Root Causes of Poor Achievement in English Speaking Skill at the Secondary Level
(A Case Study of the Students of Secondary Schools in Wad Medani Greater Locality, Gezira State, Sudan, (2012-2013))

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Supervision Committee

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<td>Dr. Zahir Abu Obieda Ahmed</td>
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Date: September, 2014
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Date of examination: 15.9.2014
Declaration

I hereof state that this study has not been conducted by any other researcher.

Ali Khidir Ahmed Hagar

Signature……………………
Dedication

To: my parents and family
Acknowledgements

I would like to express my heart-felt thanks and gratitude to Dr. Lubab Eltayeb Elmikashfi, the main supervisor of this study, for her patience, guidance and valuable suggestions. Thanks are also extended to Dr. Zahir Abu Obieda Ahmed the co-supervisor of this study.

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Rot-Causes of Poor Achievement in English Speaking Skill at the Secondary Level

(A Case Study of the Students of secondary Schools in Wad Medani Greater Locality, Gezira State Sudan, (1012-2013))

Ali Khider Ahmed Hagar

Abstract

Speaking skill plays a major role in the process of English language learning. Communication is needed for educational, political economic and cultural reasons. This study aimed at investigating the root-causes of the poor achievement of EFL School students in the speaking skill. The study also aimed at suggesting proper techniques for solving the problem. The descriptive analytical method was adopted to conduct the study. The sample consisted of two groups: (200) students of third year EFL students of Wad Medani Secondary Schools for Boys and Wad Medani Secondary Schools for Girls. They were chosen randomly; the second group were 30 EFL teachers at Secondary Schools. Two tools were used for data collection: a questionnaire for EFL teachers at secondary level and oral test for the secondary school students. (SPSS) programme was used for data analysis. The results of the teachers’ questionnaire revealed that the majority of the teachers (75%) agreed that the currently used syllabus, methods, techniques the teachers’ training, the student experience and the class size were the main causes of the students’ poor achievement in English speaking skills, whereas the results of the students’ oral test found that (95%) of the student were weak in oral communication. Based on the results, the study reached the following findings regarding the root-causes of poor achievement in English speaking skill at the secondary level. Firstly, a large number of the teachers (56%) disagree that the current teaching methods, techniques and activities used at present promote students’ English speaking skill. Secondary, the majority of the teachers (88%) agree that the testing methods applied are not appropriate for developing students’ English speaking skill. Thirdly, a great number of the teachers (63%) agree that the current large class-size is not favorable for improving students’ English speaking skill at the secondary school level. Fourthly, most teachers (63%) agree that teachers’ training helps to develop the students’ English speaking skill. Fifth, the majority of the teachers (70%) agree that the students’ inadequate spoken experience affects negatively their speaking skill. Sixthly, the students oral test revealed that he majority of the student (75%) are weak in structure, vocabulary, pronunciation, speech acts and correct responses. Finally, based on the finding of this study, the researcher suggests the following recommendations: the communicative English methods, techniques and activities are favourable, educationalists should impose regular and suitable tests system in the prescribed school prorammes, the classroom environment must be provided with new facilities and the number of the students must be limited to a maximum of (40) student per class, teachers training programmes should be enhanced and directed to provide teachers with techniques, methods and activities of teaching and testing speaking skill and the SPINE series books must be redesigned to meet the oral linguistic requirements such as contextualization of lexical items, situationalization of structure and imposing speech acts.
الأسباب الأساسية لضعف أداء مهارة المخاطبة في اللغة الإنجليزية بالمرحلة الثانوية (دراسة حالة طلاب المدارس الثانوية الصف الثالث بمدينة ود مدني الكبرى، ولاية الجزيرة - السودان 2012-2013)
علي خضر أحمد حجر

ملخص الدراسة
تعتبر مهارة المخاطبة دوراً أساسياً في عملية تعلم اللغة الإنجليزية. إن الاتصال الشفوي مهم جداً في مجالات التعليم، الاقتصاد، السياسة والثقافة. كما بدأت الدراسة لتقصي الأسباب الأساسية لمنتصف طلاب المرحلة الثانوية في مهارة التحدث باللغة الإنجليزية بوصفها لغة أجنبية كما تهدف لإعداد أجنحة لحل مشكلة الدراسة. تهتم الدراسة بالدراسة المنطقية. تم جمع البيانات بدون تأليض: الأولى استناداً لنتيجة اللغة الإنجليزية بالمرحلة الثانوية والثانية استناداً إلى تجاوز المعدل الإنجليزية بالمرحلة الثانوية حيث تم اختيار عينة.

الدراسة تهدف لتقصي الأسباب الأساسية لضعف أداء طلاب المرحلة الثانوية في مهارة التحدث باللغة الإنجليزية؛ أن هناك تدني بنسبة (95%) في مهارة المخاطبة، ومعظم المعلمين (56%) لم يتفقوا على تحديد مهارة تحدث اللغة الإنجليزية بطرق التدريس المستخدمة حالياً، طرق التدريس الحالية أداء معلمي اللغة الإنجليزية بالمرحلة الثانوية، وتحديداً باللغة الإنجليزية، الخبرة التراكمية لدى الطلاب في اللغة الإنجليزية، وقدست الفصول بالطلاب. من جانب آخر أظهرت نتائج الامتحان الشفوي أن هناك تدني بنسبة (95%) في مهارة المخاطبة كما أظهرت نتائج الدراسة أن (65%) من المعلمين أن عدد الطلاب بالفصل كان عائقاً أساسياً في تنمية مهارة تحدث اللغة الإنجليزية، كما أظهر (66%)從 المعلمين أن أهمية تدريب مهارة اللغة الإنجليزية لتطوير مهارة المخاطبة لدى طلاب المرحلة الثانوية، أيضاً (75%) من المعلمين أن ضعف الخبرة التراكمية في اللغة الإنجليزية لدى الطلاب بالمرحلة الثانوية أثر سلباً في تنمية مهارة التحدث، كما أظهرت نتائج الامتحان الشفوي ضعفاً لدى الطلاب أن (75%) من طلاب اللغة الإنجليزية بالمرحلة الثانوية في عناصر اللغة مثل، التراكيب، اللفظ، المفردات، النطق، المهارات اللغوية ومقدرة التجاوب لغوياً، وتوصي الدراسة بأن استخدام طرق التدريس التي تشجع على تنمية مهارة تحدث اللغة الإنجليزية، وعلى إيمان التربوية إدخال نظام الامتحان الشفوي لغة الإنجليزية بصورة ثابتة في برامج ومناهج تدريس اللغة الإنجليزية، وتحقيق البرامج التعليمية وتفور بس تدريس مهارة اللغة الإنجليزية في المدارس الثانوية على أن يزيد عدد الطلاب الفصل عن (40) طالباً وضرورة تعزيز برامج تدريس مهارة اللغة الإنجليزية وتدريع مقدراتهم بطريق تدريس مهارة اللغة الإنجليزية، إعادة النظر في منهج (SPINE) لياجونجيا تدريس مهارة المخاطبة للغة الإنجليزية.
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Chapter One
Introduction

1.0 Background

The four skills are all important in language acquisition and learning. Speaking is one of the major skills involved in foreign languages learning and English language in particular. Primacy is given to the speaking skill in foreign languages learning and English in particular to enable the students to produce the foreign language orally, correctly, and fairly fluently. This skill paves the way to human communication and interaction that lead to understanding, exchanging ideas and information basing on interests. English is the main vehicle of the global information technology revolution. Speaking is the main tool of globalization because oral communication and interaction are important for commerce, economics, politics and culture. English speaking abilities can positively or negatively affect the students future prospects because English is the first international language and nowadays the world is transformed into a global village. All the English language skills are important in this domain but oral communication dominates global communication because telephone, computers, televisions and many other tools depend heavily on speaking and listening.

1.1 Statement of the Problem

During the researcher’s period of teaching English for seven years at secondary level, for five years at Gezira University and for ten year as a part timer at Wad Medani Ahlia University, the researcher noticed that the EFL students at all levels faced a lot of problems regarding the English speaking skill. The researcher intends to investigate the problem so as to detect the root causes of poor achievement in English speaking skill at the secondary level. The ultimate aim of investigating the problem of the study is to find lasting solutions to its root-causes to avoid the outcome of the poor oral performance. The problem of this study is highly worthy of researching because speaking is highly needed and the learners’ poor achievement in English speaking negatively affected their learning process and their future prospect. Oral communication is needed for political, economic educational and cultural reasons.

1.2 The Objectives of the Study

1. To find out the factors that negatively affect English speaking skill.
2. To investigate the root-causes of poor achievement of EFL learners in English speaking skill at secondary level.
3. To find out to what extent oral tests are given consideration in the syllabus.
4. To suggest techniques for teaching speaking skill to communicate and interact effectively in oral situations.

1.3 Questions of the Study
1. What are the main factors that cause the poor performance of EFL students in speaking skill at the secondary level?
2. What are the root causes of the poor achievement of students in speaking skills?
3. To what extent do current tests measure students’ communicative abilities?
4. What methods and techniques are the best for teaching English speaking skill at the secondary level?

1.4 Hypotheses of the Study
1. Teaching methods, techniques and activities used at present cause the students’ oral English underachievement.
2. The current oral English syllabus cannot promote students English speaking skill at secondary level.
3. The testing methods applied contribute largely to the poor achievement of EFL students in speaking skill.
4. The current large class-size cannot help in improving students’ English speaking skill.
5. Teachers’ training is one of the main factors that cause the poor achievement in English speaking skill at the secondary school level.
6. Inadequate students’ spoken experience is one of the main factor of the students’ poor achievement in English speaking skill.
7. The students’ weak knowledge of the linguistic abilities such as, vocabulary, structure, connected speech and pronunciation contribute to the student poor English speaking skill at the secondary level.

1.5 Significance of the Study
The study is specifically significant for EFL teachers at the secondary level because it helps to investigate the problems encountering students in verbal communication. Additionally, the study can enhance the teacher’s experience which accordingly raise the educational standard at the different levels. Moreover, this study
gives primacy to the communicative teaching which helps to raise the student standard to communicate and interact in all verbal situations which is globally recommended these days. It will also add to the field of applied linguistics. The specification of the constraints on English speaking skill in particular and the other three skills enables the researchers to dig further and propose recommendations to develop the spoken language which facilitates communication worldwide using the first international language especially in the modern world of globalization.

1.6 Methodology of the Study

1.6.1 Sampling

The analytical descriptive method will be adopted to conduct the study. A sample of two hundred EFL students will be chosen randomly from the government Secondary Schools for girls and Boys in Wad Medani Greater locality. Another group of (30) EFL teachers will be chosen from all the government secondary schools in Wad Medani.

Table (1.1) The Population Size and Design

<table>
<thead>
<tr>
<th>The population size of the third year students in Wad Medani Greater locality</th>
<th>The population size of the English language teachers in wad Medani Greater locality</th>
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<tbody>
<tr>
<td>3000</td>
<td>200</td>
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<tr>
<td>The sample size =200 students</td>
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The tools of collecting data will be questionnaires for EFL secondary school teachers and oral tests for 200 EFL third year secondary school students. The researcher will adopt the Statistical Package for social sciences (SPSS) to analyze the data.

1.7 Limits of the Study

This study is restricted to the performance of EFL secondary schools students in English speaking skill and the root-causes of the poor achievement in English speaking skill at the secondary level. The researcher will choose randomly two hundred EFL students from Wad Medani Secondary Schools for grills and boys. Another group of (30) EFL secondary school teachers will be chosen randomly from the government secondary schools in Wad Medani. This study will be conducted during the academic year 2012-213.
1.8 Limitations of the Study

The most important limitations of this study is how to make students orally communicate and interact fluently inside the classroom. To overcome this problem the researcher will repeatedly make many activities and techniques concentrating on oral communication.
Chapter Two
Literature Review

2.0 Introduction

In this chapter, the researcher will focus on the theoretical literature relevant to this topic of the study and the previous studies which dealt with similar problems. The researcher will also specifically focus on some factors, which always make speaking skill difficult for those who learn the English language as a foreign language.

2.1 Historical Background

Historically speaking, man has been practising speech and communication earlier before writing.

Most linguists give speaking skill primacy and consider speaking as the most important skill among the other skills, listening, reading and writing. Lyons, (1981: 11) states that, “It is one of the cardinal principles of modern linguists, speaking is more basic than writing and reading”. Mityaeva, (1989: 43) argues that speaking and listening are considered as two integrated essential parts of communication.

Johnson (1981:38) also touches on the question of the integration of skills, and considers that the human communicative activities involve all the four skills in this process but listening and speaking can be given the lion's share.

The traditional methods adopted in the past concentrated on writing and reading but the new trends concentrate on the theme of oral communication which considers speaking the most important component of communication.

2.2 Definition of Speaking Skill

Longman (1995: 260) defines "speaking" as" a talk especially a formal one about a particular subject, given to a group of people" Additionally, Longman says that the term "skill" can be defined as "an ability to do something well, especially because you have learned and practised it". In this context, the act itself is called a "locutionary act; the intentional aspect is the act's illocutionary force". A wide range of speech acts has been proposed, such as directives (e.g. commanding), commissives e.g. promising), and expressives (e.g. apologizing).
Richard (1997) defines speaking as one of the main four skills, in any language, and through speaking people can evaluate the level of speaker if he/she speaks fluently or any judgment which faces a speaker.

Brown, (1944: 6) and Burn and Joyce (1997: 67) define speaking as an interactive process of building meaning that involves producing and receiving and processing information. Its forms and meanings are dependant on context in which it occurs including the students themselves, their collective experience, the physical environment and the purpose of speaking. However, speech is not always unchangeable, speaking requires that learners not only know how to produce specific point of language such as grammar, pronunciation or vocabulary (linguistic competence), but they also understand when, why and what ways to produce language (social linguistic competence).

A speaker’s skill and speech habit have an effect on the success of any exchange. Speakers must be able to predict and then produce the expected speech. They must also manage to distinguish elements such as turn-taking, paraphrasing, providing feedback or redirecting. The learner must also choose the correct vocabulary to describe the situation. Burn and Joyce, (1997: 71) mention other skills and knowledge that speaking skill might include:

1. Producing the sound, stress pattern, rhythmic structure and intonation of the target language.
2. Using grammar structures correctly.
3. Selecting vocabulary that is understandable and appropriate for the listener, the topic being discussed and the setting in which speech act takes place, it leads to understanding of speech.
4. Using body language, and paying attention to the success of interaction and adjusting elements of speech such as vocabulary, rate of speech complexity of grammar and structure.

Stevick (1955: 23 – 35) states that: Speech is a physical activity carried like other physical activities by the muscles. The muscles most conspicuously involved are: the tongue, jaw and diaphragm but there are many others.

Speech in the above quotation is taken due to the organs involved in speech oral production.

Speaking is the productive skill in an oral mode. It is more complicated than it seems at first and involves more than just pronouncing words. Brown (1994: 69)
states that, “speaking is an imperative process of constructing meaning that involves producing and receiving and processing information”.

Burn and Joyce (1997:7) say that there are three kinds of speaking situations:

1. Interactive speaking situation: which includes face-to-face conversations and telephone calls, in which there is a chance to ask for clarification, repetition, or slower speech from conversation partner.

2. Some speaking situations are partially interactive such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the judge from the expressions on their faces and body language whether or not he or she is being understood.

3. Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

In addition to that, Burns and Joyce (1997: 109) state that speaking form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experience, the physical environment, and the purposes for speaking.

From the above points it seems clear that, it is often spontaneous, open-ended, and evolving; speaking requires that learners not only know how to produce specific points of language, such as linguistic competence, but also that they understand when, why, and in what ways to produce language.

Carter and McCarthy, (1995) add that speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act Moreover, that language means more than referring to the world; it also means relating one’s interlocutor. The above statement indicates that speaking is not only a tool for future encounters in the outside world, it is the instrument that creates and shapes the social meaning of the class itself.

**2.3 Reasons for Speaking**

In real life, there are reasons for speaking and, therefore, the speaking activity should be reflecting reasons, wherever this is possible.

The purpose of speaking might be to exchange some information, that is to say, speaking is an act to produce utterances. Speaking is the desire and the purpose driven, in other words people genuinely want to communicate something, negotiating
and or solving a particular problem, or establishing and maintaining social relationship and friendship.

There should be reasons for speaking inside the classroom. So, situations are essential inside the classroom.

2.4 Importance of Speaking

The functions of speaking are interaction and transaction. The primary intention of the former is to carry information and ideas. In fact, much of the daily communication remains interaction – being able to interact is basic, therefore, language teachers should provide learners with chances for meaningful communicative behaviour about relevant topic by using learners interaction as the key to teaching language for communication because communication derives basically from interaction (Rivers, 1978: 88).

Communication in the classroom is fixed in meaning – focused activity. This requires teachers to make their instruction carefully suitable for the needs of learners and teach them to listen to others. How to talk with other and how to discuss meaning in a shared context – out of interaction, learners will learn how to communicate verbally and non-verbally as their language store and language skill develop. Consequently, to give and take exchange of message will enable them to create discourses that carry their intention in real high communication.

