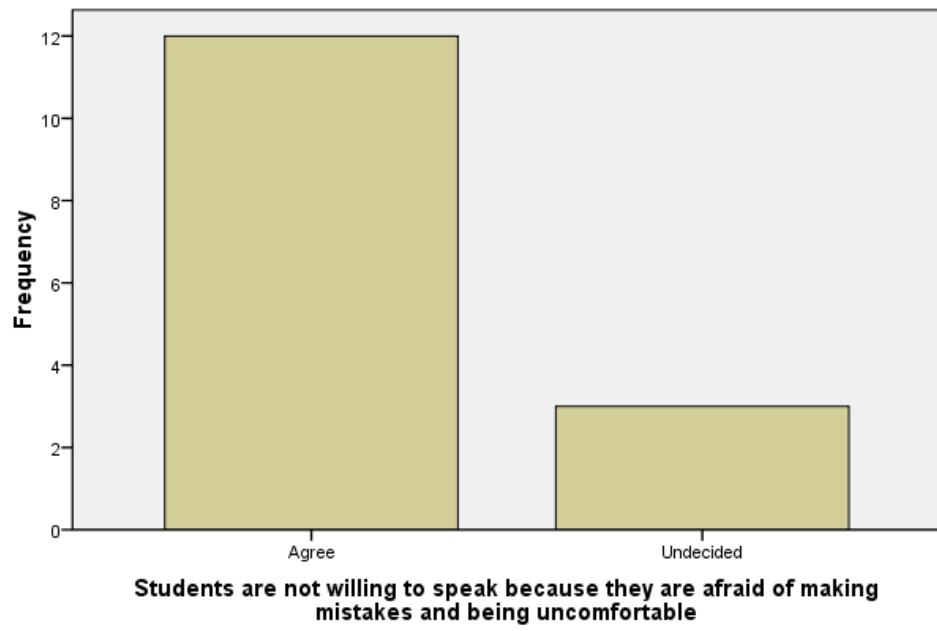
Table and figure (4.3) indicate that more than half (53%) of the teachers agree about the above statement. And (13%) of them were undecided about this question and (33%) of them were disagreeing.

Table 4.4: Students are not willing to speak because they are afraid of making mistakes and being uncomfortable

Valid	Frequency	Percent
Agree	12	80.0%
Undecided	3	20.0%
Total	15	100.0%

Figure 4.4: afraid and being uncomfortable

Students are not willing to speak because they are afraid of making mistakes and being uncomfortable

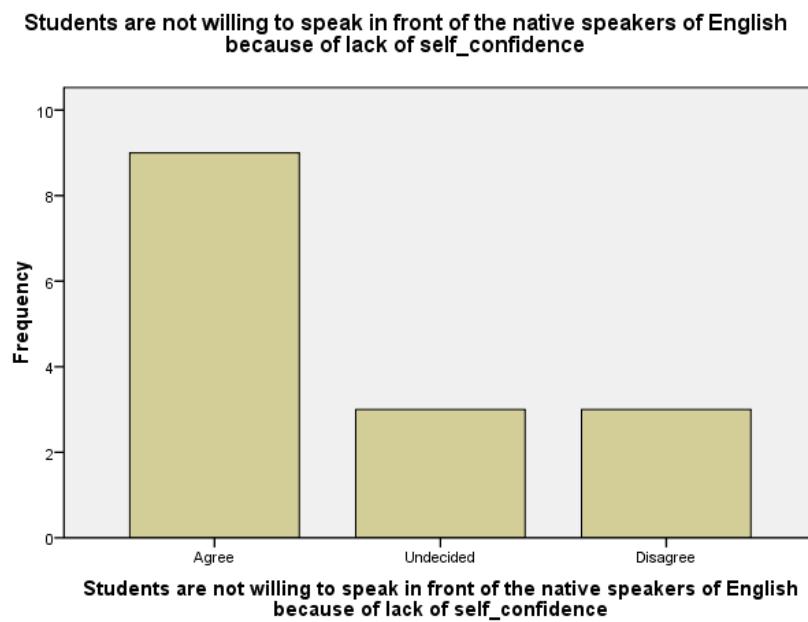


The table and figure (4.4) show that 80% of the participants agree and support this statement; meanwhile 20% of them provide the choice of undecided with regard to this statement.

