English Conversation Problems Encountered By Sudanese Secondary School Students: A Case Study Of Merowe Locality, Sudan

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Abstract

This study aims to investigate the problems of conversation encountered by third class, secondary school students, mainly it seeks to find out some problems of pronunciations', speaking and grammar among the students. The research also attempts to elicit and assess the major cause of learners, conversational problems, with a view to propose some solutions. The research samples consist of (120) students from third level, secondary school students for the school year (2012-2014) including the pilot study sample which was (30) students. This is in addition to (60) teachers of English from Merowe Locality.

The methods followed are the descriptive analytical method. Two instruments were used to collect data. An achievement test of three conversations and teachers questionnaire consists of (34) questions distributed among (60) teachers of English. The data has been statistically analyzed by using SPSS 24. It was concluded that there were some conversation problems among the students, which can be attributed to the following reasons:1. Students have no desire to engage in more conversation or dialogue. 2. Teachers rarely listen to their students while engaging in certain conversations, 3. The Spine Program does not address all student needs and provides for short periods of conversation and teachers are rarely supportive of shy students. Based on the findings, to overcome students' conversation problem, the current study recommends that teachers should encourage and urge students to practice their conversation on a regular basis and teachers should adopt effective strategies to enhance students' conversational skills. Moreover, it also suggests that that the Ministry of Education should initiate professional training programs for English language teachers to boost up their teaching experiences, notably in the field of teaching English speaking skills.

Keywords: Conversation Problems, Foreign Language, Effective Strategies, Speaking Ability

Introduction

The English language plays an increasingly important role for individuals in a society (Ting et al., 2017). To accomplish both their academic and personal achievement goals, students must be able to communicate effectively in English (Fitriani & Apriliaswati, 2015). Spoken language is an audible behavior which distinguishes man

from many other living things (Leong & Ahmadi, 2017; Namaziandost & Nasri, 2019). Many foreign students want to learn English as well as they can, but since reading and writing are the only skills in which they will receive assistance, they will not succeed (Brown, 2017). However, many students also want to speak English fluently and with a pronunciation that is clear to both their peers and native English speakers (Hughes & Reed, 2016; Safdari & Fathi, 2020). English is a common language to use while speaking and exchanging ideas with individuals from various places and other linguistic groups (Kürüm, 2016).

In Sudan, students study and master the English language for about 16 years of schooling, from elementary school to higher-level universities. However, after spending

As a tool for effective communication, speaking is one of the most crucial skills to acquire and improve (Lestari, 2019). The ability to speak English depends heavily on the learners' level of self-confidence; if they don't have it, they won't be able to do so (Abrar et al., 2018). Since no one is perfect and we learn from our errors, teachers should reassure students who are worried about making mistakes in front of others to boost their confidence for better performance (Vietnam, 2015). The goal of the current study's conversation as a type of interpersonal communication recommendation was to alter or modify learners' psychological attitudes regarding engaging in English conversation. Understanding that conversation (in any language) by definition is somewhat informal

16 years in school and mastering the language, learners still struggle to speak it fluently. There are various reasons for students' poor performance in speaking. Many studies revealed (Al-Sobhi & Preece, 2018; Bohari, 2020; Zyoud, 2016) that students when speaking English in front of others, they lack self-assurance. This is typically brought on by the teachers' failure to sufficiently urge their students to speak English aloud in class (Al-Sobhi & Preece, 2018). They acquire knowledge of the English language, but not its spoken form. One issue that most students encountered in class or in public was this one (Akkakoson, 2016). Additionally, it has been noted that most students do not receive adequate support when they speak in English in front of others or during class (Burns, 2016).

social contact in which messages are generated and negotiated under the collaborative management is advised for learners to have greater speaking abilities (Wille & Schreiber, 2019). Moreover, it is hoped that students will deem English conversation instead of an engagement in some linguistics performance all by themselves as learners in process of interpersonal communication with at least one other person and recognize the goal of conversation being, rather than producing flawless linguistic output, sharing of meaning and understanding (Al Nakhalah, 2016; Leong & Ahmadi, 2017). This orientation helps learners become more aware of their conversation and the role the person plays in the success of their interaction

