



Sudan University of Science and Technology



College of Education

Department of English Language

Graduation Project About:

Title

INVESTIGATING PROBLEMS ENCOUNTER STUDENT IN
DEVELOPING LANGUAGE FLUENCY

المشاكل التي تواجه الطلاب في تطوير البلاغة في اللغة الإنجليزية

(A thesis submitted in fulfillment of the requirements of
the Degree of English Language)

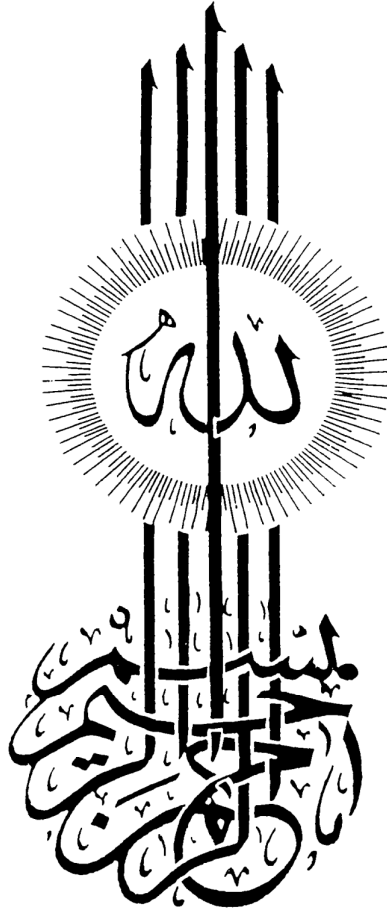
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الآية

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وَقُلْ (اعْمَلُوا فَسَدِيرَى اللّٰهُ
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DEDICATION

**To my great family, specially my
mother, father for their unlimited support
unconditional love**

To my brother

To my friends

And special dedication to my special friend.....

**To my supervisor Dr. Hassan Mahill who guided me
during this research**

**To all my colleagues who I learnt a lot from, who
made these 4 year in faculty of Education such a
memorable, enjoyable time, something worth
remembering.**

**To my teachers, doctors, every one who taught me
even a single word.**

**To my University, which I always thank Allah for being
one of its students, joining its most valuable
experiences .**

And to all the circumcised girls.

Finally, to every one who respect.

Love me.

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**I, would like to thank Allah, the most gracious,
Most merciful for giving me the strength to achieve
anything in my life I'd like to express my gratitude
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**I profoundly transmit my gratefulness to every one
who helps me by, this advice.**

مستخلص

هدفت الدراسة إلى أهم المشكلات التي تواجه طلاب اللغة الإنجليزية في الجامعات السودانية، وكذلك قد هدفت الدراسة إلى تحديد اتجاهات الطلاب نحو تطوير اللغة الإنجليزية تحدثاً وكتابتاً من خلال الأنشطة المتعددة لتحقيق ذلك.

عرفت الدراسة الأسئلة الآتية:

- 1) ما هو دور طالب اللغة الإنجليزية في استخدامه للأسس والأنشطة التعليمية البناءة لتطويره لغته بصورة أفضل؟
- 2) وإلى أي مدى يسعى طلاب اللغة الإنجليزية إلى تطوير قدراتهم ومهاراتهم الفردية من أجل استخدام اللغة الإنجليزية بطلاقة.
- 3) وما مدى تأثير العوامل الاجتماعية والبيئية نحو تطوير قدرات دارس اللغة الإنجليزية، وكيفية بناء قدراته الفردية، من خلال الأنشطة المتعددة.

وللإجابة على كل هذه التساؤلات عملت إستبانه وتم مراجعتها من قبل أساتذة الجامعة ومن ثم وزعت هذه الاستبانه وكان أفراد عينة الدراسة (30) طالباً للغة الإنجليزية بالجامعة. بعد جمع البيانات تم تحليلها إحصائياً استخدم فيه العدد والنسب المئوية وكانت النتائج كالآتي:

1. أن اتجاهات الطلاب نحو تطوير اللغة الإنجليزية خلال الأنشطة المتعددة والمشاركة كانت على الأغلب إيجابية.
2. يؤيد الطلاب بشدة وبصورة متساوية على أن اللغة الإنجليزية كغيرها من اللغات تحتاج إلى ممارسة مهارات اللغة من أجل تطويرها.
3. كذلك أن الأسلوب الذي يستخدمه الدارس للغة ومدى تقصيره في بعض المهارات الأخرى ذلك يؤدي لضعف قدراته الفردية في اللغة.
4. إن طلاب اللغة الإنجليزية يؤيدون أسلوب مهارة الاستماع من أجل النطق الصحيح بما له دور في تطوير لغتهم.

5. ليست هنالك أي فروق دالة إحصائية في جميع الجوانب تعزى إلى قصر ومحدودية الطالب، وعدم تشجيعه والبيئة التي يعيش فيها للممارسة اللغة الإنجليزية من خلال جمعيات اللغة الإنجليزية التي لم تجد حظها بين الطلاب.

على ضوء ذلك فإن الدراسة توصي بالآتي:

1. على الطلاب استخدام الأنشطة المتعددة من خلال جمعيات اللغة الإنجليزية، من أجل تطويرها.
2. التأكد على جميع المحاضرين والأساتذة باستعمال اللغة الإنجليزية دائماً.
3. تشجيع الطلاب على التعبير عن أفكارهم وتقديم الاقتراحات البناءة عن طريق المشاركة الجماعية.
4. خلق النقاش وعرض الآراء المتباينة حول الموضوع الواحد.
5. تقديم وعرض الموضوعات.
6. الاستماع إلى الموضوعات عن طريق الأشرطة السمعية.
7. طرح الموضوعات التي تتطلب النقد والمناقشة.

