Chapter One

1-1   Introduction

Learning a language depends entirely on learning its skills. Obviously the skills of a language are usually divided into "receptive and productive skills", so receptive skills always precede the productive ones as well as they underlie them.

Speaking is considered to be a receptive skill which plays an essential and major role in acquiring and learning a language, for it represents an important access to the linguistic input to which learners need to be exposed constantly .

Native speakers of a language are not usually encountered by so many speaking problems and that is due to the process of developing one's mother tongue skills within his tacit knowledge subconsciously, yet non-native speakers of a second or foreign language suffer severely from many speaking problems as a result of some obstacles around which this study is intended to revolve.

In this study the researcher wants to shed light on some English speaking problems encountered by Basic school pupils seeking for the proper diagnosis and apt remedy to help mitigate the monumental effects of these problems on learning English as well as it could be considered as an extension to the ongoing studies in the field of teaching speaking skill.

1-2   Statement of the problem

In this study the researcher wants to pinpoint some English speaking problems encountered by Basic school pupils when attempting to express themselves orally and also to look for suitable remedy.

1-3   Objectives of the study

The study aims at:
- Identifying the English speaking problems encountered by Basic school pupils.
- Endeavoring to find the suitable remedy to these problems.
- Showing some techniques that can be beneficial in teaching and practicing speaking skill.

1-4   Questions of the study

1-4-1 To what extent are Basic school pupils encountered by English speaking problems?

1-4-2 What are these problems?

1-4-3 What causes these problems?

1-4-4 How they would be remedied?

1-4-5 What are the techniques that can be used to solve these problems?

1-5   Hypotheses

1-5-1 There are English speaking problems encountered by Basic school pupils.

1-5-2 English speaking problems are caused by factors inside and outside the classroom.

1-5-3 These problems can be remedied.

1-5-4 There are many techniques that can be used to solve these problems.

1-6   Significance of the study

This study points out the English speaking problems encountered by Basic school pupils attempting to provide a good framework for the diagnosis and remedy of these problems. It is also regarded as an expansion to the studies that are intended to investigate the problems in question.

1-7   Methodology

The method used in this study is a descriptive one and the subjects of the study are English teachers of Khartoum town and a questionnaire will be used for gathering data.

1-8   Limits

In this study teachers in Khartoum town are mainly targeted during the academic year 2014-2015.

The researcher takes different schools in different place so as to represent the rest of the teachers in Khartoum town.

Chapter Two

Literature Review

2.1 Introductions

This chapter reviews what has been written so far by educationalists in the area of speaking so, it is divided into two parts: the first one is an overview in a form of theoretical perspective of the topic being discussed, and the second one consists of some previous studies that could be somehow related to the present one. In the first part analogies will be done in retrospection in terms of comparisons, synthesis and analysis for the whole thing. Whereas, in the second part an appropriate comparison will be held to pinpoint the similarities and differences between the previous studies and present one. Hence, the investigated materials would be as follows.

2.2 Spoken English:

Spoken English is definitely different from written English, and that is due to the fact that in written language, sentences are accurately and carefully organized as well as it could be described as a linear process, i.e. it goes in one direction without repetitions or revisions. Whereas, spoken language in reverse tend to be unplanned beforehand characterize spoken language. Such as: stress intonation, gestures and facial expressions that seem to be meaningful in spelling as well as they have a considerable influence on the course of the conversation. *(Lindsay& Knight, 2006: 59) reported that " when you speak you give clues through the use of stress , pauses , intonation, or gestures. When you write, all the information has to be on the page. Your reader cannot stop and ask you a question to make things clear"*

2.3 English language varieties:

Approximately most of the natural languages have varieties (i.e. spoken in various accents or may be dialects) and that is verily due to some geographical, social or other factors. (Roach, 2000:3) demonstrated that English is spoken in various accents by people from different geographical places, social classes, ages and different educational backgrounds Hence, he spoke about the R.P English (i.e. received pronunciation) which is BBC English. So, it refers to the language variety which is used by most announcers and newsreaders on the British broadcasting channels. However, BBC accent is the most well-known British accent among English learners all over the world. In return, he mentioned what is so – called "Estuary English "and of course it represents a variety other than the B.B.C one.

In short it could be said that these varieties are not only in Britain , but they are rather found in countries where English is spoken either natively or non- natively for instance varieties in united states , India, Jamaica, Nigeria, etc.

2.4 Speaking and Authenticity:

In the field of ELT the terms authenticity and "non- authenticity" refer to two different pedagogical concepts used throughout the decades According to (Richards, 1987:52 *) "authenticity" is the degree to which language teaching materials have the qualities of natural speech or writing"*. Nevertheless, learners of English should be exposed to spoken English non-authentically at the initial stage of learning. However, the case should be different when they reach more advanced phases where authentic English should be intensive in case they avoid "message indecipherability"i-e. decoding the message implicated in authentic spoken English when interacting natively.

2.5 speaking and language Acquisition theory

Language acquisition has been the preoccupation of linguists so far and the advent of mentalist (with its outstanding figures such as Noam Chomsky who revolutionized the field of linguistics holistically) and naturalism whose main focus is on first language acquisition, could stress this area considerably, though it was almost neglected by the pioneer schools of linguistics some of which were structuralism and behaviorism whose concentration was mainly on other aspects of language.

As far as this study concerned, second language acquisition is a paradoxical point around which the study might revolve somewhat. However, researchers in the field of first language acquisition claim that a child undergoes several phases while learning his MT (i.e mother tongue), starting with: crying, cooing laughter and babbling.

Furthermore, it might approach more advanced stages, including melodic utterance, single words and phrases and so on – these stages are accompanied by or fostered through "motheres" (i-e the simple language a mother uses with her child). (Hago, 2005: 152) found out that "children have to learn language from scratch, although the capability to speak is inherent in everyone, there are certain milestones and stages of language acquisition during the child's first months and years.

Similarly, in second language acquisition a learner has to undergo many phases to perfect the four skills. (Ibid, p.156) explained that "*all learners of a second language are in some point of inter language , so the beginners are considered to be closer to their own language, while experts are closer to the target language*".

Generally speaking, learners of a second language might pass through various stages to arrive at autoimmunization (i.e. language automatic use)

which brings them near native speaker's command of English. (Chomsky, 1965) cited in (Hedge, 2000: 11) assumed that "*people are per- programmed for language learning....*"

However, speaking is the mostly targeted skill in the theoretical polemic points stressed by linguists, for it represents the paramount component of communication which occurs obviously in both language input and output. Anyhow, this leads the researcher to think of whether learners speak from what they have acquired or from what they have learned. So the answer of this question could be elicited from the fact that some language- acquisition scholars hypothesized that the function of learning is only restricted to correcting what people acquire unlike acquisition which is regarded as real source of one's speech .

Hence, that may provide good evidence that people usually speak from what they have acquired, but could it be said that acquisition is faster than learning i. e can a person learn through acquisition faster than learning? Eventually, what has been mentioned above about language acquisition can be concluded by the fact that learners of English should deal with the linguistic input to which they are exposed either formally (dependent learning) or informally (independent learning) shrewdly and think of it as an effective method of developing spoken English.

2.6 Speaking skills

 Speaking apparently involves more than one skill, in other words it passes through a combination of processes that are relatively complicated, particularly for non- native speakers. So, these skills may include.

2.7 Producing connected speech:

(Lindsay & Knight , 2006 : 60) advocated that *"learners need to develop their ability to string sounds and words together"* However, learners need to deal successfully with the various aspects of connected speech implicated in what is so – called (suprasegmental phonology) – these processes necessitate the proper use of stress, assimilation , elision , intonation…etc" (Ur, 1990:12) noted that many foreign language learners who get used to their teacher's pronunciation are very surprised when they find they have difficulty understanding someone else , but if the learner has to pronounce the words and sounds accurately himself it'll be very easier for him/ her to hear them correctly when articulated by someone else and that means the English system of stress and intonation and rhythm can stop learners from comprehending spoken English.

2.8 The Ability to Interact:

Taking a turn or interacting with other speakers is an art which shows the potential of the speakers interacting in a conversation , so a good speaker usually focuses on making himself fluent , accurate , relevant informative and smart in turn taking.

