Problems of Speaking English Language in Secondary Schools.

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Mohammed Alhassan Almadani Alfaki

ABSTRACT:

This study was concerned about the problems of speaking English language in secondary schools during 2017-2018. The study aimed at revealing the problems that face secondary students. It also aimed at recognizing the reasons of the problem. The descriptive analytic method is used. The sample 50 teachers were selected from the secondary school teachers by the simple random system. The primary data were collected by the questionnaire. The secondary information was collected from the references: books, magazines, and periodicals. The data were analyzed by the (SPSS). The study resulted in the following: The respondents 60% agreed that students always face problems of speaking English Language like communicating outside the classrooms. There are 40% of teachers always face problems when teaching speaking English Language in secondary school because students were taught by different teachers with their professional individual differences. There are 30% of students who are always able to learn and practice speaking fluently. The study recommends that: speaking teaching and learning need available suitable media and supplementary aids like: (video, cassette, movies and educational films) in native speaker accents.

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المستخلص:

الدراسة تم إجراؤها عن صعوبات التحدث باللغة الإنجليزية لدى طلاب المرحلة الثانوية خلال الفترة 2017-2018. هدف الدراسة هو كشف الصعوبات التي تواجه طلاب الثانوي. كما هدفت إلى التعرف على أسباب تلك الصعوبات. استخدم المنهج الوصفي التحليلي. اختبرت عينة الدراسة 50 معلماً للغة الإنجليزية بالطريقة العشوائية البسيطة. جمعت البيانات من المصادر الأولية عبر الاستبيان. جمعت المعلومات الثانوية من المصادر والمراجع من كتب ومجلات ودوريات والمكتبة الإلكترونية. حللت البيانات ببرنامج الحزم الإحصائية للعلوم الاجتماعية.

توصلت الدراسة إلى النتائج التالية: وافق 60% من المستجيبين بأن الطلاب يواجهون صعوبات التحدث باللغة الإنجليزية بالتحدث خارج حجرات الدراسة. هناك 40% من المستجيبين وافقوا على أن طلاب المرحلة الثانوية يواجهون صعوبات التحدث باللغة الإنجليزية لأنهم تعلموا من معلمين يختلفون في الفروع الفردية المهنية. توصي الدراسة بأن تدرس وتعلم التحدث بالإنجليزية يحتاج إلى وسائل معينة مناسبة ومتاحة مثل: (فيديو، أشرطة مسجلة، صور متحركة وأفلام تعليمية) بلهجة الناطق بالإنجليزية.
background

classroom in practicing English language.

Teacher has a role in helping students:

Speaking is one of the essential four skills of English language. It is a productive skill. It requires the learner to have and enough practice in sound, grammatical forms, word arrangements as well as the vocabulary that the learner uses to express what he/she wants to say in any situation.

But sometimes the speaker of the foreign language faces some difficulties which stand against him/her even the mother tongue speakers may have some difficulties in his own language (English). The second language speaker's problems can be on pronunciation, mother tongue interference, lack of enough practice. The teacher's should improve accurate spoken language and the family has role in using spoken language at home.

The purpose of this research is to find out these problems with practical and suitable solution to help the second language learners in secondary level in ElObied to speak and communicate fluent English.
Statement of problem

The research conductor has stated that speaking English as a foreign language is a problem for the secondary school students in Alshaheed Ashraf school. So, greater efforts are needed from both teachers and families to treat this position.

Objectives of study

The objectives of the study are to enable a learner to use English situational. So the learner needs good training in sound of the language oral vocabulary verbs forms and grammatical patterns these elements are very essential to acquire the basic knowledge in linguistic competence. Pronunciation should be practiced from the early stages of learning how to speak and pronounce language correctly.

Hypotheses of the Study:

The fundamental hypotheses of this study are the problems of pronunciation and mother tongue interference. The study will have the following slushy prostheses:

1- speaking English language as a foreign language consider some difficulties for secondary school students.
2- Teachers have to facilitate communication in classroom.
3- Teachers give activities for in and outside communicate.
Participants of Speaker and audience.

Linguists will make distinctions within these categories; for example, the audience can be distinguished as addressees and other hearers. At the family reunion, an aunt might tell a story to the young female relatives, but males, although not addressed, might also hear the narrative.

**Purposes, goals, and outcomes.**

The aunt may tell a story about the grandmother to entertain the audience, teach the young women, and honor the grandmother.

Form an order of the event. The aunt's story might begin as a response to a toast to the grandmother. The story's plot and development would have a sequence structured by the aunt. Possibly there would be a collaborative interruption during the telling. Finally, the group might applaud the tale and move onto another subject or activity.