On this account, spoken language is production and comprehension of speech, encoding and decoding of a message, exchanging of roles; demanding and giving of goods and service. Above all, it is a dynamic communication among people to perform their communicative abilities; to display notions, express feelings and provide information so as to maintain social relationship.

2.5 Differences between Speaking and Writing

In reality both writing and speaking English language are used but usually each one is needed for specific purposes and each has different features. Linguists as Halliday, (1990: 76-97) states the following differences between speaking and writing English:

1. Speaking operates through sound which is transient while writing operates through letters and symbols that makes it permanent.
2. The prosodic features (stress and intonation) and non-verbal signals of communicative acts in speech situations have almost no correspondence in
writing but punctuation marks and the use of italics and capital letters convey similar attitudes and some grammatical functions.

3. Writing English language represents phenomena as products (using lexical words) while speaking represents phenomena as processes (using verbs).

4. Each mode has its complexity; in speaking it is dynamic and intricate, in writing is static and dense; grammatical intricacy takes the place of lexical density.

5. The acquisition of the ability to read and write is quite different from learning to speak and understand speech

Halliday, (1980: 76-97) states that, the differences between speaking and writing are not absolute and the characteristics that are ascribed to writing can sometimes occur in speaking language. Conversely speaking genres can be used for mirroring English writing style.

2.6 Features of Spoken English Language

There are linguistic features of the speaking mode as there are of writing. The most essential features of speaking are simplicity, ellipses and reduced forms, time creating devices, speech acts and idiomatic expressions (including phrasal verbs prepositional verbs, phrasal-prepositional verbs) and formulaic expressions.

2.6.1 Simplicity

Rivers (1980; 223) says that In speaking the sentence grammar is extremely simple; fragments are used in spontaneous speech. Several clauses are chained together with coordinating connection like ‘and’, ‘but’, ‘or’ etc. compared with writing, speaking is of low density; using verbs, rather than complex nouns. Sentence structure is repeated that makes it more spread out than writing English language.

2.6.2 A: Ellipsis

According to Cook, (1989;25) ellipsis occur when some essential structural elements are omitted. Halliday, (1988: 297) introduces three main contexts for ellipsis in English; the clause ellipsis, the verbal group, and nominal group:

1. The clause ellipsis:

   It is related to question-response process in a dialogue, in two kinds: a) yes,/ no ellipsis and b)who- ellipsis, for instance:
   a) – Can you?
      - Yes
   b) – Who?
2. The verbal group:
   - Have the children gone to sleep?
   - I think they must.

3. The nominal group:
   - Beg your pardon-
   - you right…etc.

2.6.3 B: Reduced Forms:

   Whereas ellipses are omissions of words phrases, reduced forms are deletion of sounds. Native speakers, during their rapid causal speech, delete some sounds. Some linguists like Norris, (1995: 47) numerate four kinds of reduced forms:
   1. Elision; such as: ‘coulda’(could have).
   2. Contraction as in: ‘there’s’ (there is), I’ll (I will).
   3. Assimilation: like Wanna (want to).
   4. Reduction: Howarya (how are you?).

   Norris raises a suggestion that foreign learners do not need to learn the production of reduced forms as they need to be aware of comprehending what native speakers say to each other when using reduced forms.

2.6.4 Time Creating Devices

   In speaking participants exchange roles rapidly so they resort to use what is called time creating devices to enable them to seek the following expressions they intend to use. These devices include repetition, hesitation, false starts and temporizers such as: ‘sort of’, ‘you see” I mean, ‘well’ etc. This is clarified by Rivers (1980: 223) that not every act of communication involves a rapid-fire exchange; hesitation, cliché expressions which fill the pauses, much repetition and frequent indefiniteness as the speaker seeks the most suitable combination of elements to express a particular meaning.

2.6.5 Speech Acts

   Utterances such as request, orders, and promises are known as speech acts. These utterances have a three fold distinction: locutionary act (a particular utterance) illocutionary act (using an utterance to perform a function) and perlocutionary act (the results or effects that are produced by means of saying something).

   Meanwhile Searle, (1969: 59) classifies speech acts into:
1. Commisive: a speech act that commits the speaker to do something in the future such as a promise or a threat:
   i. I'll buy you a new watch.
   ii. If you keep screaming I'll beat you.
2. Declarative: a speech act which changes the state of the world in reality. For example: I now pronounce you as man and wife.
3. Expressive: the speaker expresses an attitude such as thanks, congratulation etc. For example: The meal was delicious.
4. Directive: the speaker tries to get the hearer to do something such as command, a request etc. For instance. Would you mind opening the window?
5. Representative: a speaker describes a state or event such as an affirmation, a claim etc. For example: It is Japanese made.

Searles draws on to mention what is meant by ‘felicity condition’: the condition necessary for the success of speech acts must be satisfactorily performed or realized; for example “I promise the sun will set today”, cannot be a true promise.

So the conditions necessary for promise are as follows:
1. An utterance is used which states a future act of the speaker.
2. The speaker has the ability to do the act rather than not to do it.
3. The listener hopes that the act will be fulfilled.

2.6.6 Idiomatic Expressions

According to Mc Arther, (1992: 1) idiomatic usages are usually colloquial and informal figurative extensions of ordinary uses. Therefore they are used in everyday spoken language and personal letters. Idiomatic expressions include multi-word (phrasal verbs, prepositional verbs and phrasal prepositional verbs) and other idioms of fixed expressions (formula).

2.6.2.1 Multi-word verbs

According to McArther, (1992: 6) multi-word verbs are part of idioms, very common especially in spoken English. Many grammarians refer to all multi-word verbs as phrasal verbs. These verbs consist of basic verbs and another word or words. The other word(s) can be prepositions and/adverbs. The two or three words that make up multi-word verbs form a short ‘phrase’ which is why these verbs are often all called ‘phrasal verbs’. Multi-word verbs consist of three types: phrasal verbs, prepositional verbs, and phrasal – propositional verbs.

1. Phrasal Verbs:
Quirk et al, (1980: 1158) mention that a phrasal verb is made of verb + adverb. They are of two type’s transitive (direct object) or intransitive (no direct object). If the verb is transitive, the object can go before or after the particle without affecting the meaning. If the object is a pronoun, it comes between verb and particle. For instance ‘she put it down’ not ‘she put down it’. However, young children and occasionally adult for emphasis have been known to place the pronoun last. ‘put down it’. When phrasal verbs are transitive, the two parts can usually be separated. For example: ‘turn down my offer’ or ‘turn my offer down’. If the direct object is a pronoun, there is no choice, the phrasal verb must be separated and the pronoun must be inserted between two parts for example: ‘John switched the radio on’ or ‘John switched it on’. But not ‘John switched on it’.

2. Prepositional verbs:

A prepositional verb consists of a lexical verb followed by a preposition. To identify two types of prepositional phrases: in “type one” the verb is followed by an object separated by a preposition: ‘we must go into the problem’. Moreover Quirk et al add that the verbs are followed by two noun-phrases normally separated by a preposition, the first noun is the direct object and the latter is the prepositional object. He acknowledges this type by ‘type two’ for instance: He deprived the peasants of their land.

3. Phrasal – prepositional Verbs:

These are small group of multi-words verbs made from verb + adverb + preposition. Because phrasal prepositional verbs end with a preposition, there is always a direct object like prepositional verb phrasal-prepositional verb cannot be separated for instance.

1. He doesn’t go on with his wife / her.
2. We ran out of fuel / it.
3. I look forward to seeing the poet / him.

2.6.6.2 Formulaic Expressions:

Idioms include fixed expressions which Richard et al, (1985: 247) term as formulaic expressions. They are made up of words used as a single item. For instance ‘How are you, ‘best wishes’ etc…? Routine is another term for formula. A routine or formula which is used in conversation is sometimes known as conversational routine. For example: ‘How awful’, ‘Thank you for your help’, ‘nice to see you’; etc…
2.7 Types of Speaking:

Linguists including Cook, (1989:18) divide oral discourse into monologue and dialogue whereas Abercrombie, (1965:4) distinguishes these types of speaking English as reading aloud, monologue and conversation. Another division which is adopted by linguists as Richard, (1990: 54) who divides oral language in terms of its function into ‘interactional’, and ‘transactional’ language: interactional language is that which occurs between participants to create comfortable social interaction, also information may be exhibited. Examples of interactional types of language are: greetings, making small talks or casual chat to pass time with strangers.

While transactional types of language are those in which language is being used primarily for communicating information that occurs when the participants are concerned with the exchange of goods and services. A text may contain a transitional interaction besides a social one.

Examples for transactional interactions include broadcast, lectures, instructions etc. It is noticeable that explicitness and directness characterize transactional language in comparison with the vagueness of interactional language.

2.8 Style of Spoken Language

Spoken language style ranges from slang, colloquial (informal), general (neutral) to formal language. Wilkinson, (195:5) summarizes the style of spoken language as formal and informal:

2.8.1 Formal Language

It is the type of speech used in a situation when the speaker tends to be careful about choosing words and pronunciations. Formal speeches are best exemplified in prepared speech such as lectures, official reports, business letters, radio and television talks…etc.

2.8.2 Informal Language

Informal or colloquial language is used in spontaneous speech; in everyday informal situation, where there is more than one active participant. This kind of speech is used with friends, workers and members of the family.

2.9 Conversation as a Typical Paradigm of Oral communication

Wilkinson, (1965:77) defines conversation as a reciprocal speech situation where there are continuous and immediate responses of listeners in the form of looks, nods grunts and facial expressions to help the speaker communicate effectively. He adds that ordinary conversation is often aimless and desultory; one
may converse on the weather or some trivial subject to show good will, to make human contact or even to appear unfriendly. On the other hand Abercombie, (1965: 1) describes conversation as the most frequent and the most widely occurring of all kinds of communication.

2.9.1 The Characteristics of Conversation

Crystal and Davy, (1969:3) provide three features of conversation:

1. The apparent inexplicitness of the language of conversation due to the fact that participants rely for much of their information on the extra-linguistic context in which the conversation is taking place.

2. Randomness of subject matter, and a general lack of planning. It is always possible to change from one topic to another in conversation.

3. The “normal non-fluency” which includes features such as hesitation markers, slips of tongue etc...

2.9.2 Types of Conversation

Abercombie (1965: 4) points out different types of conversations that may be between strangers or between acquaintances or intimates; it may involve exchanging information, or merely exchanging good will. He also affirms two kinds of conversation: the spoken kind and the kind found in literature. He terms the latter ‘spoken prose’.

2.9.3 Conversational Maxims

Coulthard, (1993:31) states that maxims of conversation are unwritten rules which people know and which influence the form of conversation. For example:

A. Let’s go fishing.
B. I have an appointment.

B’s replay might appear not to be connected to A’s remark. However, since A has made an invitation and since a reply to an invitation is usually either an acceptance or a refusal, B’s reply is here understood as an excuse for not accepting the invitation (i.e. a refusal). B has used the ‘maxim’ which is relevant to the question that has been asked.

The way in which people try to make conversations work is sometimes called “co-operative principle”. This can be explained by four underlying rules or maxims. They are also named Grice Maxims’, after the language philosopher Grice’. They are the maxim of quality, quantity, relevance and manner:
1. Quality: speakers should tell the truth. They should not say what they think is false, or make statements for which they lack evidence.

2. Quantity: A contribution should be as informative as is required for the conversation to proceed. It should be neither too little nor too much.

3. Relevance: Speaker’s contributions should relate clearly to the purpose of the exchange.

4. Manner: Speaker’s contributions should be clear, orderly and brief avoiding obscurity and ambiguity.

The use of conversational maxims to imply meaning during conversation is called conversational implicature.

2.9.4 Conversational Maneuver

Linguists including Cook, (1989: 42) mention the following facts to keep the thread of conversation on control:

1. Constant conversational turn-taking exchange of roles of listeners and speakers.

2. Openings: like greeting and other expressions such as ‘excuse me’, ‘sorry to trouble you’, ‘can I help you’, etc…

3. On-going checks: the speaker from time to time checks the listener to keep him attentive by such expressions: ‘Do you see?’, ‘Are you with me?’ ‘Do I make myself clear?’ etc…

4. Changing the topic: introducing new topics by the expression: ‘That remind me’, ‘By the way’, etc…

5. Endings: using expressions as: ‘Sorry but I have to go now’, ‘Nice talking to you’, ‘I mustn’t keep you’, etc…

2.9.5 Adjacency Pairs

Adjacency pairs are part of the structure of conversation. Cook, (1989: 42) says that adjacency pairs as “pairs of utterances that commonly co-occur”. They are a sequence of two related pairs; the second utterance is a response to the first:

A. Would you like a coffee?
B. I’m afraid I can’t?

“B’s” utterance is a refusal for “A’s” invitation. Other examples of adjacency pairs can be a question-answer, invitation-acceptance/refusal etc…

2.10 Essential Social Functions of Speaking
Speakers of English have conventional formula or routine of courtesy to maintain social relations among them such as request, invitation, offer, permission, advice and suggestion:

2.10.1 Request

Request is asking politely for something to be done. Jones, (1993: 52) provides these examples for request:

“Will”:
- Will you let me know soon please?

“Will” in request is less polite (informal) than would

“Would you/would you mind”
  i. Would you make the arrangement.
  ii. Would you mind telling her the news?

The positive response to “would you/ would you mind” is “Not at all or no, of course not”.

“Perhaps you would” implies confidence that the other person performs this service:
- Perhaps you would like me know when your new stock arrives
- “Would you like” is a polite way of saying “do you want?”
- Would you like me to help you to clean the dishes?

The negative response is:
- No thanks I can manage

“Can/Could”:

“Could” is more formal, “can” is informal.
- Can you let me through please?

“Can/could,” refer to ability, used when the speaker does not know for certain whether the other is able to perform the action. They are, therefore, used very often when addressing strangers.

Politeness is expressed by the tone of voice one uses, not by the words only. For example if “could you lend me your pen” is spoken rapidly with little variation in pitch, it sounds rude. If it is spoken more slowly with a rising intonation it sounds polite.

In polite requests, the negative form is not used but question tags are used instead:
- Let’s go home, shall we?
“May I/ May we” is used in requests when asking someone to give you something
- May I have a cup of coffee?

May and might are more formal than could
“You might” can express a very casual request:
- You might pass these for me.

But it is used in friendly relaxed situations otherwise it would sound differently, with certain intonation and strong stress on the important word.

“Might” can express a reproachful request:
- You might help me. With stress on ‘help’

“Might” implies (why aren’t you helping me or you should be helping me?).

“If you would” is a usual request form. It is used in oral communication for routine-type request which the speaker is quite sure that he’ll be obeyed:
- If you’d fill up this form.

“I should/ would be very grateful if you would”, is a formal request form, found chiefly in letters but possible in speech:
- I should be grateful if you would let me know if you have any vacancies.

“Will you/ would you” can be put at the end of the clause:
- Shut the door will you?

### 2.10.2 Invitation

Man is social by nature. Must he usually asks others to accept his hospitality by invitations:

i. Will you stay for dinner?

ii. Won’t you stay for dinner? This is a more pressing invitation than the first. It really says please stay or do stay. The expression “do you want” is not an invitation.

Offers of a drink/ a cigarette etc…are usually answered:
- I’d like to very much, I’d love to or I’d like very much but I’m afraid I can’t.

“Would/ would you/ would you like” are more usual
- Would you/ could you have lunch with me?

The response can be:
- I’d like, please or no thank you.

### 2.10.3 Offers

Dan, (1995: 12) suggests these offers:
- Can I give a hand?
- What can I do to help?
- Would you like any help?

These sentences offer help in general, more formal it can be said:
- May I be of any assistance?
- Perhaps I can help in some way.
- Could I help in some way?

“I’ll” is used in informal English to say that you are willing to do something:
- I’ll open the door for you

“Shall I / shall we” means do you want me/ us to help?
- Shall I / we do the washing up for you?

“I can/ can’t” is used in formal English to offer help like “I’ll”

“I can” is sometimes used with the phrases “if you like”. Want.
- I can drop you off the station if you like/ want.

“I could/ would…if you like” is more formal than “can I and I’ll”

“I could” is sometimes used with “if you like wish”.
- I could book the ticket for you if you like.

“May and might” are used in informal speech:
- Perhaps I might help.

If the offer is declined one can say:

i. Thank you very much I can manage.
ii. I’m afraid it won’t be possible but thank you very much any way.

2.10.4 Permission

In informal situations, speaking to friends or people known well, “I can/ we can” is used to ask for permission:

Can I ask you a personal question?

‘Could’ and ‘can’ convey a simple request for present or future, ‘could’ has two meanings:

a. He has a permission to stay or
b. Possibly he will stay there.

Generally, situations and contexts provide the intended meaning.

“May” is more formal than ‘can’ and used when one is less sure of getting permission or when one thinks that what he is asking could be unwelcome:
- Mr. President may I ask you what you plan to do about economy?