Literature Review

In the field of study concentrating on students' speaking performance, the

communicative method is crucial. Hassan (2014) adopted a communicative approach to

investigate the role of conversational techniques in enhancing Sudanese school students' speaking abilities in English language. The study applied the descriptive methodology for data collection using questionnaires and observation check list. The questionnaires were distributed to the teachers trainer, The observation check- list was designed to check what, the teachers have studied and whether they practice what they have been taught in the training courses or not. The findings of the study were as follow: The condition for Sudanese pupils who are learning English are very different the pupils do not have the advantages than make it easy for them to learn because they

only hear and use the language in the classroom for only nine periods per week. The pupils learn in artificial situations, The pupils do not have very strong reasons for learning a foreign language, They are probably learning only to pass the examination. The study by (Derakhshan et al., 2016) likewise concentrated on providing learners with a stress-free learning environment to improve their speaking performance. The pupils do not have close relationship with their teachers. The pupils do not learn the foreign language as a natural part of growing up and learning to control the world, The teachers do not speak English with their students.

The study by Abdalla and Elhadi (2015) explored the causes of poor speaking performance of FEL learners in Sudan. The study applied various techniques for data collection, although the major method is the cross–sectional design. Other sources for getting data were two questionnaires, administered to students and teachers, and the quantitative data analysis revealed several factors for poor conversational skills in English. Units like the Sudan Examination Council the Ministry of Curriculum Section and Khartoum English language supervisors have provided the research with the necessary information. The study has come to

It is also crucial to look at how students' levels of anxiety and self-esteem affect their ability to learn, particularly in spoken contexts (Wulandari, 2019). Leong and Ahmadi (2017) conducted a study to examine the factors affecting learners' English speaking performance. Utilizing a questionnaire for data collection, the researchers utilized the descriptive

The study by Al Nakhalah (2016) is concerned with "the oral practice" which

the following findings: The full year course of composition in the Nile course 6 is not sufficient to make the students become well prepared for meeting the requirements of the final English examination which contains among other items two writing tasks, a guided text and a free one. Sixteen teachers, were also interviewed, claimed that the topics in the Nile Course aren't adequate. The result of the study also showed that the topics in Nile Course 6 are not of interest to the learners, the quality of the material for composition is unsuitable, and the textbooks lack graduation.

methodology. The findings of the study pointed out that learners with high anxiety and low self-esteem faced

problems in speaking skills. The research also indicated that exposure to a foreign language is crucial for improving a learner's speaking ability.

helps the acquisition of all aspects of language competence. The study proved that

additional practice in reading , writing, speaking and listening done in the class plays an important role in developing the language skills. This was done as audio taped dialogue journals by fourth year. In the writers point of view this problem can be solved if the learners of English as a foreign language are taught by expert teachers who know the basis

In another study, Rao (2019) examined the effect oral activities on learners' speaking abilities in English language. The study used discussion as a main oral activity in improving learners' English spoken fluency. Data was collected through questionnaires and observation. The result of the study showed that seeking for correct program affects the students fluency while speaking English. It also highlighted how the absence of opportunities for students to interact with speakers of the most widespread language contributed to the issues with speaking fluently. Moreover, the study found out that

Problem Statement

No doubt there are many differences deviations between Sudanese English language learners' pronunciation. Their pronunciation deviated from RP and BBC English. These differences can be attributed to the students' mother tongue interference or even other mistakes of using phonetic transcription, especially among the third level students in secondary school in Merowe locality.

Aims of the study
The study aims at:

I. Identifying the problems of conversation encountered by the third level secondary schools students.

of the language very well. The finding stated that knowing the basics of the language only is not enough but that needs a well-qualified teacher who is well trained in the teaching of English as a foreign language and who can help the learners acquire the basis of the language from the starting point of their learning.

the discussion activities are effective for developing learners' speaking skills in English. Additionally, the study demonstrated that shy students who feel uncomfortable speaking in front of the entire class are more likely to have speaking difficulties. When the instructor dominates the discourse in class without allowing students to participate, the teacher's influence also adds to the issues. The researcher finds that the aforementioned studies were the most pertinent to the subject, employed the same methods, and selected various samples and restrictions.

The students of third level, secondary school suffer problems of fluency in producing a proper conversation. They have great problems of running a proper and accurate conversation, though; they have come across that in all the levels of the spine series 4-5, and partially spine 6. Therefore, the current study intends to detect the learners' speaking issues in English and use efficient oral techniques to assist students in resolving their speaking issues.

2. Suggesting ways of improving students' abilities in using conversations and dialogues accurately and regularly.

3. Investigating aspects pertaining to secondary school students' conversations and dialogues and problems of fluency.

4. Assessing the causes of conversations problems and suggesting some solutions.

Significance of the study

This study discusses an approach which studies spoken English and explores the theory of conversations. The significance of this study concerns with the importance of conversation and dialogues in learning English Language, also this study shows the effects of fluency and accuracy among the third level students in secondary schools.