Table 4.5: Students are not willing to speak in front of the native speakers of English because of lack of self-confidence

Valid	Frequency	Percent
Agree	9	60.0%
Undecided	3	20.0%
Disagree	3	20%
Total	15	100.0%

Figure 4.5: Lack of self-confidence



According to table and figure (4.5) (60%) of the teachers agree with the above mentioned statement, except (20%) of them are undecided and (20%) of them disagree. This indicates that students are not willing to speak in front of the native speaker of English because of lack of self-confidence.

Table 4.6: English teachers do not encourage students to avoid hesitation by practicing speaking inside the class

Valid	Frequency	Percent
Agree	8	53.0%
Undecided	5	33.0%
Disagree	2	13
Total	15	100.0%

Figure 4.6: encourage of the teacher for the students to avoid hesitation

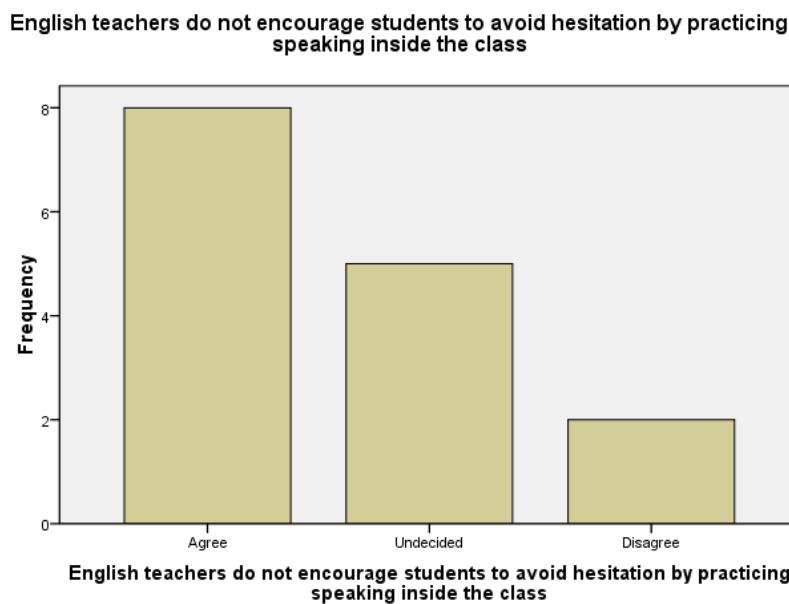


Table and figure (4.6) above show that (53%) of the teachers agree that the teachers do not encourage their students to avoid hesitation by practising speaking inside the class, and (33%) of them undecided. And (13%) of the participants have chosen to disagree. This indicates poor performance of the students inside the class.

Table 4.7: Students are not given enough time to practice speaking skills during the lectures to overcome fear

Valid	Frequency	Percent
Agree	8	54.0%
Undecided	3	20.0%
Disagree	4	26%
Total	15	100.0%

Figure 4.7: practice during the lectures to overcome fear

Students are not given enough time to practice speaking skills during the lectures to overcome fear