“Might” is used for permission in the conditional case and after verbs in past time:
- If our documents have been in order, we might have left at once.
  For grant permission “may/might” is more formal.
  “would you mind if…”is also used to ask for permission”
- Would you mind if I invited a few friends round?
  “Can/may” is used but not ‘could’ to give permission, to talk about something which is permitted now, “can” is used, and if it is not permitted “can’t” is used:
  i. You can come and go as you please
  ii. You can’t go there at the moment.
  If something was permitted in the past, ‘could’ is used:
- When we were fifteen we could stay out until midnight

2.10.5 Advice
  Jones, (1993: 52) states that ‘should’ is used for advice to say what is thought is best for another person. It is usually used when talking about particular feelings about the situation:
  - You should read it (because I think you would like the book).
  - You are looking tired you shouldn’t work too hard (because I think that is what is best for you?
  Should is used for asking for advice – Should I tell her?
  - Do you think we should wait any longer?
  “Should “with have + past participle is used to say that in the past somebody did not do something that was the best for him/her:
  - We have eaten all food now, you should have come earlier.(you didn’t come earlier but you should have)
  “If I were you I’d...” This expression is used in giving advice.
  - If I were you I’d see the doctor.
  “Could” is also used in giving advice ending with “should you”:
  - You could see the doctor should you?
  (If I were you I wouldn’t) is used in advising someone not to do something:
  - If I were you I wouldn’t invite her.
  - (I’d advice you not) is used also:
  - I’d advice you not to invite her.
  - (I’d advice you + infinitive)
  - I’d advice you to apply at once or I’d advise applying at once.
“May/might as well”+ infinitive) is used to express very unemphatic advice. You may/ might as well ask him. (It would do no harm to ask him).

This form can be used with third person: He may as well come with me.

The speaker may use it for himself: as there isn’t anything more to do.

- I may as well go home early

It can be asked for advice by these forms:

a. Should I invite her for the party?
b. Do you think I should invite her?
c. Would it be a good idea to take a taxi?
d. I can’t decide whether to read a book tonight or to listen to music?

In informal English we use “shall we” What shall we…?.

- Shall we go to the doctor?
- What shall we do?

2.10.6 Suggestions

McArthur, (1992:1) mentions that let’s + infinitive (sometimes “shall I / we” is added) is used in suggestion:

- Let’s go to the club today.
- Shall we go to the café?

Both forms are informal English used for the first person and second person suggestion:

“Why don’t we? You + infinitive or why not + infinitive/ expression of time or place”:

- Why don’t we meet and discuss it?
- Why shall we meet? Why not here?

“Can/ could” especially with “if you like”.

This is informal English:

- We can go and see him if you like.
- You could leave a note.

“If I were you” also bears the meaning of suggestion as well as advice:

- If I were you I’d see the doctor.

“Suggest/ propose” is used in suggestion.

“propose” is slightly more formal than suggest:

- I suggest that you should wait.
- I proposed that the secretary should send in a report.
Propose is used in the passive:
- I proposed that a report should be sent in, (formal)
  With “should be” it is possible to omit the “should” leaving the (be).
- I supposed that a report be sent in. (informal):
Suggestions can be reported.
- Mr. Ali suggested a meeting

2.10.7 Command and Prohibition

Command indicates serious purposes consequently formal English is always used. ‘Shall’ for third person command can be used for very formal written regulations which will normally remain in force for some time. ‘Shall’ with second and third person is used to express command in legal documents.

You shall come on time

Command may be expressed by “that…should”. He commanded that the army should not advance. ‘Will’ is used in a formal command from a person of authority:

The team will report to the gymnasium for training.

‘You will’ is used for spoken commands:
- You will not mention this meeting to any one.

Prohibition can be expressed by “that… should not”:
- He ordered that Ann should not go

Prohibitions may also be expressed in written instructions by ‘may not’

Candidates may not bring textbooks into the examination room.

“Also mustn’t” is used to talk about prohibition:
- Passengers mustn’t cross the line in the footbridge.
- You mustn’t eat with your mouthful.

2.11 Meaning-focused Speaking

In addition to form-focused speaking, language learners should also be exposed and given opportunities to practice, and use meaning-focused communication, in which they must both produce and listen to meaningful oral communication. An example of a meaning-focused activity for beginning students is speaking by numbers. Each learner is given a number and a topic such as family, money, coming to school, a color, and so forth.

The learners can think about their topics for a minute or two and then the teacher calls a number. The learner with that number then says two or three
sentences about his or her particular topic. The speaker then calls a number and the learner with that number has to ask the speaker questions or two related to the topic just spoken about. When the question is answered, the questioner calls a number and the person with that number asks another question. This continues three or four times and then the speaker calls the number of a new person who will speak about the topic that she or he was given. This is a meaning-focused speaking activity because both the speaker's and the listeners' attention is on the message being communicated.

2.12 Development of speaking Fluency

Wilkinson Al (1995) says Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” and “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. The following ways are useful techniques for developing fluency they include the features that are needed in fluency development activities:

1. The teacher presents some new vocabulary or grammatical features, gives the learners some practice and then uses a meaning-focused activity to help the learners use and remember these items.

2. Before the learners speak on a topic or take part in an activity, they work in pairs or groups of three or four to prepare. This gives the learners the chance to learn new items from each other.

3. The learners are given topics to talk about. They prepare at home, using dictionaries, references texts, reading sources, and so forth.

4. Many speaking activities involve some kind of written or picture input in the form of a worksheet. The worksheets contain vocabulary and phrases that may be new to the learners; and which will be necessary or useful in the speaking activity.

5. Some speaking activities encourage learners to ask each other about the meaning of unfamiliar words or constructions. This seeking and speaking activity of explanations is called negotiation.

In addition to that, Coulthard, (1993:31) states that, first the learner chooses a topic or is given a topic with which he is very familiar. The first time that learners use this technique, it may be best if the topic involves recounting something that happened to them. This is because the chronological order of the events will make it
easier to recall and repeat because the time sequence provides a clear structure for the talk. The learners work in pairs. A learner (A) tells a story to learner B and has a time limit of four minutes to do this. (B) Just listens and does not interrupt or question learner (A). When the four minutes are up, the teacher says “change partners”; learner (A) then moves to a new learner (B), the teacher says “Begin” and learner (A) tells exactly the same story to the new partner, but this has only three minutes to tell it. When the three minutes are up, the teacher says, “stop”. Change partners”. With a new partner, learner (A) now has two minutes to tell the story. During the three deliveries of the same story, the (B) learners do not talk and each listens to three different people. When the (A) learners have given their talk three times, the (B) learners can now go through the same sequence, this time as speakers.

Nation (1995: 381) adds that:

“Research on this activity shows that the learners’ speed of speaking increased during the talks (as measured by the number of words per minute), the hesitations they make decreases (as measured by hesitations per 10 words), and surprisingly their grammatical errors in the repeated point of the talk decrease and they tend to use several, more complex grammatical constructions in the last of the three talks than did in the first talk”.

The features of spoken language that help the development of fluency are the same features that occur in activities to develop listening fluency.

1. The activity involves vocabulary, grammar, and discourse.
2. The learners have a high chance of performing successfully at a higher than normal speed.
3. There are repeated opportunities to do the same thing.

Further, other techniques to develop speaking that involve the same features stated by Coulthard, (1993:31) are as follows:

In the Headlines activity, students create newspaper “headlines” that will serve as the basis for the speaking activity. The learners all think of an interesting or exciting thing that has happened to them. Using a felt-tipped pen-so that the writing is easily seen. Each learner writes a newspaper headline referring to that event. The teacher should give some examples to help the learners, such as “Burning Bed Brings Toy” and “Forgotten shoes Never Return”. Half of the learners hold their headlines up for the rest of the class to see. Those not holding up a headline go to hear a story behind the headline that interests them. Each story can be told to no more than two people at a time. When the story is done, the listeners should circulate to a second
headline that interests them. The tellers will thus have to repeat their story several times. After there has been plenty of opportunity to tell the stories, the other half of the class hold up their headlines and, in similar fashion, tell their stories.

This kind of fluency is useful for predictable topics that learners may need to speak about. For example, when meeting other people learners may need to talk about themselves, about their country, about the kind of food they eat, about their travels, about their interests and hobbies, and about their experiences.

Speaking fluency also needs to be developed for less predictable topics and they say it. Activity is a useful way of doing this. Learners work in groups of about four people. First they read a say it I, text carefully until they have reached a good understanding of it. They discuss their understanding of the text to make sure everything is fairly clear. Then they do the task, which is a collection of simple verbal tasks related to the reading. One learner chooses a square for the next learner to perform, for example square B\(^2\). The learner does this task while the others observe and, when the students have finished, she/he calls a square, for example, A\(^3\) for the next learner. This continues with some learners doing the same task several times and with some tasks being done several times by different learners. These tasks are like role plays which require the learners to use the vocabulary that was in the reading text, but to use it in a different way. This helps involvement of fluency by providing lots of associations with the vocabulary used in the task, that is associations from the reading text and its discussion, and the associations from role play. The activity involves preparation by the learners yet, it does not involve large amounts of repetition. This preparation should increase the fluency with which learners do the spoken task.

It can be said that oral communication can be presented in the following points:

**2.13 The Function of Oral Practice**

A language learner must acquire an intuitive, automatized knowledge which enables ready and fluent comprehension and self-expression. Such knowledge is normally brought about through consolidation of learning through practice.

It is clear that organizing language practice is the most important thing the teacher does in the classroom, that contributes significantly to successful language learning, and therefore, that is worth devoting some thought to what factors contribute to the effectiveness of classroom practice.
McArther, (1992:6) introduces three points as follows:

1. Practice is the rehearsal of certain behaviours with objective of consolidating learning and improving performance.
2. Practice is usually carried out through ‘exercises’ or activities.
3. Many procedures could be defined by either exercises or activities relate to any aspect of language: grammatical structures or improving of listening, speaking, reading or writing fluency.

2.14 Dealing with Learners’ Psychological Considerations

Learners psychological readiness is plays a major part in language teaching and learning. Some psychological considerations such as motivation, physical punishment and shyness affect EFL teaching and learning.

2.14.1 Motivation

Motivation is defined as the impetus to create and sustain intentions and goal-seeking acts. Wilhoit, D. (1994). So, it is important because it determines the extent of the learner’s active involvement and attitude toward learning.

2.14.2 Instructural strategies to Enhance Students English Speaking Skills

If any activity does not interest the class, the teacher should abandon it and try another strategy to meet the interest and needs of his students. Some teaching strategies that can be used to foster motivation and provide better transfer opportunities of English language speaking skill include the following:

1. Encourage learners to take ownership in learning. Have learners take ownership of the learning assignment by letting them identify and decide for themselves relevant learning goals. This will motivate them to apply what they have learned to attain these learning goals.
2. Promote intentional cognition or mindfulness to learning in various contexts. Learners must be able to practice language in multiple contexts in order to bridge domains, and foster active abstraction of concepts learned, (Bransford, et al, 1990, cited in Ngeow1998:3). This will help learners recognize the relevance and transferability of different learning skills of knowledge.
3. Increase authenticity of learning tasks and goals. Learners should recognize a real need to accomplish learning goals that are relevant and holistic (rather than tasks specific tasks). This prepares them for the complexities of real world tasks that require them to use language skills and knowledge that have to be continually transferred.
Providing learners with the motivation to learn is one of the good steps one can take to facilitate learning success. This is through motivating the learners to speak to achieve the following goals (suggested by Wilhoit (1994)):

1. Self-actualization, self-esteem and fulfillment
2. To participate orally inside the class-room.
3. To increase interest of oral communication.
4. To achieve academic success and consequently a good future prospect.
5. To avoid punishment, parental displeasure or peer-group scorn.
6. To win teachers’ approval.

2.14.3 Motivation of English language Speaking in the Classroom

The classroom should be equipped with all the tools and teaching materials necessary for the activities that the teacher is expected to carry out. By considering the following points the teacher will motivate the students speaking skills. Thus, the classroom should be:

1. Pleasant and attractive in appearance and well organized.
2. Well-ventilated and air-conditioned, especially in hot areas where students and teachers would have to work under severe conditions. Hot weather slows down the process of teaching and distracts the student’s attention from the lesson activities.
3. Spacious enough to stimulate student-student interaction, to carry out communicative activities or group discussion and to keep teaching materials inside it to be used when needed.

Discipline is essential to a good learning atmosphere and environment. Discipline is important because:

1. It helps students to obey rules and regulations, which are imposed in school.
2. It keeps students interested in what they are learning.
3. It allows learning to take place without confusion.

Confusion hampers speaking and distracts students attention. Therefore, the teacher has to arrange the students either in rows facing him, or in appropriate group, or in a semi-circle depending on the type of the activity he is planning to perform. Every student in the classroom should be able to see everyone else. Empty seats should be kept at the back so that students are grouped as near to the front as possible.
Although firmness is required in the classroom especially with adolescent students or when conducting class discussion, the teacher has to create a relaxed atmosphere and to maintain a friendly rapport with students. He must let everyone in the class feel that the teacher cares about his or her progress.

2.14.4 Physical Punishment

Physical punishment is not the best way for correcting students errors of speaking. A large number of students and pupil hate studying English, as a result of their hatred towards their teachers, because of punishment.

2.14.5 Outside the Class

By the end of English language lesson, pupils and students get out of classes and begin to use their mother tongue; they do not practice the foreign language even at their homes.

Students use their mother tongue because it is the language that they find in markets, bakeries, stadiums, etc.

All the above mentioned factors have their influence on speaking a foreign language.

2.15 The Effect of Phonological Differences on Speaking

Besides what the researcher has mentioned in the previous points, there is a factor that shows differences between a language and another, that is called phonological differences.

These phonological differences have their influence on speaking a foreign language and here are some of them:

2.15.1 Unfound Phonemes in Arabic

In the English language there are phonemes that are not found in the Arabic language.

Hence, there would be some difficulties in pronouncing and articulating them, because the places and organs of articulation are not familiar with those strange phonemes, as a result of that speaking skill will face troubles because of these differences, as Paul Christophersen (199) states that Just as each language has its own set of words, different from those of other languages, each language has its own sets of sounds, different from the set used in any other language.

To make it clear here are unfound phonemes in Arabic with figures of the manner and places of articulations:
Figure (2.1) [p] pin

Figure (2.2) [3:] girl

Figure (2.3) [f] television

Figure (2.4) [tʃ] cherry
Figure (2.5) [d3] jam

First practice \{ t \} and \{ s \}.
1. Being to make \{ t \}.
2. Then slowly move your tongue form the roof of your mouth.

Figure (2.6) [v] vab

First practice \{ s \}.
Use your voice to make \{ v \}.
The unfound phonemes in Arabic. Thus, can chain speaking skill, if there is no more practices on them when learning or teaching.

### 2.15.2 Stress

One of the most important problems which, the learner of EFL faces is the nature of stress. There are many rules that govern the way of dealing with stress.

Despite of the explicit rules, patterns and examples of stress, it seems very complicated. The learner feels very tired in learning, he/she thinks that it is impossible to cover the stress, because it deals with words, syllables, adjectives, adverbs, nouns, sentences ...etc. Then, learner ignores stress studying and this leads him/her to fail in producing sounds when reading or speaking by putting stress randomly without paying attention to its rules and the result in the end is changing of the meanings, as Paul Christophersen ( ), explains that stress in English is not just an ornament or a flavouring. It is not scattered among the syllables of a sentence like sugar on porridge. Stress has a meaning; by changing the stress pattern of an utterance one can change its meaning completely. (Paul, 1956).

Thus, unsuccessful using of stress changes the way of speaking and the meaning.

### 2.15.3 Certain Aspects of Connected Speech

Connected speech means to make a combination between different words in case to have a speech that a listener can understand.

But when we have a speech, those words, which are framing the speech, are changing taking different types, because of the influence of other ones, particularly,
in the sound. The learner finds difficulties in dealing with these cases and here are some of them:

2.15.4 Assimilation

In assimilation, sound belonging to one word causes changes in sounds belonging to neighboring words. Assimilation itself affected consonants in:

- Place of articulation.
- Manner of articulation.
- Voicing (voiceless/voiced)
  "That person light blue"
  In this situation the (t) is changed to (p).

2.15.5 Intonation

Intonation is completely connected with the pitch (high-low sounds). It is merely connected with speech sound. What is important to be mentioned is that some people when speaking English (FL) are found to be influenced by intonation of their mother tongue, although any language has its own different intonation, as Paul Christophersen demonstrates that pitch (or intonation as it is often called) is used in all languages to add special significance to what is said; but it is not used in the same way in all languages. (Paul: 1956).

