



**Republic of Sudan**

**Ministry of Higher Education and Scientific Research**

**Shendi University**

**Faculty of Postgraduate Studies and Scientific Research**

**Investigating Speaking Problems among  
Learners of English as a Foreign Language**

**(A Case Study Shendi University)**

A thesis submitted in fulfillment of the requirements for  
the degree of M.A. in applied linguistics.

**Submitted by:**

Albaraa Babikir Ali Babikir

**Supervised by:**

Dr. Nadir Sir-El-Khatim Elsayid

May, 2016

# الآية

قَالَ تَعَالَى:

﴿يَأَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَأَفْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ﴾

صدق الله العظيم

سورة المجادلة الآية : 11

# **Dedication**

This research is dedicated to the soul of my father, to my beloved mother, to my sisters who always encourage me, to my friends and family. It's also dedicated to the staff of English at Shendi University who supported and encouraged me to go forward. It's also dedicated to my uncle who supported me in my academic life. To my aunt who was considered a light which disclose all ambiguities in front of me, it is also dedicated to my teacher and supervisor who taught and aided me to achieve this work felicitously.

## **Acknowledgements**

The researcher would like to offer his warm gratitude to the supervisor, for his generosity and kindness.

Thank is extended to those who favored me a service of some kind at all the stages of the research. The researcher also would like to thank English department students and teachers.

## Table of contents

No	Subject	Page
A	Quranic Verse	I
B	Dedication	II
C	Acknowledgement	III
D	Table Of Contents	IV
E	List of Tables	VII
F	List of Figures	VIII
G	Abstract	X
<b>Chapter One: Introduction</b>		
1.1	Background of the study	1
1.2	Statement of the Problem	1
1.3	Objectives of the Study	1
1.4	Questions of the Study	1
1.5	Hypothesis of the Study	2
1.6	Significance of the Study	2
1.7	Methodology	2
1.8	Delimitation of the Study	3
1.9	Definition of Terms	3
<b>Chapter Two: Literature Review</b>		
2.1	Introduction	5
2.2	The Aim of Speaking	5
2.3	Developing Speaking Skill	6
2.3.1	Imitation	6
2.3.2	Responsive Reading	6
2.3.3	Intensive Reading	6
2.3.4	Transactional Dialogue	6
2.3.5	Interpersonal Dialogue	7
2.3.6	Extensive Reading	7
2.4	How Can Teachers Improve Students' Speaking Skill	8
2.4.1	Role play	8
2.4.2	Video	8
2.4.3	Flashcards	8
2.4.4	Graphs	9
2.5	Components Underlying Speaking Effectiveness	10
2.5.1	Grammatical Competence	10
2.5.2	Discourse Competence	10
2.5.3	Sociolinguistic Competence	10
2.5.4	Strategic Competence	10
2.6	Factors Influencing Learners' Speaking Competence	11
2.6.1	Cognitive Factors	11
2.6.2	Linguistic Factors	11

2.6.3	Effective Factors	11
2.7	Interaction	12
2.8	Empirical Studies	12
2.9	Speaking	13
2.10	Speaking as Skill	14
2.11	Speaking and Conversation	14
2.12	Students' Motivation to participate in speaking Lessons	15
2.13	Psychological Factors That Hinder Students' Speaking	16
2.14	Fluency	19
2.15	The Importance of Fluency	20
2.16	Foreign Language Teaching	21
2.17	Accuracy and Fluency	24
2.18	Spoken Language	25
2.18.1	Features of Spoken Language	26
2.19	Aspects of Speaking	26
2.19.1	Speaking is Interactive	26
2.19.2	Speaking is Face to Face Activity	26
2.19.3	Speaking Happens in Real Time	26
2.20	Purpose of Speaking	27
2.21	Speaking Genres	28
2.22	Skills of the Language	28
2.22.1	The Skill of Reading	28
2.22.2	The Skill of Writing	29
2.22.3	The of Listening	29
2.22.4	The Skill of Speaking	29
2.23	Communication	30
2.23.1	The nature of Verbal Communication	30
2.23.2	Aspects of Verbal Communication	30
2.23.3	Learners' Strategies of Communication	31
2.24	Features of Speaking Activity	32
<b>Chapter Three: Methodology</b>		
3.1	Introduction	33
3.2	Subjects	33
3.2.1	Students	33
3.2.2	Teachers	33
3.2.3	University	33
3.3	Instrument {tool}	33
3.3.1	questionnaire	34
3.3.2	Validity	34
3.3.3	Reliability	35
3.4	Procedure	35

<b>Chapter four: Data Analysis and Discussion</b>		
4.1	Introduction	36
4.2	Data analysis(students' questionnaire)	36
4.3	Verification of the hypothesis of Students' questionnaire	54
4.4	Data Analysis (Teachers' questionnaire)	58
<b>Chapter Five: Conclusion</b>		
5.1	Introduction	76
5.2	Findings	76
5.3	Recommendations	77
5.4	Suggestions for further studies	78
<b>Appendices</b>		
	Bibliography	79
	Appendix (A) The Students' Questionnaire	85
	Appendix (B) The Teachers' Questionnaire	87

## List of Tables

No	Subject	Page
2.1	A scale to test the speech orally	25
4.3.1	Shows students' slowness in speaking	36
4.3.2	Shows students' fear of making mistakes	37
4.3.3	Shows students' hesitation to speak	38
4.3.4	Shows students' focus on grammar in speaking	39
4.3.5	Shows students' lack of practicing in the class room	40
4.3.6	Shows students' practicing dialogues	41
4.3.7	Shows students' loud reading practice	42
4.3.8	Shows the lack of integrated lessons	43
4.3.9	Shows the effect of large classes in speaking	44
4.3.10	Shows students' disclosure to speak in the lecture room	45
4.3.11	Shows students' difficulty to expressing themselves	46
4.3.12	Shows subject's choice of the given options on students' search for the equivalent word	47
4.3.13	Shows students' confusing in sentences	48
4.3.14	Shows students' shyness in speaking	49
4.3.15	shows students' lack of self confidence	50
4.3.16	Shows students' fear of being laughed at	51
4.3.17	Shows students' fear of passive evaluation	52
4.3.18	Shows teachers' lack of encouraging students in basic and secondary school to speak	53
4.5.1	Shows using mother tongue in speaking	58
4.5.2	Shows the effect of using grammar in speaking	59
4.5.3	Shows teachers' motivation role for their students	60
4.5.4	Shows the students' awareness during the lecture	61
4.5.5	Shows the effect of pronunciation in speaking	62
4.5.6	Shows the insufficient lecture time	63
4.5.7	Shows teachers' use of English with students	64
4.5.8	Shows students speaking slowness	65
4.5.9	Shows that slowness reason	66
4.5.10	Shows the significance of practicing speaking	67
4.5.11	Shows the students' hesitation	68
4.5.12	Shows students' search for equivalent word	69
4.5.13	Shows the students' confusion between sentences	70
4.5.14	Shows students' shyness in speaking	71
4.5.15	Shows students' fear of making mistakes	72
4.5.16	Shows students' fear of passive evaluation	73
4.5.17	Shows students' need of time to speak	74
4.5.18	Shows exceeding of teachers' time to students' talking time	75



## List of figures

No	Subject	Page
4.3.1	Shows speaking slowly by percentage	36
4.3.2	Shows fear of making mistakes during speaking by percentage	37
4.3.3	Shows students' hesitation when speaking English in percentage	38
4.3.4	Shows students' focusing on grammar during speaking in percentage	39
4.3.5	Shows students' lack of practicing speaking in the lecture room in percentage	40
4.3.6	Shows practicing dialogues in the class in percentage	41
4.3.7	Shows reading loudly in percentage	42
4.3.8	Shows lack of integrated lessons in percentage	43
4.3.9	Shows large number of classes by percentage	44
4.3.10	Shows students' speaking English in the lecture room in percentage	45
4.3.11	Shows students' difficulty in expressing themselves orally in percentage	46
4.3.12	Shows students' thinking of their mother tongue	47
4.3.13	Shows confusing Arabic and English sentences in percentage	48
4.3.14	Shows students' shyness in the class in percentage	49
4.3.15	Shows students' lack of self confidence in speaking in percentage	50
4.3.16	Shows students' fear of being laughed at when speaking in percentage	51
4.3.17	Shows students' fear of passive evaluation in percentage	52
4.3.18	Shows students' speaking discouraging by teachers in basic and secondary school in percentage	53
4.5.1	Shows subject's choice of mother tongue interference in percentage	58
4.5.2	Shows grammar in speaking in percentage.	59
4.5.3	Shows motivating the students to speak in percentage	60
4.5.4	Shows student's attentiveness during the lecture in percentage	61
4.5.5	Investigates correcting the students when they speak in percentage	62
4.5.6	Shows su students' lack of practicing speaking in the lecture room in percentage	63
4.5.7	Shows teachers' communicating in English with students in percentage	64

4.5.8	Shows students' slowness in speaking in percentage	65
4.5.9	Shows students' slowness in speaking because of their fear of making mistakes in percentage	66
4.5.10	Shows the students' need for practicing speaking in percentage	67
4.5.11	Shows students' hesitation to speak because they have poor vocabulary in percentage	68
4.5.12	Shows students' translating for words before speaking in percentage	69
4.5.13	Shows students, confusion between Arabic and English sentence in percentage	70
4.5.14	Shows students' shyness when practicing speaking in percentage	71
4.5.15	Shows students' lack of speaking because of their fear of making mistakes in percentage	72
4.5.16	Shows students' fear of their teachers' evaluation in percentage	73
4.5.17	Shows students' need for time to practice speaking in percentage	74
4.5.18	Shows teachers' talking time in percentage	75

## **Abstract**

The current study aims to investigate the speaking difficulties that face EFL learners at university level. The main problem underlying this work is that many students are unable to carry on an ongoing communication using the target language. The main cause behind this problem is the students' lack of practicing the skill of speaking inside and outside the lecture room. In addition to that, two questionnaires are administered, one for English teachers and another for the fourth year students (graduate), at Shendi University, Department of English language both Faculty of Arts and Faculty of Education, to identify and recognize their attitudes about speaking skill. Furthermore, the current study aims at suggesting some strategies, techniques, procedures and opinions that may help students to improve the skill of speaking and speaking fluently.

The sample of this study consists of (12) English teachers at Shendi University, as well as (50) graduate students from both Faculty of Arts & Faculty Education.

This study is based on the main assumption that the psychological factors play a major role in hindering students' fluency. In addition to that, the researcher suggested many solutions for these problems. The researcher used the analytical descriptive method. The researcher deduced that the students of English at Shendi University face a problem in fluency. The researcher recommends the students to practice the skill of speaking, in addition to indicating their problems and solving them. Moreover, the researcher advises teachers to aid their students and motivate them to practice the speaking skill inside and outside the lecture room. Also, the researcher

Recommends that students should be provided with suitable and suitable environment that enables them to practice and speak fluently.

## المستخلص

تهدف هذه الدراسة لحل بعض المشكلات التي تواجه دارسي اللغة الانجليزية كلغة أجنبية بالجامعات. وتكمن مشكلة هذه الدراسة أن كثيرا من الطلاب ليس لديهم القدرة على التحدث بطلاقة، والسبب الرئيسي وراء كل هذا هو عدم ممارسة الطلاب لهذه اللغة في بيئة الجامعة سواء كان ذلك من داخل القاعات أو خارجها.

ولأجل هذا قام الباحث بتصميم استبيانين أحدهما وجه لأساتذة اللغة الانجليزية والآخر لطلاب الفصل الدراسي الثامن بكليتي الآداب والتربية بجامعة شندي. وذلك للتعرف على مستواهم في مهارة الكلام، مع اقتراح طرق وأساليب تساعد الطلاب على تطوير تلك المهارة.

تتكون عينة هذه الدراسة من اثني عشر أستاذا بالجامعة، بالإضافة إلى خمسين خريجا من كليتي الآداب والتربية.

استندت هذه الدراسة على الفرضية الرئيسة القائلة أن العناصر النفسية لها دور كبير في إعاقة الطلاب للتحدث بطلاقة. إضافة لذلك اقترح الباحث عدة حلول لتلك المشاكل واستخدم المنهج التحليلي الوصفي. توصل الباحث إلى أن طلاب اللغة الانجليزية بجامعة شندي يواجهون مشكلة في التحدث بطلاقة أو باستمرار. يوصي الدارس الطلاب بممارسة مهارة الكلام بالإضافة إلى تحديد مشاكلها ومعالجتها. كما يوصي الأساتذة بمساعدة طلابهم وتحفيزهم وحثهم بممارسة الكلام داخل وخارج القاعة. ويوصي أيضا بتوفير بيئة مريحة ومناسبة للطلاب.

## **Introduction**

### **1.1 Background**

English language plays an important role in the world. It is an international language. Different nationalities from different countries all over the world use English primarily. Accordingly, learners of English as a foreign language try to speak fluently while communicating to achieve their goals. But there are many factors that hinder and prevent them to communicate effectively. Rababah (2005) pointed out that there are many factors, which cause difficulties in speaking English among E.F.L learners. These factors are related to the learners themselves, teaching strategies, the curriculum and the environment.

On the other hand, the majority of the targeted students at university face some difficulties in speaking English. Consequently, they are exposed to many obstacles and difficulties after graduation. The current research is undertaken at Shendi University, on one hand to point out and discover the difficulties that face the students and impede their fluency. On the other hand, the present study tries to find solutions so that students can speak properly and comfortably.

### **1.2 Statement of the Problem**

The present study is trying to investigate the difficulties that face learners of English as a foreign language (EFL). The interference of the first language impede them from expressing themselves vocally. The main problem is students' inability to speak fluently.

### **1.3 Objectives of the Study**

The current study is carried out to achieve the following aims:

- 1- To make the new university students be acquainted with communicative approaches that should be followed and pursued.
- 2- To cater for the obstacles and difficulties the students face.
- 3- To convince and persuade the students to follow certain programs and strategies of communication.
- 4- To find an ultimate solution to the problem of speaking among EFL learners.
- 5- To show the students the value of English and persuade them to exert much more effort and focus on the area of speaking.
- 6- To find out why the students are afraid of practicing English inside and outside the class room.
- 7- To furnish an adequate English environment.

### **1.4 Questions of the Study**

To achieve the above-mentioned objectives of the study, the following research questions were founded:

1. To what extent do psychological factor hinder students' fluency?
2. What will happen, if the students don't practice speaking?
3. Are learners motivated and encouraged to speak?

4. Are the students able to shift from their mother tongue to the target language easily?

### **1.5 Hypothesis of the Study**

1. The psychological factors play a major role in hindering students' fluency.
2. The students rarely practice speaking.
3. Learners' motivation and encouragement are not achieved in speaking.
4. The students are unable to shift from their mother tongue to the target language.

### **1.6 Significance of the Study**

The significance of this study comes from the significance of English itself as an international and widely spoken language. Undoubtedly, that English skills are integrated and should be undertaken and dominated by foreign learners, but the skill of speaking is the most important one among them. Even illiterate people express themselves vocally, and convey their ideas in a communicative aspect, because speaking is their only means to express themselves. Elabsel (2008/p.74) argues that speaking skill has been found a fundamental skill necessary for a person's success in life. Therefore, graduate and pre graduate students' problems in speaking should be put into consideration before being postgraduate ones. In addition, to indicate and determine the elements and factors that hinders them to speak fluently, in addition to that, to decide how to eradicate the obstacles from their track, and discover practical and radical solutions to persuade them to communicate effectively and perfectly.

### **1.7 Methodology**

The instruments of the study are questionnaires in addition to the observation checklist. The instruments will be structured to collect the data from the research population. The targeted population here is the students in addition to the teachers at Shendi University.

The first questionnaire will be distributed to the students of English at both faculty of Arts and Education. This sample is about fifty students from both colleges. The questionnaire handed to them deals with the difficulties they face when speaking English.

The second questionnaire will be distributed to English lecturers at Shendi University. The questions deal with the students' speaking problems from the teachers' point of view. The researcher will use descriptive statistical analysis.

The study sample is going to be as follows:

1. Choosing a random sample from English students at Shendi University.
2. Choosing a purposive sample from English teachers at Shendi University.

## **1.8 Delimitations of the Study**

The present study will be limited by the following factors:

- 1-The study is limited to the methods and approaches of learning a foreign language focusing on the communicative approach and its use for speaking skill learning.
- 2-The questionnaires are limited to the university level students as well as lecturers of English language at Shendi University.
- 3-The classes observed are limited to the classes taught by trained lecturers and the graduate students.
- 4-The University where the researcher makes the students' observation is of both sexes, the same thing to the teachers.

## **1.9 Definition of terms**

### **The communicative approach**

Theory of language teaching that starts from a communicative model and use of language, and that seeks to interpret this design for an instructional system, for materials, for teachers and learners role and behaviors, and for class room activities and techniques.(Richard&Rodgers1986:15).

### **Approach**

A set of corrective assumptions dealing with the nature of language teaching and learning. (Richard & Rodgers1986:15).

### **Technique**

Implementation-that which actually takes place in a class room. (Richard & Rodgers1986:15).

### **Method**

A set of techniques and procedures usually follow a systematic theme (Hubbard et al:1983,329).

### **Communicative**

A term used to describe the newer approaches to language teaching, and it means that giving a more explicit semantic orientation to language teaching.

### **Motivation**

Thought of an inner drive, impulse, or desire that move one to particular action or in more technical term, motivation refers to the choices people make as to what experience or goals they will approach or avoid, and the degree of effort they will exert in that respect. (Brown H. Douglas P.152).

### **Authentic material**

Samples of languages that are real, not produced specially for language teaching.

### **Target language**

The foreign language being learnt. (often but not always the second language).

**Use**

The way in which a speaker uses a particular language form to communicate on a particular occasion (Hubbard et al 1983,332).

**Topic**

The subject of conversational exchange. (Bygate Martin, 1987:116).

**Procedure**

Ways of transporting meaning to words, and checking understanding. (Bygate Martin, 1987:116).

**English language skills**

This term refers to the four language skills: listening, speaking, reading, and writing. These skills are divided into receptive, which are listening and reading, and productive, which are reading and writing.

**English as a foreign language (EFL)**

The role of English in countries where it is taught as courses at universities or subjects at schools.

**Second Language (L2)**

It is a language, **which** is not a native language in a country but which is widely used as a medium of communication.

**Fear of negative evaluation**

Fear of negative evaluation is defined as “apprehension about others’ evaluation, avoidance of evaluative situations, and the expectation that others would evaluate one negatively,” (Watson and Friend, 1969).

**Anxiety**

An abnormal sense of apprehension, and fear sometimes observed by psychological signs.

**Foreign language anxiety**

Foreign language classroom anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors induced by the need to perform tasks in the target language. This concept frequently refers to phenomena connected to speaking and is a situational specific form of foreign language anxiety. (Horwitz, Horwitz and Cope 1986; Baily, 1983).

**Achievement**

Achievement is to do or achieve something through exerting much effort



## **Chapter Two**

### **Literature Review**

#### **2.1 Introduction**

There are many languages in the world as known by everyone. Any of them has its own features and properties that distinguish it from the other languages. Lately, English language has been launched fast, and as a result, it occupies the first rank among them. In addition to that, European renaissance and Industrial Revolution unleashed English to the world and became international and widely spoken language. There is no doubt that English contains four skills: reading, writing, listening, and speaking. However, speaking is regarded the most important one among them. In fact, students of English language at university level face many difficulties to speak. Although they need to speak easily, spontaneously and confidently, they are unable to achieve that because of the obstructions that hinder them. Hence speaking is very important in learning the target language. The majority of the university students are encountered by many problems and difficulties. However, they have to improve the skill of speaking until they graduate from the university and even after being postgraduates. Rivers (1970:1) confirms that the student comes to study foreign language in the universities with the strong conviction that language primarily means something spoken. In fact, teachers play an important role in enhancing the students' speaking skill. They should encourage their students to speak. Tarigan (1990:4) mentioned that the students could rarely speak unless picked out by the teacher and that teacher pays very little attention to students needs in enhancing their spoken language.

#### **2.2 The Aim of Speaking**

In fact, EFL learners who learn English language, they essentially have great interest in speaking skill. They hope to speak English because it is their main aim. According to Harmer (2001), learners should know "language features" and the ability to process them in communication. If the speaker takes over these features, this will help him/her to acquire successful communication goal.

Speaking does not cover just knowing the linguistic feature; linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension. One of the difficulties of learning speaking is contradiction between class materials and courses, so that most of teachers do not facilitate situations for real practice in speaking; besides the teacher should take into account learners' interest and needs. Learners should take parts in oral activities to exchange simultaneously their thought in second language speaking (Derakhshan et al., 2015). From the opinion above, it is clear that courses at a university play a major role in learning speaking skill.

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency takes into account “the ability to keep going when speaking simultaneously” (Gower, Philips, & Walter, 1995). Bygate (1987) indentified two elements: production skill and interaction skill. In production skill, speaking ability takes place without time limit environment, and interaction skill, there is a negotiation between learners. Both skills help learners to enhance their speaking ability easier. Stuart (1989) proposed that learners should plan and adjust their talk; and effective speakers should be proficient by practice. It shows that speaking is a high risking activity that creates anxiety and causes learners worry about losing face.

### **2.3 Developing Speaking Skill**

One of the most important goals of teachers is to enable learners to use English for communication. According to many different theories, speaking skill can be developed by games, role-play, etc. Evidence shows that speaking should incorporate activities in a group work (Ordee, 2012). It’s certainly that making activities motivates and encourages students to speak. There are some types of speaking performance that can help students to improve speaking skill (Brown, 2007).

#### **2.3.1 Imitation**

Students should pay attention to certain vowel sounds and intonations; in addition, they should imitate correctly. Meanwhile, learners need to practice an intonation contour or to find exactly certain vowel sounds.

#### **2.3.2 Responsive Reading**

It refers to short replies for teachers. It can be learners to initiate questions or comments. Students must be active in the lecture room. The students should reply teachers’ questions. They should participate in the classroom. For example:

T: How’s it going?

S: pretty good!

#### **2.3.3 Intensive Reading**

Any speaking performance is planned to practice some phonological or grammatical features of language that can be self-initiated or pair work activity (Brown, 2007).

#### **2.3.4 Transactional Dialogue**

It is used to convey a message or exchange the information. In addition, it is used to elaborate a concept or to manifest the purpose of something. Learners should participate in conversation (Brown, 2007). For example:

T: What is the main idea in this essay? \ S: the USA should have more power.

T: What do you mean? \ S: well, for example the USA should have the power to destroy the other countries.

### 2.3.5 Interpersonal Dialogue

It is regarded as maintaining social relationships not for transmission of facts and information involves factors like: casual register, colloquial language, slang, ellipsis, sarcasm and a covert “agenda”(Brown,2007). For example:

Carol: Hi, Tom, How’s it going?

Tom: Oh, not bad.

Carol: Not a great weekend huh?

Tom: Well, I’m really miffed about last week.