Clues that establish the "tone, manner, or spirit" of the speech act. The aunt might imitate the grandmother's voice and gestures in a playful way, or she might address the group in a serious voice emphasizing the sincerity and respect of the praise the story expresses on what is
A complete and efficient solution to Learn English Speaking

TalkEnglish.com developed the "Click, Listen, and Repeat" functionality. In most of the lessons, you read the sentence, click on the sentence to listen to the sentence, and then you can practice speaking by repeating after the audio file provided by a native English speaker. This proven method strengthens your reading, speaking, and listening all at the same time and makes learning English easy. You will improve your English speaking using this method.

Speaking Skills: Strategies and Activities:

Most oral language instruction takes place indirectly; that is, the teacher creates the positive climate and the motivational activity, and the students do the rest.

Conversation and Discussion:

The teacher seeks to engage children in talk with other children in a relaxed atmosphere. Socialization skills as well as language are enhanced when students engage in conversations and discussions. Conversation is informal, spontaneous, and relatively unstructured. Discussion is more formal and usually topic-centered talk. It focuses on a specific topic or purpose. Both are similar in that they build on the
student’s home-learned experiences and serve to give practice in pronunciation, fluency, expression, and vocabulary. They also help children build confidence to express themselves orally.

**Dialogue Improvisation and Patterned Conversation:**

In dialogue improvisation, students create new dialogue for the characters in a familiar story as they act out a part of the story.

In patterned conversation, the teacher chooses literature with predictable texts. Students can use puppets or props to help them become one of the characters. They use the pattern-phrases from the text to retell the story . . . or to take it in new directions.

**Teaching Speaking in the Second Language Classrooms**

Objectives By the end of this lesson you are expected to be able to demonstrate sound understanding of:

1. The reasons for teaching speaking
2. The definition of “Speaking”
3. The special features of spoken language
4. The definition of “Teaching Speaking”
5. The rationales for teaching speaking using communicative approach and collaborative learning
The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Speaking is a crucial part of second language learning and teaching.

**Reasons for Teaching Speaking:**

Oral skills have hardly been neglected in today’s EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market) Our learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

"The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13).

What is speaking?

Speaking is: Some Features of Spoken Discourse in daily life:

- Composed of idea units (combined short phrases and clauses)
• May be planned (e.g., a lecture) or unplanned (e.g., a conversation)
• Employs more vague (rather unclear) or generic (simple) words than written language Employs fixed phrases, fillers, and hesitation markers;
• Contains slips and errors reflecting online processing;
• Involves reciprocity (i.e., interactions are jointly constructed);
• Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context. (Luoma, 2004)
Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.—Use word and sentence stress, intonation patterns and the rhythm of the second language.—Produce the English speech sounds and sound patterns—
Teaching speaking is to teach our learners to:
Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)—Use language as a means of expressing values and judgments.—Organize their thoughts in a meaningful and logical sequence.—10.
For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

**The Rationales for Teaching Speaking Communicatively**

Only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Today's world requires that the goal of teaching speaking should improve students communicative skills,

It is necessary for learners to recognize:

1. the very different functions speaking performs in daily communication and
2. the different purposes for which our students need speaking skills. Communicative language teaching students learn to speak in the second language by "interacting"& collaborative learning

Communicative Language Teaching & By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language

Communicative language teaching is based on real-life situations that require communication.

*Collaborative Learning*
This can occur when students collaborate in groups to achieve 
a goal or to complete a task. ESL teachers should create a 
classroom environment where students have real-life 
communication, authentic activities, and meaningful tasks that 
promote oral language.

**Table No. 4-1**

**Item No. 4-. 1 Students face problems of speaking English Language**

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<td><strong>50</strong></td>
<td><strong>100%</strong></td>
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The above table indicated that the majority (60%) agreed that 
Students always face problems of speaking English Language. 
Whereas (12%) respond that Students usually face problems of 
speaking English Language. But (16%) stated that Students 
sometime face problems of speaking English Language. While 
(00%) agreed that Students rarely face problems of speaking 
English Language. But (12%) of Students never face problems 
of speaking English Language. The figure below showed that
(60%) of Students always face problems of speaking English Language

Figure 4:1 Students always face problems of speaking English Language

Item 4:2 Teachers face problems when teaching speaking English Language in secondary school

<table>
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<tr>
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<tr>
<td>Total</td>
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</table>
The above table indicated that the majority (40%) agreed that teachers face problems when teaching speaking English Language in secondary school. Whereas (20%) respond that teachers face problems when teaching speaking English Language in secondary school. But (24%) stated that teachers face problems when teaching speaking English Language in secondary school. While (12%) agreed that teachers face problems when teaching speaking English Language in secondary school. But (04%) The figure below showed that Teachers face problems when teaching speaking English Language in secondary school.