2.16 Grammatical and Syntactic Differences

Grammatical and syntactic difference between Arabic and English are influential factors in dealing with speaking skill. Because of these differences, interference of the mother appears as the coming example shows:

2.16.1 Contrast Between Present Tense in Arabic and English Language

- In English Language
  i. The present simple (Do – Does):
     In English language, in the present we always add (s) or (es) to the singular verbs e.g. (He eats meat).
  ii. The present perfect (Has – Have + P.P.):
     In the present perfect, singular pronouns deal with has, and plural ones deal with have, and the verb is changed to past participle.
     e.g. (He has finished the exam), (They have eaten fish).
  iii. The present continuous (Is/ Are –V + ing):

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In the present continuous, (ing) form should be added to the verb, e.g. *(She is cooking now), (They are playing football).*

iv. The present perfect continuous:

It deals with the action that has happened completely and continuing, or it happened in a certain past time and has a result in the present time, e.g. *(I have been drinking tea).*

- In the Arabic Language

i. This typical form of present simple cannot be found in Arabic, particularly in adding (s) or (es), so the student whose mother tongue is Arabic may not add (s) or (es) to the singular verb as a result of the influence of the mother tongue, e.g. he/she could err in saying *(He gets up early)* by saying *(He get up early).*

ii. The present in Arabic could not be found, but what is put in stead of it in Arabic is the past, e.g. for *(He has broken the window)* we say in Arabic *(لقد كسر النافذة).*

On the other hand Sudanese students always forget the use of *(have/has)* because they are not included in their mother tongue.

iii. The present continuous in English has no equivalent in Arabic, e.g. *(Ali is writing)* in Arabic it should be *(علي يكتب)* this sentence also can be read as present simple.

Students also may ignore the use of auxiliary verbs, e.g. If they want to say *(She is teaching pupils now), they might say *(She teaching pupils now X).*

2.16.2 Past Tense in English and Arabic

- In English:

i. The past simple:

In the past we always add *(ed)* to the end of the verb *(regular verb)*, e.g. *(Work, Worked, finish, finished), etc.*

But there are some verbs when changing them to the past, their structure totally changed *(irregular verbs), (go-went) or still alike *(cut-cut) etc.*

ii. The Past continuous

In this case there should be two actions happening in the past, one is long *(past continuous)* and the other is short *(past)*, but two actions can be also long, e.g. *(While I was walking, be greeted me), (While she was cooking, be was reading).*

iii. The Past Perfect *(Had +P.P.)*:

- To correspond with the present perfect, but in the past, e.g., *(He told me he had just seen me).*
- In a reported speech, e.g. *(We found that we had lost the address).*

- In Arabic:
  
  i. It could be observed obviously that there is not particular ending that governs the past simple in Arabic, so when students deal with the past in English, they may forget the *(...ed)* or changing the structure, because this grammatical rule is not found in their mother tongue, e.g. If a student is asked to say *(باالأمس ذهبت إلى المدرسة)* he may say *(I go to school yesterday X)*, although the right is to say *(I went to school yesterday)*.

  ii. There is no past continuous in Arabic, as a reflection of this fact, students don't use this past continuous even there are two actions, e.g.: They may say *(when she cooked, be knocked the door X)* despite the right one is *(When she was cooking, be knocked the door)*.

  iii. It is as the same as present perfect but instead of *(has/have/had)* should be put.

2.16.3 The Passive *(is – are – has …etc +done)*

- In English:
  
  Passive is more complicated and it can be *(present +P.P.) or (past +P.P.)*, and also when using passive we have option to omit the subject or to put it e.g. *(The room has been cleaned)* or *(the room has been cleaned by Omer)*.

- In Arabic:
  
  There is no complexity in Arabic, we are asked to omit the subject. In this case, students find difficulties in constructing passive in English because of the differences in the rules, which govern both languages.

2.16.4 Modal Verbs

- In English:
  
  The model verbs which are frequently used in speaking are: can, could, may, might, must should, have to …etc. it could be discovered that the rule, which governs modal verbs, is that the verbs after them come infinitive without any addition in a statement or a question.

- In Arabic:
  
  If modal verbs were translated into Arabic, it would be clear that the verb could have many positions.

  So, students commit errors when using modal verbs in the English language by adding to verbs. Because, this rule is not found in their mother tongue.

2.16.5 Words Order *(Arabic and English)*:
If a simple comparison is taken between Arabic and English in their word order, it can be clear that in the statement in Arabic the verb comes before subject, e.g. (كتبت محمد رسالة). On the other hand, if we take the same sentence and translate it to English, it will be (Mohammed wrote a letter), (Noun before subject).

As a result of differences between Arabic and English words order, students face many troubles and this can be shown in the following examples:

2.16.6 When Constructing a Sentence

May be a pupil or a student knows meaning of words individually, but when making a sentence of his/her own, the problem which he/she faces is a ranging words, e.g. If he/she wants to say (أنا ذاهب إلى منزل الأستاذ) he/she may say: (I am going to the house teacher X), as an influence of the mother tongue although the right sentence is (I am going to the teacher's house).

This mistake occurs in the early ages or with beginners.

2.16.7 Translating and Understanding

If there is a phrase written as title in a news paper like this (A journey to the Ivory Cost) and a beginner reads it and wants to translate it into Arabic, he may say (X رحلة إلى عاج الساحل) despite the meant meaning is (رحلة إلى ساحل العاج).

2.17 English Speaking Skill in Different Syllabuses

Longman, ( ) states that a syllabus is a list of topics books, etc, that students should study in particular subject at school or university.

2.17.1 Types of Syllabuses Related to Speaking

Johnson, (1981:33) states that syllabuses related to speaking can be divided into eight types:

1. A phonological syllabus. Examples of items that might be included: how to pronounce [ʔ], how to distinguish /s/s and /z/, weak forms contrastive high pitch.
2. A lexical syllabus. Examples of possible items: tall, guitar, relax, dashboard.
3. A structural syllabus. Possible items: how to construct grammatically correct sentences.
4. A notional syllabus. Possible items: How to refer to points of time, how to talk about the future 'how to refer to the instrument with which an action is performed.
5. A functional syllabus. Possible items 'how to warn 'how to express enthusiastic appreciation' how to borrow things.
6. A topic syllabus. Possible items 'the language use to talk about marriage and divorce' the parts of a car.

7. A situational syllabus. Possible items' what to say when shopping' how to answer the phone.

8. A discourse syllabus. Possible items' the use of intonation as a floor holding device' how to break into a conversation' boundary, in speech and writing.

9. The communicative syllabus. Possible items, the real world situations

2.17.2 The Goals of the Communicative Syllabus

Jonson, (1981:33) states that the communicative syllabus has many goals concerning the learner. These goals can be summarize in the following points:

1. To familiarize the learner with the target country culture.
2. To develop the writing and speaking.
3. To adequately improve the survival skills to live in the host country/community
4. To cope with the everyday current affairs through the mass media.
5. To know the traditions and customs.
6. To know the directions and traffic.
7. To know how to correspond with others.
8. To exchange information and ideas.
9. To enrich experience.
10. To know the political and religious affairs of the target/host country.
11. To practise the learner's special hobbies.
12. To know the eating customs, and types of dishes of the target language.
13. To know how to receive guests.
14. To develop the target language linguistic abilities.
15. To contribute to the target country development.
16. To know how to go shopping.
17. To reflect the cultural aspects of he home country in the host/ target country.
18. To participate-after the experience in the host country – to the development of the communicative syllabus in the home country in the future.
19. To know how to spend the holidays in the target country.
20. To know and practise sports.
21. To know how to have meals.
22. To know how to tell the time in the target language.
23. To express compliments.
24. To write letters and reports.
25. To express likes and dislikes.
26. To know how to make requests.
27. To express sympathy.
28. To express obligation and opinions.
29. To know how to give invitations.

This list of goals is considered just an example and there are many other goals to be added.

2.17.3 The Tasks and Activities of the Communicative Syllabus

The syllabus tasks and activities can highly be related to the syllabus objectives.

The communicative syllabus tasks and activities can be connected with the real-world situations and activities. The classroom tasks and activities considerably depend on the teacher innovation, the student's mental faculties, and the teaching conditions.

The ultimate objective of the tasks and activities is to achieve the communicative/sociolinguistic competence and the linguistic competence within a short time according to the academic/vocational or professional purposes.

The tasks and activities can be more fruitful and effective if they are structured within the scope of pair/group work. This kind of activities enables the learner to have an ample chance to use the target language mainly in the form of discourse that can highly be needed within and outside the home country.

The pair/group tasks and activities is very crucial particularly at university level where the student needs to develop autonomous learning, establish relationships, have self-confidence and develop conversational ability.

The home country different environments can be partially considered in the communicative syllabus tasks. Brown, (1994) points out that the communicative tasks and activities will be boring and monotonous if they are just prescribed within the very limited, context of the classroom. The teacher – as an innovator and facilitator – can create tasks and activities within the framework of the student's
interests and needs. Then, the development of the English speaking skills tasks can contribute to the pedagogic development.

The following communicative tasks have been adopted from Brown and Yule (1994). In each task, the students are working in pairs.

1. Both students have photographs, which are almost identical. The speaker has to describe what is in the photograph as accurately as possible in order that the listener may identify in what way his photograph differs from the one which the speaker is describing.

2. The speaker has a diagram. The listener has a sheet of paper, a black pen and a red pen. The speaker has to instruct the listener to reproduce the diagram as accurately as possible on his sheet of paper. The listener has to listen carefully and to follow the speaker's instructions.

3. The speaker has a cartoon strip strong. The listener has a set of pictures which show scene or characters from the story and some from different stories. The speaker has to tell the story so that the listener may be able to identity which scene or characters fit the account he hears.

The speaker has a set of photographs sequence of events leading up to a car crash.

The listener has a set of photographs, some of which show details of the particular car crash being described and some for another car crash. Alternatively, the listener has a road layout design and which he has to draw the locations and movements of the cars involved in the crash.

In designing a communicative task, the designer should take into consideration the mixed classroom groups (abilities).

It is better to divide the classroom into small groups to maximize the students' chance of participation. Furthermore, Stern, (1976) mentions that, “One of the great problems the teacher/ facilitator faces in implementing the communicative tasks is the stuffy and large classes. The tasks and activities are made to develop the student's communicative/sociolinguistic competence and partially the linguistic competence”. So, this aim can not be achieved unless the student has an ample chance to participate inside and outside the classroom to get acquainted with the target language.

In the large and stuffy classes, the teacher needs to exert an great effort to innovate new techniques to increase the student's chance of participation, which consequently improves his fluency. In implementing the speaking development tasks
and activities to large classes, the teacher needs to use extracurricular activities to raise the students' motivation and concentration.

One of the useful tasks and activities is competition.

The teacher/practitioner/facilitator can make the students work in pairs/groups.

The students can listen to the situation and work out the right answer.

The winner will be a pair/group that takes the shortest time to come up with the right answers. The first activity concentrates on listening and will give the student a chance to be familiar with the content.

Role-play: This activity is a roleplay between a custom officer and a passenger. Pair/group activity is used. All the situations written by the different groups that require payment of duties will be collected. Each pair will get two cards. At this stage, you can have a session, with the teacher eliciting from the students and writing on the blackboard (as, for instance, persuading, appealing, arguing, apologizing and so on).

The students will then be asked to roleplay the dialogue. As passengers all over the world resent being asked to pay important duties, it is sure that the student playing the passenger will try his/her bests to get away without having to pay anything. The pair will change roles for the second dialogue. To avoid having the whole activity become repetitive and tiresome, cue cards can be distributed to each student with hints at their reactions, such as 'slightly' 'annoyed' or 'furious' for the passenger, or polite but firm or understanding for the customs officers.

2.18 English Speaking Skill in Different Teaching Methods

The teaching approaches are considered as the main factor that positively or negatively affects the process of speaking or oral communications. First the researcher wants to shed some light on the different approaches then finally concentrates on the approaches which emphasize speaking in particular.

FLT Approaches:

Nunan, (1991:3) states that in foreign language teaching (FLT), including Teaching English as a foreign language (TEFL), there has been a lot of controversy concerning the best way to teach a foreign language such as the grammar-translation approach, the direct approach, the aural-oral approach, and the eclectic one. Brief idea about each approach will be given in the following sections.
2.18.1 Speaking in the Grammar-Translation Method

The grammar-translation method is sometimes referred to in some books on teaching methods as the old method, the classical method, or the traditional method.

2.18.1.1 Techniques of the Grammar Translation Method:

1. Translation of a literary passage: Students translate reading passages from the target language into their native language. The focus is on vocabulary and grammar.
2. Reading comprehension Questions.
3. Antonyms/Synonyms: Students are given one set of words and are asked to find antonyms and synonyms.
4. Cognates: Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages.
5. Deductive Application of Rule: Grammar rules are presented with examples. Students understand the rules then apply them.
6. Memorization: Students are given lists of target language vocabulary items and their native language equivalents and are asked to memorize them.
7. Use words in sentences: In order to show students understand the meaning and use of a new vocabulary item, they make up sentences in which they use new words.

In conclusion, the most important reason for learning a foreign language is to be able to read the literature written in the target language. Thus, the application of the grammar-translation method is considered as one of the main factors of the poor achievement in English speaking skill.

2.18.2 The Direct Method

The direct method considers speech as the primary goal. This may help in developing speaking. Looking at the principles and techniques of the direct method, it is clear that oral communication is badly required.

2.18.3 The aural-oral Method

The aural-oral approach is another reaction to the old method and modification of the direct method. The aural-oral approach is sometimes called the oral approach, the linguistic approach, the audio-lingual approach or the army method.
2.18.3.1 The Techniques of the Audio oral Method

1. Dialog memorization: Dialogs or short conversations between two people are often used to begin a new lesson. Added to that, Cutts, (1957:43) ascertains that conversation is the best way to practice a foreign language. Students memorize the dialogue through mimicry (mini-memo). Students usually take the role of the person in the dialog, and the teacher the other role.

2. Repetition Drill: Students are asked to repeat the teachers' model as accurately and quickly as possible

3. Chain Drill: A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other.

4. Transformation Drill: The teacher gives students a certain kind of sentences, an affirmative sentence for examples students are asked to transform this sentence into a negative sentence.

5. Use of Minimal Pairs: The teacher works with pairs of words which differ in only one sound. For example "ship/sheep".

6. Grammar Game: Games like the super market alphabet game are often used in the Audio-Lingual Approach.

Shortly the principles and techniques of the Audio-Lingual method contribute largely to the development of speaking skill because primacy is given to speaking skill.

2.18.4 Suggestopedia

Principles: Learning is facilitated in a relaxed comfortable environment. The teacher should recognize that learners bring certain psychological barriers with them to the learning situation. He/She should attempt to "desuggest" these.

2.18.4.1 The Techniques of Suggestopedia:

1. Classroom set-up: The teacher is to create a classroom environment which does not look or feel like a normal classroom. He is to use dim lights, soft music, cushioned armchairs and walls decorated with scenes from a country of the target language.

2. Positive Suggestion: It is the teachers' responsibility to orchestrate the suggestive factors in a learning situation.
3. Visualization: Visualization can be a vehicle for positive suggestion or it can be used simply to relax one's students.

4. Role play: Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that persons.

5. Primary Activation: The student play fully reread the target language dialog out a loud, as individuals or groups.

6. Secondary Activation: The students engage in various activities designed to help them learn the new material and use it spontaneously.

Briefly, suggestopedia like the other aforementioned approaches is a factor contributing to the poor achievement of the speaking skill but the development of these approaches in general, can help to choose an appropriate approach to develop speaking.

2.18.5 Community Language Learning Method

This method advises teachers to consider their students as "whole persons". The teachers consider not only their students' feeling and intellect, but also have understanding building a relationship with and among students is very important.

2.18.5.1 The Techniques of Community Language Learning

1. Tape-recorded Student Conversation

2. Small Group Tasks.

3. Reflective Listening.

The students relax and listen to their own voices speaking the target language on the tape.

Thus, this approach can partially contribute to the development of English speaking skill because communication or speaking is taught sequentially then the other skills.

2.18.6 The Eclectic Method

The eclectic approach is a reaction to the previous approaches. The Eclectic Approach is considered as the best approach that can contribute positively to the development of the English speaking skill because the teacher is free to choose the techniques and activities in all the other approaches that can help in promoting the English speaking skill.

2.18.7 The Total Physical Response Method

This approach has been named "The Comprehension approach". It is called so because of the importance it gives to listening comprehension. In this method
students listen and respond to the spoken target language commands of their teacher. Meaning in the target language can be often conveyed through actions.

### 2.18.7.1 Techniques of the Total Physical Response Method

1. Using commands to direct behavior.
2. Role reversal: Students command their teachers and classmates to perform actions.
3. Action Sequence: The teacher gives three connected commands, for example, the teacher tells the students to point to door, walk to the door and touches the door. Thus, this approach contributes negatively to the poor achievement of English speaking skill.

### 2.18.8 The Communicative Method

The primary goal of this method is to enable students to communicate using the target language. The goal of the teachers who use the communicative approach is to know how one student becomes communicatively competent. To do this students need knowledge of the linguistic forms, meaning and functions. The teacher is a facilitator of his students learning while students are above all, communicators. They are actively engaged in negotiating meaning. Activities that are truly communicative, according to Jonson and Morrow (1981:13), have three features gap, choice and feedback.