### 2.3.6 Extensive Reading

It refers to students as intermediate to advanced levels that are asked to provide extensive monologues in the form of oral reports, summaries or short speech (Brown, 2007). In order to improve second language skills, learners should practice regularly. First, learners should expand their general vocabulary and then they can improve their domain of vocabulary by listening from simple sentences to complex sentences. Meanwhile, they can improve their knowledge by reading short story and sometimes memorizing some important parts of it. Then, they should read it aloud (Chastain 1988). When you read a book, story and a magazine a loud, it can help you more when you practice, your fluency would be better too (Cele-Marica, 2001). According to Hedge the term fluency has two meanings:

*The first which is the ability to link unit of speech together with the facility and without strain or in opportunities slowness undue hesitation and purpose a second, more holistic sense of fluency, that of natural language use which is likely to take place when speaking activities focus on meaning and its negotiation, when speaking strategies are used and when over correction minimized (as cited in Cele.Murica,2001, P.104).*

*We should encourage students to take responsibility for their own learning; they should encounter with simple procedures. Another important factor is that learners should be based on classroom observation data (Wenli 2005). Accordingly it is not difficult to speak fluently. It is a matter of self-confidence and practice.*

*Some teachers have problems with students that don’t participate in classroom and are always silent. Teachers should support students and provide them the factors that keep them participate in group work, for example: use pictures, role play, etc (Wenli 2005). Some studies show that teachers should prepare suitable environment for students to facilitate learning process (Flower& Miller, as cited in Wenli, 2005, P.48).*

Learners can boost speaking fluency through “partner toping” partner toping encourages students to stay in English while taping improves greater fluency and achieves extra practice outside of class and develop students’ responsibility for their learning. It likewise suggests simple “low tech” method of getting to improve more fluency in a foreign language and be responsible for their language practice. It is for teacher to apply additional work in order to expand students’ English speaking ability ( Kluge & Taylor, 1999; Shneider, 1993,1997).

## **2.4 How Can Teachers Improve Students’ Speaking Skill??**

Teachers should use many English-speaking activities to motivate learners to study and speak in English, and they should increase learning classroom environment (Ordee, 2012). Teachers can use a funny discussion and ask students to talk about the best moments that they ever had. Students’ participation in discussion causes other students to participate actively in negotiation; therefore, students become surprised about their ability and intelligence (Cele-Murica, 2001). Some students have no desire to speak because of their shyness and low confidence, but there is not appropriate solution about how teachers can overcome this problem (Chastain, 1988). It is clear that these learners should start with short answers, and short sentences, but it may be time consuming (Chastain 1988).

### **2.4.1 Role play**

According to Tatayama (1998), role-play is a part of activity derived by various approaches to languages. He also added that it is vital to develop learners’ comprehension and production system and their ability would be co-operate socio-pragmatic and pragma-linguistic knowledge in interaction. Role-play is one of the methods that enable learners to improve a range of real life spoken language in the classroom (Cook, 2001). For example, a teacher chooses a conversation from a book and after repeating aloud with students, teacher asks some students to be volunteers in role-play. This activity can help students to overcome the shyness they have, fears and anxiety. Learners can listen and practice phrases that used in speech acts (Cele-Murica, 2001).

### **2.4.2 Video**

Cakir (2006) found that video materials have developed due to increasing the quality of speaking ability. According to an investigation by Rice & Woodsmall (1988), the video markedly raise learners’ lexical grammar. The impact of video depends on students’ age and interest in specific context (Silver man & Hines, 2009).

### **2.4.3 Flashcards**

As highlighted by Palka (1988), flashcards have important effect not only for learning vocabulary but also for learning sentences structures, tenses and phrasal verbs. Meanwhile, Brown (2000) claims that learners usually cope with new words by flash cards and most learners try to use them to revise it afterwards.

#### 2.4.4 Graphs

Graphs “serve as representation of real observation and as analytic tools for detecting underlying patterns which in turn inform the observer and the learner about phenomena (the target) under investigation” (Leinhardt, Zaslavsky, & Stein, 1990,P.20). Traditional views consider graphing as intelligence manifested in students’ minds (Lynch, 1992).

Another way to improve learners’ presentation is to utilize videos, graphs and flashcards (Pesce, 2013). In addition, using flash has appropriate effects on young learners (Kai, 2006). Besides, using pictures has vital rules in learning grammar on learner speaking ability (Ghapanchi & Sabouri, 2013). There are many chants for children and adults, make learners proficient in vocabulary and pronunciation. They tell story, draw some pictures for learners, and tell them “now you do it” (Cele.Murics, 2001). The other technique is interview. The important advantage of interviews is their flexibility. These interviews can be long or short and useful for learners from beginning level to advance one, with high and low aptitude learners. They considered as additional oral activities or subsequent writing task.

Another important factor is pronunciation. Learners face problems to pronounce words fluently with native like pronunciation, because of prosodic features: like intonations, stress, and other phonological nuances (Richad & Renandya, 2002). Another factor that Cele. Murica (2001) mentioned is intonation. Intonation can help learners analyze and generalize the sentences to notice for learners and even teachers. There are a lot of sites and CDs that can help learners to pronounce like native learners (Nunan, 1991).

Knowing grammatical and semantic rules is not sufficient instrument for speaking. Learners must be familiar with knowledge of how native speakers use the language in the context of well-organized interpersonal exchange, in which many factors interact. Hence, it is difficult for EFL learners, specially adults, to speak the target language fluently and appropriately (Richards & Renandya, 2002). Wong (2006) postulates that speaking competence deals with speaking accuracy and fluency. Speaking accuracy demonstrates “the extent to which the language produced, conforms to language norms” (Yuang & Ellis,2003,P.2) under which the appropriate use of pronunciation, vocabulary, and grammar are subsumed. Speaking fluency pertains to the ability to produce the spoken language “without undue pausing or hesitation” (Skehan,1996,p.22). Speaking can be deemed as an indispensable tool for language teaching and learning since it can “facilitate language acquisition and development”. (Goh, 2007,p.1), and it can be fruitful to learner’s academic accomplishment and professional success (Saunders & Brien,2006).

## **2.5 Components Underlying Speaking Effectiveness**

Hymes (1971) believes that L2 learners are required to know both the linguistic knowledge and the culturally appropriate ways to interact with others in diverse situation. According to Hymes, communicative competence is composed of grammatical, psycholinguistic, sociolinguistic and strategic competence, which demonstrates the use of linguistics.

### **2.5.1 Grammatical Competence**

Scarcela & Oxford (1992) propound that grammatical competence is an overreaching component that consists of knowledge of grammar, vocabulary and sounds of letters and syllables, pronunciation of words and sentences: they must figure out how words are broken into different sounds, and how sentences are stressed in particular ways. So, grammatical competence helps speakers to use and understand English language structures accurately and immediately, which facilitates their fluency (Richard & Renandya, 2002).

### **2.5.2 Discourse Competence**

EFL learners should improve discourse competence through interactional relationships. The rules of cohesion and coherence should be applied in each discourse, whether formal or informal to hold the communication together in a meaningful way (Richards & Renandya, 2000). In order to communicate well, speakers are required to perceive and process stretches of discourse and to formulate representations of meaning from referents in both previous and following sentences (Richard & Renandya, 2002). That's why effective speakers need to gain a large repertoire of structures and discourse makers to express ideas, indicate relationships of time, and show cause, contrast, and emphasis (Scarcella & Oxford, 1992).

### **2.5.3 Sociolinguistic Competence**

The knowledge of language is not enough for ESL learners to speak effectively and appropriately. They should be familiar with the culture of the native speakers to enable them to use the target language, which is socially and culturally acceptable by native users. To achieve this goal, it is imperative to figure out the sociolinguistic side of language which enables learners distinguish appropriate comments, how to ask questions during interaction, and how to respond nonverbally (Richards & Renandya, 2002, p 2012). Thus, as Brown (1994) asserts adult second learners need to learn stylistic adaptability to be able to encode and decode the discourse around them appropriately.

### **2.5.4. Strategic Competence**

Strategic competence means the ability of appropriate use of language. It can refer to the ability to know when and how to initiate, maintain, and terminate the conversation and how to clear up communication breakdowns and comprehension problems (Richards & Renandya, 2002). In addition to that, strategic competence is

“the way learners manipulate language in order to meet communication goals”. (Brown, 1994),P.228. Further, it can be the ability to make up for faulty knowledge of linguistic, and discourse rules (Berns, 1990).

## **2.6 Factors Influencing Learners’ Speaking Competence**

### **2.6.1 Cognitive Factors**

According to Levelt (1989), the speaking processes include conceptualization, formation, and articulation. Conceptualization pertains to what information can be opted to express the meaning. Formulation refers to the ability of the speaker to decide what proper words to use in appropriate grammatical structures. In addition, articulation requires the speaker to articulate the speech with his ARTICULATORY organs. Since all the three processes happen concurrently, it is contingent that learners make mistakes in face-to-face communication. Therefore, Hughes (2002) argues that their speaking filled with hesitation, false starts, grammatical inaccuracies, and as well as limited vocabulary. Besides, Mclaughlin & Heredia (1996) assert that since human’s mind is a “limited capacity processor” (p.214), it is not easy to concentrate on everything simultaneously. Putting too much emphasis on accuracy may cause the lack of fluency, and too much stress on fluency may lead to the lack of accuracy (Skehan & foster, 1999).

### **2.6.2 Linguistic Factor**

The appropriate use of language forms is important for learners of oral proficiency (Saunders & O’ Brien, 2006). Linguistic factors include several features like pronunciation, grammar, and vocabulary. It is believed that pronunciation plays a vital rule in intelligibility (Goh, 2007). In addition, grammar plays an essential role in learning the structure of English, but the implementation of correct use of grammar in one’s speech is more important than learning the accurate use of grammar. Larsen – Freeman (2001) cites that it seems difficult for EFL learners to transfer the appropriate grammar to their speaking , vocabulary is essential for EFL learners since it is the building block of every language. If the receptive vocabulary is rather limited, learners can seldom put the “receptive vocabulary knowledge into productive use” (Nation, 2001, p.129); therefore, it is necessary for EFL learners to keep a lot of vocabulary in their long-term memory. Furthermore, the ability to pick up word from one’s mind may cover the speaking fluency (Carter, 2001; Levelt, 1989).

### **2.6.3 Effective Factors**

It is assumed that anxiety and self-restriction have an influence on learner’s oral proficiency. Anxiety is the effective factor that most dominantly blocks the learning process (Arnold & Brown, 1999). Worrying about being “wrong stupid, or incomprehensible” (Brown, 2001, p.269) completely influences learners’ speaking performance. Most of EFL learners are stressed out in class (Liu, 2006) especially when they are called on to speak in class without any preparation. Shumin (2002),

accentuates that if learners are too much nervous they become tongue-tied or lost for words which per se completely affects their achievement in foreign language classroom (Zhang & Jia, 2006). Because the ability to take risks is regarded as an essence for “successful learning of a second language” (Brown, 2007,p.160), EFL learners need to be encouraged to speak bravely in order to promote their speaking competence gradually since motivation is believed to be the most important factor that educators can target so as to facilitate learning (Olson, 1997).

### **2.7 Interaction: Keys to Improve EFL Learners’ Speaking Abilities**

Spoken language usually has two functions: interactional and transactional. The essential goal of the former is to keep social relationships, but that of the latter is to pass information and ideas. Because most of our daily communication is interactional, being able to interact is imperative. Therefore, language instructors should facilitate learners with meaningful communicative language (Richards & Renandya, 2002). Communication drives essentially from interaction (Rivers, 1987, p.30). Classroom communication includes meaning-focused activity and learners can learn how to listen and talk to other, how to negotiate meaning in shared context both verbally and non-verbally with the help of teacher (Richards and Renandya, 2002). Nunan (1989) expounds that in order to design activities; teachers need to take into consideration the integration of four language skills as they interact with each other in natural behavior, because in real life situations as in the classroom, most tasks of any complexity involve more than one macro skill.

### **2.8 Empirical Studies**

Some studies have been done to manifest significance of developing speaking abilities. For example, Farooqui (2007) postulates that due to the extreme demand for good and native-like English speaking skills especially in the job market, Bangladesh puts a great emphasis on the teaching of English speaking skills. The evidence shows that private universities focus on improving English skills. However, students of public and private universities focus on developing English skill. However, students of public and private universities have achieved a higher level of proficiency when they begin. When they graduate, the students of private universities have an equal level of proficiency when they begin. When they graduate, the students of private universities have achieved a higher level of proficiency in English. Affiliated study examines how these private universities assist the students to improve English language skills through observation, document analysis and a series of interviews with teachers who are teaching English language these private universities. He investigated teacher’s understanding of students’ difficulties during speaking English and these factors that help these students to improve their speaking skill.

Alternatively, Razmjoo & Ghasemi Ardekani (2011) tried to propose a model of speaking proficiency on the use of strategies. Therefore, their study was designed



to have two main breakdowns such as qualitative and quantitative. Regarding this, 30 EFL learners' perspectives were analyzed, and then according to the received replies, a 21 item speaking strategy questionnaire was developed and given to 210 EFL learners. To choose a subset of common replies and put off the spare ones, factor analysis was used, and then 7 elements were elicited. These elements are divided according to the offline/online concepts or the time of speaking, included a model representing speaking strategies. Consequently, their study manifested that EFL learners' gender and level of proficiency do not influence their speaking strategy use.

Similarly, Nazara (2011) examined students' perceptions on EFL learners speaking skill development of the English teaching study program of FKIPUKI Jakarta. The results revealed that all students considered speaking significant, and they were amenable to evaluate the requirements to boost it. However, they provided wonderful materials, promoting activities, time to practice. Moreover, some students were reluctant to speak because of their stress of lecturers, basting, and classmates' mocking. The paper concludes by proposing the need to the need to make friendly and facilitative climate in the classroom.

Khan & Arshad (2012) have highlighted the need for knowing English as a subject and a language. They believe that learners require listening to English with correct pronunciation and do kind of exercise and take part in debate races. They analyzed 20 male students and 20 female students. They concluded that, it is necessary to teach English as a subject. English as a language is not given chance to learners to improve their speaking ability, the interest should be paid for books and the nature of curriculum, also more given time to speaking and more phonetic exercise of learners. Teachers should also provide friendly environment for students and improve boldness and self-assurance in learners for asking questions.

Kavalikuskiene (2013) investigated students' perspectives to improve speaking ability in English classes for special purposes. He mentioned speaking is a productive ability because it is hard to master. Therefore, he reported the questionnaires on learners' attitude to find speaking activities in the classroom.

## **2.9. Speaking**

It is undoubtedly that speaking has its own characteristics and significance that distinguish it from other skills. In addition to that learners of English as a foreign language think of speaking as an essential skill, they also considered that English is mainly based on speaking. Almahsharawi (2006:4) argued that "speaking is fundamental to human communication, if the goal of a language course is truly to communicate in English, then the speaking skill should be taught, and practiced in the language classroom, it can be a lot of fun raising general learner motivation and making the classroom dynamic and effective environment". According to the writer, that speaking should be practiced inside lecture room to help the students

improve themselves gradually and create an appropriate environment in order to speak freely and confidently. This can be achieved through the motivation and encouragement.

It's worth mentioning that there are different factors affect students' speaking activity and performance both inside and outside the classroom. They think that using grammar correctly during the speaking activity is necessary. In addition to that, they decide not to speak because of poor vocabulary they have. Hence when this lack of vocabulary and grammar convened in the students, they could hardly speak and think of speaking is a very complicated and sophisticated activity. Moreover, students think of words or sentences before speaking, to see if the sentence is grammatically correct, then they may hesitate to speak, and consequently, they decide not to speak, also students think of vocabulary; the few number of words, as a result, they decide not to speak. Scott (2005:28) points out that "It is the lack of genuine speaking opportunities which accounts for many students feeling, that however much grammar and vocabulary they 'know' they are insufficiently prepared for speaking in the world beyond the classroom".

In fact as previously mentioned that students tend to use grammar during speaking and think using grammar is a main factor to perform and practice this skill, moreover most of students believe that native speakers speak accurately with grammar and do not make mistakes when they speak, but on the contrary, native speakers don't speak or use grammar perfectly, they also fall in mistakes during speaking. As argued by Almahsharawi (2006:41) that "learning to speak a foreign language requires more than knowing its grammatical and syntactical rules. Students need to know how native speakers use language in real situations. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonations". In addition to that, native speakers do not have interest in using grammar when speaking English, they speak easily and clearly. It means bearing in mind the rules of grammar will intricate the speaking skill; students could hardly speak.

### **2.10. Speaking as a Skill**

It is obviously that the skill of speaking is of great importance, although English language has four skills. Students assisted by their teachers should point out the factors that help them to speak. In addition to that, speaking is much required in English, because it considered the background of English. (Harmer1998) asserted that the student in natural spoken language are asked to be aware of characteristics of fluent speech, like reduced forms, use of idioms, fixed phrases, collections and most importantly the pace of speech.

### **2.11 Speaking and Conversation**

Actually speaking is something, and conversation is another one. On one hand, conversation is to speak simultaneously until the end of it. On the other hand,

speaking is to speak the language from time to time. Nolasco (1987:3) asserted that being able to speak correct even fluent English is one thing, but being able to engage in on-going, interactive mentally satisfying conversation is another thing. In addition to that, Arthur (1987:5) adds that the main goal of conversation is the exchange of information among people.

### **2.12 Students' Motivation to Participate in Speaking Lessons**

It is indisputable that motivation is essential in English language learning, in particular speaking skill. This factor helps students to enhance their level from passive into active knowledge. Teachers are able to motivate the students; therefore, they will improve the skill of speaking as well. Serienver (2005:147) claims that there seems to be some difficulties in moving language from negative into positive knowledge, without experience and previous knowledge about using the language. Learners may tend to be nervous when trying to say things. Moreover, motivation divided into extrinsic and intrinsic; the extrinsic one provides the students of English with an adequate environment where they can practice speaking easily and efficiently. The intended environment includes available, well-prepared and qualified places to accommodate and motivate the students to speak, and apply their requirements. In addition to that, students need to practice speaking with each other or even with native speakers; the latest may motivate the students more. On the other hand, the intrinsic factor is a psychological one. It refers to the students' readiness and their desire to speak without hesitation, this is reflected in motivation, and to what extent the students are excited to speak English, so intrinsic and extrinsic motivation are integrated, and both of them are important for learners of English as a foreign language to speak fluently. Harmer (1991:4) distinguishes between extrinsic and intrinsic motivation. He urges that attitude to speaking the language may affect different external factors, such as people in the surroundings, previous speaking experience in a foreign language or the job opportunities offered after mastering foreign language communication over all these represent extrinsic motivation. Without intrinsic motivation, no purpose in developing the speaking skill could be achieved. Moreover, Harmer (1991:7) points out different motivational factors relying on the age and level of the students. Certainly foreign language learners are in need of motivation, it is considered a strong weapon to fight against the target language, in particular on that field of speaking. When the students own that weapon they will be able to win the battle and achieve their goal in language learning and learn how to speak. GR (1991:224) declares, "Motivation is very strongly related to achievement in language learning".

### **2.13 Psychological Factors that Hinder Students' Speaking**

English language is important to learn and focus on. The focus is on its skills, in particular speaking. The researcher intends to find out about the difficulties and problems that face ELF Learners at a university; English department. Moreover, the researcher tries to come out with a result. Most of these difficulties are psychological and have to do with the learner himself, and his readiness to improve and promote himself before using the instruments and materials that help him to practice the skill of speaking, that beside psychological factors. Hence, the psychological factors are primary and essential for English language learning, specifically speaking. It is clear students at university are facing these factors. These factors may complicate the process of speaking, and consequently the students fail to learn this language, then they fail to speak. According to (Shurin, 1997:8) speaking English fluently and accurately and communicating orally in the second language (target language) is always a difficult task for foreign language learners since effective oral communication requires the ability to use the language appropriately in social interactions.

**These factors are summarized as follows**

#### **A. Fear of making mistakes**

It is essentially considered one of the main factors that confuse the students and perhaps prevent them to speak. It is obviously that learners of English as a foreign language inside the classroom are conservative, because they are afraid of making mistakes. The student puts in his mind that, it's a risk when he decides to speak, because he fears of falling in mistakes, this makes him hesitant to speak. As a result, he decides not to speak because of this barrier. As argued by many theorists, fear of mistakes is one of essential factors in students' neglect to speak English in the classroom. (Tsui in Nunan, 1999; YHtwe, 2007, Robby, 2010).

The fear of making mistakes is caused by their fear of being passively corrected and evaluated by their teachers, in addition to that, they are afraid of being laughed at by their peers, this may resurrect feeling of embarrassment in the student himself. That is why, the decision that taken by a student is to keep silent, and not to fall in an awkward situation. Hence, they hesitate and they could hardly speak. Aftat (2002), claims that this fear is connected with the issue of correction and passive evaluation, and to the risk of being laughed at by their fellows. In addition, Hieu (2011) and Zang (2006), cited in He and Chen (2010), make a similar claim. As a result, students commonly stop participating in the speaking activity (Hieu: 2011). Their teachers to get rid of this problem should support the students. They should encourage and convince them to speak without examining to the mistakes that they commit during speaking. In addition, it is not wrong to make mistakes, because students correct their mistakes regardless to the number and magnitude of mistakes. Kurtus(2001) asserted that it's important for teachers to persuade their students that

making mistakes is not wrong or bad thing because students can learn from their mistakes while the causes of making mistakes is that students are afraid of being foolish front of others and they are concerned about how others will see those.

As mentioned before that the issue of making mistakes is relevant to the issue of embarrassment and fear. Accordingly, Hiev(2011) and Zang(2006) cited in He and chen (2010) explain that students feel afraid of the idea of making mistakes as they are anxious that their friends will laugh at them and receive negative evaluation from their fellows if they make mistakes in speaking English.

### **B. Shyness**

It is important to shed the light on the issue of shyness, because it is one of the obstacles that constrain students and keep them hesitant to speak. Feeling shy is one of the difficulties that encounter students at university. This shyness is due to the environment where the students live. Students feel shy because of their fear of being embarrassed among their peers. Most of students at university are vulnerable to the shyness factor, and consequently they decide not to speak. To alleviate or get rid of this problem, teachers should support students and help them to find solution. Shyness is something that many students suffer from. Sometimes when they are asked to speak in English class which clearly prohibit them to speak, this indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is very significant, to help students do their best in their speaking performance in the classroom (Gebhard: 2000).

English foreign learners as an interaction to speaking before their fellows, they forget any word that they prepared before they start speaking. They even forget what they want to say, this confuses them and they struggle to speak. As claimed by Beldwin (2011) that speaking in front of people is one of more phobias that students face and feeling shyness makes their minds go blank or they will forget what to say.

In fact, shyness may be innate; students are shy according to their nature and community where they live, some students when they are young, or at school they feel shy, and this shyness is reflected on their performance in or out of the class. When they grow old, they will find difficulty to get rid of this problem. Brown (2005) and Robby (2010) claim that some shy learners are caused by their nature that they are quite. In this case, the students are not very confident and tend to be shy because most of them find it embarrassing/intimidating when speaking front of their friends and teacher.

There is no doubt that shyness is deeply connected with making mistakes; they feel shy because of their fear of making mistakes during speaking. Saurik(2011) argues that most of the students of English feel shy when they speak because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers.