Abstract

Study Aimed to solve the problems which encountered English students at Sudan University. And also aimed to determined student ideas to word improving their language spoken and written within varieties activities to enhance this study we have exposed the following questions.

- 1-What exactly English student's role in use the principle activities through educational system to improve their language fluency?
- 2-To what extend English students be came able to develop their language capacity and individual skills, in order to use language fluently?
- 3-To what extend social factors and environmental effected on developing language.

And how students to be able to build individual competence within a various activities

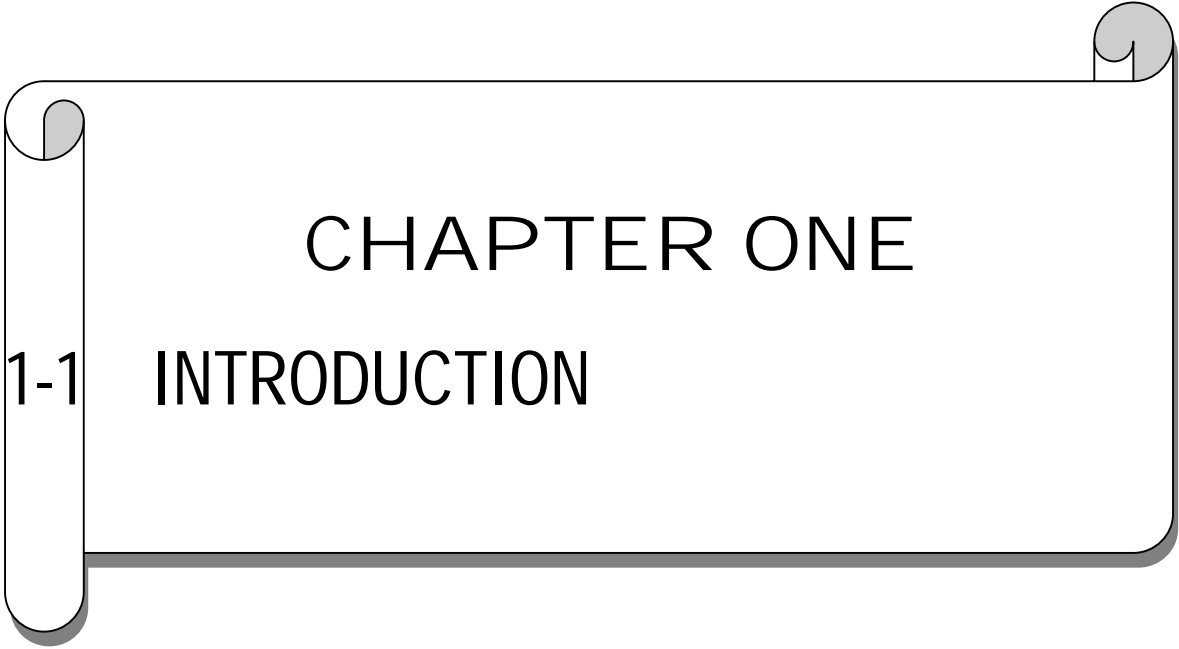
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CHAPTER ONE

1-1 INTRODUCTION

1-1 Interdiction:

English language widely use in the different places with different way of speaking within a different self competence.

This study will investigated the problems effect in developing language students.

As we know learning language skills are very important in developing students competence but at the same time English skills receive little attention among students.

May students can read and understand what they read but they seem to face great difficulties in language accuracy. For teacher must guide students to solve problems.

There are several reason behind student's lack of fluency in speaking writing skills.

Teacher can help learners to be more fluency if they carefully chose the right materials.

Even right techniques with practicing activities support students to get more chances to improve their language fluency.

1-2 Statement of the study:-

Once as I am apart from Sudan University College of Education, English Department.

I discover that there is a problems in a class three students in English language fluency.

In terms of this part (1) take this issue in order to find solusion for a problems.

Also study try to discover the reason behind student's lack of fluency, so I am to suggest ways to help the learners to improve better.

1-3 Objectives of the Study:-

1. This study aim to investigate the student's problems in developing language fluency.
2. It is an attempt to suggest ways to help the University Students in language.
3. It is an attempt to high light the problem atic areas to provide solution.

1-4 Research Questions:

- 1- To what extend the practice four language skills effect in developing language fluency?
- 2- To what extent less adaptation, and motivating activities are affected on students accuracy?
- 3- What are the techniques students need to improve their language competence?

1-5 Hypotheses:

1. The practice four language skills effect on developing language fluency.
2. Less adaptation, and motivating activities are affected on student accuracy.
3. Students need techniques to improve their language competence.

1-6 Significance of the study:

The study will be very important and benefit for English students. And syllabus designers because it deals with the problems faced by university students who study English. As the second language.

