Investigating Difficulties Facing EFL Students in Oral Communication:
A case Study of Secondary Schools, *EL-Hasahiesa* Locality, Gezira State, Sudan

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Date of Examination: 30 / 5 /2015
DEDICATION

To my beloved parents, brothers and sisters
Acknowledgements

Thanks due to my supervisor Dr. Abdul Galil Abdualla Salih who had helped me a great and owe thanks to my co-supervisor Dr. Ahmed Gasm ALseed Ahmed and assistance. Also, my thanks owe special grateful to my parents for their encouragement and financial support. Thanks also extended to all who helped to complete this study. Special thanks are due to my brother (Hithm) for his encouragement and advice.
Investigating Difficulties Facing EFL Students in Oral Communication:
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Abstract

English has become one of the basic means of communication in all fields such as education, medicine and business. EFL learners need to improve their proficiency in the language to be able to communicate with other people living in different cultures and speaking different languages. In addition a good command of the language can help EFL learners to improve their academic performance and personal and social effectiveness. This study aims to investigate difficulties that encounter students in oral communication. Also it aims to find out the causes behind the occurrence of these difficulties, beside suggesting some strategies to help teachers solve this problem. The study adopted the descriptive analytical method and used the questionnaire as an instrument for collecting data. The questionnaire has been analyzed by using the Statistical Package For Social Sciences (SPSS). The Sample of the study consists of (50) English language teachers chosen randomly from secondary schools at Hassahiesa locality. The study arrived at many important findings: Spoken language is not an easy task of an interaction of two skills; listening skill and speaking skill. Students need to build a sufficiently functional set of words so as to express their thoughts and feelings. The curriculum doesn't provide the students with sufficiently oral drills in order to develop their speaking skills. In the light of the findings stated above, it is recommended: that teachers should design oral practical activities for the students to motivate them use the spoken language. Oral communication is an important part in the English language which should not be ignored. The time for oral interaction should be increased among the language learners. Finally Teachers must use labs consist of cassettes, viedue including authentic materials.
تقصي الصعوبات التي تواجه طلاب اللغة الإنجليزية كليغة أجنبية في التواصل الشفوي

دراسة حالة: المدارس الثانوية، محلية الحصاصي، ولاية الجزيرة، السودان

رفيدة عطا المنان عبد القادر الخضر

ملخص الدراسة

أصبحت اللغة الإنجليزية إحدى الوسائل الأساسية في كافة المجالات، كالتعليم، الطب والأعمال. يحتاج طلاب اللغة الإنجليزية ل克莱غة أجنبية لتلبية كلغاتهم في اللغة ليتمكنوا من التواصل مع الآخرين الذين يشكلون ثقافات مختلفة. ويتحدثون لغات مختلفة إضافة لذلك يساعد الاكتساب الجيد للغة طلاب اللغة الإنجليزية في تطوير أدائهم الأكاديمي والشخصي وتأثير الاتصال الاجتماعي. تهدف هذه الدراسة لتقصي الصعوبات التي تواجه الطلاب في التواصل الشفوي كما تهدف أيضا لإيجاد السمات التي تقف وراء هذه المشكلة. واقتراح بعض الاستراتيجيات التي تساعد المعلمين في حل المشكلة. ابتعت الدراسة منهجاً تحليلياً واستخدم البحث الاستبيان كأداة لجمع البيانات ومن ثم تم تحليل هذه البيانات بواسطة برنامج الحزم الإحصائية لعلوم الاجتماعية (SPSS). تكونت عينة الدراسة من (50) معلماً من معلمي اللغة الإنجليزية في المرحلة الثانوية بзыته الحصاصي. تم اختيارهم عشوائياً. توصلت الدراسة للأتي: اللغة المتحدثة ليست سهلة لأنها تتكون من مهارات مكملتين هما مهارة الاستماع والتعبير. الطلاب بحاجة لبناء مجموعات من الكلمات الوظيفية للتعبير عن أفكارهم بكفاءة. المنهج الحالي لا يدعم الطلاب بالتمارين الشفوية الكافية لتطوير مهارات الاتصال. على ضوء النتائج أعلاه أوصت الدراسة بالأتي: يجب على المعلمين تصميم نشاطات شفوية تطبيقية للطلاب لتحفيزهم لاستخدام اللغة المتحدثة في الاتصال الشفوي. الاتصال الشفوي هو جزء مهم في اللغة الإنجليزية لذلك يجب أن لا يجهل. يجب زيادة زمن التفاعل الشفوي وسط لغة المعلمين. وأخيراً توصى الدراسة بالمعلمين استخدام المعامل التي تحتوي على وسائل ملنية مسموعة تحتوي على مواد أصلية.
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CHAPTER ONE
INTRODUCTION

1.0 Background

Effective oral communication skills help students to improve their own academic performance, increase their employment options, enhance their subsequent professional competence, and improve their own personal effectiveness. Unfortunately, while communicating orally in English, the learners usually encounter varied linguistic problems that evidently hamper their communication. When we try to measure the capability between native speakers and EFL students it can be said that the native speakers, find no difficulty in communicating through English language, it might be because they were exposed to a wide range of vocabulary and grammar learnt from childhood and secondly it is their mother tongue, all these pave an easiness of expressing their mind without any difficulties as opposed to the EFL students who start learning speaking in English at adult or mature age and here comes the epidemic disease of oral communication.