### **C. Anxiety**

It is when the students feel nervous and worry when speaking the target or foreign language. It is an effective factor that affects the students' performance and competence, and consequently they decide not to speak. Students are nervous when they want to speak, because they speak with difficulty and think much before they speak. This nervousness influences their performance passively. Many writers argued about the question of anxiety. (Horwitz et al. Cited in Nascent, (2001) claim that anxiety is a feeling of tension, apprehension and nervousness is engaged to the foreign language learning. Moreover, Nascent argues that among other effective factors, anxiety stands out as one of the main blocking factors for effective language learning. In addition to that, Hurwitz (1991), as cited in Syle and Tono(2004), believes that anxiety about speaking the foreign language can influence students' performance. It can affect the quality of oral language production and keep individuals seem to be less fluent than they really are. On the other hand, many different causes cause and resurrect the feeling of anxiety among the students during speaking. Hurwitz and cope (1986 in Zhao Na/2007) based on the findings of their study, identified three main reasons of students anxiety i.e. communication apprehension, test anxiety and fear of passive evaluation. The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect causes anxious feeling among many students. The second one text anxiety deals with the fear of students of being tested. The last cause is associated with other students' evaluation. In this cause as mentioned, that other students' evaluation causes anxiety among students themselves. In fact, students also fear of being evaluated by their teachers passively, that makes them anxious and could hardly speak, so they are afraid to be evaluated among their colleagues. Students' fear of being evaluated by their teachers is also another variable affecting students' anxiety (Liu, 2002, hov, et, all, 2004). As a response to this point also Harmer (2007), also argued that to reduce this anxiety feeling, teachers need to pay attention to each student's strength and weakness, so that they make a learning methodology, which accommodate all students in the classroom.

### **D. Lack of Motivation**

There is no doubt that motivation is a state of being stirred to action. The intended category here is students of English at university. Motivation is certainly the power that turns the students' wheel of speaking. Without this power, a student is unable to speak English, because it's an important and a main factor to make students free and capable to speak. It also makes them enthusiastic and encouraged to speak consecutively. It is generally agreed in the literature that motivation is a key to students' learning (Somg sim: 2007). Moreover, Nonan (1999) claims that motivation is important; it can affect students' preparedness to speak English. It is

unnecessary to indicate a specific kind of motivation. The student should be motivated regardless to its kind. Zua (2002) argues that there is no matter what kind of motivation the learners own; it will enhance their interest. In fact, lack of motivation lies behind many causes, and as a result, a student has no capability to speak. Gardner in Nunan (1999) identifies four important reasons for students' lack of motivation, uninspired teaching, boredom, lack of perceived relevance of materials, and lack of knowledge about the aims of the instructional program. Uninspired teaching decreases the students' motivation due to their boredom feeling. That leads to the importance of teachers' roles and their effectiveness on the students. Students hesitate when speaking; this is due to their lack of motivation. A creative and competent teacher could persuade and motivate students to speak. They should encourage them to eliminate these obstacles, to be motivated and enthusiastic to speak English. Babu(2010) claims that, lack of motivation in learning causes students' hesitation to speak English inside the class room. Siegel (2004, in Aftat, 2008) believes that motivation is a product of good teaching. Moreover, Aftat affirms that, in order to motivate the students to learn well and speak, or communicate in English effectively, teachers should be passionate, creative and interest in their students. Students' motivation is influenced by teacher's enthusiasm and performance. Actually, the majority of the university students lack the motivation factor.

#### **2.14: Fluency**

Fluency is indeed the ability to speak and write a particular language correctly and easily. Students at a university need to exert much effort to speak fluently. Moreover, it is the ability to produce speech without hesitation. According to Hedge (2000:26) who claims that:

*Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation.*

Also according to Turnbury (1999:93) "fluency is a skill, it is the ability to process the language speedily and easily".

Being fluent is strongly related by the previous psychological factors. Those factors represent the students' key to fluency attaining. In addition to that, the term fluency has acquired two different meanings in ELT Teaching. The first is similar to a typical dictionary entry. For example, fluent is defined by chambers concise dictionary as "able to speak and write a particular language completely and with ease". Also Faereh, Haastrup, Phillipson(1984) include fluency as a competent factor of communicative competence, and define it as 'the speaker's ability to make use of whatever linguistic and pragmatic competence they have'. They distinguished three types of fluency:

Semantics fluency means linking together prepositions and speech acts (also known as coherence); lexical syntactic fluency means linking together syntactic constituents and words; ARTICULATORY fluency, i.e. linking together speech segments. Non-fluency is an English learner' self-corrections.

### **2.15 The Importance of Fluency**

The title above reflects the significance of fluency on learners of English as a foreign language, in particular English students at university. The need to be fluent is deeply wanted by students at university, they are capable to be fluent at English before being graduated. When the students achieve the fluency and become post graduate, then job opportunities are closely opened to them. Moreover, fluency helps them to pass the interview and hunt a job. Working together, students and teachers, this may facilitate the fluency process. Baker and Westrup(2003) find out that through the world, including developing countries, university education is carried out in English and employees who are fluent in English are high in demand. Also Hartmann and Stork(1976) state that a person is regarded to be a fluent speaker of a language when he is capable to use its structures accurately whilst focusing on the content rather than form, using the units and patterns automatically at a normal conversational speed when they're required. Also Koponen and Riggenhach(2000:p6) define fluency as a performance based phenomenon which is related to the flow, continuity, automaticity or smoothness of the speech. Moreover, Fillmore (1979:p.93) identifies four abilities that together form fluency. The ability to talk at length with few pauses; to produce coherent, reasoned, and semantically dense sentences; to have appropriate things to say in a wide range of contexts; and to be creative and imaginative in use of language.

In fact, foreign language learning in the childhood period is better than learning it in an old age. This means they have the ability to learn the language easily, in particular the skill of speaking. When they grow old, they could easily learn to speak English. As a result, they will be fluent at English. Hortas (2005 p.27) affirmed the fact that children need to acquire both linguistic and social knowledge in order to be effective communicators. A child's perception of the context and the connections between the context and speech are necessary for making meaning. For example, a child might be assisted to concentrate his/her attention on an element of the environment difficulties may experience problems with the form of language (sounds, grammar, and syntax); the content of language (semantics or meaning); and the social function of language (pragmatics or communication), in any combination and in terms of expressive aspect of English language is related with many of second language learner. In fact, English departments books at a university are written in English, but most of students face difficulties to percept these books. In addition to that, they are unable to speak. In spite of their knowledge of grammar and linguistics, the spoken language is at risk at university. Likewise, the focus is



on grammar and language in most of English books at university, regardless to spoken language. Islam (2004) argues that most of books at the university level are written in English and students can't understand them. The spoken English is even in worse condition. Furthermore, pointing out the reason of low English proficiency he says, that in twelve years of their education before university "the students in Bangladesh generally memorize everything including grammar, composition, letters, applications, essays and so on, and therefore do not learn the language".

On the other hand, there is a common mistake in speaking; students try to speak as quickly as they can to be satisfied and be convinced that they are fluent in expressing English. On the contrary, that is unreliable and will prevent the students to learn to speak. Porter and Grant (1992) believe that it's important to vary one's speech rate, depending on the situation, according to them, second language speakers worry that they lack fluency in English and may speak quickly in order to make up for it. The authors believe that such solution is not sound. By speeding up their speech, they speak without adequate knowledge or know-how, non-native speakers make it harder for native listeners to comprehend them. The two researchers say that the second language learners strive to speak correctly by listening to their professors giving lectures or assignments. In such situations, the teacher tends to use the spoken language for transactional purposes communicating a message, where keywords are emphasized more and more slowly. Porter and Grant suggest that unlike the international function or language where the speech is speeded up in conversations of social nature. Pulvato (2001) believes that in an unfamiliar linguistic and social environmental, individuals may feel identity vulnerability, where as in conversational interaction satisfactory identity negotiation results. This in turn gives them a feeling of being understood, valued, supported, and respected. Also Mackay (2002) is of the view that full of speech acts that do not act, do not mean anything.

### **2.16 Foreign Language Teaching**

In fact, foreign language teaching needs much focus and concentration; procedures and approaches to interpenetrate the students mind through specific techniques. Every teacher has his own way to persuade students and achieve the goal of teaching a foreign language. The problem is not fixed on those ways, but on how and to what extent those ways and techniques of teaching are reflected on the students' competence and performance both, inside and outside the lecture room. Actually, the problem of speaking is common among the students at university. Both, teachers and students can co-operate and solve this problem. The students lack the desire of English learning, even they do not need English outside the classroom, they also do not practice English, and practice is considered one of the main factors to learn English language, in particular speaking. Likewise, teachers should be well qualified and trained. This will be reflected on students and their

performance in and out the classroom. Therefore, a competent teacher is able to change the student to be better. Actually, learning to speak a foreign language is a problem that confronts the students at a university, in particular English language; the students' readiness, preparation, and the materials used to receive and improve the skill of speaking. In fact, teaching speaking is not a matter of teaching another subject or skill. Generally teaching a foreign language needs special skills and techniques. In addition to that, when the teacher lacks the efficiency, this may deeply affect the students' performance inside and outside the classroom. Therefore, a creative and competent teacher can solve this problem. Bygate(1998) asserted that: "one of the basic problems in foreign language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends very much on how we as teachers understand our aims".

Islam points out three reasons behind the weak English among the students entering the university in Bangladesh. The first reason is that students don't need English outside the class room in the real life and most of them come from the background where they don't need English to learn other subjects resulting in lack of practice. The second reason is lack of trained teachers, and thirdly the examination system is below ideal. Likewise, Porter and Grant (1992:225) state that students can best learn communication skills by extensive practice, by adopting an interview, experimental approach to learning. There is no doubt that fluency is the key for English learning. In addition to that, the student of English hopes to be as fluent as a native speaker. Cocchiarin, et al. (2000) cites Lennon (1990) who says, "In our effort to define the temporal aspect of fluency, it has always been assumed that the main goal in language learning consists of producing the speech at the tempo of the native speakers, which should be unimpeded by silent pauses and hesitations and filled pauses. Therefore, fluency is not an absolute value; rather it is a degree based characteristic".

In fact, the process of teaching a foreign language is not easy. This needs competent and well-trained teachers to satisfy foreign students' needs to learn the target language, in particular, English students at university. Hautka (1994) and Thomas (1996) claim that a great responsibility lies on the shoulders of policy makers to provide second language speakers with special consideration, in order to give language minority students equal opportunities to learn challenging content and high level. In addition, Zounel (1992:254) quotes a few of the thoughts provoking lines from the journal of immigrant students who had limited knowledge of the target language. "I would like them to know that we are very responsible and we know why we come to college to learn. We are learning English as well as the major of our choice. It's very hard sometimes and we don't need professors who claimed that they don't understand us".

Moreover, Alison d' Anglejan (1981), cites from (Spika, 1961) : “the teacher is the sole native speaker of the target language and where the native language of the learner is homogeneous, the prolonged absence and limited contact with a target language peer group leads to the development of a somewhat pidgin form of the language where learners become capable to express themselves, their syntax usually shows evidence of simplification and frequent reliance on the rule system of the mother tongue. Also Cook (1999) claimed that English speaking teachers were “more capable of creating motivation and an English environment in the school....., taught the language, rather than about the language and innovative teaching techniques” (p.361). Likewise, Philipson (1992) argues that non-native English speaking teachers:

*May in fact, be better qualified than native speakers, if they have gone through the complex process of acquiring English as a second or foreign language have insight into the linguistic and cultural needs of their learners, a detailed awareness about how mother tongue and target language differ and what is the difficult for learners, and first-hand experience in using a second or foreign language. (P15).*

Speaking activities should be taught accurately and effectively inside the classroom, learners should not feel boring or worry by paying their attention and present materials that make them enjoy when learning. This refers to teaching techniques and strategies. Nunan, (1999) & Cele.murica, (2001) assert that, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place.

In fact, students study English at school for many years; basic and secondary school, but they study grammar without reference to speaking. Many studies (Upshur, (1968); Mason, (1971); Seagert, Scott and Tucker, (1975) cited by Alison d' Anglejan (1978) appear to indicate that the number of hours or years which are spent on formal second language study is not in itself a strong predictor of second language achievement as measured by proficiency tests, particularly one's measuring oral fluency, he says that the words and structures learned in the classroom may be unrecognizable when they occur in the normal speaking of native speakers.

He also points out that students have not attained functional oral fluency after many years of formal study, and then there is a need to look elsewhere for opportunities to develop and enhance this skill.

## **2.17 Accuracy and Fluency**

In fact, accuracy and fluency are two aspects for speaking skill, but they have different explanation. Writers argue about that. Scrivener (2005, 160\_162) declares that accuracy is the capability to speak correctly without making serious mistakes, and hence instant correction by the teacher is appropriate. On the contrary, fluency is the ability to speak confidently without irrelevant pauses or hesitation, while often with making major mistakes. In it, instant correction may be inappropriate and may interfere with the goals of the speaking activity. Teachers should indicate their essential goal, whether accuracy or fluency. If it is accuracy, he should focus on the area of mistakes and devote his effort to correct students during speaking. If it is fluency, he should let the students speak without instant correction.

Writers handle the speaking skill in different ways. They discuss the importance and the problems that face the students in order to speak easily and fluently. Ur (1996) considered speaking as the most important skill among the four skills (listening, speaking, writing, and reading) because whom those know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it that is because there is no point knowing a lot about language if you can't use it". According to Ur (1996), there are many factors that cause difficulties in speaking and they are as follow:

1. Inhibited students are worried about making mistakes, fearful of criticism or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can take time because of large classes and tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue-use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Ur (1991 P: 153) provides a scale to test the speech orally:

<b>Accuracy</b>	<b>Fluency</b>
Little or no language produced	Little or no communication
Poor vocabulary, mistakes in basic grammar may have strong foreign accent.	Very hesitation, (hesitant and brief utterances) sometimes difficult understand.
Adequate but not rich vocabulary makes obvious grammar mistakes, slight foreign accent.	Gets ideas across, but hesitation and briefly.
Good range of vocabulary occasional grammar slips. Slight foreign accent.	Effective communication in short turns.
Wide vocabulary appropriately used virtually no grammar mistakes, native like or slight.	Easy and effective communication uses long turns.

Table (2.1): a scale to test the speech orally.

On the other hand, Rababah (2005) pointed out many factors that cause difficulties in speaking English among EFL Learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. Moreover, Al-Abri (2008) argued that the lack of oral activities in the textbooks is a strong cause for students' difficulties in speaking, therefore he recommended oral activities in the form of songs, rhymes and enjoy learning to improve the skill of speaking. Therefore, EFL learners should not focus on accuracy, this may be later on. Lack of practice and activities, makes the speaking difficult and complex.

### **2.18. Spoken Language**

Spoken language is a branch of language learning. It is undoubtedly that language is mainly spoken. The students at university could hardly speak. As a result, they are dissatisfied with themselves because they lack the skill of speaking. Rivers (1970:61) affirms that students come to study foreign language at universities with strong confidence that language mainly means something spoken. Moreover, Tarigan (1990:24) argues that students seldom speak unless picked out by the teacher and that teachers pay very little attention to students needs in improving their spoken language. In addition, Rivers (1981) argued that speaking is one of the four language skills. It's the most frequently used skill. He asserted that speaking is used twice as much as reading and writing in our communication. In fact, listening and speaking skill are closely related. Additionally, the skills of listening and speaking are considered a completion for the process of communication, as argued by (Oprandy, 1994:153 & Elmenoufy, 1997:9) that speaking is closely related to listening as two connected ways of achieving

communication. Every speaker is simultaneously listener and every listener is at least potentially a speaker.

Speaking can support other language skills. Recent studies have considered oral interaction as an important factor in the shaping of the learners developing language (GASS & Varionis, 1994). For instance, it was proved that learning speaking can help the development of reading competence (Itilferty, 2005), the development of writing (Trachsel & severino, 2004), as well as the development of listening skill (Regina, 1997).

There is no doubt that every skill has its own aspects and characteristics that distinguish it from other skills. Here the skill of speaking is mainly mentioned with its aspects.

### **2.18.1 Features of Spoken Language**

The features of spoken language as mentioned by Bygate, (1987:20) are:

1. It is easier for speakers to improvise if they use less complex syntax.
2. Speakers take shortcuts to avoid unnecessary effort in producing individual utterances. This often leads to ‘ellipsis’.
3. It is easier for speakers to produce their message if they used fixed conventional phrases.
4. It is inevitable that they will use devices to gain time to speak.

## **2.19 Aspects of Speaking**

### **2.19.1 Speaking is Interactive**

Whether we are speaking face – to – face or by the telephone, to one person or more than that, the wheels of conversation usually turn smoothly. With participants contribute at appropriate moments or everyone talking over each other (Bygate, 1998; 30 and Carnbleet & Carter, 2001:27).

### **2.19.2 Speaking is a Face to Face Activity**

Most conversations take place face to face which allow speakers to get immediate feedback, i.e. “Do listeners understand? Are they in agreement? Do they sympathize? (Carnbleet & Carter, 2001:16) therefore, communication through speaking has many assets, such as facial features, gestures and body movements. Also speaking happens most of the time, in situations where participants are present (Elfayoumy, (19697:10), Widdowson, (1998) & Burns, (1998).

### **2.19.3 Speaking Happens in Real Time**

During conversations, responses are unplanned and the speakers think of their feet, production language that reflects this (Foster et al., 2000:368). Speakers sometimes decide to say sometimes, suddenly they change their mind. Speakers usually forget what they want to say, or what they have said, that is why they repeat themselves (Miller, 2001:27). This indicates that the utterance in real time make stress. The use of self-correction, formulaic expressions, rephrasing and repetition

help speakers to be more fluent and cope with real time demands (Bygatew, 1987:21; Foster et al.,2000 and Hghes,2002:76).

### **2.20 Purpose of Speaking**

There is no doubt that Speaking has different purposes, some of these purposes: transactional or interactional. Certainly, there are some differences between both of them in what concerns the spoken language.

Transactional discourse language is mainly used for communicating information. Language serving this purpose is “message” oriented rather than “listener” oriented (Nunan, 1998:27). Examples of language that used primarily for a transactional purpose are: news broadcasts, descriptions, narration, and instructions. (Richards, 1990:54-55) Speaking serves, this purpose tends to be long (Bastruk men 2002:26).

On the other hand, some conversations are interactional with the purpose of establishing a relationship. It also called interpersonal use of language. It plays an important social role in oiling the wheels of social discourse. (Yule, 1989:169) Examples of interactional uses of language are greetings, small talks, and complements. Apparently, the language used in the interactional mode is listener oriented. Speakers’ talk in this kind tends to be limited to short terms, (Pornei &Thurrel, 1994:43 and Richard 1994:54-55).

Analyzing speaking purposes more precisely, Kingen (2000:218) combined both interactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

1. Personal: expressing personal feelings, opinions, beliefs and ideas.
2. Descriptive: describing someone or something, real or imagined.
3. Narrative: creating and telling stories or chronological sequenced events.
4. Instructive: giving instructions or providing directions designed to produce an outcome.
5. Questioning: asking questions to obtain information.
6. Comparative: comparing two or more objects, people, ideas, or opinions to make judgments about them.
7. Imaginative: expressing mental images of people, places, events, and objects.
8. Predictive: predicting possible future events.
9. Interpretative: exploring meanings, creating by hypothetical deductions, and considering inferences.
- 10.Persuasive: changing others’ opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- 11.Explanatory: explaining, clarifying, and supporting ideas and opinions.
- 12.Informative: sharing information with others.

The list is corresponded closely to the language functions explained by Halliday (1975).

### **2.21. Speaking Genres**

The genre theory assumes that different speech events result in different types of texts, which are distinct in terms of their overall structure and kinds of grammatical items typically associated with them Hughes (2002:83). Apparently, Carter and McCarthy (1997) classify speaking extracts in terms of genres as follows:

1. Narrative: a series of everyday anecdotes told with active listener participation.
2. Identifying: extracts in which people talk about themselves, their biography, where they live, their jobs, their likes and dislikes.
3. Language in action: Data recorded while are doing things such as cooking, packing, moving furniture...etc.
4. Comment elaboration: people giving casual opinions and commenting on things, other people, events, and so on.
5. Debate and arguments: Data in which people take up positions, pursue arguments, and expound of their opinions.
6. Decision-making and negotiating outcomes: Data illustrating ways in which people work towards decisions\consensus or negotiate their way through problems towards solution.

### **2.22 Skills of the Language**

English language as known has four skills. These skills form the language, and to what extent they are important for the learner to know. Every skill has its own ways and techniques that the foreign learner needs to know and focus. In order to be fluent in English, those skills mentioned as follow:

#### **2.22.1 The Skill of Reading**

The skill of reading is a receptive one, beside its importance among all English skills. In reading, we decode the graphic form. Rivers, (1968:215) has claimed, "In reading, the learner is developing a considerable range of habitual responses to specific set of graphic shapes patterns". He also says for the development of fluent reading. Learners must be enthusiastic to read a great deal of texts that interest them and fit their ages. Furthermore, text chosen must be attractive and printed clearly, as well as the division of stories into sections to give the students a sense of achievement after an end of each section. Rivers,(1968:230) had claimed that "These factors have a psychological importance in increasing learner's enjoyment in reading which must not be underestimated".

The teacher's role is to interfere and share the students their reading by introducing a part of a story or explaining the difficult points to them. This urges the students to read the story and reading it, in addition to their perception to the whole story.



### **2.22.2 The Skill of Writing**

Rivers, (1986:240) has claimed, “writing can be the act of putting down in conventional graphic form something which has been spoken”.

According to him, the four main areas in writing process learning are:

1. The students must learn the graphic system of the foreign language.
2. The student must learn to spell according to the conventions of the language.
3. He must learn to control the structure of the language so that what he writes is comprehensible to his reader.
4. Integrating writing with other skills.
5. Encourage students in self-checking and self-correcting.

There should be writing activities in the form of letter writing and paragraphs. Moreover, consecutive tests should not be neglected.

### **2.22.3 The Skill of Listening**

Listening occupies the second rank after speaking. It's an important skill and needs much practice by the students. When there's a speaker, there's a listener. This clarifies the relation between them. Perhaps someone listens without speaking; listening to the news and so on. Pierce,(1988:41) claimed “it has been said that, listening is not a passive but an active process of perceiving and constructing a message from a stream of sounds”.

In oral communication, Rivers,(1968:135) has claimed that “speaking does not of itself constitutes communication unless what is said is comprehended by another person”. It is difficult to teach listening to foreign learners; this needs for much effort being exerted by teachers. Finocchiaro, (1977:27) claimed that “listening is the least understood of the four language skills, and consequently the least to be taught”.

Here, the role of teachers has been magnified, because they are responsible for facilitating the process of listening to EFL learner, in addition to that the students are seldom to practice this skill inside or outside the class room with no guidance and encouragement done by their teachers, and teachers have their own techniques and approaches to persuade the students to practice the skill of listening.

### **2.22.4 The Skill of Speaking**

Speaking is certainly significant and much needed skill, it is the root of English four skills, because language is mainly spoken. Bygate, (1987:17) claims “speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages”.

Components of speaking skill according to White,(1978:19) are : a certain amount of vocabulary and grammar should be known by learners. Furthermore, to test whether learners can speak to get them actually say something. This can be done by giving them ‘speaking practice and oral exams’.