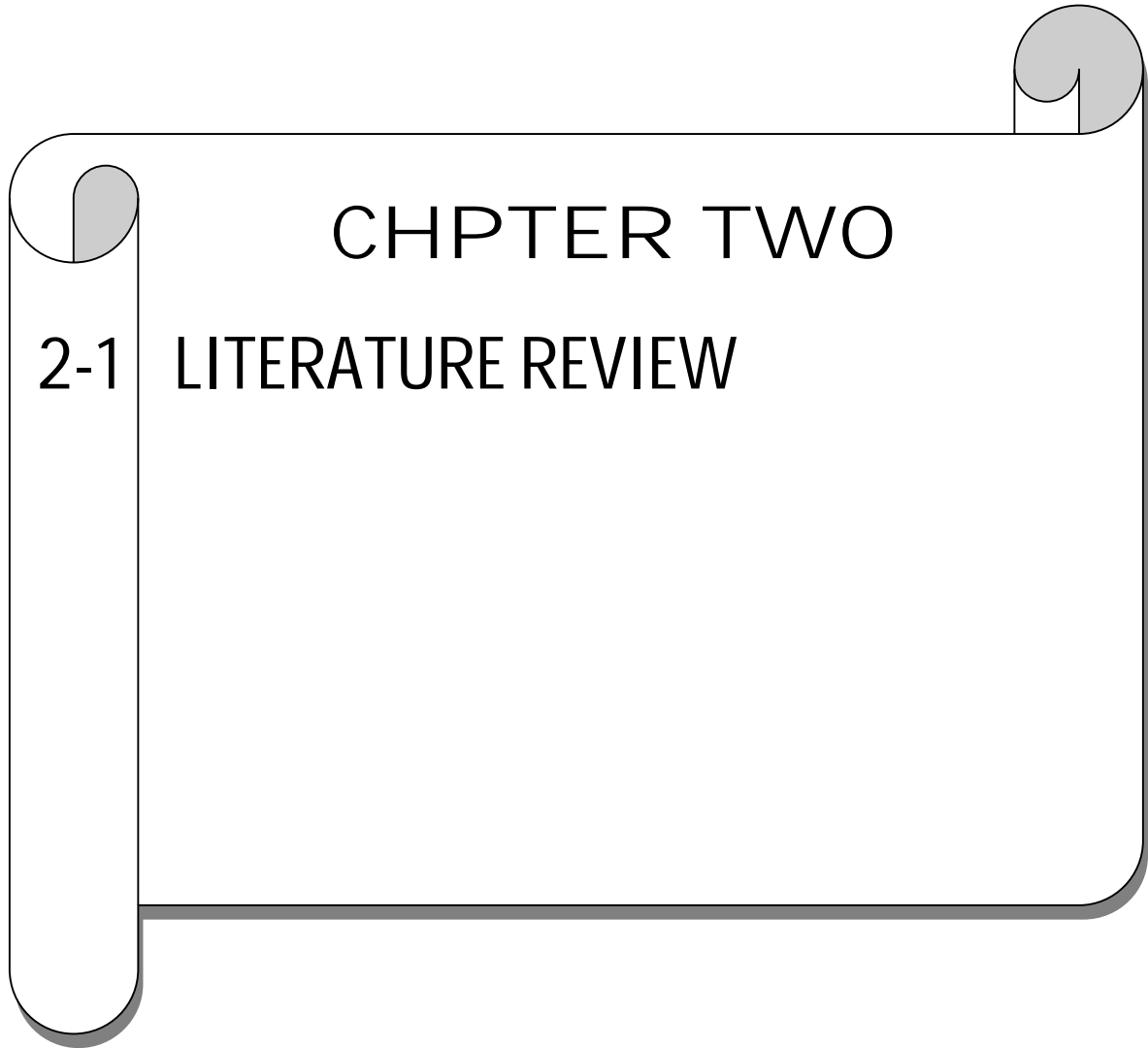
It is trying to help all the learners to do their best and to promote a change within language and to make emphasis on beneficial of language skills, providing with different activities to enriching student language fluency.

1-7 Limitation of the Study:-

This study is limited the third class student at Sudan University, Investigate the problems faced in developing language fluency during the year 2015-2016.

1-8 Methodology of the Study:-

The researcher will use the descriptive analytical as well as questionnaire method, and questionnaire in the collection of relevant data in pursuing this study.



CHAPTER TWO

2-1 LITERATURE REVIEW

Literature Review

2-1 Introduction

In the past decade, there has been sustained interest in promoting reading as a significant and viable means of language development for second and foreign language (L2 and FL) learners (Day and Bamford, 1998; Krashen, 1995). This is especially the case in English as a foreign language (EFL) settings in which sources of L2 input are limited (Gebhard, 1996; Redfield, 1999). Extensive reading (ER) and repeated reading (RR) are two types of reading instruction programs that have been used in English as a second or foreign language (ESL or EFL) settings as effective means of developing reading fluency and comprehension. ER is an approach in which readers self-select materials from a collection of graded readers (books which have reduced vocabulary range and simplified grammatical structures) with the goal of reaching specified target times of silent sustained reading (Donnes, 1999; Hill, 1997). ER is thought to increase L2 learners' fluency, i.e., their ability to automatically recognize an increasing number of words and phrases, an essential step to comprehension of L2 texts (Grabe, 1991; Paran, 1996; Perfetti, Van Dyke, and Hart, 2001).