1.1 Statement of the Problem

The researcher noticed that, while communicating orally in English, the learners usually encounter varied linguistic problems that evidently hamper their communication and eventually tally negatively affect their general proficiency hence, understanding such problems in communication as well as finding out the best solution is important in order to help learners oral language development.

1.2 Objectives of the Study

The study tries:

1. To investigate the difficulties that encounter students in oral communication.
2. To find out the causes behind the occurrence of the problem.
3. To provide students with some task and activities.
4. To suggest some strategies to help teachers to solve the problem.

1.3 Significance of the Study

The important of this study lies in the way of addressing the problem that faces EFL students in oral communication. Then it attempts to reach at some solution through suggesting some techniques and strategies for teaching as well as for learning. So, the study is helpful for both teachers and learners.

1.4 Questions of the Study

The study is an attempt at finding answer to the following questions:
1. Why do EFL learners find difficulties in communicating orally?
2. What kind of problems that hinder their communication abilities?
3. How to reduce the occurrence of such difficulties?
4. Does the syllabus taught provide learners with sufficient oral drills?
5. Do teachers adopt any communicative techniques in teaching?

1.5 Hypotheses of the Study

The study assumes that:
1. Students lack adequate exposure to target language which is a main reason for the difficulty in oral communication.
2. Teacher do not pay attention to listening skill.
3. Learners are not given sufficient opportunities to speak the language.
4. The time allotted for oral interaction among learners is not sufficient.
5. Some of the problems are due to the mother tongue interference.
1.6 Methodology

The study will adopt a descriptive analytical method and the data will be collected by using the tool of a questionnaire.

1.7 Delimitation of the Study

The study is limited to investigate difficulties facing EFL Students in Oral Communication (2014-2015) in Hassaheisa locality, Gezira state.

1.8 List of Abbreviations

EFL: stand for English foreign language.
Communication: Process of exchanging ideas, experiences, Information and knowledge among people
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

The primary aim of learning a language is to use it in communication in its spoken or written forms. Classroom interaction is a key to reach that goal. It is the collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other. In interaction, students can use all of the language, all they have learned or casually absorbed – in real life exchanges.

It seems that in developing competent speakers of English, it is necessary to examine the factors affecting adult learners’ oral communication, components underlying speaking proficiency, and specific skills or strategies used in communication.

Brown (1994:241) states

speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.

2.1 Definitions of Oral Communication

Communication is the process of exchanging ideas, experiences, Information and knowledge among people. People always express themselves by talking. Speech may take place (Erkaya, 2005) between one person and another or between groups, through communication, we seek to educate and train, inform, entertain, influence persuade and/or motivate those who are part of the communication loop.

There are four elements of communication:

1. The sender.
2. The message.
3. The medium.
4. The receiver.

Communication is the effective (Maguire, 2001) interpretation, composition, and presentation of information, ideas and values to a specific audience. Communication is the ability to compose, analyze, present, and deliver information through verbal interaction. (University of Wyoming. University studies program). Communication: is the art of expressing and exchanging ideas in speech. It involves the ability to compose, critically analyze, and deliver information through verbal, vocal, and visual interaction. (Old Dominion University office of Institutional Research and assessment).

2.2 The Significance of Oral Communication

Language is spoken this (Erkaya, 2005) indicates that oral communication is very important for human in general. Oral communication: is a mechanism of interaction between two or more people to convey or receive information. Communication is necessary for progressing, professionally, academically and socially. Learners need to learn and understand what, when, and how to say something and to select the tone, voice and speed.

2.3 Strategies and Applications of Communication

There are some strategies of communication as Robert (1999: 56) suggest:
A. Independently used common social greeting. E.g. (: thank you, you are welcome)
   (May I go and play?)
   (Good morning Ms...)
B. Orally communicated basic needs
e.g. "May I get a drink". "May I get a drink of water"
("I need to borrow a pencil")

C. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds, same rules may not be followed (e.g. third person, singular, male and female pronouns).

Also there are many applications of communication necessary to, participate in conversation with adults (Robert, 1999) retell stories, identify variety of media massage, retell stories including the characters, setting and plot to Participate with pears and adults, ask and answer questions. Use appropriate ways of speaking. Narrate and paraphrase events.

2.4 Type of Oral Communication

There are six broad types of oral communication activities that might be incorporated into curricula in many fields of study. Most are conducive to either formal or informal assignments. (Horwitz and J. Cope, 1986) Some are realistically possible only in smaller classes or recitation sections, while others are appropriate for large lectures as well. On their own, any of them can help students learn course materials or ways of thinking (speaking to learn). Incorporated more systematically into a broader curriculum or major, they can together help move students to become more proficient speakers by the time they graduate (learning to speak).

1. One-on-One Speaking (Student-Student or Student-Teacher): Can range from moments punctuating a lecture, where students are asked to discuss or explain some question or problem with the person next to them, to formal student conferences with their instructor.

2. Small-Group or Team-Based Oral Work: Smaller-scale settings for discussion, deliberation, and problem solving. Appropriate for both large
lectures and smaller classes and allows levels of participation not possible in larger groups.

3. Full-Class Discussions (Teacher- or Student-Led): Typically less agonistic, argument-based, and competitive than debate and deliberation but still dialogic in character. Often times has the quality of creating an atmosphere of collective, out-loud thinking about some question, idea, problem, text, event, or artifact. Like deliberation and debate, a good way to encourage active learning.