Figure 4:2 Teachers always face problems when teaching speaking English Language in secondary school.
Teachers design the appropriate lesson plan to teach speaking skills.

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<tr>
<td>Rarely</td>
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<td>20%</td>
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<tr>
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<td>04%</td>
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<tr>
<td>Total</td>
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</table>

The above table indicated that the majority (44%) agreed that Teachers design the appropriate lesson plan to teach speaking skills. Whereas (12%) respond that Teachers design the appropriate lesson plan to teach speaking skills. But (20%) stated that Teachers design the appropriate lesson plan to teach speaking skills. While (%) agreed that Teachers design the appropriate lesson plan to teach speaking skills. But (04%) The figure below showed that Teachers design the appropriate lesson plan to teach speaking skills.
Teachers design the appropriate lesson plan to teach speaking skills.

**Table No. 4-4**

**Item No. 4-4** Teachers choose the suitable strategies to teach speaking skills.

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<td>26%</td>
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<td>04%</td>
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<tr>
<td>Total</td>
<td>50</td>
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</tbody>
</table>

The above table indicated that the majority (36%) agreed that teachers always choose the suitable strategies to teach speaking skills. Whereas (14%) respond that teachers usually
choose the suitable strategies to teach speaking skills. But (20%) stated that teachers sometimes choose the suitable strategies to teach speaking skills. While (26%) agreed that teachers rarely choose the suitable strategies to teach speaking skills. But (04%) teachers never choose the suitable strategies to teach speaking skills. The figure below showed that teachers always choose the suitable strategies to teach speaking skills.

**Figure 4:4** Teachers choose the suitable strategies to teach speaking skills.

**Table No. 4-5**

**Item No. 4-.** 5-Teachers' choose the required steps to present speaking.
The above table indicated that the majority (%) agreed that teachers' choose the required steps to present speaking. Whereas (%) respond that teachers' choose the required steps to present speaking. But (%) stated that teachers' choose the required steps to present speaking. While (%) agreed that Teachers' choose the required steps to present speaking. But (%) teachers' choose the required steps to present speaking. The figure below showed that Teachers' choose the required steps to present speaking.

<table>
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<tr>
<th>Options</th>
<th>frequency</th>
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<td>Never</td>
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<tr>
<td>Total</td>
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**Figure 4:5** Teachers' choose the required steps to present speaking
2 Results:

After the data was collected, arranged, discussed and analyzed it helps to answer the research questions, test of hypotheses and achieve the objectives. It helps to come out with the following results which are based on the major option response of the sample:-

1- The respondents (60%) agreed that students always face problems of speaking English Language.

2- 40% Teachers face problems when teaching speaking English Language in secondary school.

3- The majority (44%) of teachers design the appropriate lesson plan to teach speaking skills.

4- The majority 36% Teachers choose the suitable strategies to teach speaking skills.

5- The sample 32% Teachers' choose the required steps to present speaking.

6- 28%. Teachers consult their dictionaries to transcribe new words before teaching.

7- 28% Teachers English pronunciation is similar to native speakers'.

8- 36% of the sample agreed that Arabic sounds interfere pronouncing some English sounds.
9-44% of Teachers' techniques encourage learners in use interactive speaking skills.

10 – 34% Teachers integrate the four English language skills by performing activities through teaching steps.

11- 34% of respondents agreed that Training centres and supervision have a major role in training teachers to teach speaking skills.

12- 42% of respondents agreed that Training centres and schools were supplied by sufficient speaking media.

13-38% of respondents agreed that Teachers use creative teaching aids for successful spoken communication.

14-42% of respondents agreed that Teachers predict their learners' difficulties of learning speaking skills.

15-30% of respondents agreed that Teachers' representations supply the speaking skills learning.

16-30% of respondents agreed that Teachers' presentations involve learners in active practice of fluent speaking skills.

17-44% of respondents agreed that Teachers' instructions enable the learners to practice speaking fluently.

18-36% of respondents agreed that Teachers motivate students to interact in natural conversation.
19- 34% of respondents agreed that Teachers act the scenario of speaking fluent and accurate English.

20- 44% of respondents agreed that Audio - visual media facilitate learning to speak fluent and accurate English.

5:3 Recommendations:
Because of the above results, the study recommended and suggested the following:

1- Speaking teaching and learning need media and supplementary aids (video, cassette, movies and educational films) in native speaker accents.

2- Similarly there should be cooperation between the schools and faculty of education and the teachers training institutes, during the teaching program me for graduates.
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