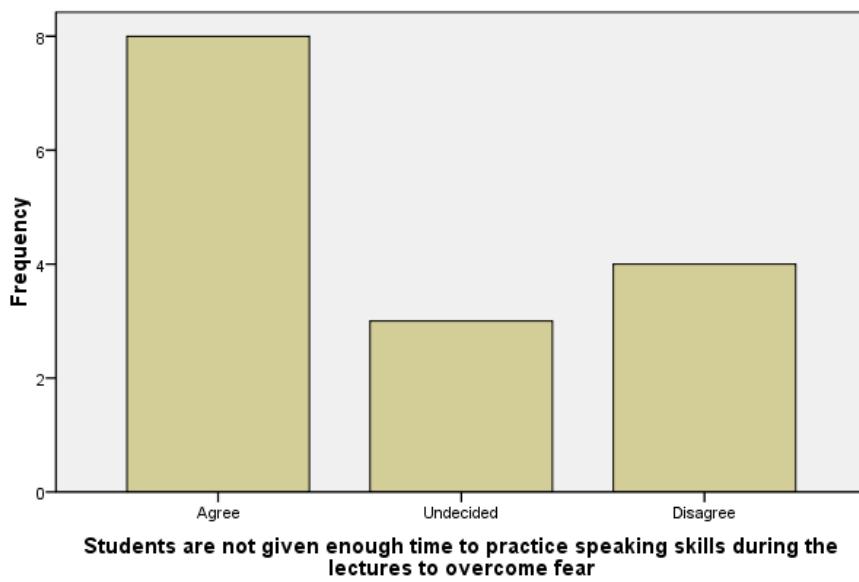


Table and figure (4.7) indicate that about (54%)of the participants agree that students are not given enough time to practise speaking during the lectures to overcome fear , whereas, the (20%) percentage them are undecided (26%) of them disagree. This shows that the majority of the students are not given enough time to practice speaking skill during the lectures.

Table 4.8: Limited vocabulary of English is behind the poor oral communication among students of English

Valid	Frequency	Percent
Agree	12	80.0%
Undecided	3	20.0%
Total	15	100.0%

Figure 4.8: limited vocabulary due to poor speaking

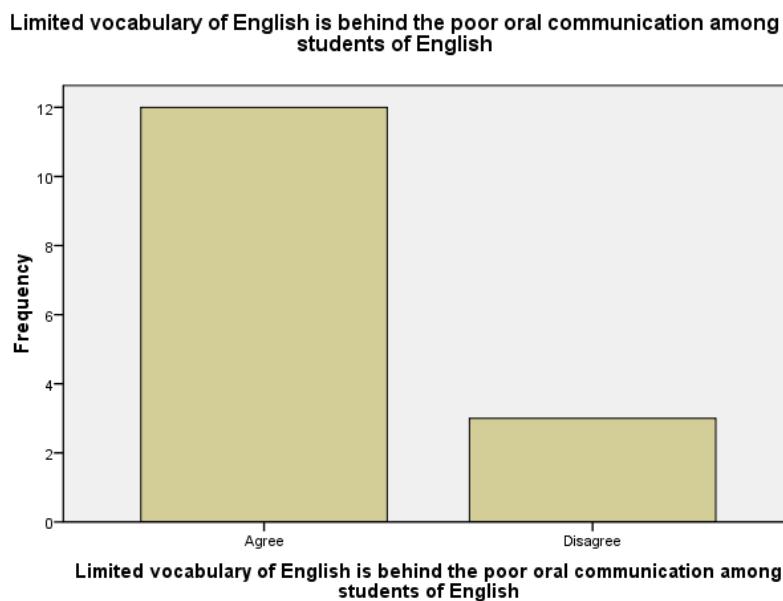


Table and figure (4.8) indicate that the highest percentage that is,(80%) of the participants agree with the fact that limited vocabulary of English can be the main reason of poor oral communication among students; whereas, (20%) percentage of them disagree with that.

Table 4.9: Students cannot speak English well due to lack of technical vocabulary needed for discussion

Valid	Frequency	Percent
Agree	6	41.0%
Undecided	7	46.0%
Disagree	2	13.0%
Total	15	100.0%