### 2.18.8.1 The Techniques of the Communicative Method

1. Authentic materials.
2. Scrambled sentences.
   - The students are given a passage (a text) in which the sentences are in a scrambled order. They are told to unscramble the sentences to restore to their original order.
3. Language games.

In conclusion the communicative approach partially contributes to the development of English speaking skill because oral communication is concentrated in some respects.

### 2.18.9 Factors influencing Methods

There are many factors which may influence the methods used in teaching a foreign language. Teachers and educators need to be aware of the factors while designing and evaluating methods.
One implication of these factors is that the teacher should be psychologically and professionally prepared to vary or at least modify his methods to suit different educational situations. This is clarified by Chafe, (1970:70) that it will be exhausting, unfruitful, unfair, or unwise if the teacher blindly and habitually insists on utilizing one single method in all situations."

Another implication of these factors is related to method designers and evaluators, who should take into consideration the practical factors which interfere in the actual process of teaching such as the teacher’s load and training. Some practical factors may work against a certain method in application.

The solution in this case is either to tolerate a slight modification of the method so as to cope with those practical factors or to overcome any negative factor so as to render that method applicable.

2.18.10 In-Class speaking Tasks

When presenting tasks (such as; imitative, intensive, responsive, translational, interpersonal and extensive) teachers should tell learners about the language function to be produced in the task and the real context(s) in which it usually occurs. They should provide opportunities for interactive practice. Florez, (1999:13) says: “Although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks”

The above mentioned introduces six possible task-categories, according to Brown, (1994:13) as follows:

1. Imitative: Drills in which the learner simply repeats a phrase or structure (e.g., “excuse me” or “can you help me?”) for clarity and accuracy;
2. Intensive: Drills or repletion focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences;
3. Responsive: short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions;
4. Transactional: dialogues conducted for the purpose of interviews, role plays, or debates;
5. Interpersonal: dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role play’s.
6. Extensive: extended monologues such as short speeches, oral reports, or oral summaries.
The above mentioned task categories are not sequential. Each can be integrated with one another, depending upon learners’ needs. When the teacher wants to present a task, firstly, he should tell the learners about the language functions to be produced in the task and the real context(s) in which language usually occurs and secondly, to provide the learners with opportunities to interactive practice. A good spoken model which students receive from their teachers is an ample opportunity to practice themselves in speaking that takes place through the oral presentation and practice of new language items, in dialogue work and in role play. Bygate, (1995:31) states that speaking practice take place through the oral presentation and practice of new language items, in dialogue work and in role play…the more mechanical aspects of speaking are also covered in pronunciation practice, where it forms parts of the course package, and these elements combined normally ensure that students receive good spoken models from their teachers and ample opportunity to practice SPEECH.

The reasons for the students’ receiving good spoken models from their teachers and ample opportunity to practice speaking themselves in the domain of spoken language should be occur through oral presentation and practice of new language items, in dialogue work and in role play and also covered in pronunciation practice.

2.18.11 Phonetic ability

Studies demonstrated that some people are not able to discriminate between two sounds better than others, and/or are not able to repeat sounds more accurately. In order to solve these problems of discrimination between two sounds, the assumption is that in every conversation class the learners should be trained to improve their listening skills as well as speaking. Hence, success in oral communication largely depends on effective listening whether in a native language or foreign language. Furthermore, Matthews (1989:60) states that when the principal objective is to teach oral communication light should be shed on the development of the listening skill as well. Oral production cannot take place successfully unless what is spoken is also understood, and often learners have great difficulty in following what is said to them. Hubbard (1983: 80) provides that when foreign students arrive in Britain, they often find the listening skill the most difficult task. This is so because listening is the most varied medium over which the student has no control.

2.18.12 Effective Strategies of Teaching Conversation
According to Richards (1990: 38): The concept of effective teaching is somewhat elusive one, however. Can it be determined from the teacher’s behavior, the learner’s behavior, classroom interaction, or the results of learning. Besides, it is difficult to effectively and satisfactorily conduct conversational classes with intermediate and advanced levels. The problem broadly lies in finding appropriate materials for conversation and choosing effective techniques and strategies for conducting lessons. Often dull materials fail to elicit a lot of verbal responses from the learners and the teacher finds it hard to motivate students into participation as suggested by Freitas, (1972: 6). Nevertheless, the research relates the notion of effective strategies for teaching conversation to two significant dimensions: classroom materials and classroom methodology, taking into account that Taylor (1983:69) notes that learners acquire a foreign language only to the extent that they are exposed to an actively engaged in useful realistic communicative activities.

2.18.13 Classroom Materials

Since the prime goals of the present study are to promote EFL learners’ conversations, a carefully chosen programme which prepares the students to communicate using the target language would contribute a great deal. Hubbard et al (1983: 242) postulate that any language course designer should start by doing two things. The first one is selection, that is, he/she has to choose which language items and aspects the intended course must contain. The second is grading which refers to the arrangement of these items into the best possible order that make learning more successful. Typically, the classroom materials comprise of functions and notions mainly depending on learners needs and their level of language proficiency. A learner needs language to serve a certain function(purpose) such as: inviting, advising, congratulating, apologizing, requesting, enquiring greeting, suggesting, decrying or notion (concept and meaning) as in: duration, location, time, quantity, and quality. In the communicative language teaching Richards et al (1989: 114) provide “a syllabus is often organized in terms of the different language functions”. As raised in the introductory chapter, the learners in focus may not have heard what people say in such a situation and consequently lack confidence in themselves. Besides, in English there are various formulaic expressions, styles and characteristics of spoken discourse if learners are exposed to and involved in utilizing them, methodologists expect this will promote their language proficiency. Students learn structural items which are combined with these functions and notions inductively from contexts. These
materials that derive from the functional – notional syllabus are integrated with some task – based activities in which learners are required to do things through instructions in the target language. Specialist and instructors believe that this will gradually shift students focus from learning to use the language to learning language to accomplish tasks which is a more effective way to promote the target language acquisition since it provides a purpose for using the language – the language which is relevant to the learners needs.

Hubbard et al. (1983:247) maintain that functional – notional syllabus, if well designed can make the student sensitive to the need for appropriate language in a given situation. should enormously enhance motivation. Instead of learning to manipulate language items in a vacuum, the student will be able to recognize the value of the language he learnt. Then, the input in focus is provided in combination with some recorded tapes by native speakers of English to render the situations seem more realistic as far as possible. All the language course pieces are sequenced and graded regarding the factor of appropriacy.

2.18.14 Classroom Methodology

The term methodology here refers to the procedures and techniques for implementing the language programme in focus i.e. teaching conversational English. In foreign and second language teaching literature current trends worldwide are attracted by task-oriented instructions and student-centred learning in which the activities are carried out by the learners and the role of the teacher is reduced to the minimum. Learners are engaged in communicative tasks and activities such as pair-work and group-work that maximize classroom interaction. Kozar (2010: 17) states that while working together, students build new understanding by challenging other’s ideas and defending their own...a product that is different from any product done individually.

The available materials and sources lead the current teaching process to start and revolve around certain techniques thought to be the most suitable ones. Some of these are open – ended dialogue, role-playing, prepared talks, discussion, description, problem – solving and debates.

The belief that no single language teaching method described the best way for teaching spoken English has driven the teachers to select among the divergent approaches and methods techniques that suit learners’ needs and their pedagogical environment to achieve the intended linguistic goals. Such fashion is termed eclectic
in second and foreign language teaching methodology. Furthermore, it could be more fruitful if what goes inside the language classroom – the teaching strategy or approach – made to the known educational theories and beliefs about the nature of language and language teaching and learning. Larsen-Freeman (2010:1) asserts that any language teaching strategy is a harmonious connection between certain knowledge and actions in the classroom.

Following the traditions of language teaching, a lesson has three phases: the presentation stage, the practice or accuracy stage and the free production or fluency stage. The teacher models the new language or plays the tape, then, this is followed by student’s repetitions beginning by dialogue for it is the natural form of conversation. The role of the teacher is to organize and control the students’ performance using the target language. Through repetitions students consolidate their knowledge of the oriented spoken discourse semantically and structurally, then build confidence which often associates with learners abilities. Second language learners are thought to gain accuracy and improved fluency by the repetitions of tasks, as is mentioned by Cohen (2011:23). Hence the teaching procedure is falling within the realm of the audio-lingual method with elimination of translation. Then, the learners carry this learning experience through substitution and transformation strategies. EFL students start straightforwardly working with a dialogue or reading text for their level of language proficiency supposed to be intermediate (they have studied English before and have knowledge of some vocabulary and structural patterns). The controlled mechanical practice is shifted to meaningful activities when the teacher assigns a situation (in terms of who, where and what) and learners initiate the intended linguistic items as in role – playing. According to Larsen-Freeman (2010:129) true communicative activities have three common characteristics. These are: information gap, choice and feedback. Information gaps exist when a speaker knows something his partner does not know, the speaker has to choose what to say and how to say it (not restricted as in controlled activities), then the speaker receives information i.e. feedback as whether his message has been understood or not.

Gradually, the students performance progresses towards productive activities the stage, which is often missing for in most cases they stop at the practice stage. Deckert (2004: 13) and Zhang (2009: 32) argue that the language classroom does not provide chances for oral interactions as most of the teachers talk on and on
throughout the lesson without giving students any opportunity to speak, thus turning the lesson into a listening activity.

The production phase is a stage of the lesson during which the students can speak in English without guidance from the teacher or textbook, and for this reason it is regarded more nearer to real life situations once students can communicate freely, Willis (1987: 125), and Lidosuss by D(1991) argues that comprehension and production of spoken English depend on mastering phonology, grammar and lexical items in combination with actual life situations and experiences.

Often there is a difficulty at the production phase when learners turn to use their linguistic repertoire to express personal feelings and thoughts but teachers should try hard to facilitate the tasks and get students engaged in them. Various topics that serve certain language functions and notions are exploited for interactions and negotiating meaning to develop their communicative competence. Furthermore, authentic materials from current newspapers and magazines whenever possible can be introduced in order to carry the learning situations from classroom practice to the real outside world, and hence incorporating communicative language teaching. Errors that do not impede communication should be ignored looking for fluency and teacher should not interfere unless he feels his students need so. Discussion and project – work activities which consolidate oral fluency are held as the learners performance progresses. Discussions here broadly include any activity from simple question – answer, problem solving to complex debates and seminars. As indicated by Wilhoit (1994:34), the students do a great deal of the work and the teacher is an advisor or facilitator. There should be a smooth transition from teacher – oriented teaching to student – centred activities through the designed programme. Active participation is an index of effective instructions and students achievement that contains two criteria. First, a teacher should be sure that all students are actively involved in the language class event and the low-ability learners given their chance. Second , the teacher should give the learners time to think before eliciting verbal responses about two or three minutes utilizing words such as think, imagine, consider., as explained by Lidosusse, G (1991:31).

In addition, Gasm Elsied (2010:66) indicates other requirements for enhancing fluency in speaking beside EFL learners’ linguistic and cultural knowledge summarized in five points;

1. A competent language teacher.
2. Suitable learning environment that encourages students to learn easily with enough time for oral practice.

3. Obvious learning goals that lead learners to think and express themselves.

4. Knowledge of linguistic functions and various activities that stimulate speaking.

5. Contextualization for any given situation in terms of who, where and why.

To round off this discussion, the effective strategies of teaching conversation can be designing a graded course of small talks that contain as much different language functions as possible. Then, the course can be implemented eclectically regarding the target learner needs.

2.18.15 Integrating Skills

Unlike the traditional methodology of teaching language skills (listening, speaking, reading and writing) separately, that is concentrating on reading in a lecture and then moving to writing in another, nowadays methodologists support teaching language skills interactively. Harmer (1988: 47) believes that it is impossible to work on one skill without performing the other, one cannot speak in a conversation if he does not listen well and you needed to write notes while, for instance, listening to a lecture. He adds that the same topic or passage for reading may lead to practice the other different skills and this should be reflected in teaching. Although, there are certain cases where skills are treated individually i.e. concentrating on a particular skill to promote a noted difficulty, integration of the four skills should be a basis in teaching language. Zhang (2009:32) argues that still many teachers emphasize reading, writing and listening skills far more than speaking. In that students do not receive adequate opportunities to practice oral interaction and as the teachers talk on and on throughout the lessons turning the class into merely listening activity. Reading and writing lessons are usually associated with interesting topics providing a rich environment that should be exploited for practicing speaking and hence integrating the skills. Lier, (1989: 51) emphasizes the significance of employing ‘open questions’ as appropriate and effective teaching strategy for developing and maintaining a conversation. Open questions provide a chance for self-expression and stimulate the conversation partner into further interaction through expanding his topic and stating his opinions and ideals.
In the target languages study, the researcher, similarly advocates consideration of the spoken discourse in all English language specialized courses at tertiary level.

2.18.16 Fluency and accuracy

To generate fluent speech is the prime objective of learning a foreign or second language. The following descriptions are cited from Richard (1990: 75) to indicate the concept of fluency:

Van EK and Alexander (1991:61) state that oral fluency is a precise reasonable speech with rational correct structure, phonology and lexis. Fillmore (1981:41) adds that fluency is the ability to fill time with talk in coherent, reasonable and semantically dense sentences; the ability to say the appropriate things in the appropriate time; and to maintain creativity in language use. Heike, (1982:61) concludes by proposing three conversational principles that motivate the speaker:

i. To be free from error phonologically and syntactically.

ii. To be intelligent (appropriate)

iii. To be in control of turn taking and dynamic conversation

The degree of fluency depends upon the type of the task in which the speaker is involved in for example, face-to-face conversation, an interview, story telling…etc. the types of utterances found in storytelling are different from those found in spontaneous interaction. Storytelling clause and phrases are more planned and integrated for they are organized, thought of and prepared well before their expression.

Accordingly, accuracy here is seen as an integral component of fluency rather than an independent conversational skill.

2.18.17 Characteristics of Successful Speaking Activity

Every EFL teacher aims to function successfully in teaching. To conduct a conversation class effectively postulates some useful guidelines for the teachers of English that can be summarized as follows:

1. The teacher should create a relaxed learning environment. A relaxed atmosphere is conducive to free production in which the learner feels at ease enough and struggles to find the appropriate words for expressing his ideas and thoughts. This can be done in a variety of ways: the teacher should give praise and encouragement when it is deserved to reinforce good performance; the teacher
should speak naturally without exaggerating the patterns of speech or the voice volume and he can smile or even laugh and everyone should use the English language.

2. All the students should pay attention and be alert. If a learner’s attention wanes, the teacher can direct it by asking him to answer a question or repeat something the teacher has already said.

3. Both the teacher and the students should be enthusiastic and maintain pleasure during the conversation class. Enthusiasm has a vital significance for oral expression.

4. The teacher should be patient with the students encounter in the conversation class as some of them are afraid or ashamed to express themselves. Also, the teacher should evaluate the class participation and any learner has an equal chance with his classmates.

5. The teacher should be sensitive to the gestures and facial expressions of the learners which reflects how a learner is reacting to a situation and does not laugh or allow students laugh at each other’s mistakes.

6. The teacher should not interrupt the flow of conversation with minor errors corrections as in mispronouncing a word. Attention can be drawn to such a mistake near the end of the class. The teacher can interfere when the process of communication is stopped and the student is looking for the appropriate expression supply.

Typically Richards (1990:38 -41) indicates four components for effective instruction: classroom management, structuring, tasks and grouping. First, in classroom management the teacher should arrange and control the learner’s behavior and interaction during a lesson. When the class is well-managed the interruption problems will be few and learners will be actively involved in the learning tasks and activities. Motivation and success are often linked with the learner’s involvement in the lesson. Second; structuring which refers to the clear objectives of the teacher and the logical sequence of the learning activities as perceived by the learners. Teacher should pay great attention to the goals behind each lesson and the relationships between the activities. Third, the tasks and activities which the teacher assigns to achieve the objectives of learning. Classroom activities vary according to the type of information, the interactional mode as whether the tasks are carried out individually or in groups and the task complexity and compatibility with the learner’s level of
language proficiency. Hence attention should be paid to the appropriate types of task, the order of tasks, pacing or how much time the learner can spend on each and the products that the learner is expected to do. Finally grouping which is a central element in effective teaching. A skilful teacher understands the effecting role of the different groups: pair-work, group – work or discussion in promoting learning, that is, low-ability learners interact with middle –ability learner’s and respond more successfully to complex instructional activities.

To achieve successful speech, four points are classified by Ur (2000: 120-122):

i. Participation is smooth. Classroom activities should be carried out by the majority of learners and teacher avoids a minority of talkative participants that dominate the class. Opportunities are distributed fairly and evenly among students i.e. everyone gets a chance to speak.

ii. Students talk a lot. The time devoted to the speaking activity should be occupied by the learners talk as much as possible and not by the teacher or pauses.

iii. Students are eager to speak. Learners are motivated because the topic is interesting and they have something to say or they want to achieve a task objective.

iv. Language is of a suitable standard. Learners produce comprehensible relevant utterances with acceptable level of accuracy.