4. In-Class Debates and Deliberations: A structured consideration of some issue from two or more points of view. Debates typically involve participants who argue one side throughout, while deliberation allows for movement by individuals within the process. Both feature reason-giving argument. Can be applied to issues of many kinds, from disputed scientific facts to theories, policy questions, the meaning of a text, or the quality of an artistic production. Can range from two participants to a lecture hall.

5. Speeches and Presentations: Classically, the stand-up, podium speech delivered by an individual from an outline or script. Also includes group presentations or impromptu speaking. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.

6. Oral Examinations: Can take place in the instructor’s office, in small groups, or before a whole class. Range from one oral question on an otherwise written exam to an oral defense of a written answer or paper to an entirely oral quiz or examination. Difficult with very large groups, but an excellent way to determine the depth and range of student knowledge and to stimulate high levels of preparation.
2.5 Oral Language Acquisition

Oral language acquisition is a natural recess for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice (Zhang et al., 1995). Speaking fluency appears to develop with increased exposure to second language (L2) input (Al-Nawrasy, 2013). Input refers to the language data which the learner is exposed to (Zhang, 2009). Although it is widely recognised that input is very essential for language acquisition, it is not sufficient if not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of production, and the ability to understand the meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning. When input is negotiated and learners produce output in interaction, they selectively —take inl portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners to internalise what they have learned and experienced (Swain, 1985, as cited in Zhang, 2009).

2.6 Oral Language Learning

For language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction.—Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatenedl (Willis, 1996, :7). A fact that is highlighted by second language research is that progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous, subconscious
mechanisms, which are activated when learners are involved in communication with the second language. The subconscious element demands a new range of activities, where learners are focused not on the language itself but on the communication of meaning (Littlewood, 1984). Harmer (1982) also argued that in a communicative task, the students’ attention should be focused on the content of what they are saying, rather than the form. They should use a wide variety of language. According to Ellis (2003:91): *this can be done by involving learner’s n performing two types of communicative tasks: Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication.* Through communication learners can integrate separate structures into a creative system for expressing meaning, dominate, while others speak very little or at all.

### 2.7 Activities of Oral Communication

Activities make students concentrate and repeat what they learn. Teachers can assign some activities to develop students speaking skills such as using short stories. Short stories are very important in teaching language and improving language skills. (Hill, 1986). They help learners to make speaking fluently among the learners of language. For oral language development, provides students with skills and opportunities to communicate more effectively is necessary. (Lisar, 2002): some activities are:

**-Activate prior knowledge:**

This can be accomplished by orally activating students existing background knowledge and attention before reading, guiding readers during reading, and providing review after reading, teachers should:

a. present information which builds background, ideas and concepts.

b. Show through demonstration, multi media and graphics.
- **Morning Meeting**

  This is used with the whole class:

  1. *Greeting*: Encourage students to greet each other by names, shake hands.
  2. *Showing*: students show activities and respond to classmates questions.
  3. *Group activities*: every one participates in singing, games.

- **Music**

  Music is relaxing and many students enjoy practicing common phrases in music rather than in conversation. Students generally respond positively to lessons and activities that involve music.

**Story Telling**

Creating ways to build language (Lisar, 1999) as provide students with a sentence to be a beginning of the story. For example "The boy lived next had a very strange pet, having the students completed story then they retell in their own words focusing on the sequence of events and sentence structure.

**2.8 Challenges of Effective Oral Communication**

Communication: is (Munoz, 2002) to exchange ideas and thoughts this process takes place between at least two persons, listener and speaker or in other word we use language to express and learn about people. From their speaking we know many things about them e.g. their education, intelligence and family background. Language is a means of communication in many situations and places. To achieve an effective oral communication, use many sub- skills, and let the students take part in the knowledge of the interaction between the speaker and the listener.
Munoz (2002:91) suggests that "Teachers should encourage students to develop their abilities to:

1. Think of various ways of phrasing a particular idea and to decide which is best.
2. Identify various ways of organizing a message and to decide the best options to use.
3. Speak and listen with increased understanding control the main goal of the teacher helps students to increase their ability to use language effectively in variety of situations.

2.9 Teachers Role in Developing Oral Communication

The role of the teacher is to developing oral language; a teacher is responsible for developing communication through interaction in the classroom. To develop oral language means to improve the ability of learners to communicate more effectively, so they need thinking knowledge, skills practice and training. Holbrook (1983:255) sets out three criteria for oral language competence: fluency, clarity and sensitivity. To help students achieve these levels of development is the responsibility of educators.

2.9.1 Teacher Role

Oral language cannot develop enough in the classroom Holbrook (1983:255) states that: "many studies have indicated that oral language development has largely been neglected in the classroom". Oral language in the classroom is done by the teacher rather than by students, the students sit listening passively, students use oral language long before they go to school, the only primary learning are reading and writing. The teacher is the central (character) on which all teaching and learning processes fall. The teacher must be intelligent, high proficient, cooperative and high profile person. Walker (1988:8) writes:
"The teacher will need to be flexible and ready to respond to student suggestions and questions indeed it would be disappointing if a teachers and class did not contribute other ideas and comments... more time should be spent on literary work as- the book progresses and students proficiency increases".