(Lindsay & Knight, 2006: 60) talking about the importance of language in context argued that learners need to interact successfully with other speakers, respond aptly and use the appropriate language for the due contact. Therefore, the use of language in contexts is one of the most crucial factors of oral communication. So they need to practice speaking in a wide range of contexts, with people they know, strangers at work or school, in a shop or restaurant, and so on to avoid language in appropriacy.

2.9 Balancing Accuracy and fluency:

Learners of English should take into account the concept of language correct presentation which leads gradually to accuracy' i.e corrects use of language. In (ibid:163) it was defined as *"the production of language which does not contain errors"* However, English should be learned in terms of the its essential levels which might include: semantic, syntactic, phonological, morphological level, having knowing these levels adequately would probably give rise to eluding language faulty representation i.e inaccuracy (Hedge, 2000: 273) stated that accuracy can be achieved (in language teaching) through controlled activities which focus succinctly on grammatical structures, phonological features, conversational gambit and communication function.

In return accuracy leads to *"fluency" which is "the ability to link units of speech together with ease"*. (ibid : 409). Hence, learners need to be able to choose language and put it together into a comprehensible message quickly enough to fit the flow of conversation.

In order to maintain fluency learners need to adapt what they want to say to their language level and develop strategies to talk around what they cannot express directly.

Furthermore, combining accuracy and fluency together is a useful and predictable step towards automatization and professionalism in lexicon access but achieving that depends on the capacity of teachers of the initial stages of learning where they foster fluency in their learners through uncontrolled practice and accuracy through controlled one.

2.10 Interaction Skills:

A speaker of language fundamentally needs to know the various interaction skills involved in the process of interaction between speakers in

different contexts to make his message explicit as possible for the listener(s), these skills could be as follows:

2.11 Routines:

Routines in general include presenting information to a listener in a form of telling a story describing a certain event or comparing things.However, these components are really very essential in interaction (Bygate, 1983:23) defined routines as *" conventional ways of presenting information".*

2.12 Negotiation:

Negotiation refers to the skill of communicating ideas clearly and the way participants signal understanding during an exchange.

2.13 Communication in the classroom:

Communication implies more than one person .there must be someone to transmit message and someone to receive it.

The average classroom contains between twenty and thirty people. There are, number of possible variation on who does the transmits and who does the receives.

Consider, the teacher as the one transmitting a message, then he/she can be seen as trying to communicate with the whole class, a group of students, or an individual student at different parts of the lesson. However there are clear activities where the teacher is participant in interaction with an individual student or with a group of students within the class.

Teacher and students are not the only participations in classroom interaction. In many classrooms, lessons closely follow procedures laid down in a textbook in such cases, the textbook writer can be seen as the transmitter of a message, communicating indirectly with the teacher and students in the

classroom. e.g: Teacher and whole class, do an exercise in the book together orally.

2.14 Why does teacher communicate with his/her learners?

The primary purpose of classroom communication is a pedagogic one. The teacher is in command of a body of knowledge and of skills that he/she is required to transmit to the learners.

A teacher's pedagogic reasons for undertaking communication in the classroom are fairly clear: to present a new structure:

To explain a new word: to practice structures… etc.

Another reason for classroom communication stems from the formal nature of classroom itself, and the need to organize it for learning purpose. Attendance registers have to be taken out, books given…etc

2.15 Content of classroom communication:

The message being transmitted is closely linked to the purpose of communication. Thus, in along age classroom, communication with pedagogic purpose will have a strictly pedagogic content: information about the grammar or the use of the language; information about how linguistic skills operate in the particular language.

When it comes to communicate for more personal purposes, this can be seen as the classroom interaction, the establishment of rapport and a sense of community. Interaction of this kind is responsible for the overall classroom atmosphere. Clearly, the teacher can do much towards creating a positive atmosphere.

2.16 How does teacher communicate with his learners?

Communication is achieved by means of a variety of resources. Participants in classroom communication can draw both on language and on non- verbal resources in the same way as they can in any other social situation.

Classroom communication of an administrative or organizational nature carried out through a mixture of language and gestures e. g pointing to a student and then to a pile of books to be distributed.

Class is different from any other social situation, so the pedagogic message is transmitted by different means – language is an important factor in pedagogic communication and teachers spend a lot of time asking questions, giving instructions and so on . (AnnMalamah – Thomas, 1987:10-15)

2.17 Using the first language in English as foreign language classrooms:

Traditionally foreign language teaching methods have urged the exclusive use of the target language in the classroom from the beginning levels. In fact according to (Krashen, 1982-1985), "*avoiding the use of L1 has been a feature of foreign language teaching methods for much of the twentieth century"*. Discouraging the use of the first language, by both teachers and students was thought to be beneficial in helping learners keep the two languages separate while developing a reliance on the target language.

The notion of multi-competence and current research on language development make this position problematic as (Cook 1992:17) noted. *"This [position] is reminiscent of the way of teaching deaf children language by making them sit on their hands so that they cannot use sign language"*. It is taken for granted that the learners' first language is always present in their minds as they are learning the second language. Indeed, the two systems are

so closely linked that what one does or learns to do in one has a significant impact on what one can do and learns to do in the other.

The study of language use by students in a secondary Spanish class by (Books et.al 1994:27), could highlight the cognitive links existing between learners first language and the target language as pointed out earlier, the Spanish learners' use of English helped them orient to, and become involved in , Spanish language task. As they gained experience and grew comfortable with what needed to be done in the task, their use of English decreased. Thus, as the researchers point out, the learners' use of English did not hinder their learning of Spanish. Rather, it facilitated it by helping them mediate their involvement in their instructional activities.

Findings from these studies confirm the important roles that learner's first language play in bilingual development. It should be noted that the resourcefulness of L1 is not limited to its use by students. Teachers can also use as a tool in teaching. In fact, (Cook, 2000:95) suggested several ways for teachers to incorporate the systematic use of L1 into L2 classrooms.

For example , it can be used to convey meaning about a particular concept or term, to explain a grammar point, or to organize the class for learning when the cost of using target language is too great (e.g. giving instructions, checking homework and so on) . English can also be used to brainstorm vocabulary and other kinds of socio cultural and pragmatic information that students may need to know to complete a task.

According to (Books et.al 1994:27) several factors need to be considered when deciding on the language to be used in a particular activity. Two of the more important ones include the following:

- Efficiency: can the activity be carried out more effectively through the useage of L1?

- Facilitation of learning: will using the L1 help students in the learning of the target language?

In deciding whether to use the first language in the target language classroom (Cook, 96) advocated that "*benefits from the use of L1 must always be compared to potential loss of L2 experience*". He concluded that although the use of L1 is clearly beneficial to learning the second language, everything else being equal, it is always good to use the L2 as much as possible. More research on the uses to which teachers and students put the first language and the target language as they engage in their classroom activities will certainly help make their connections even clearer.

It seems safe to assume that using the first language in the foreign language classroom will not retard or unduly restrict the learning of the target language. Rather, when used to help learners mediate their involvement in their classroom activities, it can promote their learning of the other language. (Hall, joan Kelly , 2002:96)

2.18 The role of input and interaction in second language acquisition:

It is axiomatic that in order for SLA to take place, there must be (1) the L2 data should be introduced to the learner as input and (2) a set of internal mechanisms which make the learner aware of how L2 data are processed.

Learner can be seen as an initiator that is, he equipped with those abilities that are needed to know how to deal with L2 data, on the other hand learner also can be seen as actively contributing to SLA, and that depends on the provision of appropriate input.

(Behaviourists in Gllis, 1985:128) viewed the learner as a language producing machine, so the linguistic environment is seen as an important factor in second language acquisition. Input represents the language made available to the learner in the form of "stimuli", and also that which occurs

as feedback. The stimuli should be regulated by grading the input into a series of steps so that each step constitutes the right level for the level that the learner has reached.

Feedback serves two purposes. It indicates the language produced by the learner is correct and so reinforce them, or they are ill formed, here the teacher has to correct them.

(Nativist in views input is not enough for acquisition to take place, it is merely as a trigger which activates the internal mechanisms. In other words the input which represents the external factors and the internal mechanisms are correlated According to (Nativists in the aspects of the above studies the behaviorists emphasize the importance of the linguistic environment which is treated in terms of stimuli and feedback, as for learner's internal mechanisms.