## **2.23 Communication**

The term communication is no longer known and recognized by teachers and learners, when there is a sender and receiver, the sender reports news to the receiver. This is the process of communication. The term communication is no longer important and urges the students to participate in many English different fields in our life by opening different opportunities for them. Not only learning, also teaching is deeply connected to the communication. The students need to communicate with each other and even with their teacher in order to be fluent and develop the skill of speaking. Harmer (2001:47) says that “communication is the central feature in teaching and learning language. Communication between students creates opportunities for them to participate in the negotiation of meaning, to perform a range of language functions, and to attend to both language forms and functions”.

### **2.23.1 The Nature of Verbal Communication**

Nation Paul,(1989:42) claims that the most definition of communication include conveying of information that the receiver doesn't have, which is called an “information” in teaching communicative activities.

### **2.23.2 Aspects of Verbal Communication**

Aspects of verbal communication as mentioned by Richards (1983:2):-

1. Communication is meaning-based i.e. a learner's need is to be able to name things, states, events, and attributes, using words he/she knows. In addition, the learner must be able to link words together to express prepositions, as states by Richards, (1983:111) the prepositions “are the building blocks of communication. And the first task to communicate in learning to communicate in a language is to learn how to create prepositions”.
2. Communication is conversational. To communicate in a conventional way. The learner's task was thought to be as Richards, (1983:114) claims “...to internalize the rules needed to generate ‘any and all of the possible grammatical sentences of English’ for example in telling the time a learner can say, it is two forty, or it is twenty to three but not it is three minus twenty.
3. Communication is appropriate. The form of utterances must also take into account the relationship between speaker and learner and the constraints imposed by the setting and the circumstances in which the act of communication is taking place. “What's your name?” is a conventional utterance, for example, but it is not an appropriate way of asking the identity of a telephone caller; in this case “may I know who is calling?” is more appropriate.
4. Communication is interactional. Interactional function of language, which means the use of language to keep open the channels of communication between people and to establish a suitable rapport. Hence, communication as interaction is largely.

Walkins.D.A (1972:157) has suggested that:

*Communication involves the identification of people and their beliefs. Feeling and values through the use of appropriate symbols in choosing language the speaker must consider the four familiar elements of speaking; yourself, your speech, your audience and the occasion.*

According to Barrett (1973:3) the basics of the oral communication are as follows:

The sender of the message, the speaker, says something to another, the receiver or the listener. The sender encodes his message to the receiver, words, vocal expressions and perhaps physical movement. He presents the message in symbols, the receiver understands the symbol, decodes or interprets the message but it does not stop there, for the receiver makes a response of some kind with words, vocal expressions and physical movement. This response of the receiver is called feedback.

Barrett (1973:4) argued that “Effectiveness in communication depends on any number of conditions or a listener’s –a speaker with holiday vital information, and many social and cultural values their feelings of the moment, their verbal –vocal-visual skills in communication and other variables which may be operative”.

### **2.23.3 Learner’s Strategies of Communication**

As argued by Farchand Kasper, (1983:16) he states that “Learner’s strategies of communication mean the way of communication when the language is not mastered.”

In addition to that Farchand kasper, (1983:18) discussed the communication strategies, which include achievement strategies, the latter includes the following:

- a- Guessing strategies;
- b- Paraphrase strategies;
- c- Co-operative strategies.

Phillipson, (1983:149) mentioned achievement strategies examples as following:

L: I came down from twenty degrees err I don’t know you how to say – it was twenty degrees hot you know.

N: mm

L: and I came up err in Scotland to twenty degrees freezing so I got very sick just before Christmas.

Reduction strategies (Avoidance strategies) as mentioned by Haastrup and Phillipson, (1983:150).

Examples of reduction strategies:

L: I have to look after a machine if something is err doesn’t work I have to ensure that it’s not difficult because there is only three buttons you know all automatic.

Bygate,(1986:23) states that “Reduction strategies involve speaker in reducing their communicative objectives, while avoidance strategies involve altering one’s message in order to keep out troubles”.

### **2.24 Features of Speaking Activities**

Speaking activity has with no doubt features that distinguish it; these features can be divided into several steps. When teachers follow these activities, this will be reflected on learners and their level in speaking. In addition, these activities can motivate and encourage learners to be fluent and achieve their goals. Likewise the speaking activity trains the EFL learners at a university to speak.

Nation, (1989:33) has pointed out the features of speaking activities for language teaching. He suggests that by understanding these features, teachers can improve the speaking activities they use as well as creating their own activities, based on individual features and on combination of them.

These activities promote the students and assist them to speak. In addition to that, they motivate and encourage learners to participate in the activities.

The features are:

1. Roles: The adoption for roles affects participation in an activity, which affects the learning goals as it allows the use of language.
2. Outcomes: This can increase interest in the activity by giving learners a purpose. The nature of outcomes affects the function of languages that may occur. Stab, (1983:41) has pointed out that “these functions can be elicited by choosing, testing, implication, causes or uses , matching classifying, distinguishing, data gathering and problem solving.
3. Procedure: It divides the speaking activity into steps, and increase the amount of speaking involved in the activity.
4. Split information: It gives each person a reason to participate, and gives strong feeling of group collectiveness.
5. Challenges: Challenges are added for teaching activities in order to make it more difficult for the learners to achieve the outcome of the activity as a result more interesting.

## **Chapter three**

### **3.1 Introduction**

The present study is trying to investigate speaking difficulties facing EFL learners at university. In addition to the procedures in learning and teaching speaking, and to see whether or not these procedures and activities are applied at Shendi University, English Department, by both, students and teachers, and whether or not these procedures are important and deeply reflected on the students, and to see if these procedures and activities help and motivate the students to speak fluently. The chapter contains the study subjects, besides the instruments which includes the study validity and reliability. Chapter three also contains procedures.

### **3.2 Subjects**

The study subjects can be mentioned as follows:

#### **3.2.1. Students**

The sample examined was a purposive sample of approximately (50) EFL undergraduate university students, they are both sexes, male and female. They were all final year students. Thirty students from Faculty of Arts besides, twenty from the Faculty of Education participated in the study.

#### **3.2.2. Teachers**

The participating teachers have deep understanding of their students' level and difficulties the students face to speak. Twelve teachers were involved in data collection. Those teachers were carefully selected so that their participation would be reliable and represent the point of views of most of the other teachers in English language department.

#### **3.2.3 University**

The researcher carried out the current thesis at Shendi University, which is located in Shendi. The researcher intended to undertake the study at the university level. Likewise, the study focused on both male and female university students. Moreover, the researcher selected a purposive sample of (12) English language university teachers with different experiences and qualities. Besides, a purposive sample of (50) final year students of English at Shendi University, Faculty of Arts and Faculty of Education participated in this study.

### **3.3 Instrument (tool)**

To implement this study successfully, the researcher has developed an achievement test and a questionnaire. The researcher (Appendix1) designed them. The test comprises (18) different questionnaires for 50 students and 18 questionnaires for 12 teachers. The subjects were asked to choose the correct answer.

### **3.3.1 The questionnaires**

The researcher has formed two closed ended questionnaires to gather data from university stage English language male and female lecturers, as well as semester eight students or graduate alumni students. According to the following:

Questionnaire (1) is of 18 items constructed to the semester eight students at Shendi University. The statements given to them deal with their motivation of learning English. In addition to the difficulties, they face to learn English language.

Questionnaire (2) is constructed to the English language lecturers, and it's consisted of 18 items that deal with spoken language accompanied by the difficulties that the students face i.e. the reasons that lie behind their weakness of speaking and disability to express themselves.

For both questionnaires, the respondents answered by choosing the appropriate response that fit their cases by making (tick) in front of one of the three options. The options of the students questionnaire are: always, sometimes, and never,, while teachers' questionnaire options are: agree, neutral, and disagree.

In order to insure the reliability of the questionnaires, the following steps have been followed:

Four judges who are university lecturers with long experience in English field have revised the two questionnaires.

The questionnaires have been modified according to the remarks made by those experts.

A pilot study has been conducted in which teachers' questionnaire has been given to twelve equivalent respondents, they are asked to answer the questions that trace the difficulties of speaking among the students of English. On the other hand, the students' questionnaire has been directed to eighteen respondents. Those teachers are: Abdallah Alfadol (associate professor), Babikir Abd Almaroof (assistant professor), Awad abbas (assistant professor), Roqaya Ali Hamouda (assistant professor), Fath Alrahman Altai (professor), Rawah (professor) and others.

### **3.3.2 Validity**

The questionnaire was shown to four university lecturers as referees. They were asked to validate the questionnaires. The referees agreed with the design and they were satisfied with the data gathering tool. Teachers at Shendi University of English language departments validate the questionnaires. They confined their validity and that it measured what has been designed to measure. The remarks of the validating team, their notes and

suggestions were taken into consideration and the researcher made the necessary modifications before applying the questionnaire.

### **3.3.3 Reliability**

Selinger and Sholawy (1989:185) argue that reliability is information on whether the instrument is collecting data in an accurate way. That refers to whether the instrument gives the same result when different researcher uses it.

### **3.4 Procedure**

In the present research, the responses were analyzed by using the Statistical Package of Social Sciences (SPSS), the questionnaire and analysis tackle the difficulties and problems in speaking fluently among the students at university. In order to obtain strong information; the study-employed questionnaire as a main tool. The questionnaires, which were used to test the hypothesis of the research, were teachers' and students' questionnaires. This instrument was adjusted by referees and finally became a final version of the questionnaire. The hypothesis have been tested to ensure that the statics have been taken from the participants to take the decision about statistical features.

## Chapter four

### 4.1 Introduction

The study was carried out with the purpose of investigating English speaking difficulties that faced the final year university students. It is essentially aimed at investigating fluency difficulties made by English language students at university level. On one hand, the study aimed to identify the speaking difficulties and problems through literature. On the other hand, the current study aimed to investigate those difficulties that committed by learners and experienced by teachers.

### 4.2 Data Analysis (Students' questionnaire)

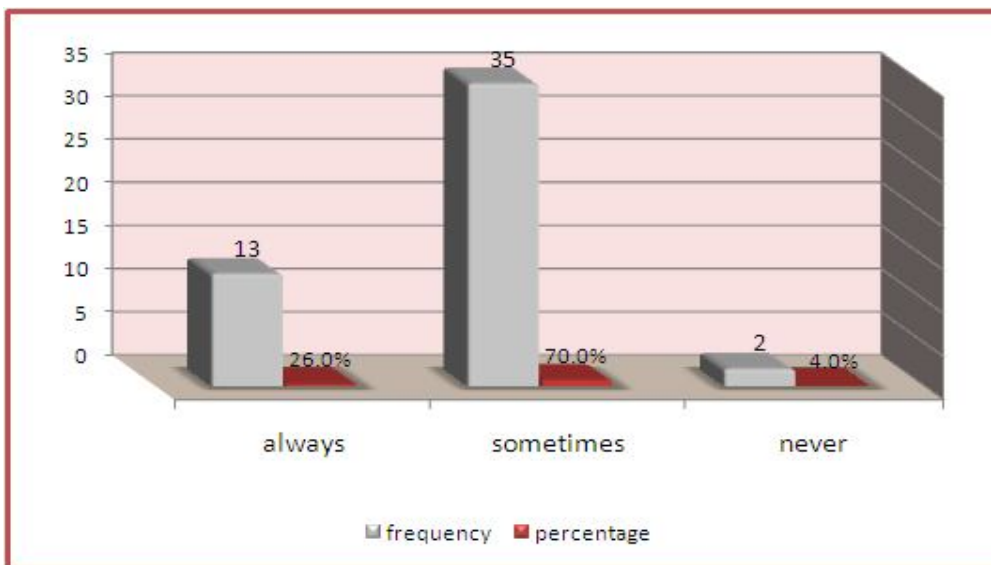
**The following tables and figures show the responses of students:**

When I speak English I do that slowly

No	Option	Frequency	Percentage
1.	Always	13	26%
2.	Sometimes	35	70%
3.	Never	2	4%
Total		50	100%

Table 4.2.1 shows subject's choice of the given options

Figure (4/2/1)



**Figure 4.2.1 shows subjects' choice of speaking slowly in percentage.** Table and figure (4.2.1) clarify that 96% of the subjects confirmed that they speak slowly in addition to that the majority speak poor English. Slowness means the difficulty and complexity in speaking.



### That slowness is due to my fear of making mistakes

No	Option	Frequency	Percentage
1.	Always	15	30%
2.	Sometimes	26	52%
3.	Never	9	18%
Total		50	100%

Table 4.2.2 shows subject's choice of the given options

Figure (4.2.2)

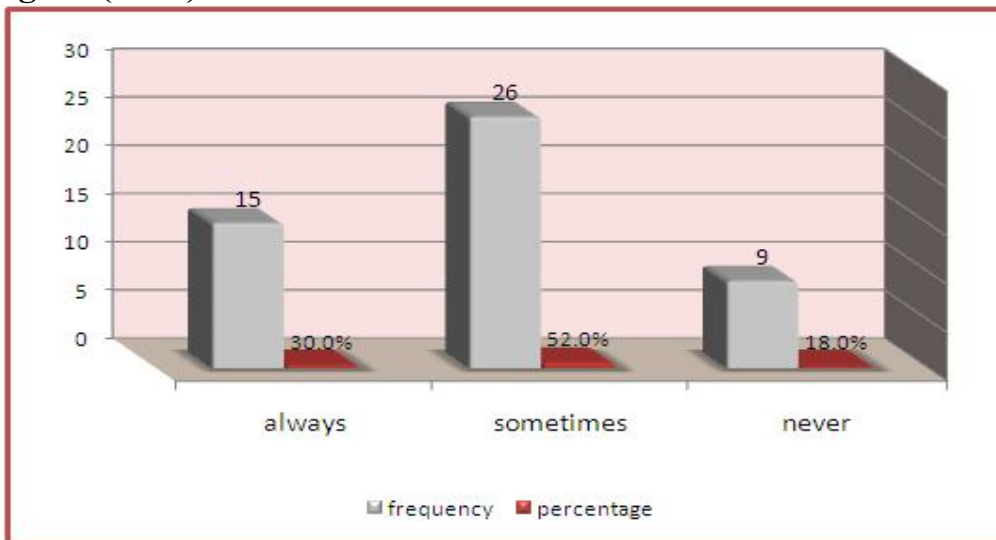


Figure 4.2.2 shows subjects' choice of fear of making mistakes during speaking in percentage.

From the table and the figure (4.2.2) above, it's obvious that 82% of the subjects were afraid of making mistakes. The idea is clear and obvious; the majority of students put the psychological factor as a hindering point and obstacle, which stand before them to speak English. Fear factor keeps a student away, and considers speaking is a difficult matter and it could be a risk and adventure.

## I am hesitant when I speak English because I have limited vocabulary

No	Option	Frequency	Percentage
1.	Always	17	34%
2.	Sometimes	21	42%
3.	Never	12	24%
Total		50	100%

Table 4.2.3 shows subject's choice of the given options

Figure (4.2.3)

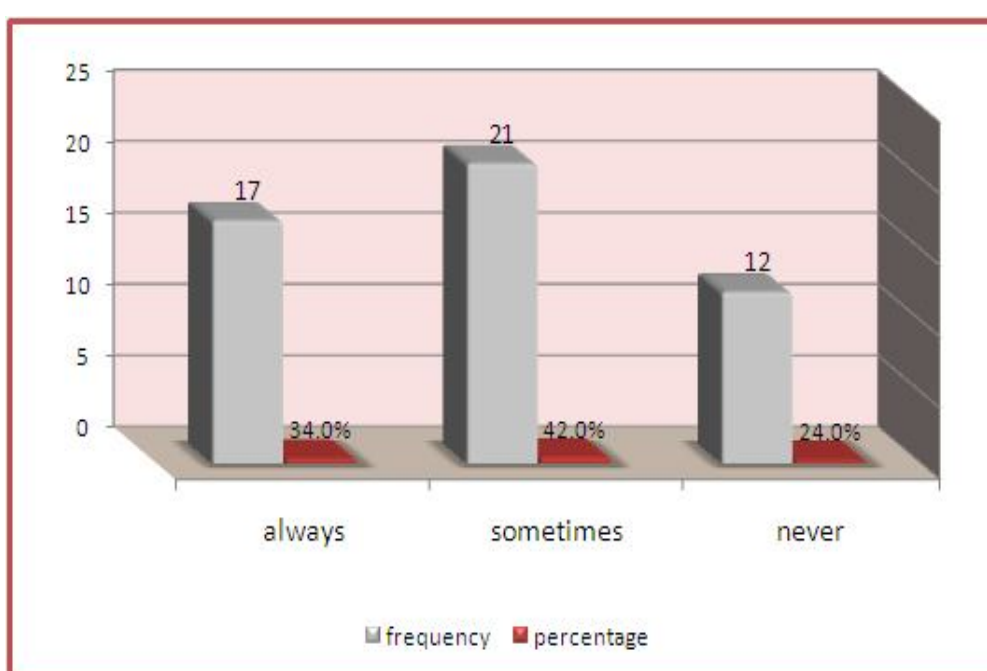


Figure 4.2.3 shows subjects' choice of students' hesitation when speaking English in percentage

From the table and figure (4.2.3) above, it is clear that 80% of the subjects can't find the proper word when they speak English. The results show that the students try to speak spontaneously, and they couldn't find an appropriate vocabulary. They think that speaking mainly depends on the vocabulary, although a student can speak with few numbers of vocabularies and improve himself gradually with the course of time.

## Focus on grammar makes me hesitated while communicating

No	Option	Frequency	Percentage
1.	Always	15	30%
2.	Sometimes	25	50%
3.	Never	10	20%
Total		50	100%

Table 4.2.4 shows subject's choice of the given options

Figure (4.2.4)

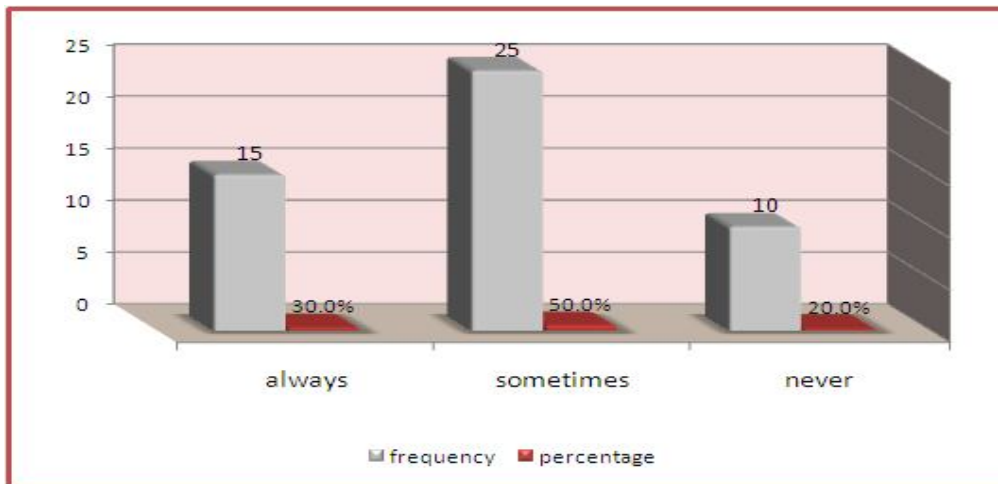


Figure 4.2.4 shows subjects' choice of students' focusing on grammar during speaking in percentage.

As seen in table (4.2.4) more than 70% explains that grammar constrains fast speaking. This is because most of students think of grammar or producing grammatically correct sentences in speaking, then producing oral sentences. This might take long time, therefore it may constrain fluency. They try to speak accurately and perfectly, at the same time native speakers do not speak perfectly. So grammar impede the speaking activity.

**I am weak in speaking because I am not used to speaking English in the lecture room**

No	Option	Frequency	Percentage
1.	Always	22	44%
2.	Sometimes	14	28%
3.	Never	14	28%
Total		50	100%

Table 4.2.5 shows subject's choice of the given options

Figure (4.2.5)

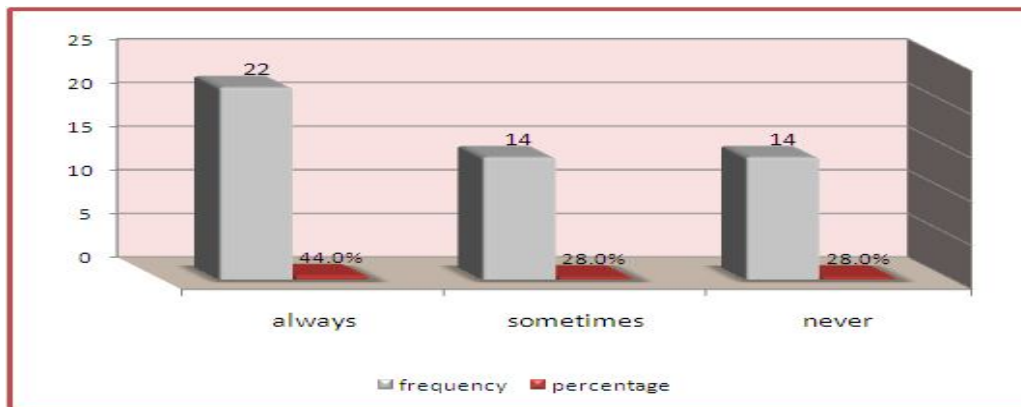


Figure 4.2.5 shows subjects' choice of students' lack of practicing speaking in the lecture room in percentage.

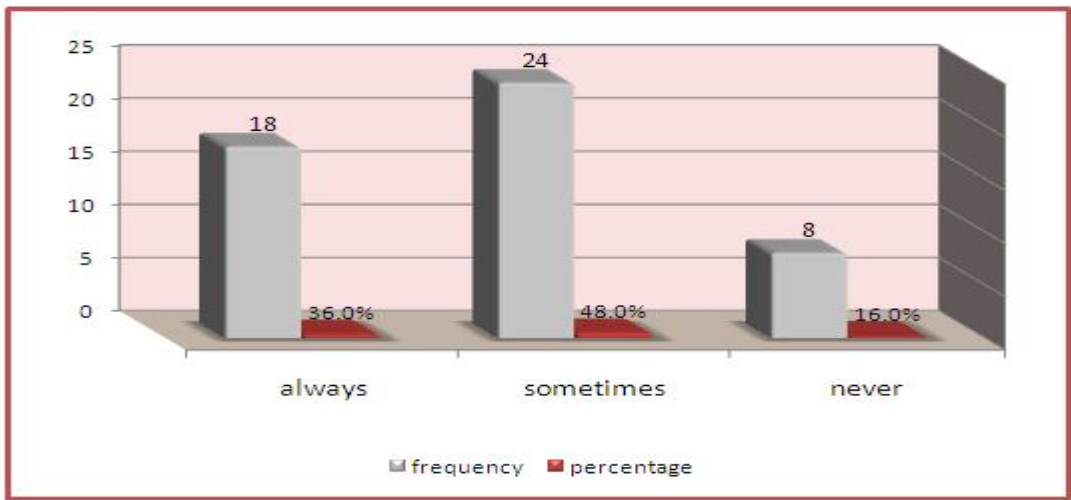
Table and figure (4.2.5) confirm that 72% of subjects are weak in English, because they do not speak in the lecture room. That is due to their mother tongue using when they speak English. Speaking English in the lecture room has its own properties and merits. It helps students to practice and consequently to speak fluently.