RR, in contrast, is rather a new instructional approach in L2 or FL reading contexts. In the RR approach, L2 learners read specified passages from graded readers repeatedly in order to increase learners' sight recognition of words and phrases, resulting in increased fluency and comprehension (Blum, Koskinen, Tennant, Parker, Straub, and Curry, 1995; Dlugosz, 2000; Taguchi, 1997; Taguchi and Gorsuch, 2002). The RR approach has been extensively studied in English as a first language (L1) contexts and overall has been shown to be effective in developing

reading fluency and comprehension of monolingual readers of English (see the National Reading Panel, 2000 and Kuhn and Stahl, 2003 for extensive reviews of studies on RR in English L1 settings).

Based on accumulated empirical evidence, L2 or FL reading researchers have suggested it as a promising method to develop L2 or FL readers' fluency and consequently improve their comprehension (Anderson, 1994; Grabe 1991). There have been some studies that investigated the effect of RR in L2/FL settings. In Taguchi and Gorsuch (2002), for example, EFL learners

2-2 A critical role of word recognition skills in fluent reading

Extensive research has been done on eye-movements of monolingual readers of English showing the critical role of automatic word recognition in fluent, skillful reading. For example, readers fixate their eyes on about 80% of the content words but 40% of the function words. When skillful readers do skip, they rarely skip more than one word (e.g., Adams, 1990; Just and Carpenter, 1980, 1987). Readers exhibit extreme sensitivity to letter-level features of text. Rayner and Bertera (1979) masked one letter in foveal vision and found that readers' reading speed was reduced by 50%.

Skillful readers seem to execute word recognition tasks automatically and effortlessly, thus allowing them to direct their cognitive resources to comprehending text. This notion is now widely accepted in both English as L1 learning contexts (e.g., Adams, 1994; Just and Carpenter, 1987; Rayner and Pollatsek, 1989; LaBerge and Samuels, 1974; Samuels, 1994; Perfetti, 1985; Stanovich, 1991, 1992), and English as L2/FL learning contexts (e.g., Anderson, 1999; Day and Bamford, 1998; Eskey, 1988; Grabe, 1991).

It is likely, however, that efficient word recognition is not the sole foundation of good comprehension. Background knowledge and higher-order comprehension skills, such as generating predictions and making inferences also influence readers' comprehension performances (e.g., Anderson and Pearson, 1984; Carrell and Eisterhold, 1983). Still, for either L1 or L2/FL readers, building automaticity in word recognition is essential because "it is highly unlikely that excellent reading comprehension will be observed in the face of deficient word recognition skills" (Stanovich, 1992: 4).

Good readers should be able to decode words in text through "a kind of automatic identification that requires no conscious cognitive efforts" (Eskey, 1988: 94). These comments are particularly relevant to L2/FL reading teachers: reading in a foreign or second language is usually a slow, laborious process (Anderson, 1999; Jensen, 1986; Segalowitz, Poulsen, and Komoda, 1991).

This state of affairs may point to motivational problems for learners in L2/FL contexts in regards to utilizing reading as a significant source of linguistic input. Nuttall (1996: 127) posits a "vicious circle" to describe readers who cannot develop good reading skills. Slow readers do not read much, and if they do not read much, they do not understand. If they do not understand, then they cannot enjoy reading. Day and Bamford (1998) note that it is only through actual reading experience that L2 or FL readers can acquire the complex linguistic, world, and topical knowledge needed to improve their reading skills (Day and Bamford, 1998: 19). Therefore, for theoretical and pedagogical reasons, L2 and FL researchers and educators are focusing their efforts on finding effective methods to help L2 and FL learners to increase their reading rates (Day and Bamford, 1998; Grabe, 1991, 2004; Silberstein, 1994).

2-3 Developing reading fluency:

The participants were matched based on the section scores and the total scores of a TOEFL test which was administered prior to this study.

Half of the participants (n=10) were assigned to the RR group, and other half to the ER group (n=10).

TOEFL total, and WPM averages for five readings of the pretest passage).

There were no:

Gorsuch:

Speculated that the lack of clear transfer effects for reading rate and comprehension of RR group.

Readers was caused by the shortness of the treatment period.

Extensive reading (ER) in L2/FL settings

As discussed above, L2 learners in ER programs self-select materials within their "linguistic

Capabilities" from a collection of graded readers (Day and Bamford, 1998: 126). ER has several.

Aims, which include encouraging L2 readers to read for pleasure and information both inside and outside the classroom, to read for meaning, and to engage in sustained.

Silent reading (Day and Bamford, 1998, Davis, 1995, Krashen, 1995, Susser and Robb, 1990). Research investigating the benefits of ER in L2/FL contexts has shown that ER improves L2 or FL readers' comprehension (Elley, 1991, Elley and Mangubhai, 1983, Mason and Krashen, 1997, Robb and Susser, 1989), promotes their

vocabulary knowledge development (Day, Omura and Hiramatsu, 1991, Pitts, white and krashen, 1989), and enhances their writing skills (Elly and Mangubhai, 1983, Hafiz and Tudor, 1990. Janopoulos, 1986) and oral proficiency (Cho and Krashen, 1994).

ER has also been reported to be effective in facilitating growth of readers' positive attitudes Cho and toward reading and increasing their motivation to read (Krashen, 1994, Mason and Krashen, 1997). With specific reference to reading fluency development, ER has shown to be effective in increasing reading speed and comprehension (Bell, 2001)

Elley and Mangubhai, 1983, Robb and Susser, 1989).