The researchers views the role of input in activating the learner's internal mechanisms is depending on the teacher and disability in exposing his/ her learner to a linguistic input which creates internal mechanisms inside him, so the learner will find himself able to make his own strategies in acquiring L2. The input should be and appropriate input and the teacher has to consider the individual differences by providing an appropriate input.

2.19 Utilizing L2 in creating better learning environment:

It is important to create effectual communities of learners; these include feeling of group affiliation, solidarity as well as personal autonomy and confidence. There are some ways in which appositive classroom community can be constructed through discourse:

First: affirm student responses and listen to him with understanding and empathy, try to incorporate their contribution into the large discussion. Affirmation can occur through the use of back channel cues such as "oh"

"uh huh" what makes these utterances affirmation is the way that the teacher conveys respect for the students through the use of tone and other paralinguistic cues.

(Verplaetse cited in Kelly, 9000: 96) mentioned earlier, affirmation of student contributions makes students feel valued, such discursive actions help to foster students' feelings of autonomy, which return, leads to heighten student interest and motivation in learning.

Second, use language to create group bonds and rapport when referring to classroom activities use inclusive pronouns such as "we" and "use" "lets" instead of using orders and bray into national patterns, voice pitch. (Cooper and simonds in (Ibid .96)

Third, use humor and allow students, to use it to reduce tension , to retire embarrassment, to save face, or to entertain. *"The use of humor can strengthen inter personal bonds between classroom members, when used incorrectly, it can also serve to create divisiveness"*. (Ibid . 97). Classroom discourse is an essential component of all learning environments in foreign language classrooms, because the language to be learned is both the object of pedagogical attention and the primary medium of communication.

2.20 Classroom discourse patterns

Instructional conversations are cognitive rich pattern of discourse that actively assists learners' understanding and ability to communicate about significant concepts and ideas. That, is learners have opportunities not only to participate but also to lead the teacher and follow students in their challenging conversation (ICs) involve seven communicative actions: Modeling, feedback, contingency, managing, directing.

Questioning, explaining and task structuring.

Teacher questions play particularly critical role in scaffolding learner involvement in classroom interaction. In their questions teachers need to challenge learners to think. When constructing questions it is important to make clear connections between the questions asked and the instructional goals, and to provide variety of ways for students to participate in the ongoing interaction.

Small group provides greater intensity of involvement, so that the quality of language practice is increased, and the opportunities for feedback and monitoring also, given adequate guidance and preparation by the teacher. The setting is more natural than that the full class, for the size of the group resembles that of normal conversational grouping because of this , the stress which accompanies public performance in classroom should be reduced. Experience also suggests that placing students in small groups assists individualization , for each group , being limited by its own capacities, determines its own appropriate level of working more precisely than a class working in lock- step with its larger numbers.

According to the researcher's point of view the teacher has to focus on the interactions that take place between the learners rather than teacher – student interaction, also the researcher advocates teachers of English language to give their learners ample opportunities to work in groups , so the shyer one will find that it is easy to integrate himself into the interaction. In addition to that the researcher sees that small-group work has a great role in activating learners' internal mechanisms which help the students make their own strategies in second language acquisition.

2.21 Exploring Oral Interaction in the classroom

In comparing teacher- fronted sessions and pair-work or group- work, it was suggested by (Porter cited in Bygate, (1985: 108) that there are consistent differences in the amount and quality of talk.

a- Preparation to check this, take an oral activity and allow yourself a fixed time (ten minutes is likely to be sufficient initially) to do the activity with your entire class. Possible activities: an information- gap activity; a communication game; a problem solving activity.

B-Teacher – fronted session: record your teacher – fronted session.

C- Group session: on another occasion with the same class, select exactly the same type of activity, so not the very same one. Divide the class into pairs, or groups of four. Remind them what kind of activity it is, and tell them that you don't mind what they say and how they do the task, as long they use the target language. Record as many pairs as you can. You might find this difficult if you have several pairs or groups in a single classroom, because of the noise. On way round this is to try to find a small room where the pupils can record themselves groups or pairs can go out in turn.

1. Avoid transcribing the whole recording at this stage; try to identify the numbers of learner utterances. To do this, you might prepare a sheet of paper.

Secondly, calculate the number of errors. is there a difference in errors per utterance ? To check this divides the number of errors by the total number of utterances.

2. Results : whatever your results , remember that one by gate (Bygate 1988: 72)

According to the researcher's point of view, the above activities are helpful for the process of second language acquisition, and also they would put the

students in the atmosphere of learning and acquiring L2 so the teacher has to make use of these activities to help his learners learn L2

2.22 Classroom organization and oral skills

Practice in interaction skills requires the participants to negotiate meaning and manage the interaction jointly.

This by definition implies certain kinds of activities. There is a connection between the degree of freedom to negotiate and the number of people involved (Bygate: 83)

There are various ways of grouping learners in the classroom studying the differences between what they call, teacher – fronted interaction and small – group interaction in foreign language classes.(Long and Porter in report that small group interaction allows more talk for each of the students, and a greater variety of talk.(Ibid : 76) Learners spend more time negotiating and checking on meaning in small groups, and they don't appear to correct each other more or less than the teacher does in teacher – fronted situation. In addition, they find that mistakes are no more frequent in small group work than in teacher fronted interaction. (Ibid : 97)

(Brumfit provides the following summary of the agreement)

"Much research on second language acquisitions has investigated the roles of teacher input, teacher student and student – student, and student output in facilitating learning". In general findings from the various stands of research have provided useful information on how to construct interaction in over instructional activities ways that help students to notice or become aware of the various aspects of the target language. (Kelly , 2000:98)

The researcher views the ideal way of reducing and breaking the boundaries that are laying as great obstacles between the learner and his

teacher, is creating better learning environment, and that would not happen except by using different strategies inside the classroom including:

- Fostering a mutual confidence between the learner and his teacher through praising and valuing learner's response when the interaction takes place.

- Giving the learner ample opportunities to involve himself into the different aspects of interaction, in the classroom particularly student – student interaction, which may put the learner in a real challenge with his classmates, so that he would strive to keep up with them.

2.23 Some interaction activities which can be utilized to develop learners' communicative competence

(Hammer in Bygate, 1988: 71) includes the following as types of communication activities:

2.24 Communication games:

They can be used in production stage to give the students ample opportunity to use the language freely.

e.g Describe and draw: one student describes a picture to other who draw it .

- finding similarities: without looking at each other's pictures e.g. pairs of students tries to find as many similarities between the pictures as possible.

- describe and arrange: student "A" has six pictures in a certain arrangement, and student "B" has to arrange his/her six the same way.

Groups are given a problem situation, for example they have to imagine that they have survived from a plane crash in a desert; with some tools and limited survival, they must decide what to do. (Hammer, 1988, 72) Cited in (Byrne, 1986:94) problem solving involves processes which commonly used in real life e.g. we hypothesized links between things (people and actions);

Considering to detect differences (real or imaginary) and we grade things according to criteria.

2.25 Linking activities

Here the students have to establish connections between two items (presented to them verbally or in the form of pictures) e.g. two items such as (horse and book) some possible connections are:

1. The horse is famous because it has won lots of races, its owner decided to write a book about it.
2. The horse belongs to a man who likes reading and riding.

2.26 Finding similarities and differences:

The students may be asked to find differences and similarities as two separate activities or apart of the same activity e.g. the students can be asked to find the differences between two pictures.

2.27 Role play:

Role Play is a dialogue in which the students are given roles to play? e. g. role cards for a travel agent and a customer; also can be for two interviewers and four candidates for a job. (Hammer in Bygate, (1988:72) Picture cards can be used for role play activities e.g. a picture of a cup of coffee could be accompanied by the following in situations or a role play activity: you are a group of friends at a railway station. Your train leaves in ten minutes: A and B would like to go to the station buffet for a coffee… (Wants to get on the train but he is hungry, so he would like someone to go the buffet to get him a sandwich. "E" doesn't want anything but he would like the others to go to the buffet so that he can get on the train and sits by himself. A few instructions along these lines are usually sufficient to get the students talking for five – ten minutes. (Byrne, 1986:91)]

2.28 Interpersonal exchange:

In pairs or small groups students find out about some aspects of each other's experience , or interests (It is not enough: to have an unusual performance for many reasons: *(Barnes in (Ibid :109) reported that after a few recording sessions his groups became very relaxed even joking)* ; it was a rainy day; the topic bored them unduly; they are in any case an un usual class it is therefore important to confirm your results by comparing them with the same group a different day , working . on a different day , working on other tasks; and with different group. However, it is not possible of course to get all this information in a week. On the contrary, it is better to proceed slowly, so as to avoid errors, and to allow yourself time to analyze the recordings as you proceed.