Figure 4.9: lack of technical vocabulary

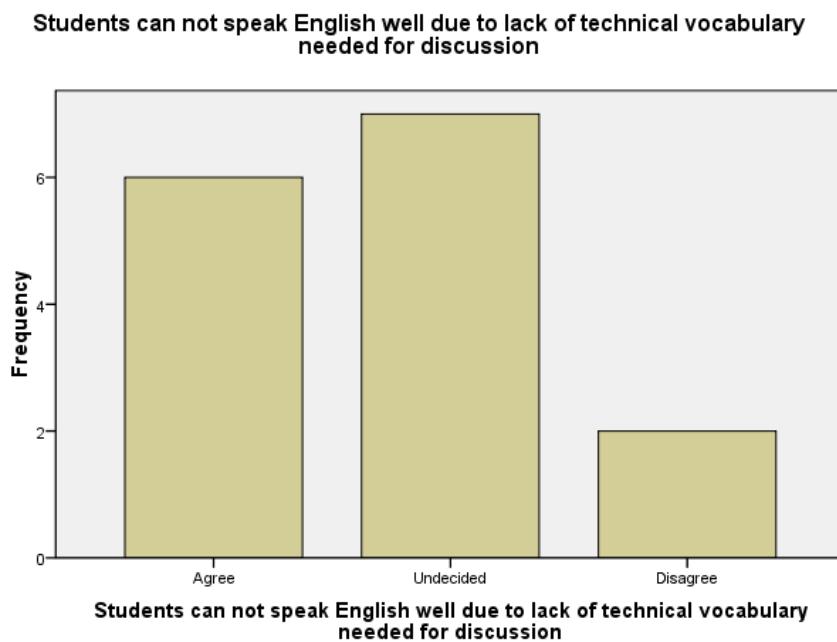


Table and figure (4.9) above show that about (41%) of the participants agree with lack of technical vocabulary in discussion, while (46%) of them are undecided. But (13%) of them disagree. This indicates that inability to speak well is contributed to lack of technical vocabulary.

Table 4.10: Teachers do not expose their students to develop their vocabulary by practice story telling

Valid	Frequency	Percent
Agree	9	60.0%
Undecided	3	20.0%
Disagree	3	20.0%
Total	15	100.0%

Figure 4.10: teachers do not expose students to practice

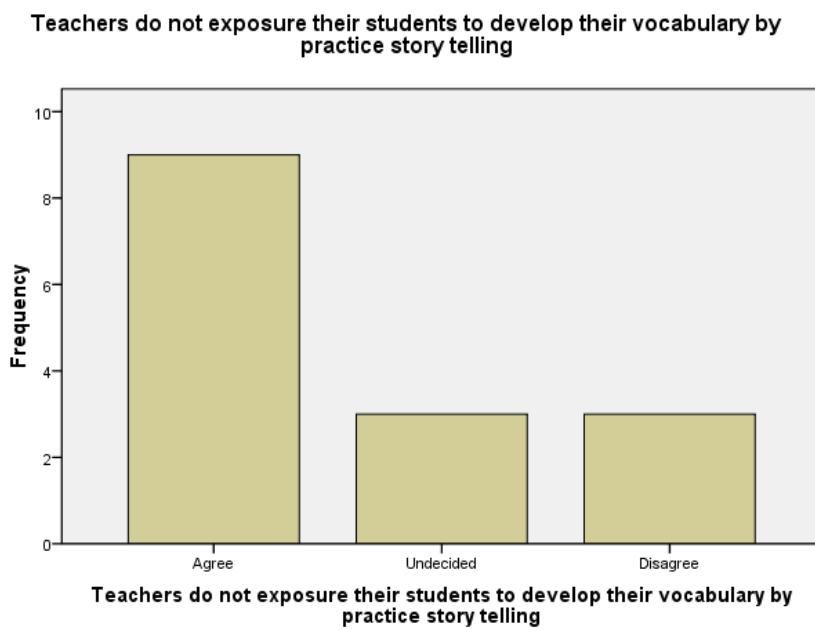


Table and figure (4.10) show that (60%) of the teachers agree with this statement, and (20%) of them are undecided, while (20%) of them disagree with the above statement.

Table 4.11: Knowledge of vocabulary is regarded as building blocks for speaking among EFL learners

Valid	Frequency	Percent
Agree	10	66.0%
Undecided	3	20.0%
Disagree	2	14.0%
Total	15	100.0%

Figure 4.11:

Knowledge of vocabulary is regarded as building blocks for speaking among EFL learners