The main role of the teacher is to facilitate the learning process, gives students opportunity and encouragement to speak and explore their own thinking and he has different oral techniques to encourage students to bring their ideas and background knowledge. Berry, 1985) ( Gambell, 1988) He listens to students and facilitates their talking and also has to act lively not to get students to speak only, but to have them learn and develop through speech. The teachers are guide for developing oral communication.

English teachers should use simple English all the times. The teachers (Lewis and Hill, 1993) respond to the needs and interests of the students, he must always encourage his students, be natural with them and he should not -over react or correct their mistakes. English teacher always gives his students suitable material; he often listens to what they say respects their feelings and ideas. Teachers need to help students, see how they can develop and transfer (Johnson, 1996) such knowledge into rules for action", into successful procedures for undertaking specific task.

Teachers do make balance among sub titles of the lesson and must avoid making students feel bored or feel uninterested. He must stimulate them by giving some presents for those who have just obtained high marks in English. This is a type of cooperation: as Orlich et al (1988:12) explain

"Cooperative learning takes many forms within the classroom. It is essential characteristics is that it fosters positive
interdependence by teaching students to work learn together in small group setting”.

The major role of the teacher of English is to make suitable choice to select books for his learners. The martial must be brief because students are always younger and they normally have little vocabulary, phrases. These are supported by ideas from Hill (1994:15):

- The needs and abilities of the students.
- The linguistics and stylistic level of the text.
- The amount of background information requires for a true appreciation of the material.

2.10 Developing Oral Skills through Communicative and Interactive Tasks

Interaction in the classroom is very important for any learning process, because students use and practice language. The main objectives in learning foreign language are developing our four skills. Cutierrez, (2000:56) stats that the four skills are not developed in the following way.

"In Colombian context, especially, in pupils’ school, those skills are not developed enough due to a set of factors such as the number of students per class, the lack of learning resources and the exaggerated use of grammar".

People continue to communicate with each other but most of the learners have problems, they pronounce isolated words and disordered sentences and meaningless sentences. By Gate (1987:1) who states" Our learners often need to be able to speak with confidence in order to carry out many of their most basic transitions. Interaction gives the learner ways to improve oral production. “ The importance (Rivers- cited in Brown, 1994) of interaction which gives the learner the opportunity to contact with native speaker and improve their oral production. The process of learning linked to the goals of curriculum. Nunan (1991:279) says that “Task based learning views the
learning process as a set of communication tasks that are directly linked to the curricular goals serve."

2.11 Short Silence for Feedback

Teachers need to take into account another device: wait-time. As Nunan (1991: 69-72) mentioned:

“After asking a question, teachers should wait for a student response. If the response is not forthcoming in that time, teachers rephrase the question, ask another student to answer it, or answer it themselves. They should allow a few seconds of silence after posing a question.”

In any case, a suitable pause should last 3-4 seconds of uninterrupted silence. Wait-time is strictly connected to improvements in student achievement and, more exactly, it increases the length of student responses, stimulates the variety of responses offered and decreases students’ failure to respond. According to Nunan (1991: 71)

“Teachers “need to pay attention to the amount and type of talking they do and to evaluate its effectiveness in the light of their pedagogical objectives” and points out: “Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition”.

However it is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive.” The amount and type of teacher talk is even regarded as a decisive factor of success or failure in classroom teaching. Student’s talk includes all student utterances directed to the teacher. In addition, the teacher needs to show the same interest in all students and patience to all students,
especially weaker students. When students feel the attention from their teacher, they become eager to participate in the lesson. Questions, perform tasks, solve problems or engage in other activities.

2.12 Encouraging Learner-learner Talk

Learner interaction occurs in groups called learner-learner interaction, in pairs called peer interaction Long and Porter,( 1984)argue that: Learner-learner talk occurs among learners. In this form of interaction, the teacher plays a role as a monitor and learners are the main participants.

2.13 Using Pair Work and Group Work Technique

Practice is the most beneficial when carried out in collaboration with small groups or peers rather than with the teacher or in a whole-class setting .Significantly, students almost always initiate their questions during small-group rather than whole-class activities.Open discussion in cooperative groups can make clarification of ideas and perspectives in a context free of the perpetual scrutiny of the teacher and the wider class group (Gillies, 2006:32) has explained

Learners do not have to rely on the teacher to be their only interlocutor and source of language input. It is possible for peers to provide language models and to interact with each other.

In fact, cooperation in groups also contributes to a more relaxed atmosphere in the classroom, lessens anxiety and inhibitions, and thus leads to an increase in both the quantity and quality of practice, Altay and Ozturk, 2004). Collaborative work often exerts a beneficial effect on task performance. Therefore, it can be concluded that collaborative practice should facilitate language development. According to Long and Porter (1985), learner-learner interaction pattern is an attractive alternative to teacher-learner interaction. Harmer (2001:12) proposed that:
pair work increases the amount of talking time available to every
learner in classroom. It allows learners to work and interact
independently without the necessary guidance of the teacher,
thus promoting learners’ independence.

It allows teachers to have time to work with one and more pairs
while other learners continue working. This cooperation helps the
classroom become a more relaxed and friendly place.

Sullivan (2000:15), mentioned:

pair or group work is considered the most interactive way. It
does not pay attention to the socio-cultural and personal
experience that guide learners’ behavior in the classroom.