Considering previous studies on ER and RR programs both approaches likely increase L2

readers' automatic word recognition. However, RR differs from ER in that simplified texts,

Chosen by teacher, are read repeatedly by L2 readers both in and out class (see Dlugosz, 2000, for her description of home based RR for L2 children learners).By re-reading texts, the effects of repetition on readers' automatic word recognition ability may be intensified. Assisted RR also allows for the systematic use of simultaneous audio recordings, which engage readers in "two channels of perception" and may increase L2 learners' "retention of words and grammatical constructions in long term memory" (Dlugosz, 2000:288-289).

2-4 Fluency: Achieving True Mastery in the Learning Process

How can you tell whether someone has truly mastered a skill? What is the measurable indicator that a person really knows how to do something? These questions should be at the heart of every teaching decision, every observation of a child's performance and every evaluation we make about the success of an educational program. Yet for many educators, and certainly for most parents, answers to these questions are anything but clear. Most of us have grown up in a "percentage correct word"

Where 100% correct is the best anyone can do. But is perfect accuracy the definition of mastery? Or is there another dimension that makes the difference? In fact, we see many children and adults who can perform skills and demonstrate knowledge accurately enough-given unlimited time to do so. But the real difference that we see in expert performers is that they behave fluently-both accurately and quickly, without hesitation. What Is Fluency?

We all know fluency when we see it in a foreign language speaker. We say, "She spoke fluent Italian" when we observe a person speaking Italian smoothly, quickly, and without hesitation. It's not just about saying the correct words. It's also about achieving a useful pace or speed of performancy.

We have little difficulty recognizing a masterful athletic or musical performance. Carlos Santana , Chris Evert, Michael Jordan, Celine Dion, Tiger Woods, Ray Charles, Bonnie Raitt-they all have at least one thing in common: performances that are undeniably fluent. They all make the right moves without hesitation. They perform with the appropriate

combination of accuracy plus speed (or quality plus pace.) Even in people who are less well known than these World-Class performers, we recognize fluency as the hallmark of competence. Skilled computer users, mental mathematicians, or expressive readers share that combination of getting it right with ease and fluidity that characterizes all genuinely accomplished people.

Fluency goes beyond mere accuracy to include the pace or speed of performance. On a continuum from a total lack of measurable performance to mastery, 100% correct is only part of the way there.

2-5 Why Is Fluency Essential?

If you carefully observe children in the learning process, it is easy to understand why behavioral fluency is an essential success factor in learning and performance of any kind. Both informal experience and scientific research (r.g., Binder, 1996, Wolf, 2001) suggest that fluency contributes directly to three types of critical learning outcomes:

- Retention and maintenance: the ability to perform a skill or recall knowledge long after formal learning programs have ended, without re-teaching in School year after year .
- Endurance: the ability to maintain performance levels and attention to task for extended time periods while resisting distraction, and Application: the ability to combine and apply what is learned to perform more complex skills, creatively, and in new situations.

These are important outcomes that education is supposed to accomplish, but which are sadly lacking in the long-term results of amny educational programs. Parents usually see the lack of these outcomes as symptoms, or problems that arise at homework time and

when children try to apply what they've learned in School to life situations. Even in relatively successful students, who do not falter in obvious ways, a lack of fluency in essential skills and knowledge can seriously limit their ability to achieve the full learning potential of which they are capable.

Consider the difference between a student who easily completes her homework and another student who avoids homework, completes it with difficulty, and seems unusually distractible. The most obvious difference is lack of fluency in the second child. For example, on arithmetic "story problems" (dreaded by many students, teachers, and parents!) the more successful student is able to read problems rapidly and correctly, calculate answers to basic math problems quickly and accurately, and complete other parts of the problem with relative ease.

The struggling student, in contrast, falters while reading the problem, performs basic math with hesitation (perhaps counting fingers to compute basic sums), and may guess which phrases (such as "how many left") indicate specific types of calculations. When students lack fluency in the foundation skills, performance requiring application of those skills is likely to be painfully slow, difficult and full of errors.

2-6 How Do We Measure Fluency?

While the term "fluency" has been used with more and more frequency in publications about reading and mathematics in recent years, many or even most descriptions of fluency are qualitative but not precisely quantitative.

Authors use words and phrases such as smooth, fluid, rhythmic, having a good cadence, and without hesitation to describe fluency. The contrast fluency with performances described as jerky, hesitant, choppy, containing extended pauses, and lacking appropriate phrasing. But specific measures are lacking in many academic discussions of fluency.

The easiest way to measure fluency in most skills is to select a repeatable action such as saying a word or writing the answer to a math problem, and to count how many times a person can complete the action in a fixed period of time. An educational methodology known as precision Teaching (Binder, 1988, Binder and Watkins, 1990) has identified ranges of count per minute performance describing fluency for hundreds of academic skills. By specifying a range of count per minute of correct response on specific types of materials and procedures, it is possible to set goals for practice that help both teachers and learners make timely decisions to change or modify educational programs with individual learners.

Sometimes we might time the student for ten seconds, and sometimes two minutes. But for the sake of comparison, we always do the simple math to reduce our measures to count per minute. We often keep track of multiple counts at the same time such as correct, incorrect, and self-corrected responses. Our goal is for learners to achieve a certain range of correct response per minute, and to reduce or eliminate errors, skips, hesitations, or responses that require added help. We start all timing with a respectful, but clear instruction, "please begin," and we end with "please stop."