**In basic and secondary school we practice dialogues in pairs in the class**

No	Option	Frequency	Percentage
1.	Always	18	36%
2.	Sometimes	24	48%
3.	Never	8	16%
Total		50	100%

**Table 4.2.6 shows subject's choice of the given options**

**Figure (4.2.6)**



**Figure 4.2.6 shows subjects' choice of practicing dialogues in the class in percentage.**

In the table and figure (4.2.6) above, it is clear that 84% of students were practicing dialogues when they were in basic and secondary stages. But this is not applied at university. Hence, they develop and improve poor fluency at university. Practicing dialogues helps students to engage in speaking and encourage each other to speak, working together is another way to practice.

### I used to practice loud reading in the class

No	Option	Frequency	Percentage
1.	Always	22	44%
2.	Sometimes	24	48%
3.	Never	4	8%
Total		50	100%

Table 4.2.7 shows subject's choice of the given options

Figure (4.2.7)

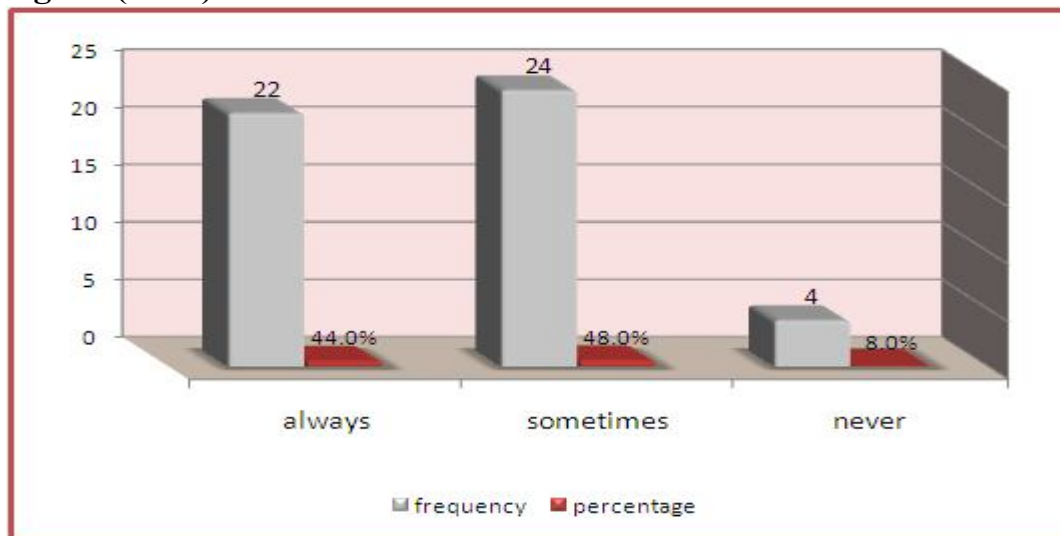


Figure 4.2.7 shows subjects' choice of reading loudly in percentage. From the table and the figure (4.2.7) above, it is clear that 92% of the subjects read loudly, the percentage reflects the interesting in reading at university. This will improve the students' ability to speak fluently. Reading loudly keeps the tongue muscles move; as a result students will use to speak.

### There are no integrated lessons in their learning skill

No	Option	Frequency	Percentage
1.	Always	13	26%
2.	Sometimes	30	60%
3.	Never	7	14%
Total		50	100%

Table 4.2.8 shows subject's choice of the given options

Figure (4.2.8)

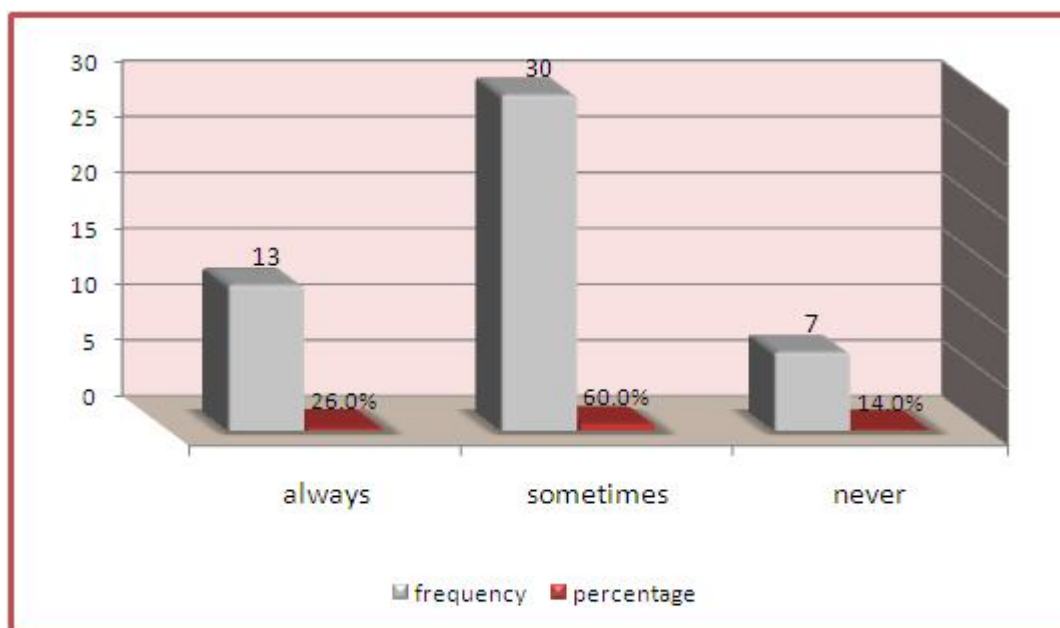


Figure 4.2.8 shows subjects' choice of lack of integrated lessons in percentage. The table and figure (4.2.8) state that 86% of subjects agree that the lessons aren't integrated in their learning skill i.e. the lessons don't imply the skills of English, in particular, speaking. This may complicate the process of fluency. Speaking must be existed in all levels; lessons also should include speaking activities and lessons.

## Large classes don't allow enough practice of speaking

No	Option	Frequency	Percentage
1.	Always	14	28%
2.	Sometimes	17	34%
3.	Never	19	38%
Total		50	100%

Table 4.2.9 shows subject's choice of the given options

Figure (4.3.9)

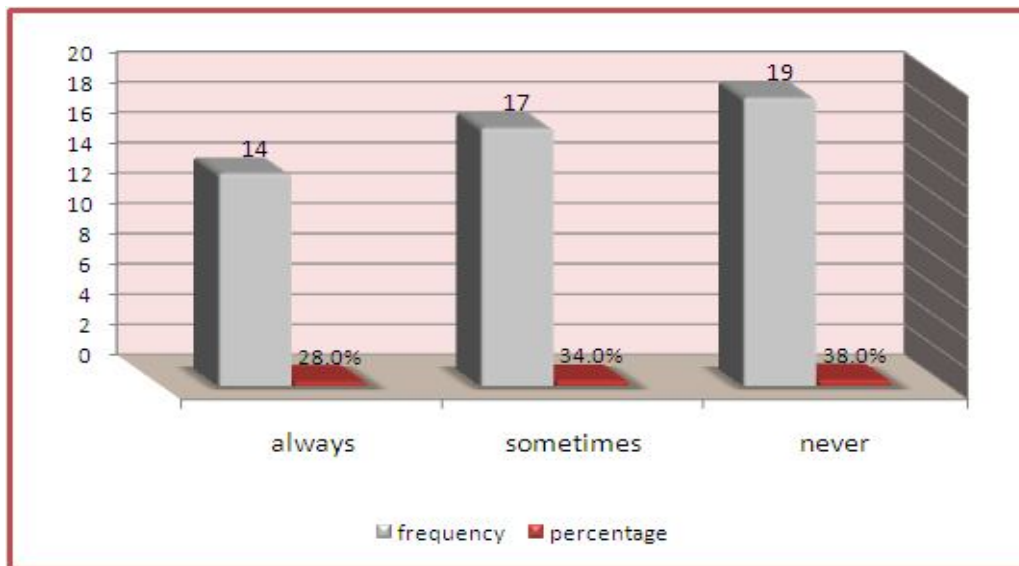


Figure 4.3.9 shows subjects' choice of large number of classes by percentage. Table and figure (4.2.9) confirm that 62% of subjects see that the classes are crowded. Therefore, they find no opportunity to practice English in the class. As a result, they fail to develop fluency in speaking. Large classes has a negative effect in speaking, even teachers' performance worsen in compare to classes which includes few students.



### I am exposed to speak English in the lecture room

No	Option	Frequency	Percentage
1.	Always	16	32%
2.	Sometimes	23	46%
3.	Never	11	22%
Total		50	100%

Table 4.2.10 shows subject's choice of the given options

Figure (4.3.10)

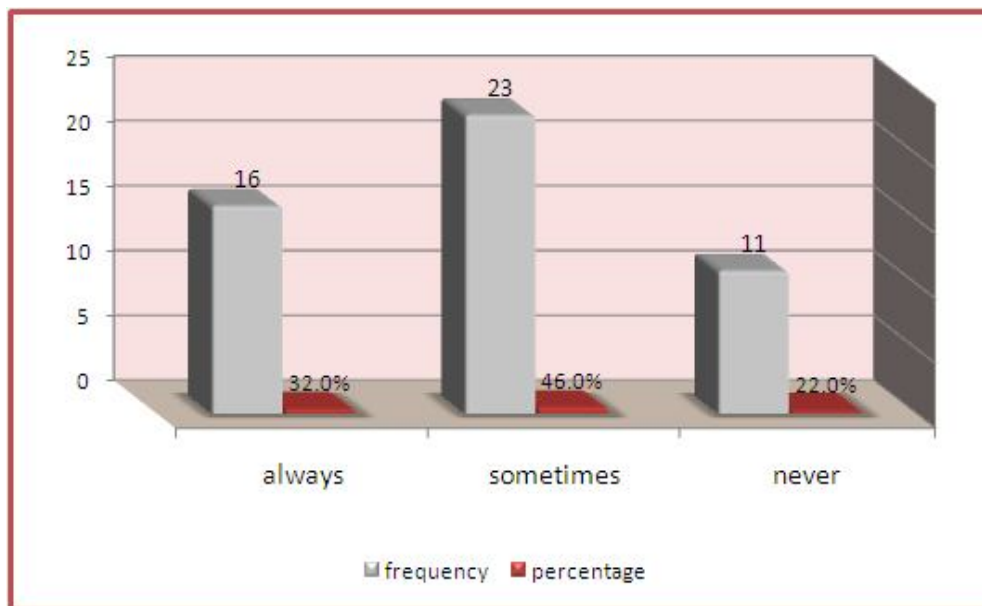


Figure 4.2.10 shows subjects' choice of students' speaking English in the lecture room in percentage.

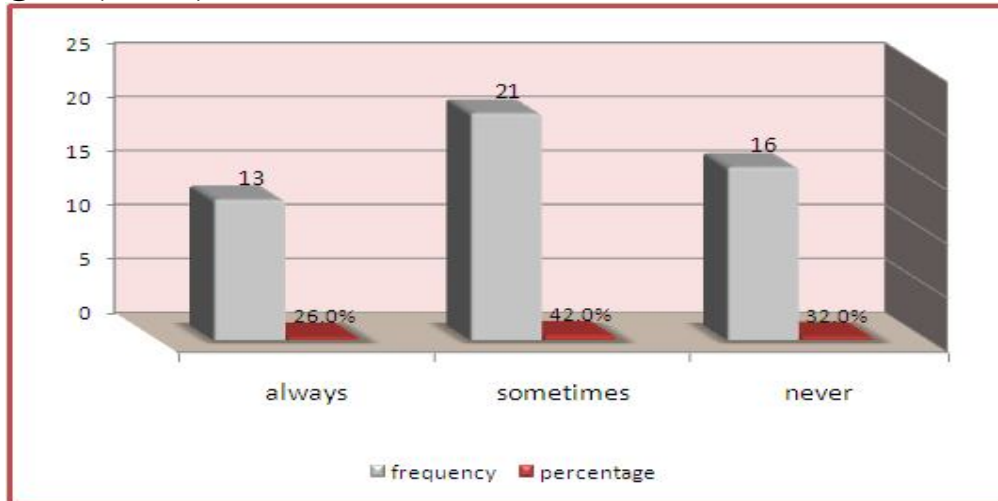
From the table and figure (4.2.10) above, it's obvious that 78% of subjects agree that they are exposed to speak English in the lecture room. That means they have the opportunity to practice English, but they don't. So there're many reasons behind that.

## I find it difficult to express myself when speaking English

No	Option	Frequency	Percentage
1.	Always	13	26%
2.	Sometimes	21	42%
3.	Never	16	32%
Total		50	100%

Table 4.2.11 shows subject's choice of the given options

Figure (4.2.11)



**Figure 4.2.11 shows subjects' choice of students' difficulty in expressing themselves orally in percentage.**

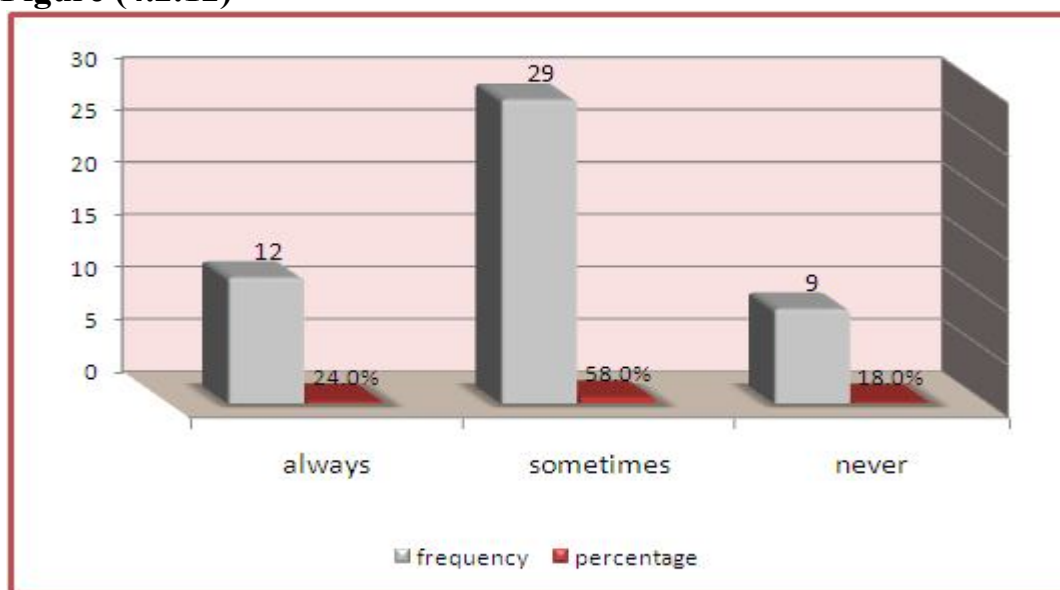
As seen in the table and figure (4.2.11) that 68% find difficulty to express themselves orally. A student thinks first before being engaged in speaking, this may affect his fluency and he may be hesitant to express himself. Thinking firstly leads to hesitation, and hesitation leads to difficulty in expressing one's self vocally.

**When I speak, I don't find the equivalent word for the Arabic ones quickly**

No	Option	Frequency	Percentage
1.	Always	12	24%
2.	Sometimes	29	58%
3.	Never	9	18%
Total		50	100%

**Table 4.2.12 shows subject's choice of the given options**

**Figure (4.2.12)**



**Figure 4.2.12 shows subjects' choice of students' thinking of their mother tongue.**

The table and figure (4.2.12) state that 82% of subjects don't find the equivalent word for the Arabic ones quickly. This underlined the importance of vocabulary. Lack of vocabulary is considered the essential reason that sows the fear factor in students. And always get discouraged to start an ongoing conversation. When a student thinks of a word, then its meaning before expressing it, he absolutely finds difficulty to speak.

## When I speak, I confuse the Arabic order of sentences with that of English

No	Option	Frequency	Percentage
1.	Always	18	36%
2.	Sometimes	19	38%
3.	Never	13	26%
Total		50	100%

Table 4.2.13 shows subject's choice of the given options

Figure (4.2.13)

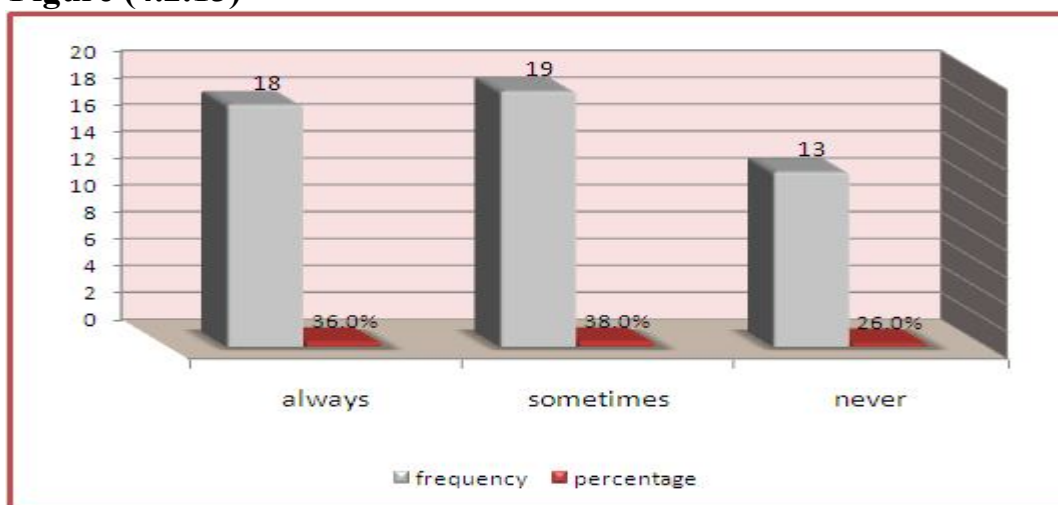


Figure 4.2.13 shows subjects' choice of confusing Arabic and English sentences in percentage.

From the table and figure (4.2.13) above, it's obvious that 74% of the subjects confuse the order of sentences during speaking English. This confusion is due to the difference between Arabic and English sentences order and the interference of the mother tongue. That interference comes to a student's mind because he thinks first of his mother tongue.

## I couldn't speak inside the class because I feel shy

No	Option	Frequency	Percentage
1.	Always	11	22%
2.	Sometimes	22	44%
3.	Never	17	34%
Total		50	100%

Table 4.2.14 shows subject's choice of the given options

Figure (4.2.14)

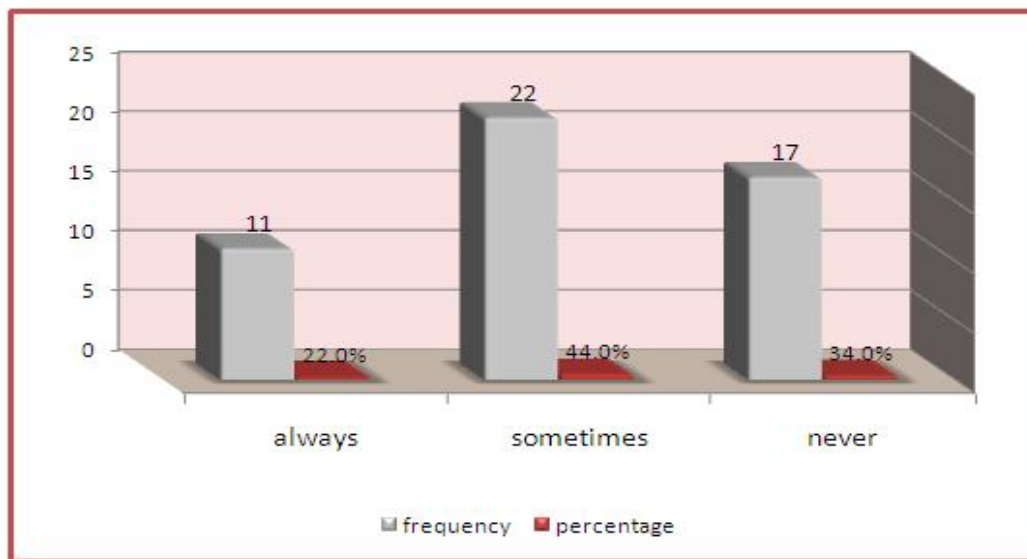


Figure 4.2.14 shows subjects' choice of students' shyness in the class in percentage.

The table and figure (4.2.14) clarify that 66% of subjects feel shy when they want to speak. This psychological factor prohibits them to practice the skill of speaking, and as a result they will face difficulties to speak fluently. Shyness is a psychological factor that affects the brain and a student may not say a word. This is one of essential speaking problems facing students.

## I don't speak English inside and outside the classroom because of the lack of self confidence

No	Option	Frequency	Percentage
1.	Always	10	20%
2.	Sometimes	23	46%
3.	Never	17	34%
Total		50	100%

Table 4.2.15 shows subject's choice of the given options

Figure (4.2.15)

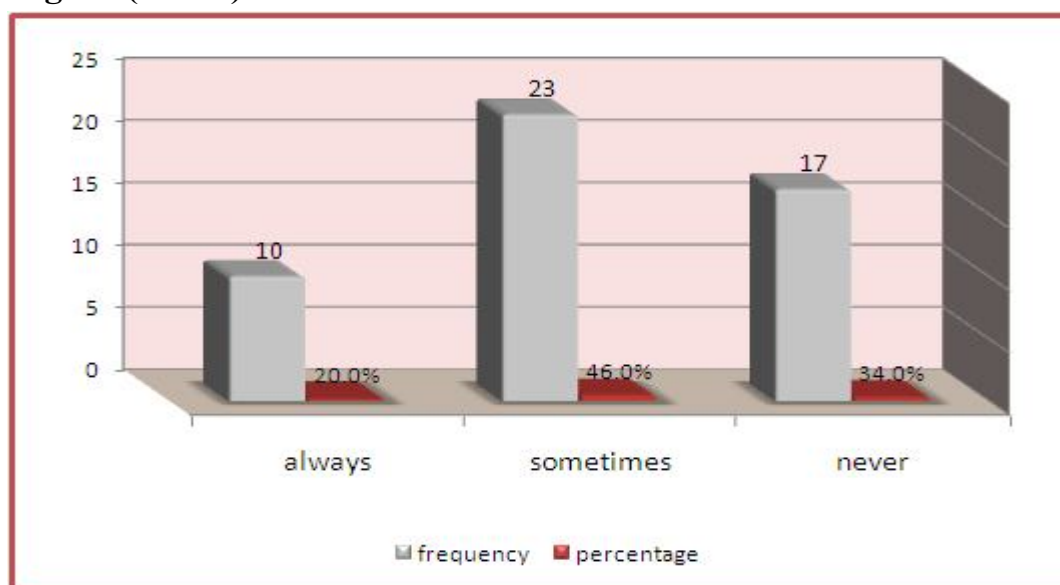


Figure 4.2.15 shows subjects' choice of students' lack of self-confidence in speaking in percentage.