This study will help learners of English language at secondary schools, because it will be expected to improve their conversation in English Language.

The researcher thinks that this study will also help syllabus designers in improving English Language syllabus at secondary schools. Handling this problem is a very important issue that makes the researcher deal with.

Research Questions

The study is expected to answer the following research questions:-

1. Do students in Merowe's third-level secondary schools speak English fluently in conversations?

2. Do students of third level at Secondary Schools at Merowe locality lack the desire to speak fluent English in conversation?
3. Do teachers follow up their students in practicing speaking conversations?

Hypotheses of the Research

The hypotheses are as follows:

1) Students of third level secondary schools at Merowe locality speak poor conversation.
2) Students of third level secondary school of Merowe locality lack the

desire to speak fluent English in conversation.
3) Teachers in Merowe locality rarely follow up their students in practicing more conversational activities.

Limitations of the Study

This study investigates the problems of fluency and accuracy through conversation and dialogues in secondary schools .The study will be carried out in Merowe locality.

The experiment is going to be in secondary schools students, third level for the school year 2010-2013.

Methodology of the Research

This part outlines the research methods and provides its elements. It presents the questionnaire distributed among the teachers, and the test delivered to the students. Here the students are 60 males and 60 females, selected from different schools in all over the locality of Merowe. The factor of sex is not going to be considered by the researcher within the study, for the main purpose of the study is to investigate the problems of conversation and dialogues and the problems of fluency and accuracy among the students both boys, and girls. So they are all going to be considered as secondary schools students and hence this variable is not going to be considered as an item of any significance.

Research Procedure

The research has elements of both analytical and descriptive method in order to increase the reliability of the study. A test and retest will be used. A written questionnaire was compiled addressing (60) English language teachers within Merowe locality.

Research Population

As for the research population is represented in third year secondary students in Merowe locality as well as teachers of English in the same locality. It consists of (60) teachers of English in Merowe locality, among which the questionnaire has been distributed. Their years of experience from 3 up to 30 years in the field of teaching English in secondary schools. It also consists of (30) students who

The questionnaire composed of (34) questions. Each were distributed into axes to address a specific area, i.e. teacher, learners, syllabus etc. 120 secondary school students including both girls (60) and boys (60), were selected from different school in Merowe locality.

were chosen to run the piloting for the test and retest took place to examine the validity. And (120) students consisting of both genders (60 boys) and (60 girls). Third level, for the school year 201202013 on whom the test took place. They are identical in their level of education and age. This is actually for the sake of reading variables.

both genders (60) boys and (60) girls. The total number is (120).

Research Samples

The research was limited to secondary school students third level form the school year (2013-2014) in Merowe locality for the purpose of investigating into the problem of conversations. The students are identical in their age and level of education. This is for the reduction of variables. They consisted of

On the other hand, the teachers are chosen from Merowe locality to answer a questionnaire, which was designed to reveal some of the reasons that stand beyond the problems of conversations. Their teaching experience ranges between 3 years up to 30 years, and some of them are M.A holders. This is for the sake of catching different opinions and ideas.

Validity of the Test

A test is considered to be valid if it tests what it is supposed to test (Harmer, 2001:322). That is to say the study and its

result have to lead to supporting exactly what it is claimed by (Brown, 1996; & Harmer, 2001) explaining that is not valid for example to test writing ability with and essay question that requires specialist knowledge of history or biology. Unless it known that all the students share this knowledge. So, shared knowledge is a basic requisite that contributes to the validity of the test. The students test was approved by committee selected from experts in the field of English language teaching. The committee of approving consisted of two PhD holders and one expert teacher. The PhD holders are from both Nile Valley University and Dongola University. The expert teacher is working as a manager in the field of English language teaching supervision in Merowe locality. The total number of the test conversations was (2), but the committee advised shifting them to be (3) to make the test more comprehensive. The test was designed to test and examine the speaking, fluency an accuracy, the pronunciation and accent, but the committee advised to add the test for grammar and language and examine the students cultural interaction instead of the test of accent. The committee suggested that the conversations should consist of some cultural items such as proverbs and idioms. This help in examining the cultural interaction among the third level students. The committee also advised to increase the numbers of students whom were chosen to act the

conversation, for the sake of validity. The committee also advised to select the conversations from different series of Spine (4-5-6) and all these conversations should consist of idioms or cultural dimensions.