It's easy to find out how quickly and accurately skilled people are able to perform. As an example, ask a small group of literate adults to copy a passage of text as rapidly as they can for a minute. Most of them will probably be able to copy between 100 and 150 letters in that time period.

Similarly, being able to write correct answers to printed addition problems (e.g., $3+4=$) at between 70 and 110 per minute, or reading a passage of text aloud at between 150 and 200 per minute, each represents fluent performance.

2-7 How Can We Help Student to Achieve Fluency?

Practice is the key to any fluency-based program. Athletes and performing artists have always been aware that focused repetition of important skills is the necessary prerequisite for achieving great performance. Sad to say, however, many educators may not realize this basic principle of skill development. Even for those who understand the value of practice, it's important to focus on the right kind of practice to produce the greatest gains rather than on practice routines that are boring, painful, and ultimately ineffective. Some of the important differences between effective and ineffective practice programs include the following: Efficient practice always has a goal. Athletes are always striving to achieve goals, often motivated by attaining their "personal best" performances. Similarly, students who have count per minute goals for reading, writing, math, and other types of skills are generally more motivated than those told simply to "practice" until you get better". As Dante, a student, said, "Without a practice aim, you're aimless!"

It's easier to attain fluency on small, achievable" chunks" or components of a larger performance than to attain mastery of the whole thing at once.

This is perhaps the most important discovery of fluency-based educators (e.g., Starlin, 1971; Haughton, 1972). When students lack fluency in writing letters and digits, decoding words, saying vowel sounds, or calculating answers to basic arithmetic larger chunks. One of the problems, they often have great difficulty combining those skills into most important ways to achieve fluency on anything is to find a way to practice and first master its smaller elements .

For students who have not yet achieved fluency, practice for short intervals is generally more productive than practice for longer continuous time periods.

Demonstrate this for yourself by first writing by 5's forward for 2 or 3 minutes (5,10,15....). Then write by 7's backwards from 300 (300,293, 286...) for the same amount of time. You will find that writing backward by 7's is more difficult and that you will have a harder time maintaining attention or a steady performance than when writing forward by 5's. The general finding (Binder, Haughton, and Van Eyk, 1990) is that students gain.

2-8 Fluency Error Types:

Omission:

An omission occurs when the student skips past a word in the text. An example is shown below:

Text should be: We were welcomed to the museum by a tour guide.

Student reads: We were welcomed to the museum by a guide.

The omission was the word tour.

Insertion:

An insertion occurs when the student inserts an additional word in the text.

An example is shown below:

Text should be: We were welcomed to the museum by a tour guide.

Student reads: We were welcomed to the space museum by a tour guide.

The insertion was the word space.

Reversal

A reversal occurs when the student reads two words in reverse order. An example is shown below:

Text should be: We were welcomed to the museum by a tour guide.

Student reads: We were welcomed to the museum by guide tour.

The reversal was the words tour and guide. To mark these as an error, you would click on first word (tour) and both words will be highlighted as an error.

Mispronunciation:

A mispronunciation is when the student speaks a word incorrectly. An example is shown below:

Text should be: We were welcomed to the museum by a tour guide.

Student reads: We were welcomed to the yuseum by a tour guide.

The mispronunciation was the museum.

Substitution:

A substitution occurs when the student replaces one word with a different word. An example is shown below:

Text should be: We were welcomed to the museum by a tour guide,

Student reads: We were welcomed to the place by a tour guide.

The substitution was the museum.

Hesitation:

A hesitation is where the student pauses longer than they should before a word. An example is shown below:

Text should be: We were welcomed to the museum by a tour guide.

Student reads : We were welcomed to themuseum by a tour guide.

The hesitation was at the word museum

Repetition:

A repetition is where the student speaks a word twice. An example is shown below:

Text should be: We were welcomed to the museum by a tour guide.

Student reads: We were welcomed to the museum by a tour guide.

The repetition was at the word museum.

Self-correction

A self-correction is where the student speaks a word incorrectly, but then corrects him/herself and speaks it correctly. An example is shown below:

Text should be: We were welcomed to the museum by a tour guide
student reads: We were welcomed to the man...museum by a tour guide.

The self-correction was at the word museum.

Conclusion

With what we now know about fluency in all areas of academic performance- not merely reading, typing or other "Speed" skills- it is certainly possible to help children learn faster than ever before. By including the time dimension (count per minute) in our measurement methods, and systematically making changes with fluency as our goal, we can help students achieve levels of truly masterful performance in reading, writing, and arithmetic, in the same way musicians and dancers. In the end, it is simply paying.

Pervious Study:

Reviewing the contribution of some other researchers is important for having a clear picture which helps for given suggestions, and contributions, there fore in this section the researcher reviews the

contribution of some other researchers in the area of improving language fluency.

Firstly under second language fluency: Judgments on different tasks. By Thomson oct-2004 study were made on each sample. 28 untrained judges rated fluency, comprehensibility, and accentedness.

Three trained raters also judged samples for a goodness of prosody. The rating data paralleled the speech measurement speakers, performance on the monologue and dialogue tasks was significantly better than on the narratives: however listener judgment of goodness of prosody did not vary across tasks.

Comprehensibility and fluency ratings. Were highly correlated. Fluency was strongly related to comprehensibility to accentedness.