She explains that it has three value systems of choice, freedom and
equality. The reasons are that learners in pairs or groups have the right to
talk freely and are also free from the teacher’s control. Learners in groups
are equal, and the power of the teacher within groups is also diminished
or neutralized. The teacher should frequently use group work to
maximize each learner’s opportunity to speak and reduce the
psychological burden of public performance. Long, Adams, Mc Lean and
Rulon and Mc Creery (1986:49) found that:

“learners express a wider range of language functions
in group work” and “in group work on reading and listening
comprehension, learners give fuller answers than in whole-class
work with a teacher moreover, “group work is more likely to
lead to negotiation of meaning than interaction with the
teacher.”

Teachers frequently have classes in which students are diverse, in
terms of key factors such as prior preparation, age, related background
experiences, ethnicity, attitudes toward the subject, etc.
2.16 Class Planning.

In the EFL class, planning becomes important because it guides teachers about their performance in their professional practice to reach their course goals. Scrivener (1994:44), argues that: Planning helps teachers lead their work in class. It serves as a remainder about the course active ties and tasks designed to reach the intended objectives. However, it does not mean that planning should be taken as a rule, something inflexible. As well commented by Scrivener (1994: 44), planning “prepare[s] thoroughly. But in class, teach the learner – not the plan.” What this means is that plans are just a guide that may be modified. It should fit with the learner’s needs and respond to contexts. Therefore, changes during the performance of the plan are possible to happen. According to Scrivener, (1994: 30 ) when planning a class , two moments should be considered:

a) Before the lesson – This is the familiarization with the material and activities.

b) In the lesson – Those aspects related to the lead-in, running and closing of the activity.

2.17 The Impact of Class Size

The possible benefits of smaller classes must be weighed against the costs reduction. To reduce class size in a meaningful way, school districts might need to hire more teachers, add more classes, and purchase more supplies— or all of the above. Questions of class size can figure in decisions from teacher contracts to school construction. According to Wheelock (1992: 61) The evidence supports positive effects and academic gains when class size reduction programs are well-designed and properly implemented.

Hiring more teachers can be especially difficult. Public schools already are straining to fill positions as an aging workforce edges closer to retirement and fewer young people enter the profession. School districts would do better to hire fewer teachers with better credentials.
than to hire more teachers without regard to the level of credentials and experience. They argue that the quality of the teacher, rather than the size of the class, drives student achievement. In short, the stakes are high when undertaking these initiatives since debates continues about the ability of reduced class size to fuel student achievement, making it critical to approach the issue armed with credible research that helps inform decision-making. In general, a highly qualified teacher is fully certified, holds a bachelor's degree, and demonstrates competence in subject knowledge and teaching.

2.18 Factors that Cause Speaking difficulties to EFL Learners
Zhang (2009) argued that speaking remains the most difficult skill master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

2.18 Problems Encountered by EFL Learners
In addition, Rababa (’2005: 33) pointed out that:
"there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment."

For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction
going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Littlewood, (1984: 53) stats that: “Actually motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves. They do not see a real need to learn or speak English. The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981). Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meager development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers’ methodology (Rababa’ah, 2005). Furthermore, all the other subjects are in Arabic, and English is seen as an academic subject only, which means exposure to the English language is insufficient. The lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situations. Cameron, (2001:36) argues that:

“Not allowing learners to participate in discourse can be another reason for speaking difficulties. —students need both to participate in discourse and to build up knowledge and skills for participation in order to learn discourse skills.”

Furthermore, language is best learned when the learners’ attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features
Kumaravadivelu (2003:27). It is worthy to mention that researchers recognize that “learners can improve their speaking ability by developing learning strategies that enable them to become independent learners” (Nakatani, 2010). Littlewood (1981) argued that “some teachers use L1 for class management.” Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication. Learners see it as allocated to communicatively nonessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar. Although their attitudes are of disagreement with L1, this is not reflected in their practice (Al-Busaidi, 1998).

2.19 Encouraging Reluctant ESL/EFL Learners to Speak in the Classroom

EFL learners’ reluctance to speak English in the classroom is a problem commonly found in EFL contexts. Consequently, students have fewer opportunities to learn from speaking than the more oral students. The study shows that they develop more negative attitudes to school and are likely to lack motivation to put more effort in it (McCroskey & Richmond, 1991). For other students, working with students who are reluctant to maintain and extend conversations also limits their opportunities for language use. This research aims to provide EFL teachers with a range of techniques to encourage reluctant students to speak in the language classroom. Many of these techniques are suggested based on the Cognitive, Affective and Situational Framework put forth by Nation (2007):
1. Reduce the Level of Task Difficulty

From Nation’s point of view, if students do not know enough, they will not be able to perform the task well, and this is one of the causes of students’ unwillingness to speak. The following techniques are practical in dealing with the problem:

2. Give Students More Time to do Tasks

This can be done by giving students more preparation time. Alternatively, allow them to perform oral tasks without time pressure (Ellis, 2005) by giving them enough time to plan for and perform a task at the same time.

3. Bring the Tasks Within Students’ Experience

According to Nation (2000), teachers can create recalling and sharing-experience opportunities for students to make use of their background knowledge and experience in doing the tasks. Key oral skills and strategies should be pre-taught in preparing students for communicative tasks. Also, it is advisable that teachers grade the difficulty level of oral tasks to suit their students’ communicative ability.

4. Allow Students to Collaboratively Solve Communicative Tasks (Nation, 2000)

When organizing pair work and group work, make sure that every student’s participation is necessary for the task to be completed. It is best if each participant has “unique, essential information” or distinctive role to play (Nation, 2007).