To sum up the researcher sees that the way of recording learner's utterances is a good for recognizing the problematic areas and suggesting the suitable remedy , so that the teacher will be able to deal with the problems that would face his learners in communication or other aspects of performance.

2.29 **learner strategies of communication**

Studies of learners' communication strategies have examined the ways learners deal with communication problems Farch and kaasper in (Ibid.44) contain several articles which discuss this. Communication strategies identified include the following:

First, the difference between achievement strategies and reduction strategies. Both these types of strategy aim to compensate for a problem of expression. The learner anticipates a difficulty in expression what he/she intended – indeed the difficulty may have been explicitly signaled by interlocutor, who has not understood the speaker's first attempt. What does the speaker do?

If he/she uses an achievement strategy, he will attempt to compensate for his language gap by improvising a substitute.

This involves attempting to find a way of conveying his message often by guess- work, initiation. Feel, and expression he thinks he remembers, or various kinds of analogy. One example of an achievement strategy is as follows:

L. I came down from twenty degree- erI don't know how you say italways twenty degrees hot you know.

Ns : mm

L1: and I came up er in Scotland to twenty degrees freezing so I get very sick before Christmas. According to (Haastrup and phillipson, 1983:149).

"The learner uses the two expressions indicated by italics instead of plus twenty / minus twenty, or twenty above/ below zero". The point is that the learner has thought up expressions which serve his purpose quite well; even so they are not the normal native- speaker choice. He has got out of his vocabulary difficulty by improvising an alternative.

Using achievement strategies, then speakers do not lose or alter any of their messages. However they may not be able to use an achievement strategy; instead they may have to adopt a reduction strategy. For instance, they may manage only a partial solution and so fail to communicate their entire intended message. Or else, they may find no solution at all. In their case, the result is that they reduce their massage so as either to bring it within the scope of their knowledge or else to abandon that message and go on to something they can manage. Both of these solutions have been called reduction strategies. During communication this takes many forms one such is following:

L :"I have to look after a machine if something is er..... doesn't work I have to.......... well it is not difficult because there's only three buttons you know all automatically". (Ibid . 156)

In this extract the speaker is supposed to be describing his job in a laundry. however ; when he gets down to saying what he has to do with machine , he abandons his attempt, changes direction and talks about the controls by keeping his talk within the bounds of what he is able to say , the speaker manages to maintain production and fluency.

a- Achievement strategies:

The first of achievement strategies are called guessing in discussion of reading skills (for example Smith in Bygate, (1978:44), much is made of intelligent guessing; but occurs just as much in oral production. There are several kinds of guessing strategy. If a speaker uses guessing, he probes for a word which he does not know or is not sure of using his knowledge of the morphology of the language. He hopes that he will hit on a word or expression which his interlocutor will recognize and understand.

There are various types of guessing strategy he might use:

a. He can foreignism a mother – tongue word , pronouncing it as though it belonged to the target language (a French man speaking English might be pleased will the results if he foreignism the French word "manoeurre"

b. Instead of guessing he can use paraphrase strategy. This basically involves searching his knowledge of the target language vocabulary to find an alternative to the expression that he needs. He can do this broadly in one of two ways. One thing he can do is look for some kind of vocabulary items- say a synonym or more general word. This we might call a lexical substitution strategy. Alternatively, he can try to

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assemble some sort of phrase to explain his concept this we might call circumlocution.

If he looks for a synonym or more general word (called co-super ordinate – animals' is super ordinate for "dog") then perhaps no one will notice that he didn't know word for example talking about a man at an airport, student said: "yeah", but that may be er a customer. Who is a hurry he about to he is about to lose his er … his airplane. The learner finds rough synonyms to carry his meaning.

However, some time the word will be too general. For instance, it would sound odd to try to compliment someone on their pet afghan hound by saying I like your animal.

3. A third type of achievement strategy that has been identified is what has been called (co-operative strategies). These are used when the speaker gets help. For instance, he may ask for the word by asking for a translation of his mother he means, or by miming, however, he can get help through other means .he may try to provide a syntactic frame in order to elicit the word he wants from his interlocutor.

S1: this little boy is wearing short pants {mhm} and aplaaaiin.

S2: shirst.

Sometimes co-operation takes place as the two speakers construct the sentence jointly

S4 you have abasket for

S3 abasket for

S4: for umbrellas

S4 umbrellas

B-Reduction strategies:

As it could be seen, reduction strategies generally involve speakers reducing their communicative objectives.

Strategies involve altering one's message in order to get out of trouble. There are various kinds of trouble one might want to avoid. a leaner may want to avoid producing a particular sound sequence (for example "tr" or "th" in English.

Alternatively the learner might want to avoid some tricky structure. for example one which will lead to wards an impending subjective, or he may wish to avoid conditional in English.

Finally , the learner may simply wish to avoid difficulties in expressing an idea through lack of vocabulary. In this case he is likely to avoid some message content.

One thing he can do is to abandon the message, and look for something else to talk about, or even fall silent. However, instead of avoiding problem, the learner may rather alter the message so as to make it more manageable. For instance, he may avoid making a technical point; he may confine himself to in general. Instead of complementing someone on their house, he may simply thank them for an enjoyable evening. (Ftabch and Kasper in Bygate, (1993:223)

Eventually, the researcher advocates English language teachers to be sympathetic and helpful to their learners when they use one of the above strategies, particularly when teacher interaction takes place. So if the teacher encourage the student to carry on through the strategy he uses that will motivate the learner for using better strategy , but if the teacher frustrated him that would cause failure.

Previous Studies:

a) Teaching speaking skills to secondary school student, Sudan University of Science and Technology, College of graduate studies.

The study was conducted by Abubakr, M, O (2011) and supervised by Salah Aldoma.

It aimed at identifying the shortcomings and problems faced in teaching speaking skill in Libya secondary schools as well as investigating the best techniques and strategies that should be used in teaching speaking skills.

The data gathering tool which he used was a questionnaire. So, after computing the data statistically, the researcher arrived at the following as main findings.

Firstly, a teacher does not use many activities in teaching speaking skill.

Secondly, a teacher uses student mother tongue rather than the target language.

Thirdly, a teacher does not use various methods and techniques in teaching speaking skill.

Similarly, in the present study the research focused on speaking activities moreover to using Arabic in English language classroom. Eventually he came out with the same findings.

In comparison with the previous study i.e. some of the English teachers furthermore, the majority of them do not use many activities, methods and techniques to teach speaking perfectly.

b) Investigating the teaching of communication process at basic school, Nile Valley University, college of graduate study.

The study was carried out by Khalid, A (2014).

It aimed at identify the problems of communication at basic school.

The data gathering tool was a questionnaire; hence, the researcher obtained the following findings.

- Classroom language is an access towards developing communication competences.
- Using Arabic in English classroom should not affect English as the target language negatively
- Communication activities are very essential for developing learners' oral skill.

The result of the former so that it could be said that there are some points of intersection between the two studies the previous and the present one.

Chapter Three

Methodology

3.1 Introduction

This chapter demonstrates the methods which used in studying the problem in question. It comprises three sections that describe the sample and tool through which the researcher collected data and the techniques, utilized for data analysis. A questionnaire was utilized with purpose of providing clear evidence for the stated hypotheses. The questionnaire was conducted to English teachers in basic schools in Khartoum town. The validity of the questionnaire was approved by experts. The approval of face validity was followed by distributing 40 copies of the questionnaire to English teachers in basic schools in Khartoum town to check its reliability. The scores were processed using SPSS. The data processing proved the reliability of the questionnaire. The sample was composed of 40 subjects whose responses were calculated through SPSS program, too.

3.2 Subjects

The selected sample of the study population was the basic school teachers in Khartoum town. Forty English teachers were chosen to respond to the questionnaire.

3.3 The questionnaire

The measuring instrument used for compiling data in this study is a questionnaire which was introduced by a few words written on top of each copy addressed to the respondents to establish the legitimacy of the research and to gain confidence and cooperation of the respondents. They were also assured (subjects) that their responses would only be used for research purpose and nothing else.