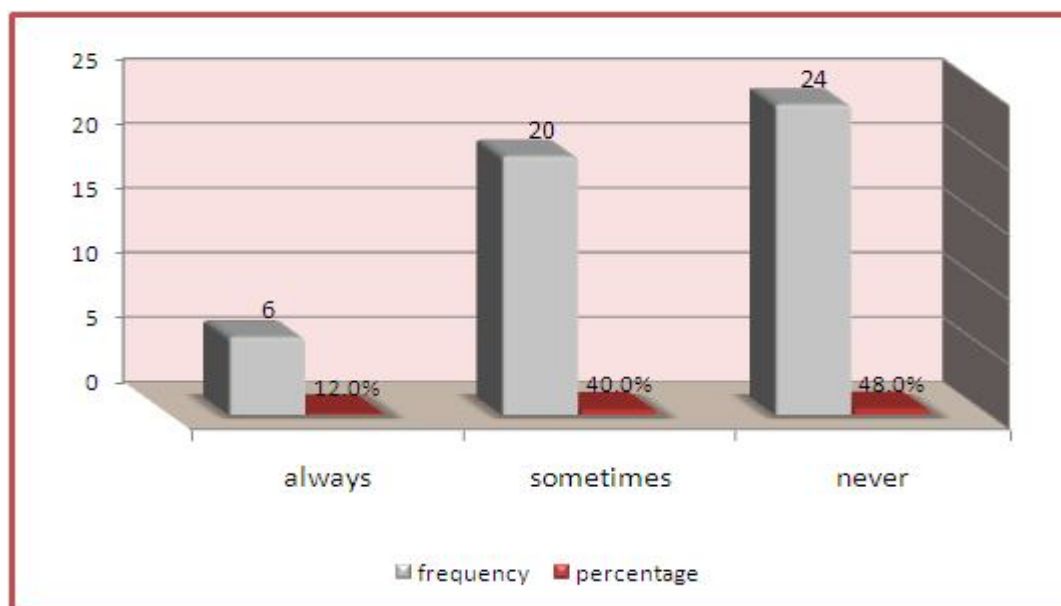
Another psychological factor appeared from the table and figure (4.2.15). It's obvious that more than 60% suffers from lack of self confidence. The learner feels weakness and incapability to speak fluently because he lacks self confidence. Lack of self confidence keeps a student hesitated and surrounded by a lot of psychological problems.

**I am hesitant to speak English because I am afraid to be laughed at both inside and outside the class room**

No	Option	Frequency	Percentage
1.	Always	6	12%
2.	Sometimes	20	40%
3.	Never	24	48%
Total		50	100%

**Table 4.2.16 shows subject's choice of the given options**

**Figure (4.2.16)**



**Figure 4.2.16 shows subjects' choice of students' fear of being laughed at when speaking in percentage.**

Source: prepared by the researcher of the study applied data

Table and figure (4.2.16) confirm that 52% of the subjects afraid of being laughed at by their colleagues. They decide not to talk to avoid embarrassment. Therefore, they lack fluency. A student puts in his mind that others will laugh at him/her so it is difficult to practice speaking.

## I am hesitant to speak English because I fear of passive evaluation

No	Option	Frequency	Percentage
1.	Always	10	20%
2.	Sometimes	25	50%
3.	Never	15	30%
Total		50	100%

Table 4.2.17 shows subject's choice of the given options

Figure (4.2.17)

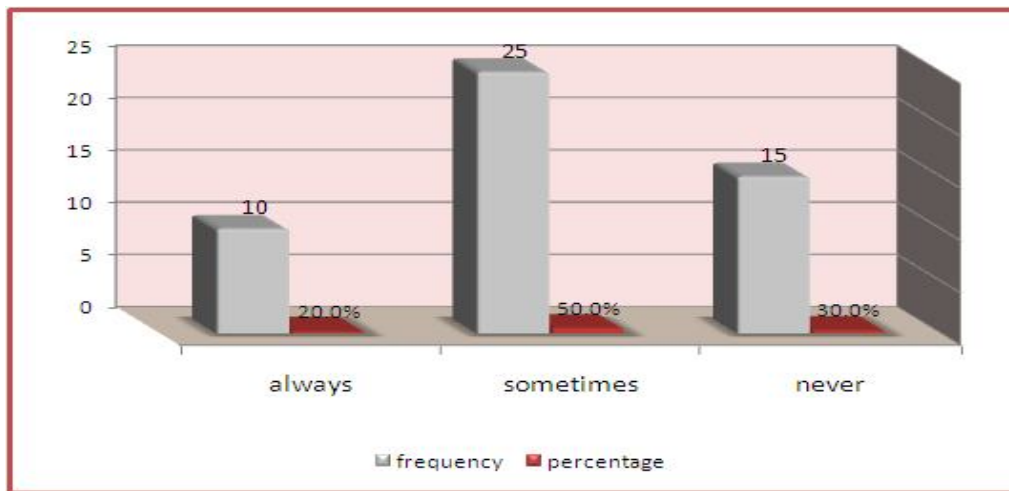


Figure 4.2.17 shows students' subjects' choice of students' fear of passive evaluation in percentage.

From the table and figure (4.2.17) above, it is clear that 70% of the subjects are afraid of passive evaluation made by their teachers. Hence, the student prefers to keep silent than to speak because of his fear of his teacher's interaction. Actually, this may deeply affect their fluency. This is because students create a space between them and their teachers.



## Teachers in basic and secondary school don't encourage speaking English

No	Option	Frequency	Percentage
1.	Always	13	26%
2.	Sometimes	24	48%
3.	Never	13	26%
Total		50	100%

Table 4.2.18 shows subject's choice of the given options

Figure (4.2.18)

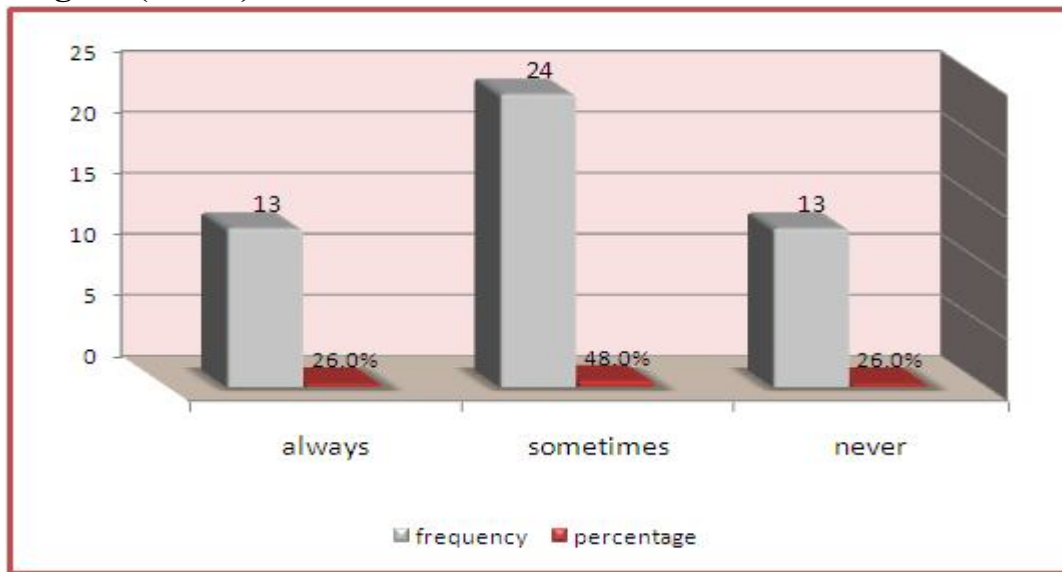


Figure 4.3.18 shows subjects' choice of students' speaking discouraging by teachers in basic and secondary school in percentage.

Table and figure (4.2.18) state that more than 70% of subjects agree that teachers in basic and secondary schools don't encourage them to speak. This is reflected on their lack of desire at first when they come to university. So they should be motivated by their lecturers to speak English fluently. The problem is extended to other educational levels besides university.

### 4.3 Verification of the hypothesis of Students' Questionnaire:

#### 1 The First hypothesis

(The psychological factors play a major role in hindering students' fluency).

**Table (4.3.1)**

The arithmetic mean and standard deviation for the study sample individual answers on the first hypothesis statements.

No	Statement	Agreement ratio	Standard deviation	Arithmetic mean
1	That slowness is due to my fear of making mistakes.	The respondents answers veer toward sometimes	0.689	1.88
2	I couldn't speak inside the class because I feel shy.	The respondents' answers veer toward sometimes	0.746	2.12
3	I don't speak English inside and outside the classroom because of the lack of self confidence.	The respondents answers veer toward sometimes	0.729	2.14
4	I am hesitant to speak English because I am afraid to be laughed at both inside and outside the classroom.	The respondents answers veer toward sometimes	0.693	2.36
5	I am hesitant to speak English because I fear of passive evaluation.	The respondents answers veer toward sometimes	0.707	2.10

Source: prepared by the researcher of the study applied data 2016

The above table reveals that the effect of psychological factors in speaking. Accordingly, the result of testing this hypothesis is as follows: the psychological factors play a major role in hindering students' fluency.

**2 The second hypothesis  
(The students rarely practice speaking).**

**Table (4.3.2)  
The arithmetic mean and standard deviation for the study sample individuals' answers on the second hypothesis statements.**

<b>No</b>	<b>Statement</b>	<b>Agreement ratio</b>	<b>Standard deviation</b>	<b>Arithmetic mean</b>
1	I am weak in English speaking because I am not used to speaking English inside the class.	The respondents' answers veer to sometimes	0.940	1.88
2	In basic and secondary school we practice dialogues in pairs in the class.	The respondents' answers veer to sometimes	0.700	1.80
3	I used to practice loud reading in the class.	The respondents' answers veer to sometimes	0.631	1.64
4	Large classes do not allow enough practice of speaking.	The respondents' answers veer to sometimes	0.814	2.10
5	I am not exposed to speak English in the lecture room.	The respondents' answers veer to sometimes	0.735	1.90

Source: prepared by the researcher of the study applied data 2016

The hypothesis above asserts the significance and necessity of practice during speaking. It refers to the students who don't speak a lot. As a result, they will be unable to speak, and could hardly speak. Accordingly, the above hypothesis could be appreciated as follow:

### 3 The third hypothesis

Learners' motivation and encouragement aren't achieved in speaking.

Table (4.3.3)

The arithmetic mean and standard deviation for the study sample individuals' answers on the fourth statement.

No	Statement	Agreement ratio	Standard deviation	Arithmetic mean
1	There are no integrated lessons in their learning skill.	The respondents' answers veer to sometimes	0.627	1.88
2	Teachers in basic and secondary school don't encourage speaking English.	The respondents' answers veer to sometimes	0.728	2.00

Source: prepared by the researcher of the study applied data 2016

The hypothesis above reflects the significance of motivation. This is an intrinsic factor which every learner witnesses. The analysis of this hypothesis is as follows:

#### 4 The fourth hypothesis

The students are unable to shift from their mother tongue to the target language.

**Table (4.3.4)**

The arithmetic mean and standard deviation for the study sample individuals' answers on the fifth hypothesis statements.

No	Statement	Agreement ratio	Standard deviation	Arithmetic mean
1	When I speak English I do that slowly	The respondents' answers veer to sometimes	0.507	1.78
2	I find it difficult to express myself when speaking English.	The respondents' answers veer to sometimes	0.767	2.06
3	When I speak, I don't find the equivalent word for the Arabic ones quickly	The respondents' answers veer to sometimes	0.652	1.94
4	When I speak, I confuse the Arabic order of sentences with that of English.	The respondents' answers veer to sometimes	0.789	1.90

Source: prepared by the researcher of the study applied data 2016

From the table (4/4/12) above it's obvious that:

The above hypothesis reflects that the students think of the process of translation from their mother tongue to the target language. This could delay the process of speaking and consequently the students will not be able to speak.

#### 4.4 Data Analysis (Teachers' questionnaire)

The following tables and figures show the responses of teachers

##### The students speak English in the class most of the time

Answer	Frequency	Percent
Neutral	2	%16.7
Agree	0	-
Disagree	10	%83.3
Total	12	<b>100.0</b>

Table 4.4.1 shows subject's choice of the given options

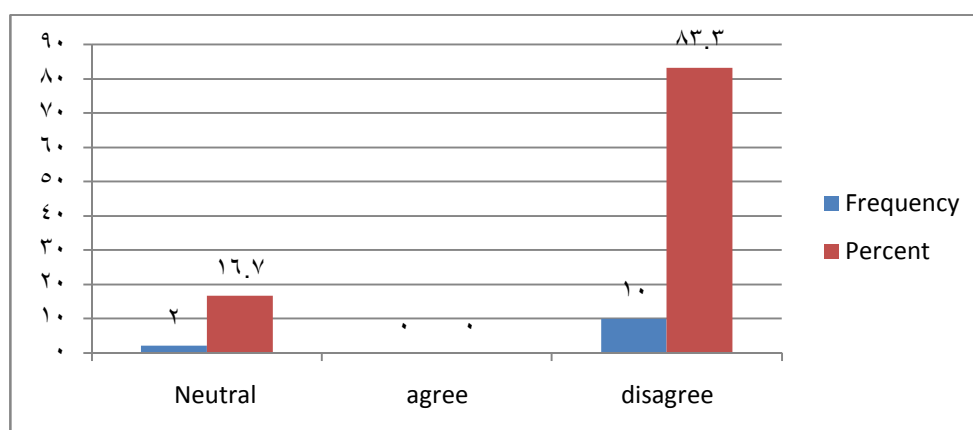


Figure 4.4.1 shows subject's choice of mother tongue interference in percentage

From the table and figure (4.4.1) above, it was obvious that the majority disagrees with the opinion that the students speak English most of the time. That means the students use their mother tongue during speaking. This is another obstacle, faces the students. This reflects the significance of practice.

## I explain grammatical rules explicitly to my students

Answer	Frequency	Percent
Neutral	2	16.7
Agree	8	67.0
Disagree	2	16.3
Total	12	100.0

Table 4.4.2 shows subject's choice of the given options

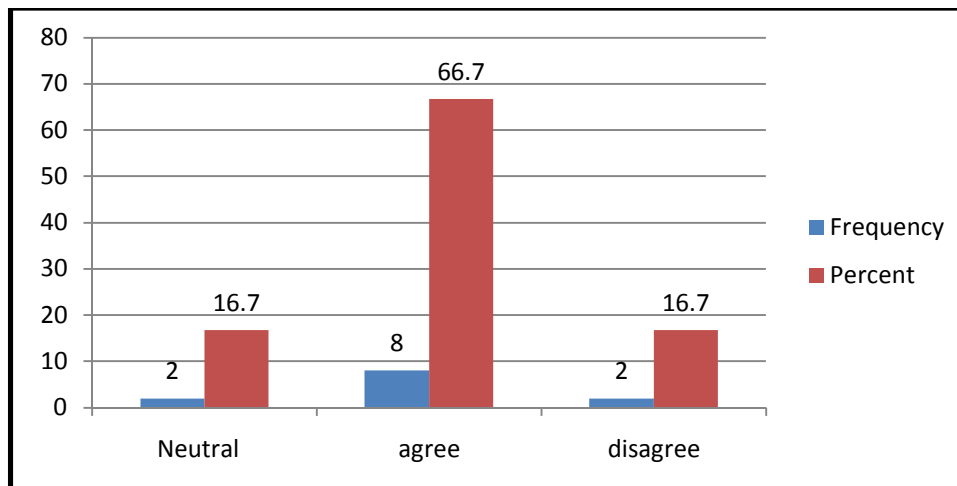


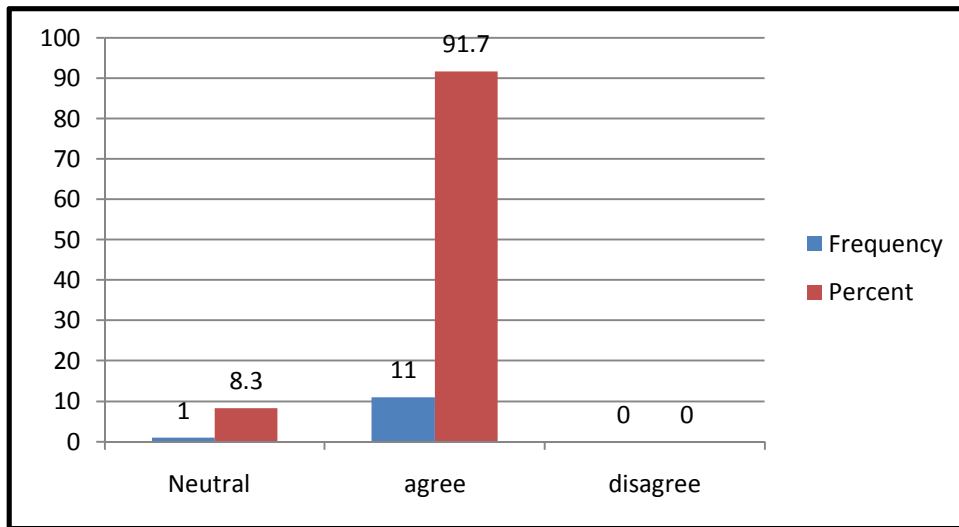
Figure 4.4.2 shows subject's choice of students' using grammar in speaking in percentage.

Table and figure (4.4.2) clarify that more than 80% of respondents agree that they explain grammatical rules to their students. Accordingly, the students enforced themselves to use the grammatical rules during speaking. Hence, they fail to speak fluently.

**I encourage and motivate the students to speak English inside and outside the lecture room**

Answer	Frequency	Percent
Neutral	1	%8.3
Agree	11	%91.7
Disagree	0	%0
<b>Total</b>	<b>12</b>	<b>100.0</b>

**Table 4.4.3 shows subject's choice of the given options**



**Figure 4.4.3 shows subject's choice of motivating the students to speak in percentage.**

Table and figure (4.4.3) confirm that more than 90% of the subjects encourage and motivate the students to speak English inside and outside the lecture room. It means that the students don't respond to the teachers' speech and they aren't affected by them. Motivation is a key for the speaking skill gate.



### The students are attentive during the lecture

Answer	Frequency	Percent
Neutral	5	%41.7
Agree	4	%33.3
Disagree	3	%25.0
Total	12	100.0

Table 4.4.4 shows subject's choice of the given options

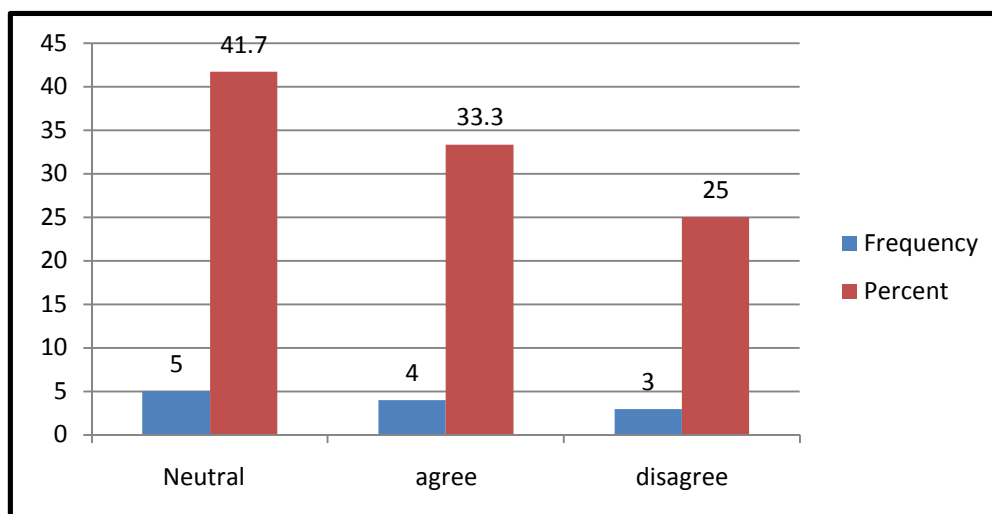


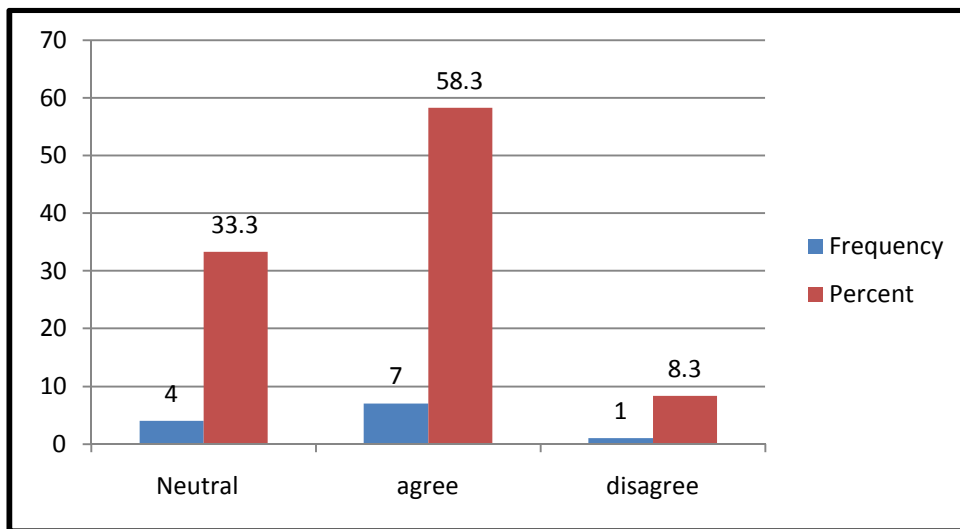
Figure 4.4.4 shows subject's choice of student's attentiveness during the lecture in percentage.

Table and figure (4.4.4) above state that more than 50% agree that the students are attentive during the lecture. Accordingly, the students listen to their lecturers well, but they don't practice the skill of speaking as well. They also don't care about what their teachers say.

**I correct the students' pronunciation mistakes during the production stage.**

Answer	Frequency	Percent
Neutral	4	%33.3
Agree	7	%58.4
Disagree	1	%8.3
<b>Total</b>	<b>12</b>	<b>100.0</b>

**Table 4.4.5 shows subject's choice of the given options**



**Figure 4.4.5 investigates subjects' choice of correcting the students when they speak in percentage.**

From the table and figure (4.4.5) above, it's clear that teachers correct the students' pronunciation mistakes. This draws their mind to speak correctly and with accurate pronunciation from the beginning. Therefore, they fail to speak fluently because they put into their consideration that using correct pronunciation is the main condition to speak fluently.

### Students have enough time to speak English in the lecture room

Answer	Frequency	Percent
Neutral	1	%8.3
Agree	2	%16.7
Disagree	9	%75.0
Total	12	100.0

Table 4.4.6 shows subject's choice of the given options

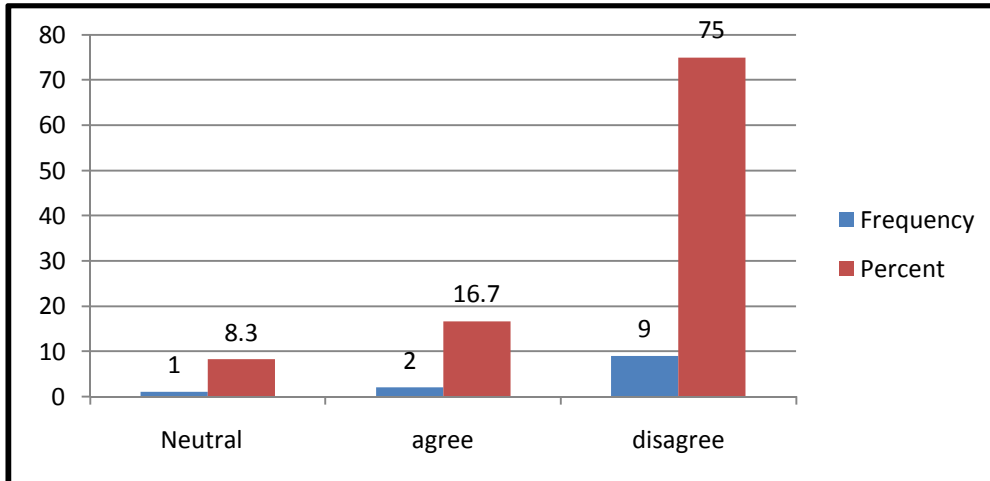


Figure 4.4.6 shows subjects' choice of students' lack of practicing speaking in the lecture room in percentage.