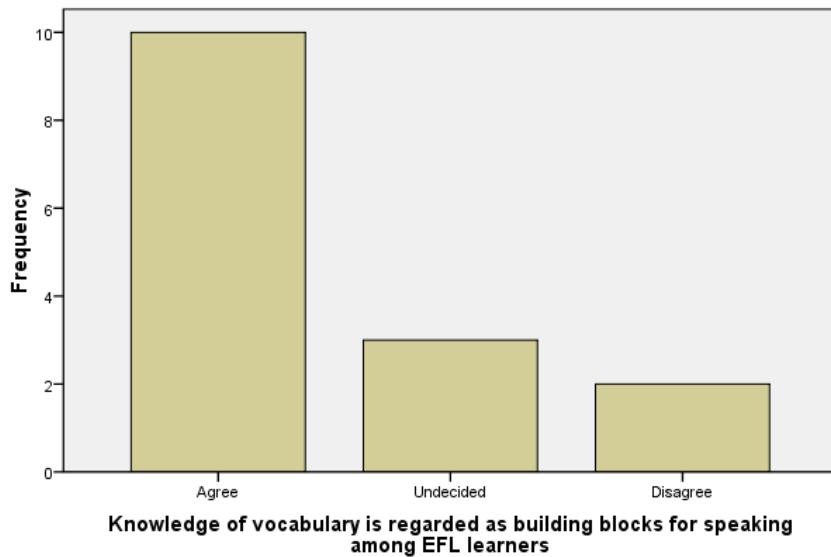


Table and figure 4.11 above indicate that (66%) of the teachers agree of with above mentioned statement, and (20%) of the participants undecided , only (13%) of them disagree with this statements.

Table 4.12: Students find it difficult to communicate orally in English due to absence of language labs at the university

Valid	Frequency	Percent
Agree	8	54.0%
Undecided	4	26.0%
Disagree	3	20.0%
Total	15	100.0%

Figure 4.12: difficulty in oral communication

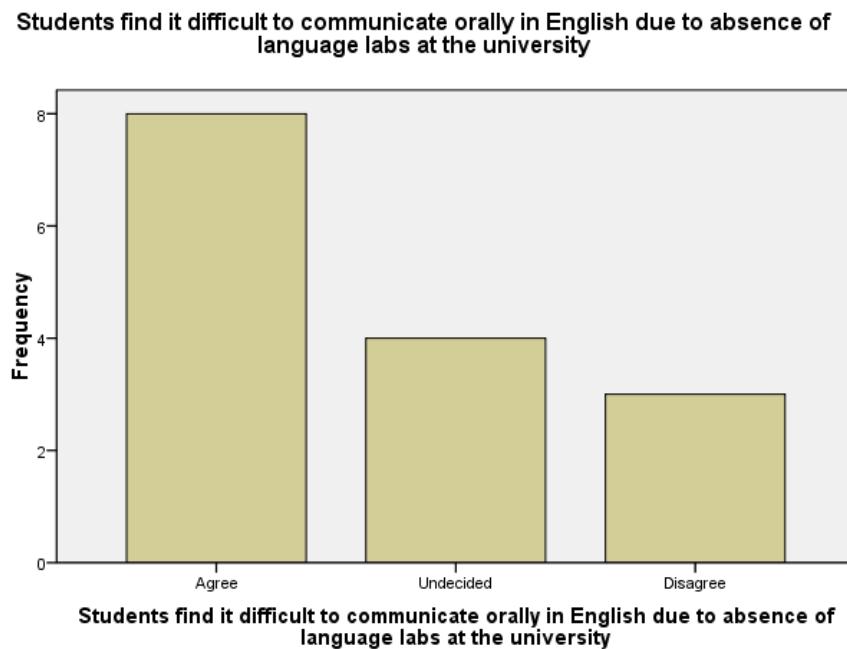


Table and figure (4.12) indicate that (54%) of the teachers agree of the statement of the above- mentioned, whereas (26%) of them are undecided, and (20%) of the participants disagree. This indicates that students face difficulty in oral communication because of lack of language labs.

CHAPTER FIVE

CONCLUSION, FINDINGS, RECOMMENDATION, SUGGESTION FOR FURTHER STUDIES

5-1 Introduction:

The present chapter provides a summary of the whole study. Also it presents conclusions for its results. Recommendations drawn from these findings are made. The chapter will finally presents some suggestions for further studies.