The questionnaire was composed of three parts and each part consisted of five statements to test postulated hypotheses. Respondents were asked to show their opinions by ticking only one choice from three options those were "agree", "disagree", or "not sure" Their responses would either confirm or disconfirm the hypotheses.

3.4 Validity of the Questionnaire

The questionnaire was given to two experts one works as teacher at British Institute in Khartoum, and the other at Almadina Private Schools in Khartoum town to check its face validity. They judged and examined it and above all, they made modifications here and there which were taken into account. Moreover, they presented more important advice for designing and constructing appropriate questions in order to be more valid and reliable.

3.5 Reliability of the Questionnaire

Split-half method was used to calculate the reliability of the questionnaire. Firstly, it was conducted to forty English teachers in Khartoum town including males and females with different experiences and then the scores were processed through the SPSS to find the correlation between the two halves of the questionnaire. After dividing the questionnaire into two halves and calculating the scores using Coronbach's Alpha formula, the Spearman-Brown formula was also used to calculate the reliability of the questionnaire as follows.

Statistic reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.987	0.991	15
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.987	0.991	15

Procedures

The questionnaire was designed and distributed to 40 basic school teachers of English in Khartoum town males and females who were given a good space to respond to the questions of the questionnaire. The 40 scripts of the questionnaire were administered to the English teachers in their schools. Their scores were processed statistically to reveal the results in terms of percentages tables and figures.

Chapter Four

Data Analysis

4-1 Introduction

This chapter deals with the presentation and discussion of results arrived at through the questionnaire. The results will be presented in terms of the percentages of the subjects' answers to the questionnaire. The study adopts the statistical approach in order to achieve the goals. The data analysis is processed using (SPSS) program.

The questionnaire consisted of fifteen (items) that revolved around: English speaking problems encountered by basic school pupils, pronunciation as the most important speaking problem and the use of some proper speaking techniques and activities that could be the appropriate remedy of speaking problems.

1. Speaking is the most important component of oral communication.
   Table (4.1)

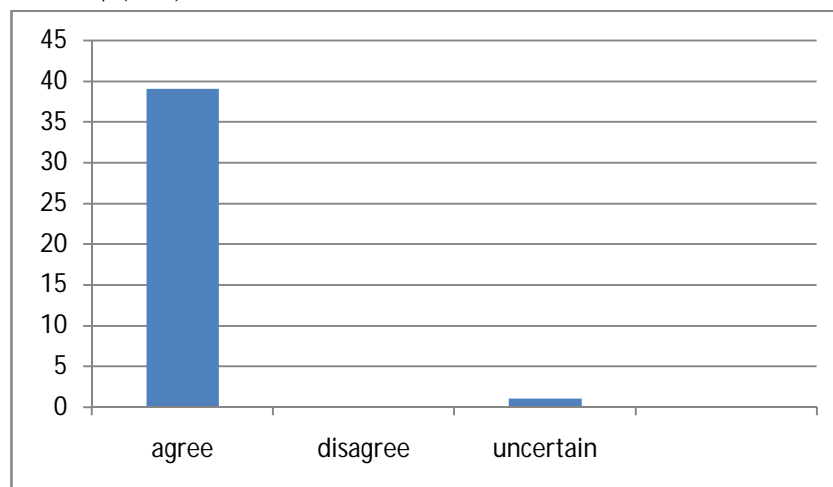| Responses	Frequency	Percentage
Agree	39	97%
Disagree	0	0%
Uncertain	1	3%
Total	40	100%

Chart | (4.1)

Table (4.1) and chart (4.1) show that the majority of the responses agreed on the statement {**speaking is the most important component of oral communication**} with frequency (39) with percentage 97%, and that is due to their personal experience with their learners in different classes and they believe in that (speak to know).

2. Classroom interaction is an access to developing speaking skill.
   Table (4.2)

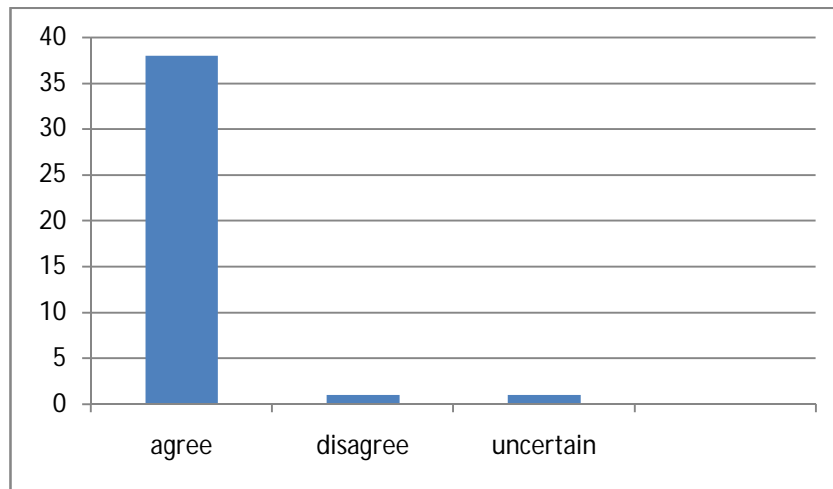| Responses	Frequency	Percentage
Agree	38	94%
Disagree	1	3%
Uncertain	1	3%
Total	40	100%

Chart (4.2)

Table (4.2) and chart (4.2) show that the majority of the responses assured {**Classroom interaction is an access to developing speaking skill**} with frequency (38) with percentage 97%, and that indicate to what they know in different situations. And the pupils can develop speaking among them because there is no shame.

3. Authentic materials would expose learners to an assortment of English varieties.

Table (4.3)

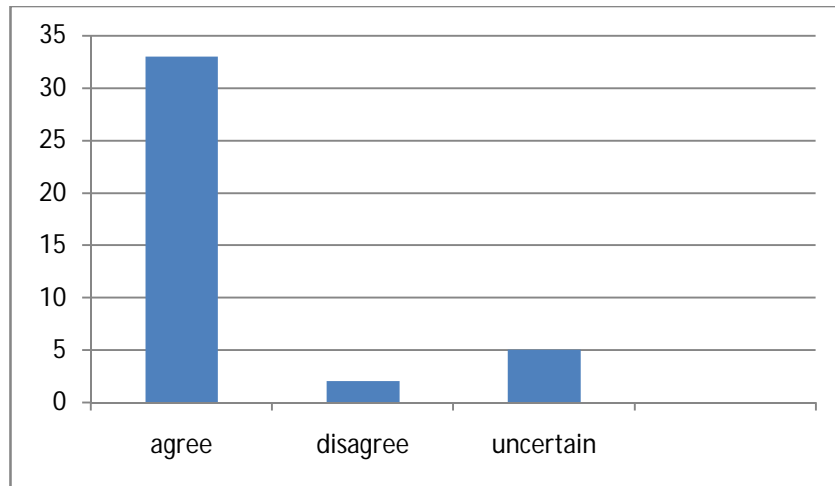| Responses	Frequency	Percentage
Agree	33	82%
Disagree	2	5%
Uncertain	5	13%
Total	40	100%

Chart (4.3)

Table (4.3) and Chart (4.3) show the majority of the respondents believed that {**Authentic materials would expose learners to an assortment of English varieties**} with frequency (33) will percentage 82% and that due to the importance of Authentic materials that the learners must be exposed to it.

4. The circumference environment might have an effect on speaking skill.

Table (4.4)

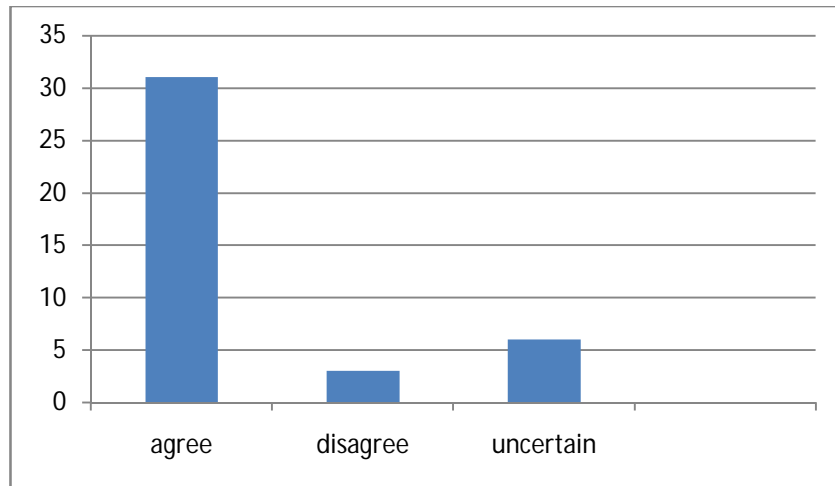| Responses	Frequency	Percentage
Agree	31	78%
Disagree	3	7%
Uncertain	6	15%
Total	40	100%

Chart (4.4)

Table (4.4) and Chart (4.4) most of the subject answered agree and that represent 78% of the total number and that means the environment can have an impact on speaking if it is rural or city. It might affect the word that a community use pragmatically.