Table and figure (4.4.6) confirm that more than 75% of subjects agree that students have no time to speak English in the lecture room. This means the students don't find an opportunity to practice the speaking during the lecture and supervised by their teacher. This refers to the significance of practicing speaking during the lecture time.

## I communicate with students in English language

answer	Frequency	Percent
Neutral	1	%8.3
Agree	11	%91.7
Disagree	0	%0
Total	12	<b>100.0</b>

Table 4.4.7 shows subject's choice of the given options

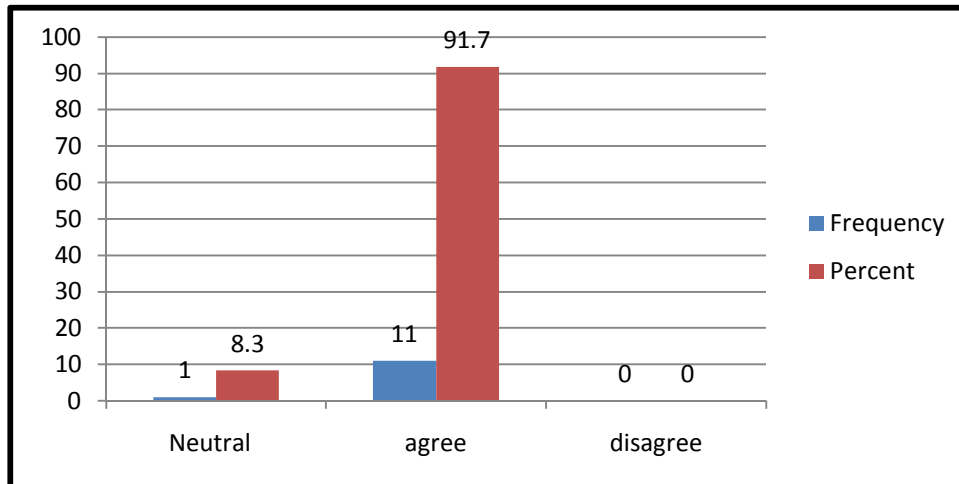


Figure 4.4.7 shows subjects' choice of teachers' communicating in English with students in percentage.

From the table and figure (4.4.7) above, it's obvious that more than 90% of the subjects agree that they communicate with their students in English language. The students should benefit from their teachers and at least to imitate them, but unfortunately most of the students reject that, this due to the lack of desire. Students should be saturated with desire to learn English.

## Students' use of speaking is so slowly

answer	Frequency	Percent
Neutral	1	%8.3
Agree	11	%91.7
Disagree	0	%0
Total	12	100.0

Table 4.4.8 shows subject's choice of the given options

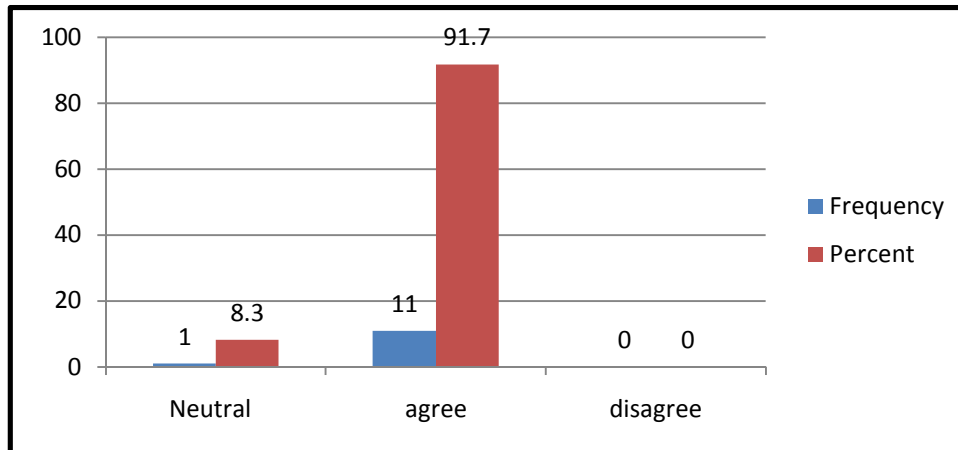


Figure 4.4.8 shows subjects' choice of students' slowness in speaking in percentage.

Table and figure (4/4/8) clarify more than 90% of the subjects agree that the students speak slowly. Students speak slowly because they think more and more before speaking. When one thinks, he could hardly speak.

### Students' slowness is due to their fear of making mistakes

answer	Frequency	Percent
Neutral	2	%16.7
Agree	10	%83.3
Disagree	0	%0
Total	12	<b>100.0</b>

Table 4.4.9 shows subject's choice of the given options

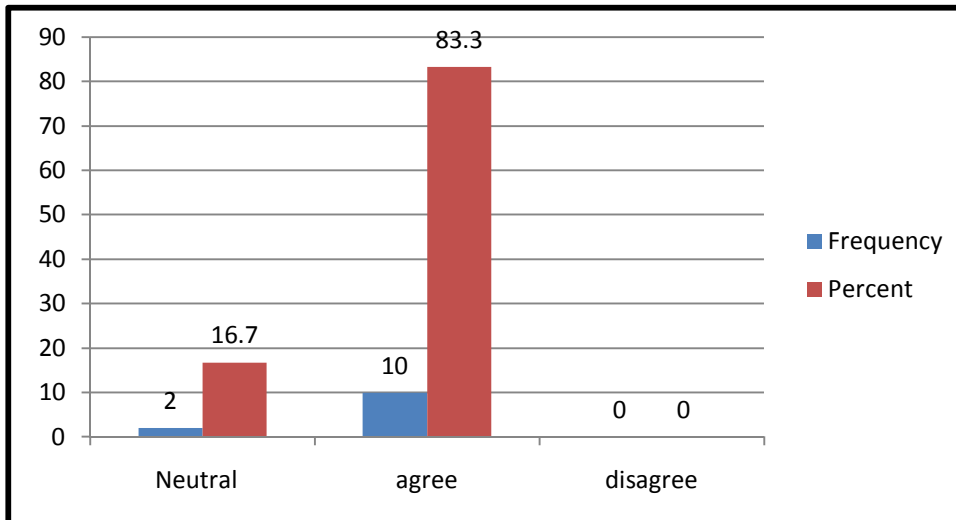


Figure 4.4.9 shows subjects' choice of students' slowness in speaking because of their fear of making mistakes in percentage.

Table and figure (4.4.9) show that more than 80% of the subjects agree that students speak slowly because they are afraid of making mistakes. This process may hinder the students to speak fluently. The target language is vulnerable to mistakes, but students learn of their mistakes. So it is not fault to make mistakes.

## Students need to practice speaking more and more

answer	Frequency	Percent
Neutral	0	%0
Agree	11	%91.7
Disagree	1	%8.3
Total	12	100.0

Table 4.4.10 shows subject's choice of the given options

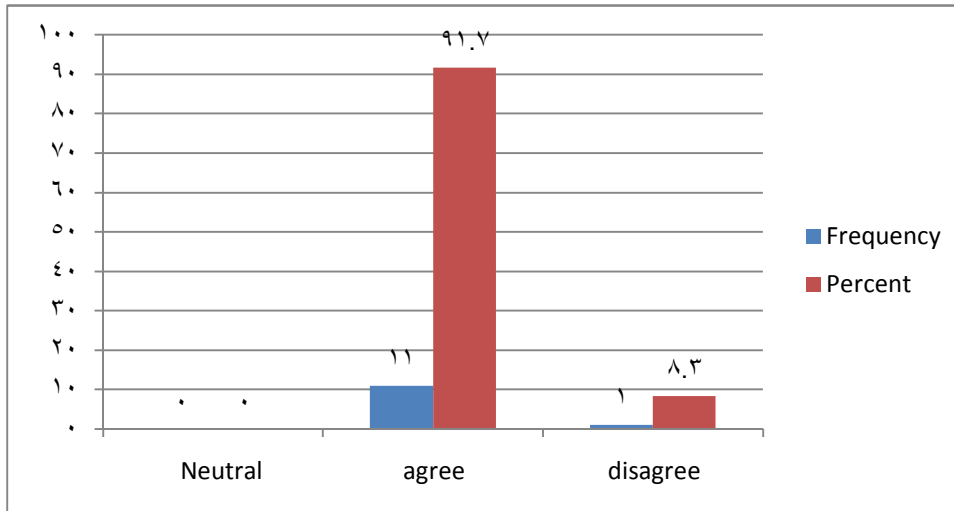


Figure 4.4.10 shows subjects' choice of the students' need for practicing speaking in percentage.

From the table and figure (4.4.10) above, it's obvious that more than 90% of the subjects agree that the students are in need of practicing speaking. That's why lack of practice causes students' difficulties in speaking. Consequently, the students lose the competence and efficiency to speak fluently. Practice is the main key for speaking; it helps students to exceed all the difficulties they face during speaking.

The students are hesitant when they speak English because they have poor vocabulary

answer	Frequency	Percent
Neutral	3	%25.0
Agree	9	%75.0
Disagree	0	%0
<b>Total</b>	<b>12</b>	<b>100.0</b>

Table 4.4.11 shows subject's choice of the given options

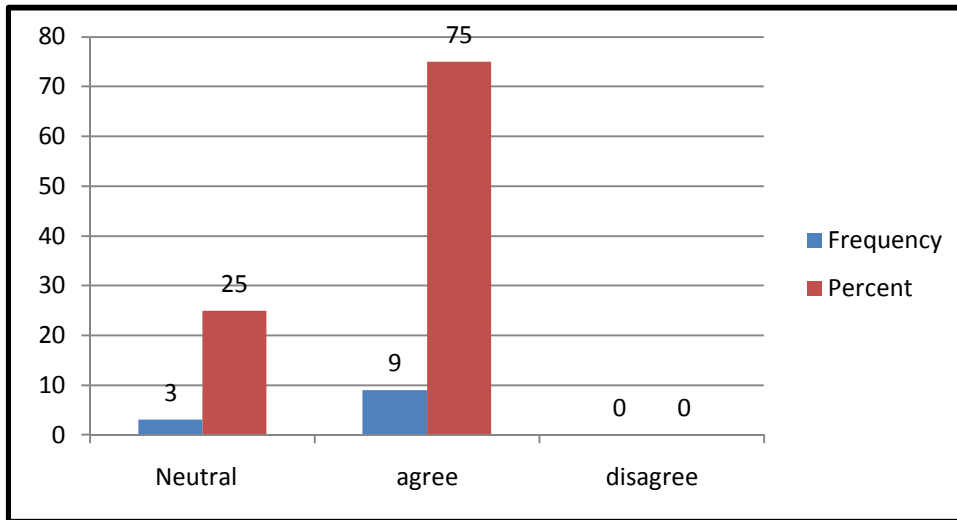


Figure 4.4.11 shows subjects' choice of students' hesitation to speak because they have poor vocabulary in percentage.

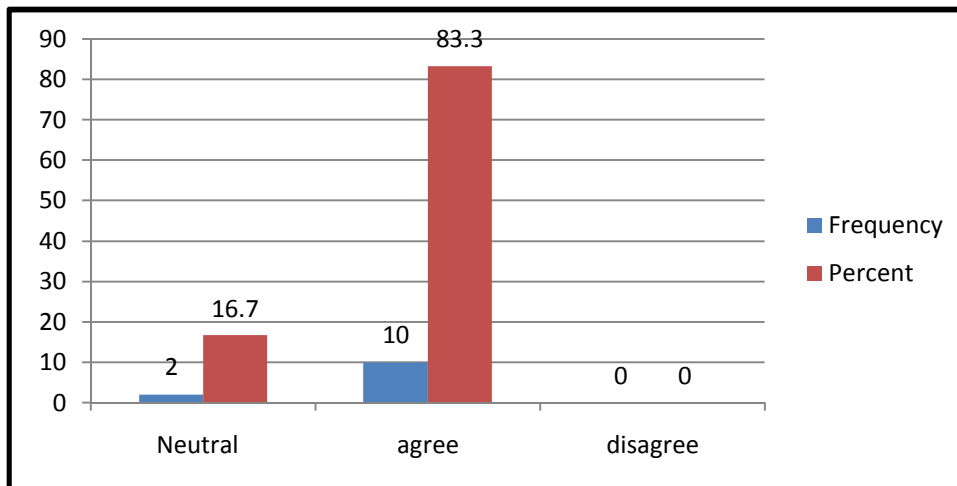
Table and figure (4.5.11) state that more than 75% of the subjects agree that the students are hesitant because of the lack of vocabulary. Students give up speaking because they lack vocabulary. So they feel that they are incapable to utter English sentences consecutively. Therefore, the majority of students couldn't speak fluently.



**When students speak, they don't find the equivalent word for the Arabic ones quickly**

answer	Frequency	Percent
Neutral	2	%16.7
Agree	10	%83.3
Disagree	0	%0
<b>Total</b>	<b>12</b>	<b>100.0</b>

**Table 4.4.12 shows subject's choice of the given options**



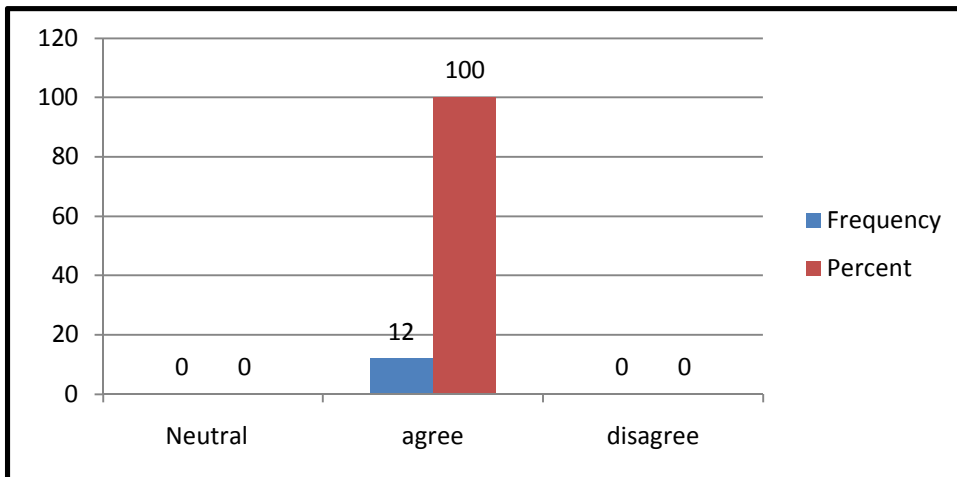
**Figure 4.4.12 shows subjects' choice of students' translating for words before speaking in percentage.**

Table and figure (4.4.12) indicate that more than 83% of teachers see that students don't find the equivalent word for the Arabic ones quickly when they speak. Accordingly, the majority of students first try to translate the word in their minds before speaking. This indeed keeps the process of speaking comes lately, and therefore, the students might not find an opportunity to speak fluently ever after.

**When the students speak, they confuse Arabic sentence structure with that of English**

answer	Frequency	Percent
Neutral	0	%0
Agree	12	%100.0
Disagree	0	%0
<b>Total</b>	<b>12</b>	<b>100.0</b>

**Table 4.4.13 shows subject's choice of the given options**



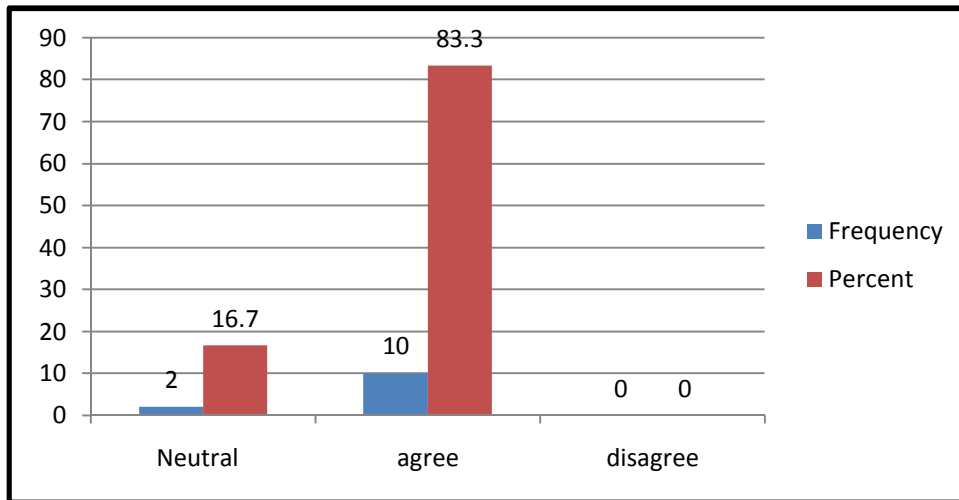
**Figure 4.4.13 shows subjects' choice of students, confusion between Arabic and English sentence in percentage.**

Table and figure (4.4.13) clarify that 100% of the teachers agree that students confuse Arabic sentence structure with that of English when speaking. This is big evidence that the students suffer from mother tongue interference, then they make confusion and mixture between English and Arabic. As a result, they find difficulty to speak fluently.

### Students couldn't speak inside the class because they feel shy

answer	Frequency	Percent
Neutral	2	%16.7
Agree	10	%83.3
Disagree	0	%0
<b>Total</b>	<b>12</b>	<b>100.0</b>

**Table 4.4.14 shows subject's choice of the given options**



**Figure 4.4.14 shows subjects' choice of students' shyness when practicing speaking in percentage.**

As seen in table and figure (4.4.14) that more than 80% of expert teachers agree that students couldn't speak inside the class because they feel shy. This opinion is based on the long experience the teachers have. This shyness makes the student unable to speak and keeping silent is the best choice. Shyness impedes the students to speak and act as an obstacle before them.

### Students' silence is due to their fear of making mistakes

answer	Frequency	Percent
Neutral	3	%25.0
Agree	9	%75.0
Disagree	0	%0
<b>Total</b>	<b>12</b>	<b>100.00</b>

Table 4.4.15 shows subject's choice of the given options

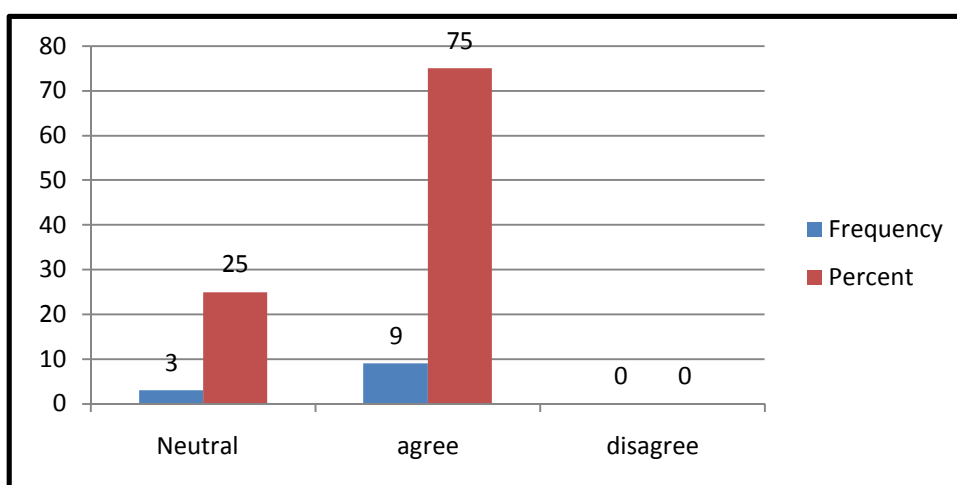


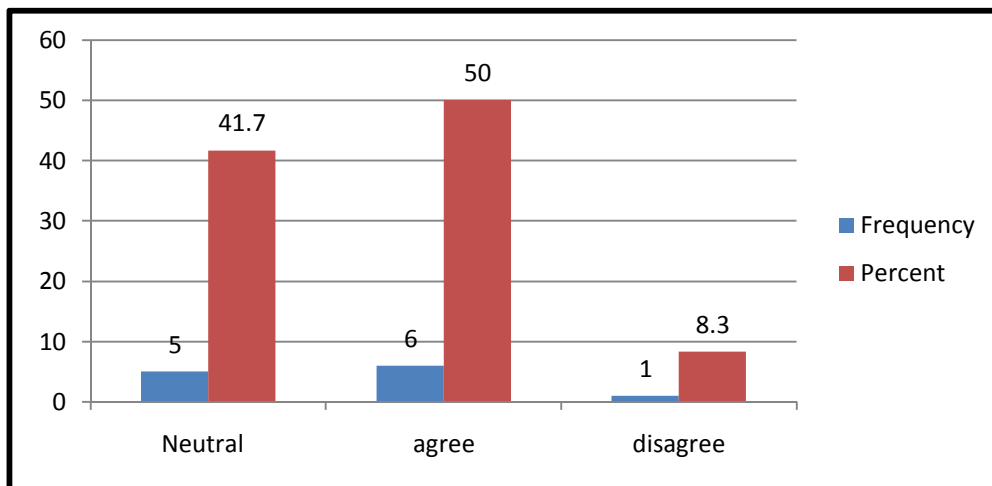
Figure 4.4.15 shows subjects' choice of students' lack of speaking because of their fear of making mistakes in percentage.

In the table and the figure (4.4.15) above, it's clear that 75% of teachers see the majority of students are silent because of their fear of making mistakes. Actually, students learn from their mistakes. This will improve the students' level of speaking. When students don't speak because of this factor, they will never achieve fluency in speaking.

**The students are hesitant to speak because of their fear of being passively evaluated by their teachers**

answer	Frequency	Percent
Neutral	5	%41.7
Agree	6	%50.0
Disagree	1	%8.3
<b>Total</b>	<b>12</b>	<b>100.0</b>

**Table 4.4.16 shows subject's choice of the given options**



**Figure 4.4.16 shows subjects' choice of students' fear of their teachers' evaluation in percentage.**

From the table and figure (4.4.16), it's clear that more than 60% of respondents agree that the students' lack of speaking is due to their fear of being passively evaluated by their teachers. This may represent the possible probability of students' lack of speaking in the lecture room.