The gist here is that, the successful conversational class is a happy experience for the teacher and students. The class is dominated by student-centred activities in which everyone gets a chance to speak.

2.18.18 Problems with Speaking Activities

Cottys, (1989: 71) states that often, EFL teachers complain from difficulties that face learners in spoken English. These problems can be presented as follows:

i. Learners have nothings to say. Usually the students complain they are unable to think of anything to say. They have no motivation to speak; they just do so because they are pushed into the speaking activity.

ii. Low interaction. Most of the time merely very few participants can talk during the speaking activity. There is tendency that some learners dominate while the others speak very little or may not participate at all.
iii. Inhibition of learners. Sometimes students are inhibited about speaking using the target language in the classroom because of the fear of making mistakes and criticism, losing face or shy of the attention that would be attracted by their speech.

2.19 Oral Testing

Every area of a language testing has a particular technique as for example, testing the oral proficiency of learners that occurs through interview, role play group discussion between learners, picture-description and the like. Ur, (1996: 133) states that when testing the oral proficiency of learners we may simply interview them and assess their responses; or use other techniques like role play, group discussion between learners, monologue, picture-description and so on.

When you want to test learners’ oral proficiency (progress) that can simply be done through interview of the learners and assess their responses. There are also other techniques such as: role play group discussion between learners, monologue, picture-description and the like.

2.19.1 Setting the Tasks

Specifying all appropriate tasks Hughes, (1989: 101) comments that: “we can make use of the framework” as follow:

1. Operations: the operation is to take part in oral interaction which may involve the following language functions:
2. Expressing: Thank requirements. Opinions, comment, attitude, confirmation, apology, want need, information, complaints, reasons, justifications.
3. Narrating: sequence of events.
4. Eliciting: information, directions, service, clarification, help permission, (and all areas above).
6. Text types; dialogue and multi-participant interactions normally of a face-to-face nature but telephone conversations not excluded.
7. Addresses and topics: Not specified except as under ‘topics for writing’
8. Accuracy: pronunciation still obviously influenced by mother tongue though clearly intelligible. Grammatical/lexical accuracy is generally high, though some errors which do not destroy communication are acceptable.
9. Appropriacy: Use of language generally appropriate to function. The overall intention of the speakers is always clear.

10. Range: A fair range of language is available to the candidate. He is able to express himself without overtly having to search for words.

11. Flexibility: is able to take the initiative in a conversation and to adapt to new topics or changes of direction though neither of these may be consistently manifested.

12. Size: Most contributions may be short, but some evidence of ability to produce more complex utterances and to develop these into discourse should be manifested. Regular tests to the class that tell the teacher what the students can and cannot do, and therefore, how successful the teaching is. And also tell the students how well they are progressing, and where they need to focus their attentions, besides they encourage students to take their learning seriously.

Eggers, P (198:81) states that if we want to encourage students to speak, we should give oral tests from time to time. Obviously, it is difficult to test speaking, especially with large classes. Whereas with listening, reading and writing students can all be tested at the same time, with speaking each students (or pair of students) must be tested in turn. There are two main ways of testing students’ speaking ability: by continuous assessment throughout the year, and by giving short tests to each student.

If teachers want to motivate learners to speak through a regular oral test, it's possible they test listening, reading and writing with large classes whilst with speaking is impossible, except with pair of students who must be tested in turns.

2.19.2 Elicitation Techniques

Hughes, (1989:107-110) states “the appropriateness of each technique will depend upon the specifications of the test. Most of them can be fitted easily within an interview framework”. From the following techniques students’ can be evaluated.

1. Questions and requests for information: Yes/No questions should generally be avoided. Various functions can be elicited through requests of the kind. Can you explain to me how/why... ‘ and ‘Can you tell me what you think of...’

2. Pictures; Single pictures are particularly useful for eliciting description, series of pictures (or video sequences) form a natural basis for narration.
3. Role play: Candidates can be asked to assume a role in a particular situation. This allows the ready elicitations of other language functions.

4. Interpreting: it is not intended that candidates should be able to act as interpreters (unless that is specified). However, simple interpreting tasks can test both production and comprehension in a controlled way. One of the testers acts as a monolingual speaker of the candidates’ native language, the other as a monolingual speaker of the language being tested.

5. Discussion: Discussion between candidates can be valuable source of information. These may be discussions of a topic or in order to come to a decision. Tape-recorded sample: ...oral ability be tested in the language laboratory. A good source of techniques is the ARELS (Association of Recognized English Language Schools) examination in spoken English and comprehension.

2.19.3 General Outline of a Speaking Lesson

Actually speaking lessons can follow the usual form of preparation, presentation, practice, evaluation and extension. The teacher can use the preparation step to establish a context for the speaking task (where, when, why, and with who it will occur) and to initiate awareness of the speaking skill to be targeted (asking for clarification, stressing key words, using reduced forms of words). In presentation, the teacher can provide learners with a preproduction model that furthers learners’ comprehension and helps them become more attentive observers of language use. Practice involves learners in reproducing the targeted structure, usually in a controlled or highly supported manner. Evaluation involves directing attention to the skill being examined and asked learners to monitor and assess their own progress. Finally, extension consists of activities that learners use as strategy or skill in a different contexts or-authentic communicative situations or to integrate the new skill or strategy with previously acquire ones.

Surely, testing, whether written or spoken affects teaching and learning Ur, (1996: 135) states that: “...oral testing is worth the investment: not so much for the sake of the overall validity of the proficiency test of which it is part, as for the sake of the backwash...”.

2.19.4 The Value of Testing
Oral regular tests are very important to the class which serves the teacher, teaching program and learners. Doff, (1988: 257) states that: it is important to give regular test to the for two reasons:

1. They tell the teacher what the students can and cannot do, and therefore how successful the teaching has been; and they show what areas need to be taught in the future.
2. They tell the students how well they are progressing and where they need to focus their attention as learners. Regular tests also encourage students to take their learning seriously, and give them a series of definite goals to aim towards.

2.19.5 The Use of Visual Devices in Speech

Using some visual or auditory devices is very important to facilitate the process of teaching and learning. Howard and Tracz, (1990: 198) state that in many public speech situations speaker may want to use some visual or auditory devices”. Such devices include, (charts, maps, slides, moving pictures, phonograph records, sound tapes, manikins, puppets, and any kind instrument, apparatus, or machines that can be demonstrated in public speech situations. These devices are required to infer the following three things:

1. They help you make a clear explanation.
2. They can help you hold the attention of your audience, and
3. They can help you fix certain factors in the audience’s mind.

2.19.6 Giving a formal Oral Presentation

Preparation

If a teacher would like to make sure that his listeners will come away from his talk with the main points clear in their minds, he must organize his presentation in such a way that attracts his audience. Nice Under (1972:171) declares that the basic principle to keep in mind in preparing any mind of oral presentation that al listeners have a limited attention span and cannot be expected to follow everything you say. Their attention will probably wander from time to time, even if your presentation is only ten minutes long. Hence, if you want o make sure that your listeners will come away from your talk with your main points clear in their minds; you must organize your presentation in such a way that main points stand out.

The above mentioned statement introduces the following eight facts:

1. Analyze your audience, and limit your topic accordingly;
2. Determine your primary purpose;
3. Select effective supporting information;
4. Choose an appropriate pattern of organization;
5. Prepare an outline. Keep it brief; main points, main supporting points only;
6. Select appropriate visual aids;
7. Prepare a suitable introduction, and
8. Prepare a close summary.

The nature of the presentation depends upon the assignment given, but it requires the development of an argument, the application of supporting evidence, a clear introduction for what to come, and a coherent conclusion. Nolasco, (1987:121) state that gathering evidence from primary and secondary sources; arranging that evidence into progressive, logical structure; and building a cohesive argument around the evidence. The above mentioned statement should be elicited as follows:

1. preparing data for the presentation whether primary or secondary sources;
2. Arranging data into progressive, logical structure; and
3. Presenting the collection of data around the audience.

2.19.7 Response to Tape-recordings

Audio or video tape-recorded plays an important role that can be achieved through presenting all candidates at the same time with the same aid or video tape-recorded. But there are no ways of following up students’ responses. Hughes, (1989: 105) states that uniformity of elicitation procedures can be achieved through presenting all candidates only with the same audio-(or video) tape-recorded stimuli. There can also be economy where a language laboratory is available, since large numbers of candidates can be tested at the same time. The obvious disadvantage of this format is its inflexibility: there is no way of following up candidates’ responses.

Depending upon the above statement that the use of audio-(or video), tape-recorded stimuli enables the teacher to test all the students at the same time. Therefore, this procedure introduces the following two points:

1. Advantage: Promoting-reliability, economy where a language laboratory is available, and testing a large number of students at the same time.
2. Disadvantage: Its inflexibility (there is no ways of following up student s’ responses).

2.18.8 Teacher’s Role
Helping learners hear will be concerned with the factors which affect pronunciation learning. A teacher has another major concern will be the goals of pronunciation teaching and the implication of speaking with a foreign accent Dunket, PL (1991 states that part of the role of the teacher is to help learners perceive sounds. Learners will have a strong tendency to hear the sound of English in terms of the sounds of their native language… Teachers need to check that their learners are hearing sounds according to the appropriate categories and help them to develop new categories if necessary.

2.19.9 Pointing out What's Going on

One of the important roles of language teachers is to make learners aware of the potential of sounds and determine for them what to pay attention to work on and the like. Kenworthy, (1987: 2) states that learners need to know what to pay attention to and what to work on. Because speaking is for most part unconsciously controlled, learners may miss something important. For example, they may not realize that when a particular word is stressed or said in a different way this can affect the message that is sent to the listener. Teachers’ need to make learners aware of the potential of sounds- the resource available to them for sending spoken messages.

According to what is mentioned by Kenworthy (1987:2) that the idea should be elicited that learners need to realize what they need and what to work on. Because speaking does not measure all aspects of learners speech that is to say when a particularly word is stressed in a different way this can affect the message that is sent to listener. Thus, teachers need to make learners aware of the potential of sounds for sending spoken messages.

2.19.10 Speech Tests

The purpose of speech tests is to evaluate the student’s ability to produce the foreign language orally, correctly, and fairly fluently. These tests may be in one of these forms:

1. A student is asked to talk about a familiar topic for a limited duration of time. The student is then evaluated for fluency and correctness.

2. A student may be asked questions, each of which requires a brief answer of one sentence or two.

3. The questions may be given by the teacher or through a tape with timed pauses between each question and the one that follows.
4. The stimulus may be a picture, which the student is to describe or comment on orally.

5. Two students may be asked to participate in a normal conversational situation i.e. dialogue.

2.19.11 A Good Oral Test

A good test is characterized by the following qualities:

1. Validity: A valid test actually measures what it claims to measure. If a test aims at evaluating spelling, it becomes invalid if it evaluates pronunciation. However, valid and invalid are not absolute terms: a test valid for a certain purpose may be invalid for another.

2. Reliability: A reliable test is one that is dependable. In other words, if the same test or a parallel one is taken again by the same students, the score average will be almost constant provided that the time between the test and the re-test is of a reasonable length. For example, if the average of students' scores in a certain test is 80% and the average of the re-test scores drops down to 40% during a week's time, this may imply that there is something wrong with the test itself.

3. Scorability: A scorable test lends itself to easy and accurate marking without wasting too much time or effort.

4. Representativeness: A good test should include a representative sample of questions. In other words, it has to include items from different areas of the material assigned for the test.

5. Discrimination: A discriminative test should be able to distinguish among the different levels of students. For example, if all students score between 80% and 90% on a certain test, this means that the test has failed to show the individual differences among those students probably because the questions were very easy. Similarly, if all students score between 20% and 30%, this test has failed again to discriminate students probably because all questions were very difficult.

6. Time: Sometimes a test failure can be attributed to time because it gives much less or much more time than necessary. As Wilkins, (1985:7) confirms that inadequate or over adequate durations, usually result in very low or very high scores respectively, which is undesirable in both cases. However, from
these six characteristics there are two that need special consideration and more illustration. These two are validity and reliability.

2.19.12 Conclusion

Ur, (1996: 10) states that the process of teaching a foreign language is a complex one: as with many other subjects, it has necessarily to be broken down into components for purpose of study. Part I presents three such components: the teacher act of (1) presenting and explaining new material: (2) providing practice; and (3) testing.

According to Penny Ur, it should be elicited that the process of teaching target language is not an easy task like other subjects, it is important to be divided into three branches in order to facilitate the process of learner’s study. The three branches are: presenting and explaining new material; providing practice; and testing.

2.20 Previous Studies

A survey in the Sudanese universities demonstrates that there are previous studies carried out on the English speaking skill poor achievement at the different levels. Some of these studies are summarized as follows:

The first study is oriented towards improving speaking skill which is conducted by Ezz Addin Tag Edin, (2001) who conducted a research: “Investigating Difficulties that Face EFL Students in Oral Communication”. (A case study at Gadarif University). Ezz Adin concluded that successful oral communication necessitates the inclusion of the socio-cultural items of language.

The main objectives:
1. To examine the impact of some linguistic elements on the appearance of difficulties that face EFL students in oral communication.
2. To identify difficulties experienced by EFL students in oral communication.
3. To provide strategies on how to teach oral communication.

The findings of the study are:
1. More practice of some certain fundamentals of oral communication functions to remove difficulties that encounter EFL students in using such fundamentals.
2. The level of knowledge of language influences oral production. It monitors EFL students’ performance.
3. Successful oral communication necessitates the inclusion of the socio-cultural items, of a language. They are embedded in such a language to provide
accomplishment in language learning. Hence the researcher recommends the following:

1. Teachers should select an interesting and commonly used form of language. A form of language that is easy to learn and to teach and; effective in the achievement of oral discourse.

2. The presentation of oral communication lessons should be based on text. These can be short and interesting ones. The work in the classroom should be student-centered in which teachers can offer help, monitor or change the subject if necessary.

The second study was conducted by Mona El Khider (2002. the title of this M.A dissertation is “Improving the Students’ Performance in Speaking at Secondary Schools Level”.

The main objectives:

1. To find out effective techniques and strategies for teaching and learning oral communication.

2. To find out ways to develop EFL learners’ oral communicative competence.

Findings of the study:

The empirical study which was conducted through the teachers’ questionnaire revealed that the students have a weak performance in speaking skill and this evaluation was based on their poor performance in the speaking classes.

The study also reveals that the students’ poor performance is due to the following factors:

1. Teachers of English language speak more than students.

2. Students come to higher secondary schools with weak standards.

Recommendations:

1. Intensive activities help improve the speaking performance.

2. Teachers should not correct the learner immediately but give more models and opportunities for self-correction.

The third study is conducted by Abd Bagi (2003), the title of the PhD thesis was “Improving University Students English Speaking Skill”.

The main objectives:

1. to find out the roles of communication activities in a language classroom.

2. to draw the attention to the use of some important techniques of oral communication
The findings of the study are:

1. Varying learning activities in the classroom motivates learners to develop oral skill.
2. Developing of oral ability by repeating an activity from time to time (such as a game or a discussion).

Recommendations:

1. Audio-visual aids (as equipments/tools), should be used by teachers to help students’ learning.
2. Increasing the time for teaching spoken language courses.

The forth study was conducted by Khalifa at Gezira University as an M.A dissertation (2004), “Investigating Problems in Comprehension and Production of Spoken English”

The objectives of the study:

1. to draw the attention of the students of English to the features and functions of spoken English.
2. To explore weaknesses in learning and teaching spoken English.
3. To find out effective techniques and strategies for teaching and learning oral communication.

The main findings are:

1. Spoken language is a complicated activity for teaching (70% of teachers) and for learning (51% of students).
2. Students find difficulties in both skills; comprehension (55% of students ) and production (60% of students)

Recommendations:

The researcher’s recommendations are as follows:

1. Students should be aware of the aspects and functions of spoken English. So a basic course in discourse analysis should be included in the syllabus of the college.
2. The secret of successful study and practice is “a little every day” therefore, students must listen a little, study a little grammar, revise a little vocabulary, read a little and practise speaking a little, every day. This can be done in groups.
Mohamed, (2005) conducted the fifth study on “The Syllabus Inadequacies for developing EFL learners oral Communicative Competence” (A case study of the students of Gezira University).

Objectives of the Study:

1. Investigating why and how the syllabus is inadequate for developing students’ competence in oral communication.
2. Highlighting the influence of the syllabus on EFL learners’ competence in oral communication.

Findings of the study are:

1. It is found that most of EFL learners find difficulties in receiving spoken language.
2. There is a relation between the syllabus offered to EFL learners and the difficulties facing them in oral communication.

Recommendations:

1. Listening skill should be given more attention in the current syllabus.
2. The present syllabus should include conversations and discussion.

The sixth study is an M.A. dissertation presented Salih (2006) on “Problems of Communicative Activities Related to the syllabus Taught in Secondary Level”.

Objectives are:

1. To find out the nature of the problems of communication that are likely to rise in a language classroom.
2. To find out the roles of communicative activities in a language classroom.