5. Provide Students with Task Guidance

Nation (2000) suggests providing this kind of support through repeated input, guiding questions, multiple choices, and so on.
6. **Attend to Individual Students’ Needs and Ability**

In a class of heterogeneous communicative ability, the teacher should not expect every student to perform at the same level. Likewise, different kinds of tasks can be devised to suite different levels. Alternatively, task demands can be adjusted according to individual levels of oral competence. It is thought that once a student has a learning problem, it is best to allow the student to try to solve the problem on their own in the first place. When the problem is too challenging for the student to solve, support can be provided. The above list is made with the amount of support increasing from the first to the last solution.

7. **Promote Positive Attitudes among Students**

Students who hold positive attitudes towards language learning are less likely to suffer from language learning anxiety and more likely to participate actively in learning tasks (Tsiplakides & Keramida, 2010). The techniques suggested below can help the teacher build up positive attitudes among students so that they can feel free to speak in the language class.

8. **Change Students’ Negative Beliefs and Attitudes Towards Mistakes**

Teachers can discuss with students the value of language use even if it is not fluent and accurate (Young, 1991; Nation, 1997). Meaning-focused oral activities (Nation, 2007) can also be used frequently with the goal clearly stated. When students are rewarded for successfully conveying a message, they will gradually change their perceptions about mistakes and language use. The teachers’ tolerance of mistakes also needs to be made clear because there is no point in trying to change students’ attitudes when the teacher still keeps them.
9. Boost Students’ Self-confidence

This can be done by creating various opportunities for classroom success in using spoken English (Oxford, 1999). A sense of success and high self-perceived communication competence can be easily achieved by students if easy tasks with clear and simple goals are used in the first place. The level of difficulty can be increased over time as students’ ability develops. General goals should be broken down into smaller, short-term goals so that even when students do not achieve the final goals they still feel a sense of achievement for completing some of the sub-goals. Also, students should be rewarded once they achieve one or more goals.

10. Build a Supportive Learning Environment

Once students feel a sense of support from their teacher and peers, it is likely that they will be more willing to speak in the target language. The following are some techniques that teachers can use to create a supportive atmosphere for students.

11. Encourage Peer Support in the Classroom

Tsui (1996:160) suggests that “allowing students to check their answers with their peers before offering them to the whole class also encourages students to speak up.” Similarly, they can be allowed to have a discussion with their peers before talking to the whole class so that they will feel more confident in speaking English.

12. Be Sensitive When Assigning Students into Groups

Many students tend to talk more with their close friends. Therefore, when organizing group work, the teachers should take account of and accommodate these personal traits. For example, students can be allowed to choose who they are going to work with.
13. **Tolerate L1 Use When Appropriate**

At a low English communicative level, students are not able to convey their every thought. Therefore, teachers should be tolerant of some L1 use. According to Nation (1997), using L1 can help learning in many cases. The teachers’ attitude to L1 use should be positive so that students are not humiliated when they use L1 to assist L2 development. When L1 use is not necessary, the teachers should tactically lead students back to using English, e.g. by commenting or asking a question in English instead of showing strong objections.

14. **Make the Classroom Environment a Non-threatening Place** (Oxford, 1999)

The classroom should be an environment where students are not scared of making communicative mistakes and being ambiguous in communicating. Situations that make students anxious such as correcting mistakes on the spot, calling on students at random (Young, 1991), calling on students without allowing them to prepare for the answers, and calling on a student simply because he/she is quiet or not concentrating should be avoided. Otherwise, what the teacher gets from students is usually not desired language use but threatened faces and this will have negative effects on the students’ feelings and attitudes afterwards.

15. **Introduce Opportunities for Students to Speak English outside the Class**

Opportunities such as English clubs inside and outside the school should be introduced to students. The benefits of and tactics for participation should be clearly explained to them. Classroom activities can also be linked to these club activities. For example, students can be asked in the class to report on their participation in the clubs or they can share their experience with their classmates. More opportunities for speaking English outside the class can also be created. For instance,
students can be put into groups to do some projects and if possible, their group work should be recorded. They may also be asked to carry out and record interviews with foreigners who are visiting or living around. The solutions in this category are ranked from the most specific, day-to-day basis to the most long-term one. Although short-term and long-term measures should be taken in parallel, it is believed that short-term solutions should receive priority to be completed first. This will create more opportunities for the long-term ones to be successful.

2.20 Previous Studies

**Abedrabu Abu Alyan (2012)** “Oral Communication Problems Encountering English Major Students” The Islamic University of Gaza Palestine. Present study investigates Palestinian English major students’ problems in oral communication. To that end, qualitative analysis is manipulated to explore such potential problems from learners and teachers’ perspectives in Gaza. Analyzing data from participants’ interviews, the study unveiled that students’ incorrect pronunciation, limited vocabulary, lack of exposure to the target language, and L1 interference were amongst the main oral communication problems. The study also revealed that students had not developed the habit of extensive listening and reading.

**Shaza Abdalla Mohammed Ahammed (2004)** Developing Communication at Secondary School Level University of Gezira- Faculty of education. The study aims to provide students and teachers with means for developing and extending spoken skills. To provide teachers with guidance and assistance in the classroom. The study also aims to enable students to speak English fluently and confidently. The study recommended that listening both to speaker and recorders to acquaint getting message through listening. The SPINE series books must be redesigned to meet the requirements of learners. Encouragement of
literature text books in schools as soon as possible. The use of visual aids must be introduced to make students use their imaginations create story.