5. English teachers should be familiar with the principles of discourse to teach their learners communication properly.

Table (4.5)

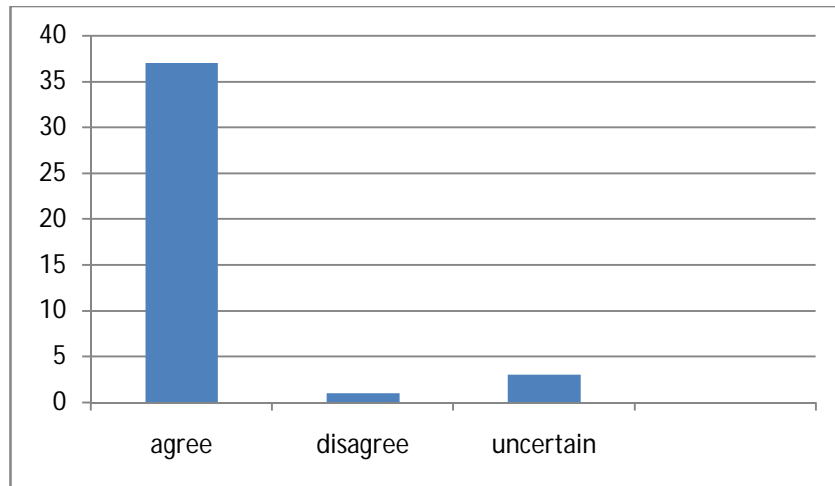| Responses	Frequency	Percentage
Agree	37	92%
Disagree	1	3%
Uncertain	2	5%
Total	40	100%

Chart (4.5)

Table (4.5) and Chart (4.5) it is noticeable that the respondents demonstrate that {**English teachers should be familiar with the principles of discourse to teach their learners communication properly**} with frequency (37) and percentage 92% it is clear that the teacher must be familiar with the courses that they teach.

6. An appropriate classroom language is the most effective linguistic input which would detract speaking problems.

Table (4.6)

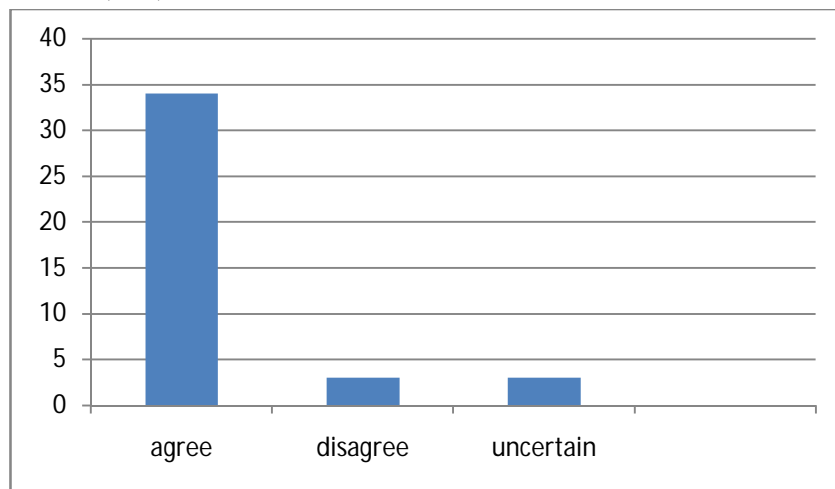| Responses	Frequency	Percentage
Agree	34	86%
Disagree	3	7%
Uncertain	3	7%
Total	40	100%

Chart (4.6)

Table (4.6) and Chart (4.6) most of the subjects endorsed that {**An appropriate classroom language is the most effective linguistic input which would detract speaking problems**} with frequency (34) and percentage 86% the respondents agree that an effective linguistic input will detract the speaking problems.

7. Plenty of practice might lead to the use of language automatically.
   Table (4.7)

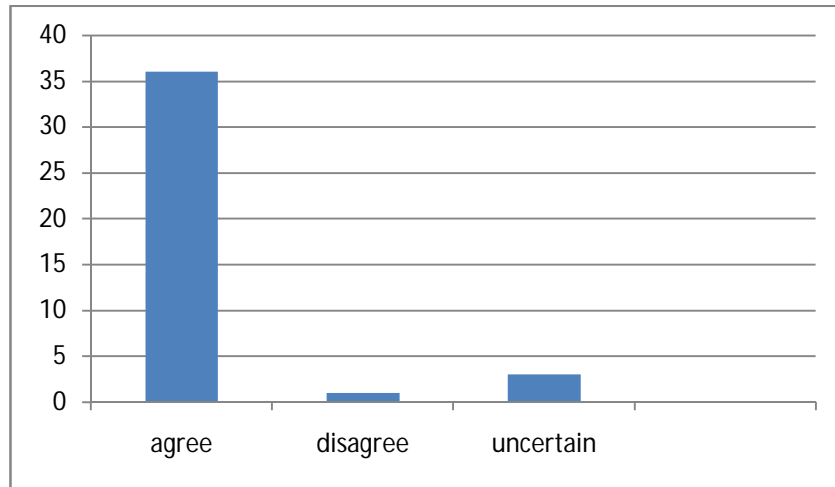| Responses	Frequency	Percentage
Agree	36	90%
Disagree	1	3%
Uncertain	3	7%
Total	40	100%

Chart (4.7)

Table (4.7) and Chart (4.7) show that the subjects who agree with statement {**plenty of practice might lead to the use of language automatically**} which had the frequency (36) and percentage 97% they believed that more practice will no doubt improve language automatically.

8. Speaking problems are mainly due to a combination of factors that learners begin to confront as of the initial stages of learning.

Table (4.8)

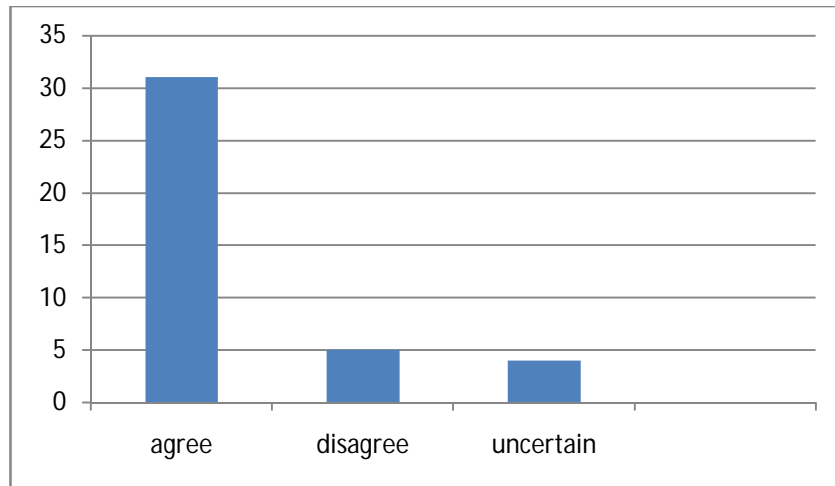| Responses	Frequency	Percentage
Agree	31	77%
Disagree	5	13%
Uncertain	4	10%
Total	40	100%

Chart (4.8)

Table (4.8) and Chart (4.8) show the majority of the respondents agree with the statement {**Speaking problems are mainly due to a combination of factors that learners begin to confront as of the initial stages of learning**} with frequency (31) and percentage 77% and they believe that there are many factors that affect speaking skill as of the earlier stage.