Findings of the study are:

1. There is a relationship between the syllabus taught in secondary schools and the difficulties facing EFL learners in oral communication.
2. Communication activities give the learners the maximum opportunity to participate and to use their language skills to the full.

Recommendations are:

1. Group work and pair work are recommended.
2. Communicative activities should be stressed.


The objectives of this study are:
1. To attempt to point out the problem of listening and speaking skills at the secondary school level.
2. To identify difficulties experienced by EFL students in oral communication.

The main findings are:
1. Speaking skill is complicated for both teaching and learning.
2. The core of speaking skill is listening comprehension.

Recommendations are:
1. Students should be aware of listening skill in order to develop speaking.
2. More material and practice in listening and speaking should be included in the syllabus of the secondary school.

Saleh, (2008) conducted the eighth study on “Investigating Difficulties Facing EFL Students in Oral Communication with Special Reference to Expressive Speech Act”. (A case study at Nyala University).

Objectives of the study are:
1. To identify difficulties experienced by EFL student in expressive speech acts.
2. To draw the attention to the use of some important techniques of oral communication.

Findings of the study are:
1. Students are not aware of the oral speech function.
2. The level of knowledge of language influences oral speech.

Recommendations are:
1. Teachers of English should select interesting and commonly used forms of language.
2. The presentation of oral communication lessons should be based on short and interesting texts.


Objectives of the study are:
1. To find out the reasons behind the deficiency in EFL Sudanese student communicative skills.
2. To suggest effective solutions for tackling the problem.

Findings are:
1. The syllabus specified for English at the secondary level, does not provide adequate input for communicative competence.

2. Nearly half of the learners do not have a purpose behind learning the language.

Recommendations are:

1. The English syllabus materials should be in authentic, contextualized language texts.

2. The four communicative skills should be cared for at the level of pedagogy, practice and testing.

In the tenth study Al Ameen (2011) conducted MA dissertation on “Listening as a Means of Developing EFL Learners’ Fluency” (A case study of student at Gezira University).

Objective of the study are:

1. To find out the reasons of EFL learners’ lack of fluency in spoken English.

2. To suggest suitable strategies for developing EFL learners’ fluency in spoken English.

Findings are:

1. Ninety percent (90%) of the surveyed teachers believe that listening sessions have vital a role in developing EFL learners’ fluency in spoken English.

2. Eighty five percent of the teachers are of the opinion that learners’ fluency can be improved through discussion activities.

Recommendations are:

1. EFL learners should be exposed to a wide range of listening materials.

2. Teachers of English at university level are advised to present various topics.

The current study agrees with the previous ones in that they all emphasize that EFL learners have difficulties in oral communication; nonetheless; this study tackles different dimensions such as:

1. Stressing the importance of giving more space in the syllabus for the oral communication inside the classroom;

2. Using the communicative oral methods to enhance speaking;

3. Stressing the importance of setting oral tests;

4. To use teaching techniques and activities that boost oral participation inside the crowded classrooms, such as pair and small groups activities;

5. Using audio-visual aids in teaching and testing speaking inside the classroom;
6. Teaching students the essential aspects of the spoken language to enable them to communicate orally outside the classroom so as to cope with the current changes in the local community and the world at large.

Chapter Three
Methodology of the Study

3.0 Introduction

In this chapter, the researcher will describe the procedures followed to conduct the study. Sampling, tools of data collection and analysis will be discussed in detail.

3.1 Sampling

The sample of the study consisted of two groups. The first one was (200) third year students of Wad Medani government secondary schools for boys and girls. The second group was (30) EFL teachers at all the secondary schools in Wad Medani locality. All the (30) EFL secondary school teachers are educationally qualified and have had sound experience in teaching English.

To discover the factors that contributed to the students’ poor achievement in English speaking skill the researcher administered a questionnaire for the teachers and an oral test for the students. Views to be measured are classified into three directional categories (agree, agree to some extend, disagree).

The teachers views and students performance are determined according to the values of the mean score. The total population of the EFL third year students in Wad Medani government secondary schools 3000 and the sample size is 200 students whereas the total population of the EFL teachers in wad Medani government secondary schools is 200 and the sample size is 30 teachers.

3.2 Tools of Data Collection

The researcher used the following tools for data collection:
1. A questionnaire for the EFL teachers at Wad Medani government secondary schools for boys and girls.

2. Oral tests for the EFL third year students at Wad Medani government Secondary schools for boys and girls.

3.3 Content of the Questionnaire

The teachers’ questionnaire consisted of ten (10) items. Each item contained three options that made the respondents express their views on the reasons of English-speaking skill poor achievement. The different items of the teachers’ questionnaire contained all the factors that contributed to the poor achievement. The researcher conducted the teachers questionnaire in a sequential order and was put in a suitable physical setting bearing in mind the teachers’ mood and the bilateral friendly relationship to give proper answers demonstrating realistic views towards the problem of the questionnaire.

3.4 The Content of the Students’ Oral Test

The oral test was designed ultimately to test students’ English speaking abilities. The oral test consisted of the main speaking ingredients such as structure, vocabulary, connected speech and pronunciation. To measure students’ real performance, the researcher divided the oral test into three diversified categories to give a numerical measurement. Regarding the performance in the students speaking poor achievement, the researcher took in account the factors that could affect the oral test reliability such as ambiguity in the wording of the oral test, a change in the physical setting for data collection and the respondent’s mood when providing information.

3.5 Validity and Reliability of the Research Instruments

The greater the degree of consistency and stability in a research instrument, the higher is it’s reliability. A scale or test is reliable to the extent that repeated measurements will give the same result. But measurements must be conducted under constant conditions.

There is a number of ways of determining reliability. The various procedures can be classified into two groups: the external consistency procedures and the internal consistency procedures. The later is adopted in this study.

3.5.1 Internal Consistency Method
This method splitting the study variables into two halves. I provided a unique estimate of reliability. The most popular consistency estimate is given by Cronbach’s Alpah. It is expressed as follows:

\[
\text{Alpha} = \left( N - \frac{\sum x_i^2}{N^2} \right) \frac{N}{\sum x_i^2}
\]

Where \(N\) = the number of items
\(\sum x_i^2\) = the sum of items variance
\(6x_i^2\) = the variance of the total composite

The values of alpha ranges between zero and one. If the value of alpha is calculated to be zero it means not reliable and if it is estimated to be one that means it is absolutely irrealiable.

The increase in the value of alpha means the increase in the reliability.

The validity is obtained by calculating the square root of the reliability.

3.6 The Reliability of the Teachers Questionnaires and the students Oral Test

The coefficient of correlation was calculated after computing the teachers’ questionnaires and the students’ oral test. The researcher used the correlation coefficient and probability values for the different variables of the teachers’ questionnaires and the students’ oral tests and found that the students’ oral tests and the teachers’ questionnaires are highly valid and reliable.

The validity and reliability of the research questionnaire and oral test can be shown in the following table.

| Table (3.1) Reliability and Validity of Research Questionnaire and the Oral Tests |
|-----------------|--------|--------|--------|
| Variable        | Number of items | Reliability | Validity |
| Teachers views  | 6      | 0.709  | 0.842  |
| Students oral test | 5    | 0.775  | 0.880  |

3.7 Tools for Data Analysis

The tools of data collection were organized into two categories: the teachers views and the students’ performance. The descriptive statistic was applied using the statistical Packages for Social Sciences (SPSS). The investigator has specifically utilized the following statistical measurements:

i. Frequency
Chapter Four
Analysis and Discussion

4.0 Introduction

This chapter is confined to the presentation, analysis, interpretation and discussion of the data collected from secondary school teachers and students. In this chapter, the researcher will put the responses of the teachers’ and students in tables. This chapter is organized in four parts: presentation, analysis, interpretation and discussion of data.

4.1 Presentation and Analysis of Data

This section is devoted to the presentation and analysis of the study data. The responses of teachers to the questionnaires and the performance of students’ in the oral test are illustrated in tables.

4.1.1 The Responses to the Teachers’ Questionnaire

Table (4.1.1) Teaching methods, techniques and activities used at Present at the Secondary schools promote English Speaking Skill

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>56.7</td>
</tr>
</tbody>
</table>
Figure (4.1.1): Teaching methods techniques and activity used promote ESS

Table (4.1.1) and figure (4.1.1) show that only 3 (10%) EFL secondary schools teacher “agree to some extent” that the teaching methods, techniques and activities used at present promote students’ English speaking skill, whereas 17 (56.7%) EFL secondary schools teachers “disagree” that the teaching methods, techniques and activities used at present promote students’ English speaking skill. These results reveal that more than half of the teachers disagree with the effectiveness of the present teaching methods, techniques and activities in promoting students’ English speaking skill.

Table (4.2.1) Testing methods applied are appropriate for developing English Speaking Skill

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>24</td>
<td>80.0</td>
</tr>
<tr>
<td>Total 30</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>
As demonstrated in table (4.1.2) and figure (4.1.2) 24 (80%) of the EFL teachers at the secondary schools “disagree” with the appropriateness of testing methods for developing students’ English speaking skill whereas only 6 (20%) of the same respondent “agree to some extent” that the testing methods applied are appropriate for developing students’ English speaking skill. Hence, it is clear that the majority of the teachers think that the testing methods adopted at present at secondary level are not appropriate.

Table (4.1.3) The current large class size is favorable for improving English Speaking Skill

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure (4.1.3): Large class size is favorable for improving ESS

Table (4.1.3) and figure (4.1.3) indicate that nineteen (63%) of the EFL teachers “disagree” that the large class-size is favourable for promoting students’ English speaking skill whereas eleven (36.7%) “agree to some extent” with the statement. These results show that two thirds of the respondents disagree with the statement that the current large class-size is favourable for promoting students’ English speaking skill.

Table (4.1.4) Teachers training in English speaking helps to develop English Speaking Skill

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>disagree</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Teachers training in ES helps to develop English speaking skill

Table (4.1.4) and figure (4.1.4) show that nineteen (63.3%) EFL teachers “agree” that the teachers’ training in English speaking skill helps to develop the students speaking skill whereas eight (26.7%) of the teachers “disagree” with the statement that teachers’ training helps to develop students’ English speaking skill. Based on the results, more than two thirds of the teachers are in favour of the teachers training for promoting students’ speaking skill.

Table (4.1.5) Inadequate students’ spoken experience affects negatively their English Speaking Skill

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>21</td>
<td>70.0</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure (4.1.5): Adequate students’ spoken experience affects negatively their ESS

Table (4.1.5) and figure (4.1.5) show that nine (30%) of the respondents (teachers) “agree to some extent” that inadequate students’ spoken experience affects negatively their English speaking skill whereas twenty one (70%) of the teachers “agree” that inadequate students experience affects negatively their English speaking skill. It is obvious that inadequate spoken experience is one of the reasons that affect negatively student’s speaking skill.

Table (4.1.6) The Current oral English syllabus set up promotes students English Speaking Skill

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure (4.1.6): Oral English syllabus set up promotes students ESS

Table (4.1.6) and figure (4.1.6) demonstrate that only seven (23.3%) teachers “agree” that the current oral English syllabus set up promotes students English speaking skill, whereas twenty (66.7%) of the teachers “disagree” with the statement that the current oral English syllabus set up promote students’ speaking skill. These results show that two thirds of the respondents disagree with the statement that the current oral English syllabus promotes students English speaking skill.

Table (4.1.7) There are no English oral tests at the secondary level

Table (4.1.7) and figure (4.1.7) show that (100%) all the teachers (agree) that there are no oral tests tat the secondary level. These results show that all the respondents agree that oral test is very import an in developing student’s speaking skills.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (4.1.7) Oral Test
Table (4.1.8) The English language syllabus set up gives primacy to writing and reading

Table (4.1.8) and figure (4.1.8) demonstrate that nineteen (63.3%) of the respondent (agree) that the English language syllabus set up give primacy to writing and reading. It is obvious that concentration of the present syllabus on writing and reading is one of the reasons that negatively affect student’s speaking skill.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (4.1.8) the Present Syllabus
Table (4.1.9) Teachers concentrate on teaching and testing structures and vocabulary at the expense of listening and speaking

Table (4.1.9) and figure (4.1.9) show that twenty four (80.0%) of the respondents (teachers) (agree) that concentration on teaching and testing structures and vocabulary is at the expense of listening and speaking. These results reveal that the majority of the teachers agree on the negative effect of the present teaching and testing methods in promoting students English speaking skill.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (4.1.9) Testing structures and vocabulary

Figure (4.1.9) Testing structures and vocabulary

Table (4.1.10) Students find difficulties in oral communication

Table (4.1.10) and figure (4.1.10) reveal that twenty seven (90.05) EFL secondary schools teachers (agree) that students find difficulties in oral communication. Hence, it is clear that the majority of the teachers think that students find difficulties in oral communication.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>27</td>
<td>90</td>
</tr>
<tr>
<td>Agree to some extent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>---</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Table (4.1.10) Oral communication

Figure (4.1.10) Oral communication

4.2 The Responses of the Students’ to the Oral Test

Table (4.2.1) Performance in Structure

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>77</td>
<td>77.0</td>
</tr>
<tr>
<td>Good</td>
<td>20</td>
<td>20.0</td>
</tr>
<tr>
<td>Excellent</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table (4.2.1) and figure (4.2.1) show that only three (3.0%) of the students’ performance in English structure was “excellent” whereas seventy seven (77%) of the students performance in English structure was poor. It is clear that most of the students’ performance in English structure is poor.

**Table (4.2.2) Vocabulary**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor</td>
<td>70</td>
<td>70.0</td>
</tr>
<tr>
<td>Good</td>
<td>28</td>
<td>28.0</td>
</tr>
<tr>
<td>Excellent</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table (4.2.2) and figure (4.2.2) show that the performance of twenty eight (28%) of the EFL students in vocabulary was “good” whereas seventy (70%) of the students were poor on vocabulary. This reveals that the majority of students were poor in English lexical items is dominantly poor.

**Table (4.2.3) Connected Speech**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>74</td>
<td>74.0</td>
</tr>
<tr>
<td>Good</td>
<td>26</td>
<td>26.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.2.3): Connected speech
Table (4.2.3) and figure (4.2.3) show that only one (1%) student was “excellent”, twenty six (26%) were “good” whereas seventy four (74%) were “poor” in using connected speech orally.

The results are indicative of the poor performance of the students in oral competence.

**Table (4.2.4) Pronunciation**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>75</td>
<td>75.0</td>
</tr>
<tr>
<td>Good</td>
<td>25</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Figure (4.2.4): Pronunciation**

Table (4.2.4) and figure (4.2.4) reveal that only twenty five (25%) pronounced well whereas seventy five of the students (75%) were not a like to pronounce English correctly.

**Table (4.2.5) Correct responses in English**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>80</td>
<td>80.0</td>
</tr>
<tr>
<td>Good</td>
<td>14</td>
<td>14.0</td>
</tr>
<tr>
<td>Excellent</td>
<td>6</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table (4.2.5) and figure (4.2.5) demonstrate that only six (6%) of the students were ‘excellent’ in responding correctly whereas eighty (80%) of the students respond incorrectly in oral English. This reveals that the majority of the students perform poorly in English oral performance.

4.3 Discussion of Results in Relation to the Hypotheses of the study

This section is devoted to the discussion of the hypotheses of the study in relation to the results of the teachers’ questionnaire and the students’ oral test. Each hypothesis will be treated separately as follows:

Hypothesis One

*The teaching methods, techniques and activities used at present at secondary school negatively affect the students’ oral English achievement.*

Going through the results of the teachers’ questionnaire, table (4.1.1) revealed that seventeen (56%) agreed that the current teaching methods, techniques and activities do not promote the students English speaking skill. These results clearly prove the first hypothesis of the study.

Hypothesis Two

*The current oral English syllabus cannot promote students English speaking skill.*

The majority of the teachers twenty (66%) according to table (4.1.6) agreed that the currently used syllabus does not promote students English speaking skill. Thus, the second hypothesis is strongly supported and proved.

Hypothesis Three
The testing methods applied contributed largely to the students' poor achievement in speaking skill.

The majority of the teachers (twenty four) (80%) as shown in table (4.1.2) think that the testing methods applied at secondary schools are not appropriate for developing students’ English speaking skill. Hence, the third hypothesis is verified.

Hypothesis Four

The current large class-size cannot help in improving students’ English speaking skill.

Most of the teachers (63%) according to table (4.1.3), agree that the current class-size is a major setback in developing the secondary school students communicative abilities. Accordingly, hypothesis four is approved.

Hypothesis Five

Insufficient teachers' training is one of the main factors that cause the poor achievement in English speaking skill at the secondary school level.

Most of the teachers (63%) as seen in table (4.1.4) expressed the view that insufficient teachers training in oral communication causes the poor achievement in their oral communication.

Thus, hypothesis five is validated.

Hypothesis Six

Inadequate students' spoken experience is the main factor of the students' poor achievement in English speaking skill.

The majority of the English teachers (70%) as shown in table (4.1.5) agreed that the inadequate students spoken experience negatively affected the students English speaking skill. Accordingly, hypothesis six is approved and supported.