**Jehan Hamid Awad Mohammed (2012).** Using Feedback techniques to Improve EFL Learners’ Fluency. University of Gezira- Faculty of education. The study objectives are the language forms which the learner will be able to use fluently. The degree of spoken skill with which the learner will be able to perform. The study find that: Spoken language is not an easy task, its an integration of two skills’ listening skill; and speaking skill. The improvement of spoken English is necessary. The study recommended that: students should be aware of listening skill in order to develop speaking skill. More martial and practice in speaking should be included in the syllabus of the secondary level.
CHAPTER THREE
METHODOLOGY

3.0 Introduction
This chapter deals with the methodology of the researcher it includes tools of data collections. The researcher followed the descriptive and analytical approach in carry out the study.

3.1 Population of the Study
The study’s population consists of (100) English language teachers at EL-Hasshisa locality for secondary schools.

3.2 The Sample of the Study
The sample of this study consist of an (50) EFL teachers who distributed at (12) secondary schools at EL-Hassahisa locality, their teaching experience between (5-22) years.

3.3 Tool of Data Collection
A questionnaire is used as tool for data collecting. The questionnaire is composed of (14) statements. For each statement has five options for correcting, they are: strongly agree, agree, strongly disagree, and disagree.

3.3.1 The Questionnaire
A questionnaire was distributed to (50) experience teachers of English language at EL-Hassahiesa locality at secondary schools this study used relevant questions for the teachers for collecting data. The questionnaire aims at investigating the problems of oral communication at secondary schools.

3.4 The Procedure
To hand out the questionnaire the researcher visited (12) secondary schools in EL- Hassahisa locality together the data required
and within two weeks the questionnaire was collected. The data collected by the questionnaire was analyzed by using statistical package for social science (SPSS) program. The result still display and discussed in the next chapter.

### 3.5 Reliability and Validity of the Questionnaire

The study used statistical package for social to analyze the data which are collected. The researcher used person's correlation and the results:

\[
    r_{xy} = \frac{N(\Sigma XY) - (\Sigma X\Sigma Y)}{\sqrt{N(\Sigma X^2) - (\Sigma X)^2} \cdot \sqrt{N(\Sigma Y^2) - (\Sigma Y)^2}}
\]

Where = correlation

- **R**: Reliability of the test
- **N**: number of all items in the test
- **X**: odd scores
- **Y**: even scores
- **\(\Sigma\)**: Sum

\[
    R = \frac{2 \cdot r}{1 + r}
\]

\[
    Val = \sqrt{\text{reliability}}
\]

Reliability = 0.837
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter the researcher intended to present, analyze and discuss the data which has been collected by means of the questionnaire. It is also intended to test the study hypotheses against the study findings.

Table (4.1) Student do not have sufficient opportunities in pair and group work to communicate orally

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>40.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It is clear from the results illustrated above, (82%) of teachers agree, 15% disagree, to some extent (4%). According to the result (82%) of the teachers agree with the claim.

Table (4.2) Teachers do not expose learners to oral target language.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>50.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.2) and Figure (4.2) express that that the greatest majority of respondents (60%) agree while (24%) disagree (16%) are to some extent. According to the results the majorly of the teacher (60%) supported the statement.
Table (4.3) Teachers do not expose learners to oral target language.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>34.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>29</td>
<td>58.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and figure (4.3) express that (92%) agree, (4%) disagree, and (4%) to some extent. This explained that most of respondents agree that the time of practicing oral communication needs to be increased.
Table (4.4) Teachers take most of classroom time to explain pronunciation reducing the classroom oral communication

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>12</td>
<td>24.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and figure (4.4) show that, (68 %) of the chosen sample response agree, (28%) of them disagree, and (4%) are strongly agree to some extent. According to the result the majorly of the teachers (68%) agreed with the claim.
Table (4.5) Conversations, discussions and dialogues promote oral communicative competence.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>20.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>34</td>
<td>68.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table and figure (4.5) show that, (51.2%) of the chosen sample response agree, (31.7%) of them strongly agree, and (17.1%) are disagree. This shows that secondary school English teachers pay little attention to teaching spelling rules in the classroom.
Table (4.6) Students encounter oral communicative problem as a result of mother tongue interference.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>28</td>
<td>56.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The following figure (4-6) will summarize the above table. 82% of the respondents agree, 10% disagree, 8% to some extent. These results indicate that most of the respondents supported the statement.
Students encounter oral communicative problem as a result of mother tongue interference.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>50.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The following figure will summarize the above table. 78% of the respondents agree with statement, 18% disagree, 4% to some extent. According to the results the majority of the respondents (78%) supported the claim.
Table (4.8) Teachers often mispronounce English words which affect learners’ oral communication.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>34.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The above table and figure (4.8) shows that 54% of the respondents agree, 20% disagree and 26% to some extent so, most of the respondents agree statement is accepted.
Table (4.9) The syllabus taught does not allow for satisfactory oral communication activities.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>19</td>
<td>38.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table (4-9) and fig(4-9), 80% of the teachers agree and 20% are disagree. According to the result the statement is strongly supported since, 80% of teachers agree.
Table (4.10) Overcrowded classrooms is one barrier for an effective oral communication.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>34.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>27</td>
<td>54.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table (4-10) and fig (4-10) teachers who agree are 88. % teachers, those who disagree are 10. %, 2% to some extent. So according to the results 88% percent of the teacher agree with the statement.
Table (4.11) Selecting the most suitable communicative techniques promote the learners oral communication.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>25</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table (4-11) and fig (4-11) teachers who strongly agree are 86%, those who disagree are 2.0% and 12% to some extent. According to the results teachers who agree are 86%. So the statement is reliable.
Table (4.12) Teachers’ talk is the only source of language for students to listen to.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>23</td>
<td>46.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4-12) shows that 72% that respondent agree and 18% disagree and 8% to some extent, thus this statement is accepted.
Table (4.13) Teachers do not involve all learners in oral activities