### Much time is needed for the students to practice speaking

answer	Frequency	Percent
Neutral	1	%8.3
Agree	11	%91.7
Disagree	0	%0
Total	12	<b>100.0</b>

Table 4.4.17 shows subject's choice of the given options

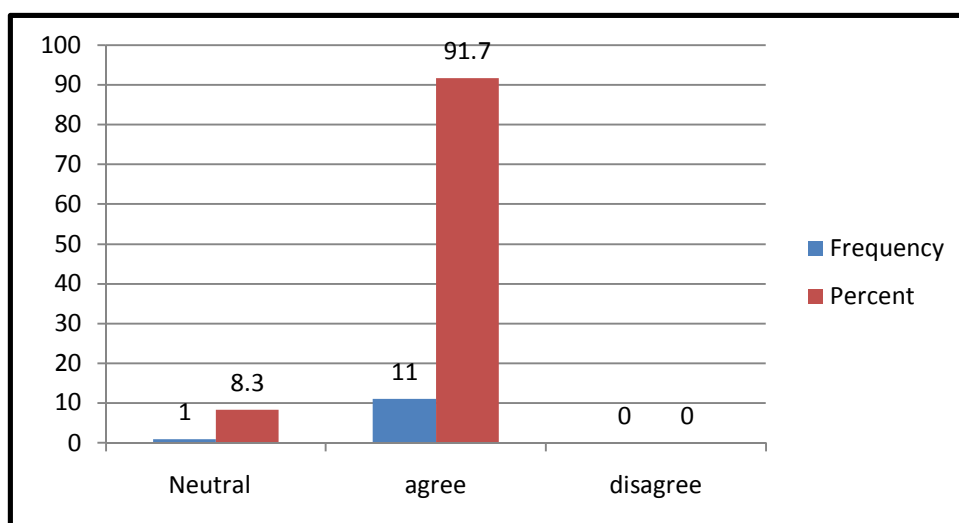


Figure 4.4.17 shows subjects' choice of students' need for time to practice speaking in percentage.

As seen in table and figure (4/5/17), it is clear that more than 90% of teachers agree that the students need much time to speak English. That's why the students must practice speaking more and more. In addition, they should be patient and allocate most of their time to practice the skill of speaking.

### My talking time far exceeds the students' talking time

answer	Frequency	Percent
Neutral	5	%41.7
Agree	5	%41.7
Disagree	2	%16.7
Total	12	<b>100.0</b>

Table 4.4.18 shows subject's choice of the given options

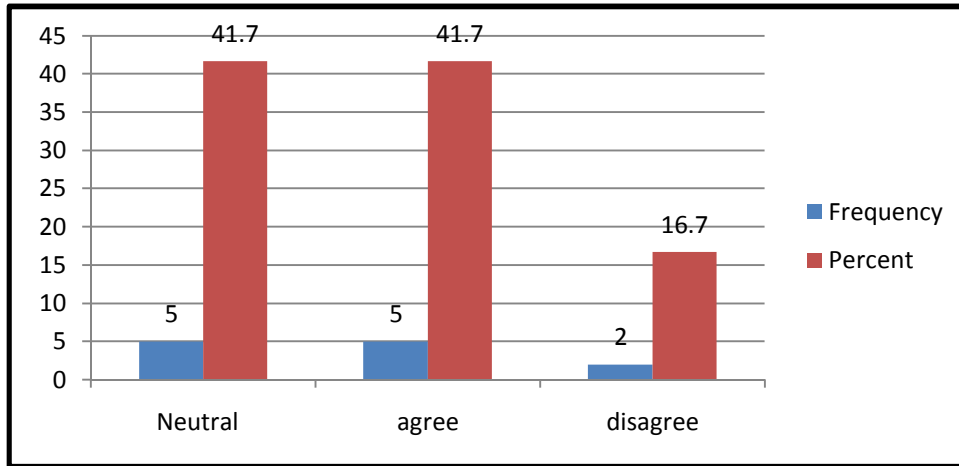


Figure 4.4.18 shows subjects' choice of teachers' talking time in percentage.

Table and figure (4.4.18) show that more than 50% of teachers see that the time far exceeds the students' talking time. Accordingly, one of difficulties that hinder the students from speaking is the limited time of lecture. This may deeply affect on the students' ability to speak fluently.

## **Chapter Five**

### **Conclusion**

#### **5.1 Introduction**

According to the results obtained, we can notice that speaking competence is a complex skill that needs to be developed consciously. It can best be developed with practice in the lecture room through activities, which promote interaction between students. To conclude this work the researcher comes out with some findings, recommendations and suggestions for further studies.

#### **5.2 Findings**

The study has tried to show that it is easier to obtain students' participation and motivation when the suggested materials are entertaining. The key is to motivate and encourage them to speak. Students at university face difficulties in speaking, most of these difficulties related mainly to psychological factors. In addition to that the students rarely practice speaking inside or outside the lecture room. Here, teachers' role appears by giving the students a chance to speak about interesting topics, which can result easy for them and for their level. Students should resist all suggested psychological factors and practice speaking as much as possible. It is desirable to say that teachers must support students in their education and encourage them to use English, and at the same time teachers need to be in constant contact with new techniques and materials in the immediate changeable world.

Finally, learning speaking is somehow difficult and needs for efforts of both, teachers and students. So what is really important to get students learn how to speak fluently?

Due to this some suggestions have been offered, which can be put into practice during the course in order to motivate students to participate in the class and to do interaction activities to develop the speaking skill. These activities allow students to feel more comfortable and sure when they have to hold a conversation in English and they make the skill more effective.



### 5.3 Recommendations

**In the light of the present study results, the following recommendations are made:**

To solve the difficulties that face the university students, the researcher suggested the following ideas and recommendations in order to promote the fluency in speaking English:

1. Laboratories should be provided with materials that motivate and encourage the students to learn to speak. In other words, the environment should be suitable to meet the students' needs to learn to speak.
2. The students should recognize and determine the areas of difficulty to speak English. Working together with their teacher will help them to improve themselves in speaking. Here, the teacher's role is to encourage them to practice speaking both inside and outside the lecture room. In addition to that, the students of English should communicate with each other using English as much as possible.
3. The students should feel safe while communicating, even if they make mistakes. Teachers should provide them with healthy atmosphere. This will motivate them to speak fluently.
4. Every syllabus in particular, in the secondary or primary school should contain vocabulary, dialogues and different materials that have to do with speaking. Hereafter, when they join the university, they will find it easy to promote them and speak fluently.
5. English teachers at universities should organize teaching programs to help the students to learn to speak fluently.
6. The availability of modern media like (Internet, T.V, Radio, etc) provides teachers with using up to date teaching techniques. Moreover, the students could easily learn to speak. If they follow the speaking rules, likewise, talking to one's self improves the speaking skill.
7. Teachers at university should aid their students. They should sow the self-confidence inside them. Hereby, the teachers will pave the way for the students to speak fluently.
8. Teachers should raise the students' awareness and motivate them by telling them the importance of speaking and communicative activities.
9. Students should resort to discussions, debates in vital and real issues in the society, in addition to the different traditions and cultures they believe.
10. Students should also practice the skill of listening. During the listening task, they should imitate native speakers' pronunciation, and consequently, they will use to speak fast fluently.

#### **5.4 Suggestions for further studies:**

**In the light of the present study results, the following studies can be suggested:**

1. Further research is needed to explore the effectiveness of psychological factors making speaking skill difficult among EFL learners.
2. Further research is needed to investigate the effectiveness of psychological factors in other skills (listening, reading, and writing).
3. Further research is needed to explore the big role the practice plays in enhancing the students' speaking skill.
4. Other studies are needed to investigate the efficacy of applying new programs and techniques over a longer period of time on students' speaking skill.
5. Further research is needed to compare different cognitive approach strategies in terms of their effectiveness in developing EFL students' speaking skill.
6. Further research is needed to explore how the environment and adaptation is needed to help students to solve the problem of speaking.
7. Other studies are needed to reflect the role of teachers in motivating and helping students to speak fluently.

## **Bibliography**

- Aftat, M.** (2008), Motivation and Genuine Learning.
- Al-Mashharawi, B.** (2006). Evaluating Teachers' Performance in Teaching Speaking Communicatively in Preparatory Stage in Jabalia area. Unpublished MA Thesis. The Islamic University.
- Arnold, J., & Brown, H.D.** (1999). A map of the terrain . In J. Arnold (Ed.), *Affective Method in Language Learning* (pp. 1-24). Cambridge: Cambridge University Press.
- Beldwin, C.** (2011). How to Overcome Shyness During an Oral Presentation.
- Berns, M.** (1990). *Contexts of competence: Social and Cultural Considerations in Communicative Language Teaching*. New York: Plenum Press.
- Brown, H.D.** (1994). *Principle of Language Learning and Teaching*. Englewood Cliffs, NJ: Pentice Hall.
- Brown, H.D.** (2000). *Principles of Language Learning and Teaching* (4<sup>th</sup>.ed). Newyork: London.
- Brown, H.D.** (2001). *Teaching by Principles: An Interactive Approach to Language Pedadogy* (2<sup>nd</sup>.ed). White Plains, NY: Longman.
- Brown, T.** (2005), *Methodology: Shy Students; an Article Offering Suggestions and Advice on Teaching Shy Students*.
- Brown, H.D.** (2007). *Principle of Language Learning and Teaching*. White Plains, NY: Pearson Longman.
- Cakir, I.** (2006). The Use of Video as an Audio-visual Material in Foreign Language Teaching Classroom. *The Turkish Online Journal of Educational Technology*, 5(4), 67-72.
- Carter, R.N.** (2001). *Teaching English as a Second Language*. (2<sup>nd</sup>.ed). Newyork: Newbury House.
- Celce. Murica, M.** (2001). *Teaching English as a Second Language or Foreign Language* (2<sup>nd</sup>.ed). Newyork :Newbury House.
- Chastain, K.** (1988). *Developing Second Language Skills: Theory and Practice*. San Diego: Rand Mc Nally College Publisher.
- Cook, V.** (2001). *Second Language Learning and Language Teaching* (3<sup>rd</sup> ed.). Oxford: Oxford University Press.
- Cucchiarini, C. Strike, H. & Boves, L.** (2000). Qualitative Assessment of Second Language Learner's Fluency by Means of Automatic Speech Recognition Technology \* Electronic Version+. *Journal of the Acoustical society of America*, P.107.
- Derkhshan, A., & shirmohammadi, M.** (2015). The Difficulties of Teaching English Language: The Relationship between Research and Teaching. *International Journal of Linguistics*. 7(1), 102-110.

- Farooqui, S.** (2007). Developing Speaking Skills of Adult Learners in Private Universities in Bangladesh: Problems and Solutions. *Australian Journal of Adult Learning*. 47(1). 95-110.
- Fillmore, C.** (1979). On fluency. Included in Fillmore, D. Kempler, & **W.Wang (Eds.)**, *Individual Differences in Language Ability and Language Behaviour* (PP.85-101). New York: Academic Press.
- Ghapanchi, Z ., & Sabori, F. (2013). The Implicit Instruction of Grammar via Picture: A Technique to Improve Writing and Speaking Abilities of Iranian Elementary EFL learners. *Iranian EFL Journal*, 2(9), 208-221.
- Gebhard, G.J.** (2000). *Teaching English as a Foreign or Second Language*. The University of Michigan press.
- Goh, C. C. M.** (2007). *Teaching Speaking in the Language Classroom*. Singapore: SEAMEO Regional Language Centre.
- Gower, R., Phillips, D., & Walters, S.**(1995). *Teaching Practice handbook*. Oxford: MacMillan Education.
- Harmer, 1998.** *How to Teach English : An Introduction to the Practice of English Language Teaching*. New York: Longman.
- Harmer, J.**(2001). *The practice of English language teaching*.(3<sup>rd</sup>.ed). London: Longman.
- He & Chen, J, Y.** (2010), *How to Improve Spoken English*.
- Horwitz, E. K., & Horwitz., Michael. B.** (1986). *Foreign Language Classroom Anxiety*. Joann Cope Source.
- Hieu, T.** (2011), *Students Lack Confidence To Use English.*, <http://vietnamnews.Vagency.com/Talk-Around-town/212262/Students-lack-confidence-to-use-English.html>.
- Hughes, R.** (2002). *Teaching and Researching Speaking*. Edinburgh.
- Hymes, D.** (1971). *On Communicative Competence*. Philadelphia: University of Pennsylvania Press.
- Kavaliauskiene, G.** (2013). Ongoing Research into Speaking Skill. *English for Specific Purposes World*, 38(14), 1-9.
- Khan, N., & Arshad, A.** (2010). Improving the Speaking Ability in English: The students' perspective *Procedia Social and Behavioral Sciences*, 2(2), 3575-3579. <http://dx.doi.org/101016/j.sbspro.2010.03.554>.
- Koponen, M., & Riggensch, H.** (2000). Overview: Varying Perspective in Fluency. In H. RIGGENBACH (ed.) *Perspectives on Fluency* (pp5-24). Arbor, MI: University of Michigan Press.
- Larsen-Freeman, D. (2001). Grammar. In my R. Carter & D. Nunan(Eds). *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 34-41). Cambridge: Cambridge University Press.

- Leinhardt, G., Zaslavsky, O., & Stein, M. K.** (1990). Functions, Graphs, and Graphing: Tasks, Learning, and Teaching. *Review of Educational Research*. 60(1), 1-65.
- Levelt, W. J. M.** (1989). *Speaking: From Intention to Articulation*. Cambridge: MIT Press.
- Liu, M. H.** (2006). Anxiety in Chinese EFL Students at Different Proficiency Levels. *System*. 34(1), 301-316.
- Lynch, M.** (1992). Extending Wittgenstein: The Pivotal Move from Epistemology to the Sociology of Science. In A. Pickering (Ed.). *Science as Practice and Culture* (pp. 215-300). Chicago, IL: University of Chicago.
- Nascente, R.** (2001). *Practical Ways to Help Anxious Learners*.
- Nation, Paul.** (1989). Speaking Activities: Five Features. *ELT JOURNAL*, 43/1:PP 24-29.
- Nation, L. S. P.** (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Nazara, S.** (2011). Students' Perception on EFL Speaking Skill Development. *Journal of English Teaching* , 1(1), 28-43.
- Nunan, K.** (1991). *Theories of Communication*. Retrieved from
- Nunan, D.C.** (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nonan, D.** (1999). *SECOND Language Teaching & Learning*. USA. Heinle & Heinle Publisher.
- Olson, G.** (1997). *Motivation, Motivation-secondary school Educators*. <http://934/http://7-12educators>.
- Ordee, Th.** (2012). Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem- Solving, and Role-play). *International Journal of Social Science and Humanity*. 2(6),532-533.
- Palka, E.** (1988). *Using Cards to Revise and Practice Language Items*. (ERIC Document Reproduction Service No. ED 302093).
- Pesce, C.** (2013). *Try These 7 Sure-fire Ways to Boost Student Confidence*. Retrieved from
- Porter, P., & Grant, M.** (1992). *Communicating Effectively in English Oral Communication for Non- Native Speakers*. Belmont: Wardsworth Publishing Company.
- Richards, J.C.,& Renandya, W.A.** (2002). *Methodology in Language Teaching*. Newyork: Cambridge University Press. <Http.lldx.do.org>.
- Razmjoo, S. A., & Ghasemi, A. S.** (2001). A model of Speaking Strategies for EFL learners. *The Journal of Teaching Language Skills (JTLS)*, 3(3), 116-140.

- Rivers** (1970) *Teaching Foreign Language Skills* Chicago. The University of Chicago Press.
- Rivers, W.M.** (1987). *Interactive Language Teaching*. Cambridge: Cambridge University Press.
- Rice, M., & Woodsmall, L.** (1988). Lessons from Television: Children's world Learning when Viewing. *Child Development*, 59(1), 420-429.
- Robby, s.** (2010), *Conquer Your Fear of Making Mistakes when Speaking English*.
- Saunders, W. M., & O'Brien, G.** (2006). Oral language. In F. Genesee, **K. Lindholm-Leary, W.M. Sanders, & D Christians n** (Eds.), *Educating English Language Learners: A Synthesis of Research Evidence* (pp. 14-45). Cambridge: Cambridge University Press.
- Saurik.** (2011) *Learning English The Easy Way!*
- Scarcella, R. C., & Oxford, R. L.** (1992). *The Tapestry of Language Learning: The Individual in the Communicative Classroom*. Boston, MA: Heinle & Heinle.
- Shimun, K.** (2002). Factors to Consider: Developing Adult EFL Student Speaking Abilities. In J.C. Richards & W. A. Renandya (Eds.). *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 204-211). Cambridge: Cambridge University Press.
- Schneider, P.** (1993). Developing Fluency with Pair Taping. *JALT Journal*, 15(1), 55-62.
- Schneider, P.** (1997) *Using Pair Taping*.
- Silverman, R., & Hines, S.** (2009). The Effects of Multimedia-Enhanced Instruction on the Vocabulary of English-Language Learners and non-English-language Learners in Pre-kindergarten Through Second Grade *Journal of Educational Psychology*, 101(2), 305-314.
- Skehan, P.** (1996). Second Language Acquisition Research and Task-Based Instruction. In J. Willis & D. Willis (Eds). *Challenge and Change in Language Teaching* (pp. 17-30). Oxford Heinemann.
- Skehan, P., & Foster, P.** (1999). The Influence of Task Structure and Processing Conditions on Narrative Retellings. *Language Learning*. 49(1). 93-120.
- Stuart, C.** (1989). *Be an effective speaker*. Chicago: NTC/Contemporary Publishing Company.
- Tarigan** (1990) *Teaching Speaking in Classrooms*. New York: Continuum International Publishing Group.
- Tatayama, Y.** (1998). Explicit and Implicit Teaching of Pragmatic Routines: Japanese Sumimasen. In K.R. Rose & G. Kasper (Eds.), *Pragmatics in Language Teaching*. Cambridge: Cambridge University Press.

- Yuan, F., & Ellis, R.** (2003). The Effects of Pre-task Planning and On-line Planning on Fluency, Complexity and Accuracy in L2 Monologic oral production. *Applied Linguistics*. 24(1), 1-27.
- Zhao Na.** (2007). A Study of High School Students' English Learning Anxiety. *The Asian EFL Journal Quarterly*.
- Zhang, Y. L., & Jia, G.Z.** (2006). Anxiety in Foreign Language classroom. *CELEA Journal*. 29(6). 96-103.
- Zua, Li.** (2008). Exploring the Effective Factors Influencing Teaching of Spoken English. *The Asian EFL Quarterly*.

## Websites

- <http://www.englishteacher.com/motivation.html>.
- <http://dx.doi.org/10.1007/978-1-4757-9838-8>.
- <http://www.onesstopenglish.com/support/ask-the-experts/methodology-questions/methodology-shy-students/146385.article>.
- <http://dx.doi.org/10.5296/ijl.v7il.6648>.
- <http://sites.google.com/site/languagejournal/Home/how-to-improve-spoken-English> (February 19,2010).
- <http://dx.doi.org/10.1017/CBO9780511667206.006>.
- <http://dx.doi.org/10.1016/j.system.2006.04.004>.
- {Online} <http://www3.telus.net/linguisticsissues/anxious.html>.
- <http://dx.doi.org/10.1017/CBO9781139524759>.
- <http://lali24saly.wikispaces.com/speaking/theory>.
- <http://934/http://7-12educators>.
- <http://www.lessonpath.com/learn.i/ideas/for-teaching>.
- . <http://dx.doi.org/10.2307/1130321>.
- . <http://englishharmony.com/conquer-fear-of-making-mistakes-when-speaking-English>.
- <http://guides.wikinut.com/Learning-English-The-Easy-Way!/2wutchx26/>(March 15,2011).

<http://dx.doi.org/10.1017/CBO9780511667190.028>.

[http://itselj.org/techniques/Shneider-Pair Taping.html](http://itselj.org/techniques/Shneider-Pair%20Taping.html).

<http://dx.doi.org/10.1037/a0014217>.

<http://dx.doi.org/10.1111/1467-9922.00071>.

<http://dx.doi.org/10.1039/applin/24.1.1>.



## Students' questionnaire

### **Dear respondent:**

This questionnaire has been devised with the aim of finding about speaking difficulties that one may face.

Your responses are voluntary and confidential. If there is a question you don't wish to answer, simply skip it. We hope you will answer as many questions as possible.

**1. When I speak English I do that slowly.**

Always  sometimes  never

**2. That slowness is due to my fear of making mistakes.**

Always  sometimes  never

**3. I am hesitant when I speak English because I have limited vocabulary.**

Always  sometimes  never

**4. Focus on grammar makes me hesitate while communicating.**

Always  sometimes  never

**5. I am weak in English speaking because I am not used to speaking English inside the class.**

Always  sometimes  never

**6. In basic and secondary school we practice dialogues in pairs in the class.**

Always  sometimes  never

**7. I used to practice loud reading in the class.**

Always  sometimes  never

**8. There are no integrated lessons in their learning skills**

Always  sometimes  never

**9. large classes do not allow enough practice of speaking.**

Always  sometimes  never

**10. I am exposed to speak English in the lecture room.**

Always  sometimes  never

**11. I find it difficult to express myself when speaking English.**

Always  sometimes  never

**12. When I speak, I don't find the equivalent words for the Arabic ones quickly.**

Always  sometimes  never

**13. When I speak, I confuse the Arabic order of sentences with that of English.**

Always  sometimes  never

**14. I couldn't speak inside the class because I feel shy.**

Always  sometimes  never

**15. I don't speak English inside and outside the classroom because of the lack of self confidence.**

Always  sometimes  never

**16. I am hesitant to speak English because I am afraid to be laughed at both inside and outside the classroom.**

Always  sometimes  never

**17. I am hesitant to speak English because I fear of passive evaluation.**

Always  sometimes  never

**18. Teachers in basic and secondary school don't encourage speaking English.**

Always  sometimes  never

## Teachers' questionnaire

### **Dear respondent:**

**This questionnaire has been devised with the aim of finding about speaking difficulties that one may face.**

**Your responses are voluntary and confidential. If there's a question you don't wish to answer simply skip it.**

**1. The students speak English in the class most of the time.**

Agree  Neutral  Disagree

**2. I explain grammatical rules explicitly to my students.**

Agree  Neutral  Disagree

**3. I encourage and motivate the students to speak English inside and outside the class room.**

Agree  Neutral  Disagree

**4. The students are attentive during the lecture.**

Agree  Neutral  Disagree

**5. I correct the students' pronunciation mistakes during production stage.**

Agree  Neutral  Disagree

**6. Students have enough time to speak English in the class room.**

Agree  Neutral  Disagree

**7. I communicate with students in English language.**

Agree  Neutral  Disagree

**8. Students' use of speaking is so slowly.**

Agree  Neutral  Disagree

**9. Students' slowness is due to their fear of making mistakes.**

Agree  Neutral  Disagree

**10. The students need to practice speaking more and more.**

Agree  Neutral  Disagree

**11. The students are hesitant when they speak English because they have poor vocabulary.**

Agree  Neutral  Disagree

**12. When the students speak, they don't find the equivalent words for the Arabic ones quickly.**

Agree  Neutral  Disagree

**13. When the students speak, they confuse Arabic sentence structure with that of English.**

Agree  Neutral  Disagree

**14. The students couldn't speak inside the class because they feel shy.**

Agree  Neutral  Disagree

**15. Students' shyness is due to their fear of making mistakes.**

Agree  Neutral  Disagree

**16. The students are hesitant to speak English because of their fear of being passively evaluated by their teachers.**

Agree  Neutral  Disagree

**17. Much time is needed for the students to practice speaking.**

Agree  Neutral  Disagree

**18. My talking time far exceeds the students' talking time.**

Agree  Neutral  Disagree