9. Learners should amply be taught how to deal with English in various contexts.

Table (4.9)

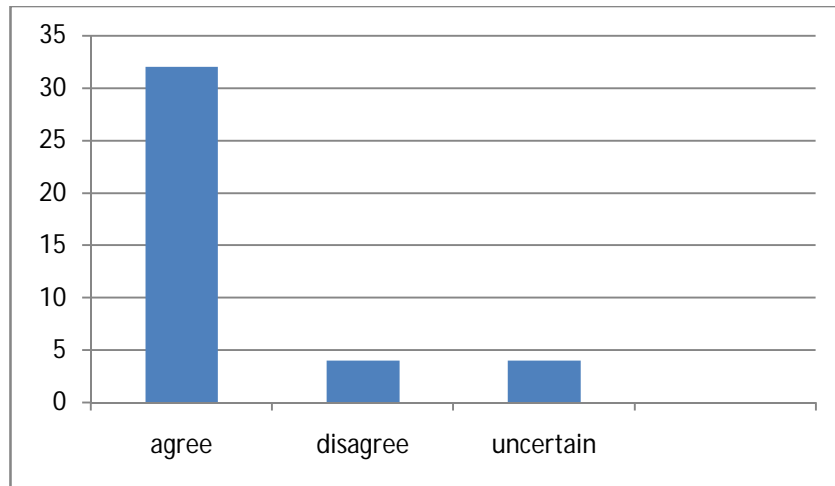| Responses	Frequency	Percentage
Agree	32	80%
Disagree	4	10%
Uncertain	4	10%
Total	40	100%

Chart (4.9)

Table (4.9) and Chart (4.9) It is obvious that most of the respondents advocate that {**Learners should amply be taught how to deal with English in various context**} with frequency (32) and percentage 80% the respondent focus on the variety of the context that learners have to be familiar with.

10. Thinking about grammatical rules in spoken English gives rise to hesitation.

Table (4.10)

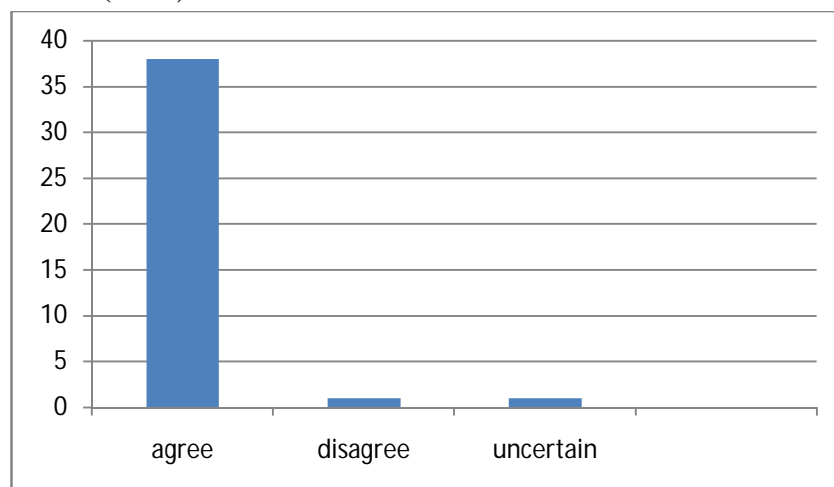| Responses	Frequency	Percentage
Agree	38	94%
Disagree	1	3%
Uncertain	1	3%
Total	40	100%

Chart (4.10)

Table (4.10) and Chart (4.10) show that the majority of the learners agree with the statement {Thinking about grammatical rules in spoken English gives rise to hesitation} with frequency (38) and percentage 94% they assure that, if you think about grammar while you are speaking that gives hesitation.

11. Using computer recorded materials may help in mitigating speaking problems.

Table (4.11)

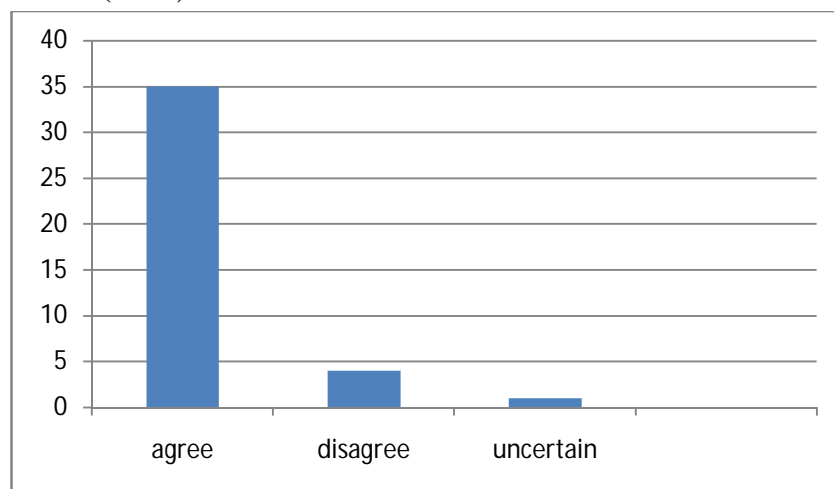| Responses	Frequency	Percentage
Agree	35	87%
Disagree	4	10%
Uncertain	1	3%
Total	40	100%

Chart (4.11)

Table (4.11) and Chart (4.11) show the majority of the respondents thought that **{Using computer recorded materials may help in mitigating speaking problems}** with frequency (35) and percentage 87%, and here the respondent agree on using computer to help the learners in mitigating the problems of speaking because it allows them to use various techniques.

12.Pronunciation is a paramount dilemma that would affect learners' communicative competence.

Table (4.12)

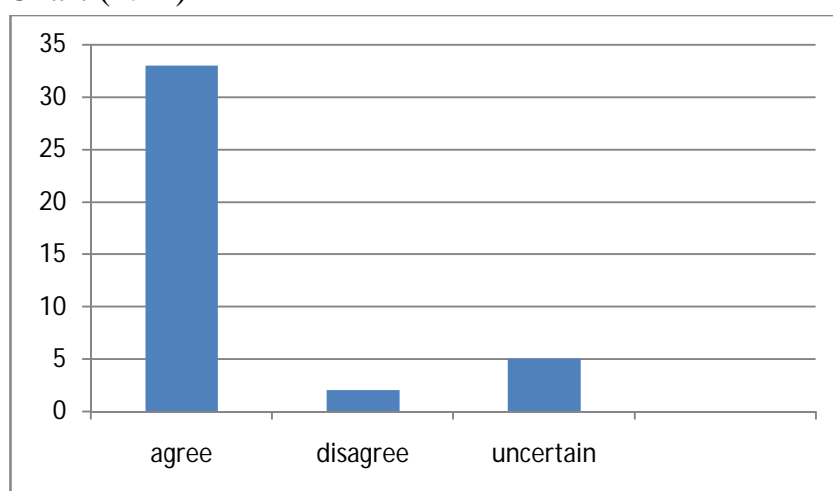| Responses	Frequency	Percentage
Agree	30	75%
Disagree	3	7%
Uncertain	7	18%
Total	40	100%

Chart (4.12)

Table (4.12) and Chart (4.12) show the majority respondent agree with the statement **{Pronunciation is a paramount dilemma that would affect learners' communicative competence**} with frequency (30) and percentage 57%, and here it is clear that the respondent focuses on pronunciation because it is one of the main factors which would detract speaking problems.

13.Learners should be familiarized with communication strategies.

Table (4.13)

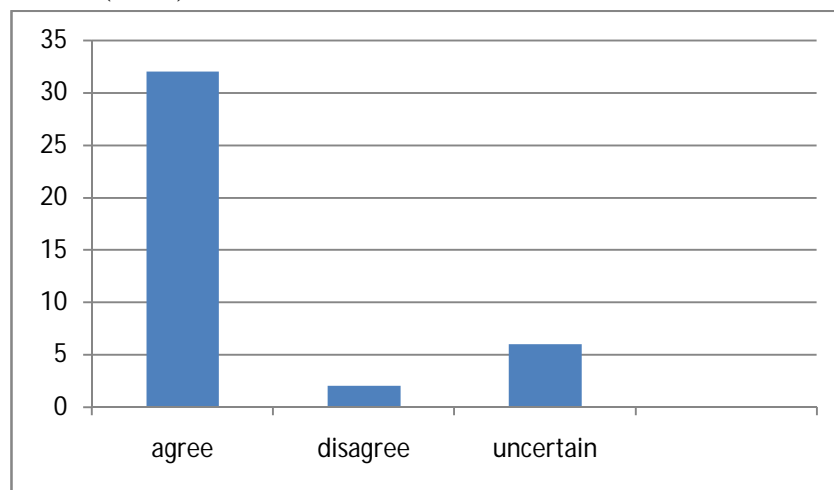| Responses	Frequency	Percentage
Agree	32	80%
Disagree	2	5%
Uncertain	6	15%
Total	40	100%

Chart (4.13)

Table (4.13) and Chart (4.13) show that most of the subject found out that {**Learners should be familiarized with communication strategies**} with frequency (32) and percentage 80%, and here it is clear that the learner should be familiar with strategies of communication. In order to have more opportunities for speaking practice.