Test Reliability

For checking the reliability of the test, the researcher used the test and pretest and the post test. The tests were done for a selected schools in Merowe (Merowe secondary school for the student of school year (2013-2-14), where (30) students were tested and
.
tested again two month later. The table below, which has been resulted from the (SPSS) statistical package for social science shows that the correlation is significant at 0.82 level

Table (3-1): Reliability and Validity of questionnaire Items:

Q	Validity	Reliability	Q	Validity	Reliability	Q	Validity	Reliability
1	.668	0.82	12	.636	0.79	23	.699	0.84
2	.647	0.80	13	.711	0.84	24	.668	0.82
3	.650	0.81	14	.697	0.83	25	.676	0.82
4	.686	0.83	15	.676	0.82	26	.652	0.81
5	.639	0.80	16	.696	0.83	27	.630	0.79
6	.668	0.82	17	.653	0.81	28	.658	0.81
7	.675	0.82	18	.690	0.83	29	.645	0.80

8	.677	0.82	19	.718	0.85	30	.708	0.84
9	.652	0.81	20	.687	0.82	31	.647	0.80
10	.667	0.82	21	.672	0.82	32	.657	0.81
11	.650	0.81	22	.626	0.79	33	.628	0.79

From the above table the whole reliability and validity values are greater than 0.05, or all the questionnaire items are valid and reliable. So, if the

responses are repeated to the same group who received this sample they will have the same responses

Table (3-2) Questionnaire Validity and Reliability Factors:

Validity	Reliability
0.68	0.82

The above table shows that, the reliability factor value is 0.821584 and the validity value is .675, therefore the questionnaire is reliable and valid.

Table (3-3) Correlation between the Pre-test and Post- test:

	.847**

**Correlation is significant at the 0.01 level (2-tailed).

From the above table it is noticed that the correlation between the pre and the post test is .84 and this means there is a strong relation between the two tests, and the probability value for the correlation test is .000 and it is less than the significance level. Therefore the correlation between the two tests is significant.

Data Analysis and Discussion

This part will present, analyze and discuss the results of the collected data using the two tools; the test given to the 3rd level students secondary schools and teachers questionnaire. For the analytical process of both tests and questionnaire, the researcher used the statistical method. Results of the analysis will also be presented.

To test the hypotheses of the study the researcher uses (Chi-square test) for each hypothesis items to calculate the mean. If the test result is significant that means there are differences between candidates responses upon the hypothesis items, and if the mean value was 1 that means all the responses were strongly agree. If the mean value was 2 that means all the responses were agree. If the

value is 3 this means the responses were uncertain. If it is 4 this means the responses

were disagree. In addition, if it is 5 this means the responses were strongly disagree

Table (4- 35) The First Hypothesis Test

1. Students of third level secondary schools at Merowe locality speak poor conversation.

Statement	Chi- square	Sig	df	Result Analysis	Median value	Participants responses
1	52.267[a]	.000	3	There are difference	2.0000	Agree
2	59.833[b]	.000	4	There are difference	4.0000	Disagree
3	44.333[b]	.000	4	There are difference	2.0000	Agree
4	19.500[b]	.001	4	There are difference	2.0000	Agree
5	60.167[b]	.000	4	There are difference	4.0000	Disagree

From the above table:

- The probability value for (Chi square test) for the first item is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. In addition, this means there are differences among the candidates' responses for the first item and the Median value is 2.0000 and the responses of the candidates is agree.

- The probability value for (Chi square test) for the third item is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. Moreover, this means there are differences among the candidates' responses for the third item and the Median value is 2.0000 and the responses of the candidates is agree.

- The probability value for (Chi square test) for the second item is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. In addition to this means there are differences among the candidates' responses for the second item and the Median value is 4.0000 and the responses of the candidates is Disagree

- The probability value for (Chi square test) for the four item is 0.001and it is less than 0.05, therefore, the result of the test is statistically significant. In addition this means there are differences among the candidates' responses for the four item and the Median value is 2.0000 and the responses of the candidates is agree

- the probability value for (Chi square test) for the five item is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. Moreover, this means there are differences among the candidates' responses for the five items and the Median value is 4.0000 and the responses of the candidates is disagree.

From the above table, the first hypothesis is statistically significant for the benefit of the responses who were "agree and strongly agree".