5-2: Findings:

A number of findings were obtained. They can be summarized as follow:

- (1) It was found that the main problems that face Sudanese EFL learners in oral communication are problems of fear of speaking English, feeling shy to speak English and hesitation some of them are hesitant to speak and the other they hesitant to make mistakes.
- (2) It was also found that the majority of the students have a good knowledge of basic vocabulary but the others have shortage in it.
- (3) Also the researcher found many students have lack of knowledge of technical vocabulary and this will affect them negatively to speak naturally.
- (4) The students are nervous when they speak in front of the class. Sometimes, they did not know what to say and keep silent.
- (5) Students can speak but they cannot use the English vocabulary in its context so that they can speak naturally.

(6) When the students were asked to work in groups, not all of them were eager to contribute their opinions in English .some of them participated actively but the others speak very little or not at all.

5-5 Conclusions:

Based on the results of the data analysis, the study revealed the following results:

Regarding the first hypothesis, which states that, students are not good in speaking English because they are afraid of speaking and some of them feel shy and hesitant to speak inside the class. The results of the study confirmed the hypothesis. Students feel afraid when they are speaking English.

As for the second hypothesis, it claims that students have a good knowledge of basic vocabulary but some of them lack the knowledge of technical vocabulary. The results show that this hypothesis is somehow true according to the scores of the students in the test the majority of the students lack technical vocabulary that mean there is shortage in vocabulary dimension . So the second hypothesis is in line with what has been stated. Limited vocabulary can be a barrier to speaking skill among EFL learners?

5-4 Recommendations:

Based on the research findings, the study recommends the following points:

- (1) EFL learners should practice speaking and listening more and motivate themselves in order to overcome fear, shyness, and hesitation to improve their oral communication.
- (2) Teachers should concentrate on building vocabulary and pay more attention for communicative activities to improve oral communication.
- (3) University should establish language labs and focus its attention on practicing oral communication skill.

5-5 Suggestions for Further Studies:

For the completion of this study, the researcher suggests to study the following subject:

- To conduct further studies on the impact of mother tongue on oral communication.
- To conduct further studies on how syllables can develop oral communication among university students.

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Appendix

Sudan University of Science and Technology

College of Graduate Studies

M.A in English

Investigating the Problems of oral communication among EFL learners

Teachers' questionnaire

(For University Teachers of English Language)

Dear teacher,

This Questionnaire is one of the tools for an M.A. research work entitled (Speaking Problems among EFL Learners at the College of Languages), Sudan University of Science and Technology. The researcher attempts to investigate the problems that hinder EFL learner's oral communicative skills. You are kindly requested to cooperate by answering the questions or responding to the given statements.

Please tick (✓) where appropriate.

Qualifications (Academic status):

- a) Lecturer
- b) Assistant Professor
- c) Associate Professor
- d) Professor

Years of Experience in Teaching English:

a) 1- 5 Years

b) 6 – 10 years

c) 11 – 15 years

d) 16 – 20 years

e) Above 20 years

Give your responses to the following statements by ticking (✓) one of the alternatives given under each item:

No.	Statements	Agree	Undecide	Disagree
1	Students are asked to play the roles of the other persons in oral classes to avoid feeling nervous.			
2	Students are not willing to speak because they are afraid of making mistakes and being uncomfortable.			
3	Students are not willing to speak in front of the native speakers of English because of lack of self-confidence.			
4	English teachers do not encourage students to avoid hesitation by practicing speaking inside the class.			
5	Students are not given enough time to practice speaking skills during the			

	lectures to overcome fear.			
6	Limited vocabulary of English is behind the poor oral communication among students of English.			
7	Students cannot speak English well due to lack of technical vocabulary needed for discussion.			
8	Teachers do not expose their students to develop their vocabulary by practice story telling.			
9	Knowledge of vocabulary is regarded as building blocks for speaking among EFL learners.			
10	Students find it difficult to communicate orally in English due to absence of language labs at the university.			

Additional Comment:

You are kindly requested to add any comment or suggestion that you think to be of relevance or importance.

Thanks for your highly appreciated cooperation

Mohammed Abdlefaraj; a M.A. research student

Oral test questions

Q1: I wonder if you could introduce yourself as much as possible.

Q2: Have you got a free time? Why?

Q3: To what extent do you love English?

Q4: Have you ever had a bad experience like, embarrassment?

Q5: In your estimation, are you facing, confronting any barrier, when learning English?

Q6: do you have ability to speak in political topic?