Secondly research conducted by Juliane House 1996 the researcher topic developing pragmatic fluency in English as a second language. There is two versions of communication course taught to advanced German learners of English for 14 weeks are examined, one version providing explicit metapragmatic information the other without holding it.

- Sample of the tape-recorded conversation at various stages of the courses are used to assess how students pragmatic fluency developed and whether and how the development of fluency benefits from metapragmatic awareness.

Thirdly another survey is conducted for similar purpose by teacher buddria under title reducing level students in acquiring English language.

- It is the so-called skills major in English language learning, namely: listening, reading, talking, and writing it may play a big role in the development of the English language fluently and that talk the skill of

a student's ability to speak English fluently depends on listening vocabulary spoken of other speakers and practice as well as writing skills. The student spoke of a great deal in Mastery. The low level of motivation and motivation may be leading to the low level of the student in the development of the English language.

- As well as the essential role of the teacher, a cornerstone of basic and pillar in the educational process and development of language skills for study. So that a student needs to deal in and outside the university environment through various **activities**:
- • The most important recommendations for students of the English language :
- • composition of the group of the English language and the practice of all the different activities .
- • distribution of opportunities to students university activities.
- • Ensure that all lecturers and professors using English always.
- • encourage students to express ideas and provide constructive suggestions through collective participation.
- • Joe -free debate and offer differing views on the same subject.
- • Provide and display themes.
- • listen to the subjects through audio tapes.
- • put up topics that require cash and participation.

Fourthly al so this study related to seen purpose by Shema. Abd.AL-Fatah under title speaking skill in acourcy

- **Talking** skill is one of the key skills to learn the English language. Talking of which is communication tasks to achieve specific goals or expression of opinions and ideas and proverbs clearly.
- Hence the talk fluently in the language not only requires the use of only language skills but also requires the ability to process the information immediately and in a way automatic.

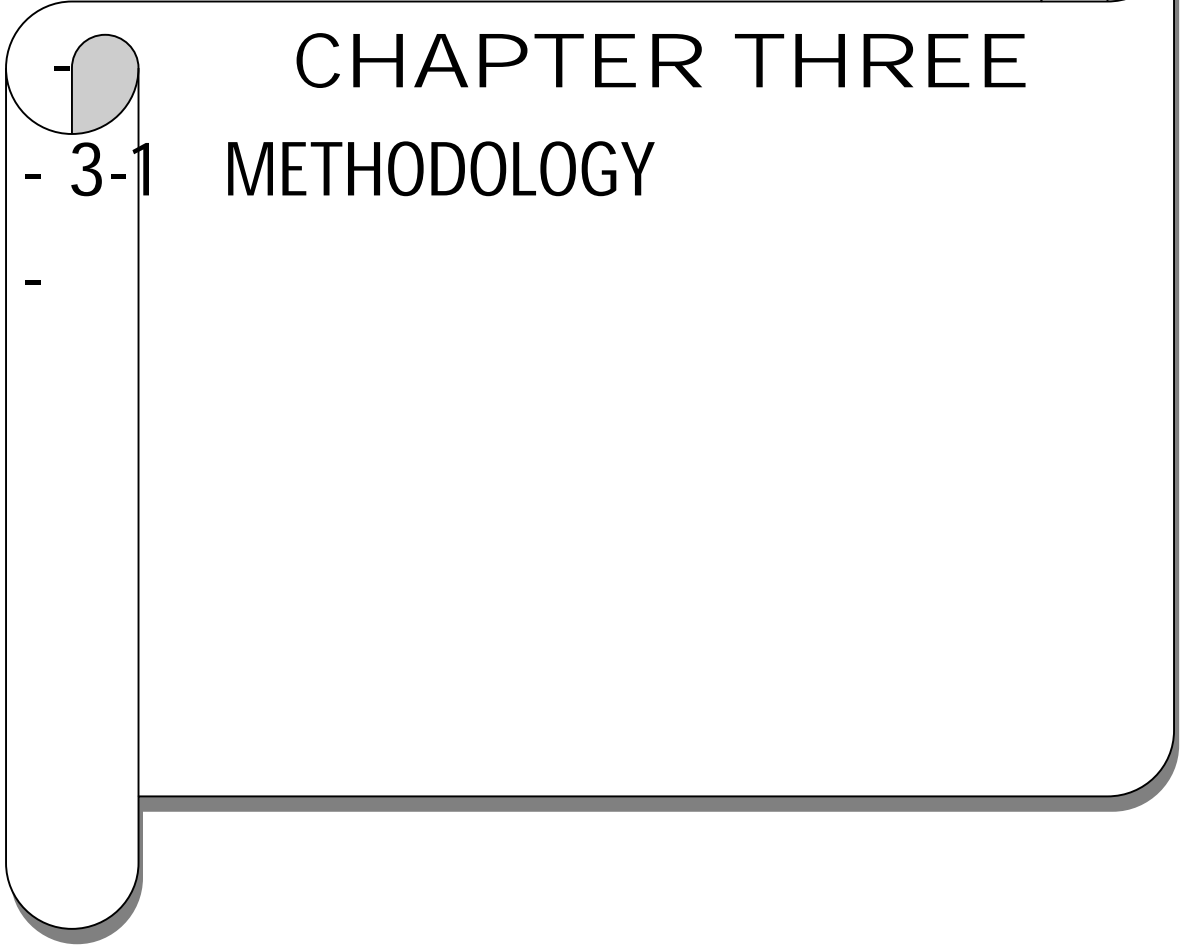
- That is why the talk skill development is give the learner the ability of native speaker of the language on the use of language in the context of the positions of the vehicle in which many factors interact together.
- And a review of various training entrances followed in the **development of this skill, we find that there are two entrances:** direct access, and the entrance is directly
- It includes direct entrance ability to give the skill , the entrance to which is heavily dependent on the teacher 's control on the educational situation . This educated entrance may be to focus on specific elements of the language spokeswoman.
- In contrast entrance indirect increase the involvement of the learner in the learning process where he can produce realistic language in situations requiring the use of language in an interactive and functional.
- But studies have shown that relying on these two entrances alone does not achieve the goal of speaking effectively skill development. And it has to be blending them into a new integrative entrance between the advantages of them .