The first hypothesis measures and represents the responses of the subjects about the first five items of the questionnaire Table (4- 36): The Second Hypothesis Test

measuring the students speaking ability and state that the student in Merowe locality speak very poor conversation. The results are statistically significant, so the first hypothesis is proved right and accepted that the students in Merowe locality face different problems of conversations.

2. Students of third level secondary school of Merowe locality lack the desire to speak fluent English in conversation.

Statement	Chi- square	sig	Df	Result Analysis	Median value	Participants responses
6	83.333[a]	.000	4	There are difference	4.0000	Disagree
7	46.000[a]	.000	4	There are difference	2.0000	Agree
8	11.167[a]	.025	4	There are difference	2.0000	Agree
9	18.000[b]	.000	3	There are difference	2.0000	Agree
10	12.000[a]	.017	4	There are difference	3.0000	Uncertain
11	30.167[a]	.000	4	There are difference	2.0000	Agree
12	45.667[a]	.000	4	There are difference	2.0000	Agree
13	56.000[b]	.000	3	There are difference	1.0000	Strongly Agree

From the above table:

- The probability value for (Chi-square test) for the six item is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. In addition, this means there are differences among the candidates' responses for the item 6 and the Median value is 4.0000 and the responses of the candidates is disagree.

- The probability value for (Chi-square test) for the seven item is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. Moreover, this means there are differences among the candidates' responses for the item 7 and the Median value is 2.0000 and the responses of the candidates is agree.

- The probability value for (Chi-square test) for the eight item is 0.025 and it is less than 0.05, therefore, the result of the test is statistically significant. In addition to this means there are differences among the candidates' responses for the item 8 and the Median value is 2.0000 and the responses of the candidates is agree

- The probability value for (Chi-square test) for the item 11 is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. In addition, this means there are differences among the candidates' responses for the item 11 and the Median value is 2.0000 and the responses of the candidates is agree.

- The probability value for (Chi square test) for the twelve item is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. In addition, this means there are differences among the candidates' responses for the item 12 and the Median value is 2.0000 and the responses of the candidates is agree.

- The probability value for (Chi square test) for the thirteen item is 0.000 and it is less than 0.05, therefore, the result of

- The probability value for (Chi- square test) for the nine item is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. In addition this means there are differences among the candidates' responses for the item 9 and the Median value is 2.0000 and the responses of the candidates is agree

- The probability value for (Chi-square test) for the ten item is 0.017 and it is less than 0.05, therefore, the result of the test is statistically significant. Moreover, this means there are differences among the candidates' responses for the item 10 and the Median value is 3.0000 and the responses of the candidates is Uncertain.

the test is statistically significant. Moreover, this means there are differences among the candidates' responses for the item 13 and the Median value is 1.0000 and the responses of the candidates is strongly agree.

From the above table the second hypothesis is statistically significant for the benefit of the responses that were "agree and strongly agree".

The second hypothesis measures and represents the responses of the subjects about the next eight items of the questionnaire, measuring the students desires and motivation towards the fluency in conversations. The result also are statistically significant, so the second hypothesis is proved right. Therefore the students in Merowe locality must give more attention while practicing their conversations.

Table (4- 37): The Third Hypothesis Test

3. Teachers in Merowe locality rarely follow up their students in practicing more conversational activities.

Statement	Chi square	Sig	Df	Result Analysis	Median value	Participants responses
14	43.500[a]	.000	4	There are difference	4.0000	Disagree
15	40.500[a]	.000	4	There are difference	2.0000	Agree
16	22.800[b]	.000	2	There are difference	2.0000	Agree
17	16.667[a]	.002	4	There are difference	4.0000	Disagree
27	23.500[a]	.000	4	There are difference	3.0000	Uncertain
29	22.000[a]	.000	4	There are difference	3.0000	Uncertain
31	53.000[a]	.000	4	There are difference	2.0000	Agree
32	4.500[a]	.000	4	There are difference	2.0000	Agree

From the above table:

- The probability value for (Chi- square test) for the item 14 is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. In addition, this means there are differences among the candidates' responses for the item 14 and the Median value is 4.0000 and the responses of the candidates is disagree.

- The probability value for (Chi- square test) for the fifteen item is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. Moreover, this means there are differences among the candidates' responses for the item 15 and the Median value is 2.0000 and the responses of the candidates is agree.

- The probability value for (Chi-square test) for the item16 is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. In addition this means there are differences among the candidates' responses for the item 16 and the Median value is 2.0000 and the responses of the candidates is agree.

- The probability value for (Chi-square test) for the item 17 is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. Moreover, this means there are differences among the candidates' responses for the item 17 and the Median value is 4.0000 and the responses of the candidates is disagree.