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.13) shows that 72% of teacher agree, 18% disagree and 10% to some extent. According to the statistical analysis of statement (8) most respondent (98%) agree that the teacher plays great roles in improving learner's interaction. Therefore this statement is accepted.
5.2 Testing the Hypotheses

The result of testing hypotheses came as follows:

**Hypothesis (1):** students lack adequate exposure to the target language which is a main reason for the difficulty in oral communication. According to statistical results, the researcher finds that (60%) of the respondents agree with hypothesis. This result has proved that the first hypothesis is accepted.

**Hypothesis: (2)** Teachers don’t pay attention to listening skill. According to the statistical results the researcher finds that (82%) of the respondents agree with hypothesis. This result has proved that the hypothesis is accepted.

**Hypothesis: (3)** The time allotted for oral interaction among learners is not sufficient. According to the statistical results (92%) of the subjects support the hypothesis. This result has proved that the hypothesis is accepted.

**Hypothesis: (4)** Some of the problems are due to the mother tongue interference. According to the statistical results (87%) of the subjects support the hypothesis. This result has proved that the hypothesis is accepted.
CHAPTER FIVE
CONCLUSION, FINDINGS
AND RECOMMANDATION

5.0 Introduction

This chapter shows the most important results which the study came up with. And the researcher also gives some recommendations with a sense of instruction so as to be regarded by teachers and learners for the future.

5.1 Conclusion

This study is to investigate the factors that contribute to the oral English communication problems among EFL students. Firstly, the teachers don't encourage the students to speak inside the classroom and they concentrated too much on the theoretical knowledge and neglected the practical side of the language. Secondly, the curriculum doesn't provide the students with oral drills in order to develop their speaking skills. Thirdly, the students themselves were too timid and embarrassed to use English inside and outside the classroom.

5.2 Findings

One of the analysis of data collection the study reaches to the following findings:
1. Spoken language is not an easy task of an interaction of two skills, listening skill and speaking skill.
2. Teachers are not creative in designing activities that help learner’s oral problem.
3. Investigating problems of oral communication is necessary.
4. Most of the students were not confident using English as a means of communication both inside and outside the classroom.
5. The curriculum doesn't provide the students with sufficiently oral drills in order to develop their speaking skills.
6. Students need to build a sufficiently functional set of words in so as to express their thoughts and feelings.
7. EFL students might need speaking skills to convey their ideas as it is the easiest way to express their thoughts.
8. The time allotted for oral communication is not sufficient for students to practice the language.

5.4 Recommendations of the Study

Based on the findings the study recommends:
1. Oral communication is an important part in the English language which should not be ignored.
2. Mother tongue must be discouraged in an English class or during learning process.
3. Teachers should give the students a chance to practice conversation and discussion.
4. More material activities in speaking should be provided for students at secondary level.
5. The time for oral interaction should be increased among the language learners.
6. Teachers must use laps consist of viedue including authentic material in the school.
7. Teachers were focused on the grammatical aspect while neglecting the practical side of the language and they did not encourage their students to speak English in class.
8. Teachers should design oral practical activities for the students in order to motivate them to use the spoken language.
9. Reducing the number of the students in the class is very important for promoting oral interaction.
REFERENCES


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Maguire, K "School of communication". Maguire77@ csuohio.edu.


Wheelock (1992)
Appendix

University of Gezira
Faculty of Education Hasahisa
Department of Foreign Language

Questionnaire for Teachers

Dear teachers

I would be grateful if you response to the following statements which are intended to collect data for a study under the title: “Investigating Difficulties Facing EFL Students in Oral Communication” at Secondary School in EL- Hassahiesa Locality.

Read the following statements carefully then tick (√) your choice.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly agree</th>
<th>agree</th>
<th>Not Sure</th>
<th>Strongly disagree</th>
<th>disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student do not have sufficient opportunities in pair and group work to communicate orally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teachers do not expose learners to oral target language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Time of practicing oral communication needs to be increased.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teachers take most of classroom time to explain pronunciation reducing the classroom oral communication.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Conversations, discussions and dialogues promote oral communicative competence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Teacher do not use tapes, cassettes and authentic listening items to enhance learners oral communicative competence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Students encounter oral communicative problem as a result of mother tongue interference.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Teachers often mispronounce English words which affect learners’ oral communication.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The syllabus taught does not allow for satisfactory oral communication activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Overcrowded classrooms is one barrier for an effective oral communication.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Selecting the most suitable communicative techniques promote the learners oral communication.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Teachers’ talk is the only source of language for students to listen to.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Teachers do not involve all learners in oral activities.</td>
<td></td>
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</tr>
</tbody>
</table>

14. What do you suggest for promoting learners oral communication?

...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................

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