Hypothesis Seven:

The students' weak knowledge of the linguistic abilities such as, vocabulary, structure, connected speech and pronunciation contributed to the students' English speaking skill at the secondary level.

The students oral test revealed that most of the students (80%) are poor in structure, vocabulary, connected speech correct responses and pronunciation. Thus, hypothesis seven is supported and approved.
Chapter Five
Conclusion and Recommendations

5.1 Conclusion
This study investigated the root causes of poor achievement in English speaking skill at the secondary level. A descriptive analytical method was used to conduct the study and the results obtained were analysed and discussed in relation to the hypotheses of the study. The following findings are reached.

5.2 Findings of the Study
According the responses of the teachers’ questionnaire and the students’ oral test the following findings regarding the root causes of the problem are reached:

1. One of the causes of poor performance in English speaking skill is that the present techniques and methods used at secondary level do not promote students’ English speaking, (65%).
2. The second root cause of the poor performance in speaking skill is the ineffectiveness of the currently used syllabus (66%) of teachers agree.
3. The third root cause of the poor performance in speaking skill is the testing methods applied at secondary school (80%).
4. The fourth root cause of the poor performance in oral skill is the large size of classes, (63%).
5. The fifth root cause of the students’ poor performance is the insufficient training of teachers, (63%).
6. The sixth root cause of the students’ poor performance is the students’ inadequate spoken experience. The majority of teachers (70%) agree that the students’ inadequate spoken experience negatively affected their speaking skill.
7. The seventh root cause of the students’ poor oral performance is their weakness in English structure. Most of students (77%) are weak in structure.
8. The eighth root cause of the students’ poor oral performance is their poor English vocabulary. Most of the students (70%) are weak in vocabulary.
9. The ninth root cause of the students’ poor performance is their lack of awareness of English speech acts. The majority of the students’ (74%) did not perform satisfactorily in speech acts.
10. The tenth root cause of the students’ poor achievement is their incorrect pronunciation. Most of the students (75%) do not pronounce English correctly.

11. The eleventh root cause of the students’ poor performance is their inability of responding correctly. The majority of the students (80%) are weak in showing correct responses.

5.3 Recommendations

Based on the findings drawn in the study, the researcher recommends the following:

1. The present teaching techniques and activities used at present at secondary schools should be varied and improved.
2. The SPINE series books must be redesigned to meet the oral communication requirements of the learners.
3. Educationalists should impose regular oral tests system in the prescribed school programme.
4. The number of students in a classroom must be limited to a maximum of (40) students per class.
5. Teachers’ training programmes should be imperative to promote teachers oral teaching abilities.
6. Speech acts should be stressed to enhance students’ spoken experience.
7. Outside listening must be enhanced to promote students’ linguistic abilities such as; structure, vocabulary and pronunciation.

5.4 Suggestions for Further Studies

The researcher suggests further investigation into the following topics of study:

1. The most effective techniques and activities for teaching speaking skill at secondary level.
2. The role of English literature in developing speaking skill.
3. The part played by listening practice in improving speaking skill.
4. The role of oral tests in improving oral communication.
5. The most appropriate syllabus for mastering speaking skill.
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Appendix (I)

Questionnaire for Teachers of English

1. Teaching methods, techniques and activities used at secondary schools promote students’ speaking skill.
   a. agree  b. agree to some extent  c. disagree

2. Testing method applied are appropriate for developing students’ English speaking skill.
   a. agree  b. agree to some extent  c. disagree

3. The current class size is favorable for improving students’ English speaking skill.
   a. agree  b. agree to some extent  c. disagree

4. Teachers’ training helps to develop students’ English speaking skills.
   a. agree  b. agree to some extent  c. disagree

5. Inadequate students’ spoken experiences negatively affect their English.
   a. agree  b. agree to some extent  c. disagree

6. The current oral English syllabus set up promotes students English speaking skills.
   a. agree  b. agree to some extent  c. disagree

7. There are no English oral tests at the secondary school level.
   a. agree  b. agree to some extent  c. disagree

8. The English language syllabus set up gives primacy to writing and reading.
   a. agree  b. agree to some extent  c. disagree

9. Teachers concentrate on teaching and testing structures and vocabulary at the expense of listening and speaking.
   a. agree  b. agree to some extent  c. disagree

10. Students find difficulties in oral communication.
    a. agree  b. agree to some extent  c. disagree
Appendix (2)

The Students’ Oral Test

The student’s name:..........................
The student’s No ( )

1. Structure (a) excellent (3) (b) Very good (2) (c) Weak (1)

   His /Her score = (   )

2. Vocabulary: (a) excellent (3) (b) Very good (2) (c) Weak (1)

   His/Her score = (   )

3. Connected speech: (a) excellent (3) (b) Very good (2) (c) Weak (1)

   His/Her score = (   )

4. Pronunciation: (a) excellent (3) (b) Very good (2) (c) Weak (1)

   His/Her score = (   )

5. Correct response: (a) excellent (3) (b) Very good (2) (c) Weak (1)

   His/Her score = (   )

Student’s total score= (   )
Oral Speaking Test

Situation One:

i. Hello what is your name
ii. Will you tell us about your self?
iii. Have you got any brothers and sisters?
iv. What your favourite hobby?
v. What kind of food do you like best?
vi. What subject are you most interested in?

Situation Two:

i. Do you use English language outside the classroom?
ii. Have you ever been with your friends to a journey?
iii. Would you tell us more about your village/town?
iv. What is difficult in the English language?
v. Why do you think English is an important language to be learnt?

Situation Three:

i. describe your school in words?

Situation Four:

i. This is your first time in London, and you are facing the receptionist at a hotel. How can you start talking with her to get a room?

Situation Five:

In pairs make conversation, one acting as a worker in a factory and an other a manager.

Situation Six:

Reading aloud may evaluate students’ intonation stresses and pronunciation:

Conversation:

Jane: There it is!
Bob: Oh, that’s a very smart machine.
Jane: It’s good, isn’t it?
Bob: Yes! And…er…how does it work?
Jane: Yes, I’d better tell you hadn’t I? in case you’re going to borrow it. Um..ell, the first thing you have to do is..er..to make sure it’s plugged in or got batteries. O.K.?
Bob: Oh, I see, you can use it either…
Jane: Yes,
Bob: I see.

**Situation Seven:**

i. tell any short story.

**Situation Eight:**

What do you say if you want to:

- Greet somebody: 
- Say goodbye 
- Make a polite request: 
- Ask for permission: 
- Show wonder; surprise: 
- Apologize when you come late:
Appendix (3)
Sample (1)
Answers to Students Oral Test

**Situation One:**

i. My name is Ahmed

ii. I am a student and living in Medani..

iii. I have only one brother

iv. Football.

v. Fish

vi. Geography

**Situation Two:**

i. No

ii. I have went

iii. Beautiful village. we have gardens and animals

iv. Composition

v. Good English travel

**Situation Three:**

My school I like is good

...........

**Situation Four:**

I want a room

**Situation Five:**

I Student 1: Do you want money

Student 2: Yes,

**Situation Six:**

I very poor intonation.

**Situation Seven:**

I went to a forest swim.

Eating fruits. We *come* late.

We *come in fee*.

**Situation Eight:**

I greeting = How do you do.
- Goodbye
- Give me that book
- Can I go?
- I was wondering
- I am sorry I come late.
Sample (2)
Answers to the Students Oral test

Situation One:
i. My name Sara
ii. I am born in Medani.
iii. Three brothers and one sister
iv. Reading
v. I like meat
vi. History.

Situation Two:
i. Very little.
ii. Yes.
iii. My town is beautiful. we have cars and markets
iv. I can write very little but I am difficult to speak in English.
v. To travel to U.S.A.

Situation Seven:
- How are you?
- Goodbye friend
- Can you give me your phone
- Give me your permission to go out.
- I am surprise
- Sorry I coming late.
### Appendix (4)

#### Table 1) Teachers’ views of the students speaking skill

<table>
<thead>
<tr>
<th>Variable</th>
<th>Disagree</th>
<th>Agree to some extent</th>
<th>Agree</th>
<th>Weighed mean</th>
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<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>17</td>
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<td>10</td>
<td>1.84</td>
</tr>
<tr>
<td></td>
<td>56.7</td>
<td>10.0</td>
<td>33.3</td>
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</tr>
<tr>
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<td>10</td>
<td>1.12</td>
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<tr>
<td></td>
<td>80</td>
<td>20</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>Large class Size</td>
<td>19</td>
<td>11</td>
<td>0</td>
<td>1.22</td>
</tr>
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<td>36.7</td>
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<td>‘Teachers’ training</td>
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<td>3</td>
<td>19</td>
<td>2.08</td>
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<tr>
<td></td>
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</tr>
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<td>70</td>
<td></td>
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<td>20</td>
<td>3</td>
<td>7</td>
<td>1.84</td>
</tr>
<tr>
<td></td>
<td>60.7</td>
<td>10</td>
<td>23.3</td>
<td></td>
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<td>Overall views</td>
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<td>0</td>
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<tr>
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#### Table 2) Correlation of teachers’ views variables with students’ performance in English Speaking Skill

<table>
<thead>
<tr>
<th>Variable</th>
<th>Correlation coefficient</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching methods and activity used</td>
<td>0.718</td>
<td>0.000</td>
</tr>
<tr>
<td>Testing methods applied</td>
<td>0.463</td>
<td>0.000</td>
</tr>
<tr>
<td>Large class size</td>
<td>0.562</td>
<td>0.000</td>
</tr>
<tr>
<td>Teachers’ training</td>
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<td>0.003</td>
</tr>
<tr>
<td>Students’ spoken experience</td>
<td>0.463</td>
<td>0.000</td>
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<tr>
<td>English syllabus set up</td>
<td>0.718</td>
<td>0.000</td>
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</tbody>
</table>
Appendix (5)

Table (1) Students’ competence of speaking skill performance

<table>
<thead>
<tr>
<th>Variable</th>
<th>Weak</th>
<th>Good</th>
<th>Excellent</th>
<th>Weighed mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Structure</td>
<td>77</td>
<td>20</td>
<td>3</td>
<td>1.26</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>70</td>
<td>28</td>
<td>2</td>
<td>1.32</td>
</tr>
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<td>Connected speech</td>
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<td>0</td>
<td>1.26</td>
</tr>
<tr>
<td>Pronunciation</td>
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<td>25</td>
<td>0</td>
<td>1.25</td>
</tr>
<tr>
<td>Correct response</td>
<td>80</td>
<td>14</td>
<td>6</td>
<td>1.26</td>
</tr>
<tr>
<td>Overall oral competence</td>
<td>95</td>
<td>5</td>
<td>0</td>
<td>1.05</td>
</tr>
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</table>

Table (2) Correlation of students’ test variables with their performance in English Speaking Skill

<table>
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<tr>
<th>Variable</th>
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<th>P-value</th>
</tr>
</thead>
<tbody>
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<td>Vocabulary</td>
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<td>Connected speech</td>
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<td>0.0001</td>
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<td>Pronunciation</td>
<td>0.199</td>
<td>0.024</td>
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</table>
# Appendix (6)

## Table

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<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative percent</th>
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</thead>
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<td>95.0</td>
<td>95.0</td>
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<tr>
<td>Good</td>
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<td>5.0</td>
<td>5.0</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
<td>100.0</td>
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</tbody>
</table>

Graph ( )

![Graph](image-url)
## Mean and SD of the Study Variables

*Table* ( )

<table>
<thead>
<tr>
<th>Teaching methods Techniques and Activity</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.840</td>
<td>.71027</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promote ESS Teaching Method applied is appropriated for developing ESS</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1200</td>
<td>.32826</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Large class size is favorable for improving ESS</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2200</td>
<td>.414845</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers training in ES helps to develop ESS</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0800</td>
<td>.72393</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Adequate Students’ spoken experience affect positively their ESS</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
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<td>1.1200</td>
<td>.032826</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral English syllabus set up promotes students ESS</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.840</td>
<td>.871027</td>
<td>50</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall teachers views towards ESS</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
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<td>.4600</td>
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Appendix (7)
Reliability (Teachers Quest.)
Case Processing Summary

<table>
<thead>
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<tr>
<td>Excluded</td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
</tr>
</tbody>
</table>

A listwise deletion based on all variables in the procedure

Table ( )
Reliability statistics

<table>
<thead>
<tr>
<th>Cronbach’s</th>
<th>N of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha</td>
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</tr>
<tr>
<td>.709</td>
<td></td>
</tr>
</tbody>
</table>

Reliability (Oral Test)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td>100.0</td>
</tr>
<tr>
<td>Exclude</td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
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</tbody>
</table>

a. Listwise deletion based on all variables in the prod procedure

Table ( )
Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach’s</th>
<th>N of Items</th>
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</thead>
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<td>Alpha</td>
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<tr>
<td>.775</td>
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</table>

Appendix (8)
Structure Gender Crosstabulation

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure</td>
<td>Week</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td></td>
<td>46</td>
<td>3</td>
<td>77</td>
</tr>
</tbody>
</table>

116
<table>
<thead>
<tr>
<th></th>
<th>% within Gender</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td></td>
<td>92.0%</td>
<td>92.0%</td>
<td>77.0%</td>
</tr>
<tr>
<td>Count</td>
<td></td>
<td>4</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td>8.0%</td>
<td>32.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>%within Gender</td>
<td></td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td>6.0%</td>
<td>3.0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Structure by Gender

![Bar chart showing the distribution of ratings by gender](image-url)
### Vocabulary Gender Crosstabulation

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocab. Week</strong></td>
<td><strong>Count</strong></td>
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<td>44</td>
<td>79</td>
</tr>
<tr>
<td>% within Gender</td>
<td></td>
<td>70.0%</td>
<td>8.0%</td>
<td>79.0%</td>
</tr>
<tr>
<td><strong>Very good</strong></td>
<td><strong>Count</strong></td>
<td>15</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>% within Gender</td>
<td></td>
<td>30.0%</td>
<td>12.0%</td>
<td>21.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Count</strong></td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>% within gender</td>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Vocabulary by Gender

- **Week**: Male 35, Female 44, Total 79
- **Very good**: Male 15, Female 6, Total 21
- **Total**: Male 50, Female 50, Total 100
## Connected Speech Gender Cross tabulation

<table>
<thead>
<tr>
<th>Connect speech</th>
<th>Gender</th>
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<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Count</td>
<td></td>
<td>38</td>
<td>41</td>
<td>79</td>
</tr>
<tr>
<td>% within Gender</td>
<td></td>
<td>76.05</td>
<td>82.0%</td>
<td>79.0%</td>
</tr>
<tr>
<td>Very good Count</td>
<td></td>
<td>12</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>% within Gender</td>
<td></td>
<td>24.0%</td>
<td>18.0%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Total Count</td>
<td></td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>% within gender</td>
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<td>100.0%</td>
<td>100.0%</td>
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</table>

### Connected speech by gender

<table>
<thead>
<tr>
<th>Week</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>41</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Very good</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>
### Pronunciation Gender Cross tabulation

<table>
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<tr>
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<th>Gender</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Week</td>
<td>Count</td>
<td></td>
<td>34</td>
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<tr>
<td></td>
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<td>70.0%</td>
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<tr>
<td><strong>Very good</strong></td>
<td>Count</td>
<td>16</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>% within Gender</td>
<td>32.0%</td>
<td>28.0%</td>
<td>30.0%</td>
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<tr>
<td><strong>Total</strong></td>
<td>Count</td>
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<td>50</td>
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</tr>
<tr>
<td></td>
<td>% within gender</td>
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<td>100.0%</td>
<td>100.0%</td>
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</table>

### Pronunciation by Gender

![Bar chart showing the distribution of pronunciations by gender]
### Correct Response Gender Cross tabulation

<table>
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<th>Female</th>
<th>Total</th>
</tr>
</thead>
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<td>Week</td>
<td>Count</td>
<td>36</td>
<td>35</td>
<td>71</td>
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<tr>
<td>% within Gender</td>
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<td>70.0%</td>
<td>71.0%</td>
</tr>
<tr>
<td>Very good</td>
<td>Count</td>
<td>8</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>% within Gender</td>
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<td>16.0%</td>
<td>26.0%</td>
<td>21.05</td>
</tr>
<tr>
<td>Excellent</td>
<td>Count</td>
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<td>2</td>
<td>8</td>
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<tr>
<td>% within gender</td>
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<td>4.0%</td>
<td>8.0%</td>
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<tr>
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<td>Count</td>
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<td>50</td>
<td>100</td>
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<tr>
<td>% within gender</td>
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<td>100.0%</td>
<td>100.0%</td>
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#### Correct responses by Gender

![Bar Chart](chart.png)
## Mean Scores Gender Cross tabulation

<table>
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<th>Gender</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Mean scores</td>
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<td>91</td>
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<td>86.0%</td>
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<td>7</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>% within Gender</td>
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<td>14.0%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>% within gender</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Bar chart

Mean Score

![Bar chart](chart.png)