- The probability value for (Chi- square test) for the item 27 is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. Moreover, this means there are differences among the candidates' responses for the item 27 and the Median value is 3.0000 and the responses of the candidates is Uncertain.

- The probability value for (Chi-square test) for the item 29 is 0.000 and it is less

than 0.05, therefore, the result of the test is statistically significant. In addition, this means there are differences among the candidates' responses for the item 29 and the Median value is 3.0000 and the responses of the candidates is Uncertain.

• The probability value for (Chi- square test) for the item 31 is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. Moreover, this means there are differences among the candidates' responses for the item 31 and the Median value is 2.0000 and the responses of the candidates is agree.

The third hypothesis measures the responses of the subjects about other items of the questionnaire measuring the role of the teachers in teaching conversation and show whether they follow up their students while

• The probability value for (Chi-square test) for the item 32 is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. In addition, this means there are differences among the candidates' responses for the item 32 and the Median value is 2.0000 and the responses of the candidates is agree.

• From the above table, the third hypothesis is statistically significant for the benefit of the responses who responded, "agree and strongly agree".

conversation or not. The results are statistically significant and accepted that there is an important role of the teachers in secondary schools when they teach more conversational values which helps and solve the problems of conversation among their students.

Table (4- 38): The Fourth Hypothesis Test

4. Modern techniques of multimedia can play a great role in improving Merowe secondary school students' conversational performance.

Statement	Chi- square	Sig	df	Analysis result	Median value	Candidates responses
25	62.167[a]	.000	4	There are difference	2.0000	Agree
33	73.833[a]	.000	4	There are difference	2.0000	Agree
34	37.833[a]	.000	4	There are difference	2.0000	Agree

From the above table:

- The probability value for (Chi-square test) for the item 25 is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. Moreover, this means there are differences among the candidates' responses for the item 25 and the Median value is 2.0000 and the responses of the candidates is agree.

- The probability value for (Chi-square test) for the item 33 is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. Moreover, this means there are differences among the candidates' responses for the item 33 and

the Median value is 2.0000 and the responses of the candidates is agree.

- The probability value for (Chi-square test) for the item 34 is 0.000 and it is less than 0.05, therefore, the result of the test is statistically significant. Moreover, this means there are differences among the candidates' responses for the item 34 and the Median value is 2.0000 and the responses of the candidates is agree.

From the above table, the forth hypothesis is statistically significant for the benefit of the responses who responded, "agree and strongly agree".

Findings

The findings of this study indicate that the third level students were unable to act their conversations and dialogues correctly.

Student performance in conversational activities indicated that different types of pronunciation and fluency were the most prevalent. It was determined that the students had certain conversational issues, which can be linked to the following causes: 1. Students don't want to have additional discussions or discourse. 2. Teachers seldom ever pay attention to their pupils during particular dialogues, 3. The Spine Program does not address all student needs and provides for short periods of conversation and teachers are rarely supportive of shy students. Furthermore, the results revealed grammatical issues in conversation as well as a problem with cultural engagement among

students, both of which reduced conversational value and resulted in low speaking quality. The results of Abdalla and Elhadi (2015), who argued that students should have opportunities to practice their conversation in class, corroborate the findings of this study. The results of this study are also connected to those of Leong and Ahmadi (2017), who found that learners' English speaking ability might be severely impacted by poor self-esteem and high levels of anxiety. The study indicated that as a result of linguistic difficulties, all of the respondents believed that students have difficulty while acting conversations. According to the findings, all of the respondents agreed that the students were speaking in a very poor discourse in response to the first question. Furthermore, problems with student conversation might be ascribed to a lack of willingness on the part of the students.

Recommendations

To solve the problems that face the students in practicing conversations, the researchers are needed to cover the different aspects that effects speaking process in the light of the

previous results the following recommendations are very important to solve conversational problems.

1- Teachers should encourage and motivate the students to practice their conversations regularly.
2- Teachers should acquaint themselves with current methods of teaching conversations.
3- There should be continuous participations and workshops to train teachers how to develop their students' performance in conversations.

4- The ministry of Education is recommended to expose English language teachers to training courses, particularly in the area of teaching conversations.
5- English language teachers should increase their efforts in introducing the value of conversations while teaching.

Suggestions for further studies

1. Teachers should speak English with their students.
2. Teachers should encourage the students to communicate through conversational performance.

3. Teachers should increase the students talking time.

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