14. English club is one of the most useful ways of learning spoken English.

Table (4.14)

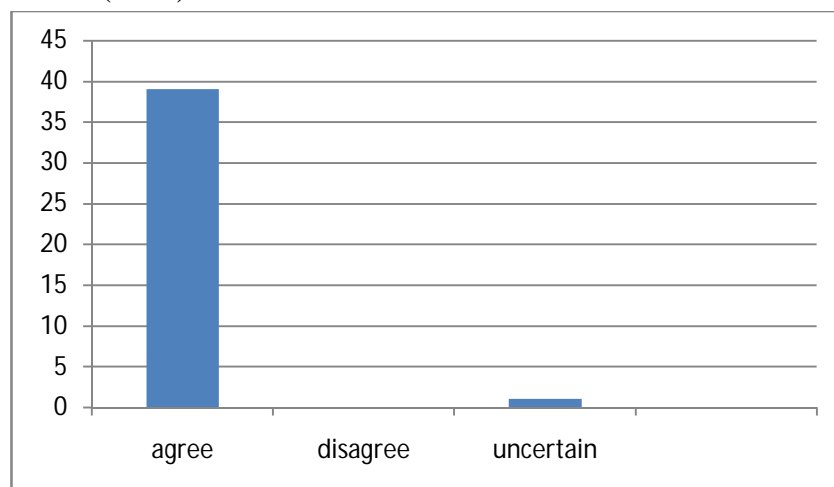| Responses	Frequency	Percentage
Agree	39	97%
Disagree	0	0%
Uncertain	1	3%
Total	40	100%

Chart (4.14)

Table (4.14) and Chart (4.14) show that most of the subject agree with the statement {**English club is one of the most useful ways of learning spoken English**} with frequency (39) and percentage 97%. So here the respondent look at the English club as more useful technique for practicing oral English because they can develop their communicative competence through different techniques.

15.Using Arabic in English classes can affect learning spoken English negatively.

Table (4.15)

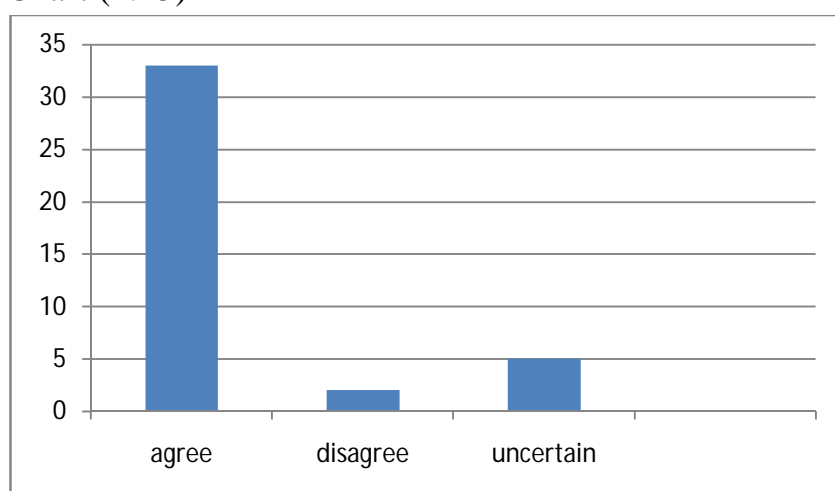| Responses	Frequency	Percentage
Agree	33	82%
Disagree	6	15%
Uncertain	1	3%
Total	40	100%

Chart (4.15)

Table (4.15) and Chart (4.15) show the majority of the respondent agree with the statement **{Using Arabic in English classes can affect learning spoken English negatively}** with frequency (33) and percentage 82%, and that means using Arabic can affect the target language and detract thinking in speaking skill.

Chapter Five

5.1 Introduction

This   chapter gives a summary of the study in terms of its scope. Thus, it consists of a summary, findings, and recommendations.

5.2 Summary

The main purpose of this study is to investigate the English Speaking problems encountered by basic level school pupils.

The researcher hypothesized that: basic school pupils are encountered by English Speaking problem. Pronunciation is considered to be the paramount speaking problems. Making use of the proper speaking techniques and activities can be the appropriate remedy of speaking problems.

Chapter two reviewed the literature related to the study and highlighted the relationship between this study and the previous ones.

In chapter three the researcher used questionnaire as data gathering tool and came up with the main findings.

Chapter Four explains the results in terms of tables and figures through statically analysis.

In chapter five the researcher summarizes the study and display findings, suggestions and recommendations.

5.3 Findings

The findings in this study indicate a positive perception by English teachers in Khartoum town regarding the English speaking problems encountered by basic school pupils. They reported according to their answers to the items of the questionnaire that: the majority of basic school

pupils face problems in speaking and mainly these problems are caused by many factors that the pupils begin to confront at the initial stages of learning.

English teachers in Khartoum as the subjects of this study indicated that pronunciation is the most important problem that would probably cause lack of understanding when speaking. Spoken English concentrates on the teacher's accurate and proper accents.

5.4 Recommendations

On the basis of the main findings the researcher recommends the following:
1. Speaking skill encourages learners to learn English thoroughly, so it should be taken seriously as well as it should be given as much space as the other skills.
2. Pronunciation is considered to be a gate to understanding authentic and non-authentic spoken English. Therefore, English teachers should deal with it carefully and accurately to improve learners speaking skill and communicative competence in general.
3. Teachers should be familiar with so many activities and techniques that would assist learners in mastering speaking skill gradually, to keep up with the speaking English communities in a world that is becoming paperless more and more.

5.5 Suggestions for Further Researches

Still, there is a real demand for more studies and research in this very vital field for more logical and effective experiments that can cure these problems.

The study might pave the way to the researchers for more investigations in the field of speaking variously as long as it represents a problematic area for English learners' especially non-native speakers.

Finally, other studies might be conducted on the other sides of these problems and it would be very interesting to carry out studies on the strategies that can be adopted to develop speaking skill or to survey the different aspects of language that could be somehow related to speaking skill.

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linguistics. London: Longman.

Appendix (1)

بسم الله الرحمن الرحيم

Sudan University of Science and Technology

Faculty of Languages

Dear Colleague, please put (✓) in the appropriate place. Providing your appropriate response, will undoubtedly help the researcher arrive at his required aims.

Statement	Agree	Disagree	Uncertain
1. Speaking is the most important component of oral communication.			
2. Classroom interaction is an access to developing speaking skill.			
3. Authentic materials would expose learners to an assortment of English varieties.			
4. The circumference environment might have an effect on speaking skill.			
5. English teachers should be familiar with the principles of discourse to teach their learners communication properly.			
6. An appropriate classroom language is the most effective linguistic input which would detract speaking problems.			
7. Plenty of practice might lead to the use of language automatically.			
8.Speaking problems are mainly due to a combination of factors that learners begin to confront as of the			

initial stages of learning			
9. Learners should amply be taught how to deal with English in various contexts.			
10. Thinking about grammatical rules in spoken English gives rise to hesitation.			
11. Using computer recorded materials may help in mitigating speaking problems.			
12. Pronunciation is a paramount dilemma that would affect learners' communicative competence.			
13. Learners should be familiarized with communication strategies.			
14. English club is one of the most useful ways of learning spoken English.			
15. Using Arabic in English classes can affect learning spoken English negatively.			

Appendix (2)

Questionnaire Referees

Name	Degree	Institutions
1. Ibrahim Badawi Ibrahim Ahmed	Dr.	Almadina Private Schools in Khartoum – Almamora
2. Osman Ali Ahmed Yousif	Dr.	British institute in Khartoum – Buhri