Five study under Investigating problems in acquiring language with fluency. By Nehad. AL-Behiary.

- **Speak research** problem in weakness speak English skills to high school students probably due to the weakness of the shortcomings in the teaching methods used and philosophy teachers guide and control means and teaching activities.
- Aim of the research:
- The study aims to design teaching and educational program based on the tasks.

- **The application** of communicative tasks in the light of the knowledge portal. Then applied to a sample of students to determine the effectiveness in the development of speaking skills to have.
- It means a lot of students at the university level of difficulty of comprehension and practice English fluently, in spite of its importance and capacity they spread universal language of communication and understanding them.
- **Arab identity:**
- Although of the need and importance of the English language and that attention on creativity which increases the balance and the culture of the student of the English language and then how to use the language of the hearing of his scientific research to serve the multi-specialization and terminology , and the discovery of further progress in all areas of knowledge .
- And so should everyone that everyone learns English and mastered in order to search for new and advanced in their respective fields.
- And this must be done under the supervision of a university professor that connects between him and the school level and the university scheduled.
- **If the English language** and mastery requires four basic skills and is reading skills, writing, speaking, listening, we bring a sense of balance and convergence between these four skills, so that any defect in one of those skills affect the English language proficiency.
- **Where lies the solution?**
- And it depends solve the problem in focus on the four skills and try to achieve a balance between the two, the study that strives to raise its ability to dialogue and new understanding of the meanings and vocabulary , through mastery of the processes of reading and writing , and then the other half of Skills perfectly.

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CHAPTER THREE

- 3-1 METHODOLOGY

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3-1 Introduction:

This chapter gives a brief account of the methodology of the study the population and samples of study are described the data collection instruments are explained.

The researcher adopted the descriptive and analytical methodology in order to carry out this research.

3-2 Tools:

A questionnaire

The researcher has constructed a close. Ended questionnaire to gather the data from University students, the questionnaire was about the problems encounter by students in developing .

Their language fluency among third class students.

The students questionnaire involves their teen questions, the respondents answer by choosing the response that suits their views by marking () In front of the choices which are into the category.

So this questionnaire consisted of closed questions which aim at the investigating of students opinions to wards the problems in developing their language fluency a among University students.

3-3 The research subject:

The research subject of this study consist only of students of university third class-college of education.

The tools used questionnaires the whole sample size in thirty student those who study at third class.

3-4 Validity and reliability procedures:

To guarantee validity and reliability of questionnaires the following steps were taken.

- (1) The questionnaire was viewed by the supervisor.
- (2) The final draft of the questionnaire was distributed to students.
- (3) The questionnaire was distributed personally and directly by the researcher to the subject of the study.
- (4) All necessary in developing language fluency were provided by the researcher. The total number of the questionnaires that the researcher has received from respondent was 30 (students).
- (5) The statistical analysis carried out using statistical package for social sciences (SPSS) for calculation besides tables for illustration.



CHAPTER FOUR

4-1 DATA ANALYSIS

Chapter Four

4-1 Introduction:

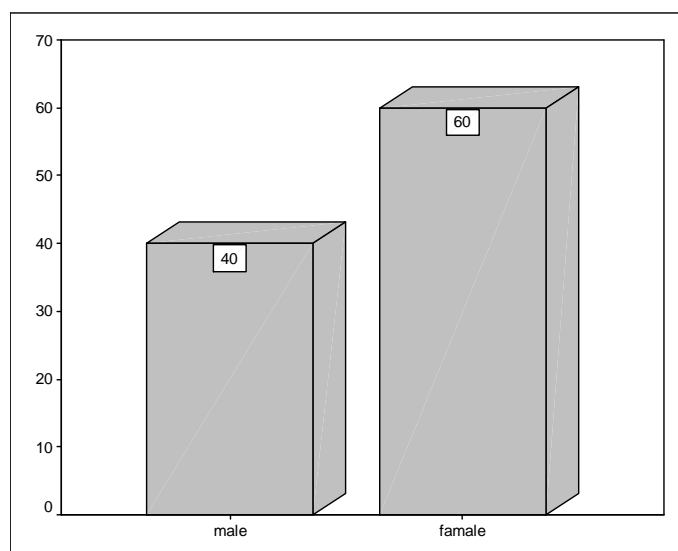
In this chapter. The researcher analyzed the data to of the questionnaire after students answered it.

Data analysis and Discussion

Table (1) distribution frequency and percentage of sex of sample study

Sex	Frequency	Percent (%)
Male	12	40.0
Female	18	60.0
Total	30	100.0

Fig(1) distribution frequency and percentage of sex of sample study



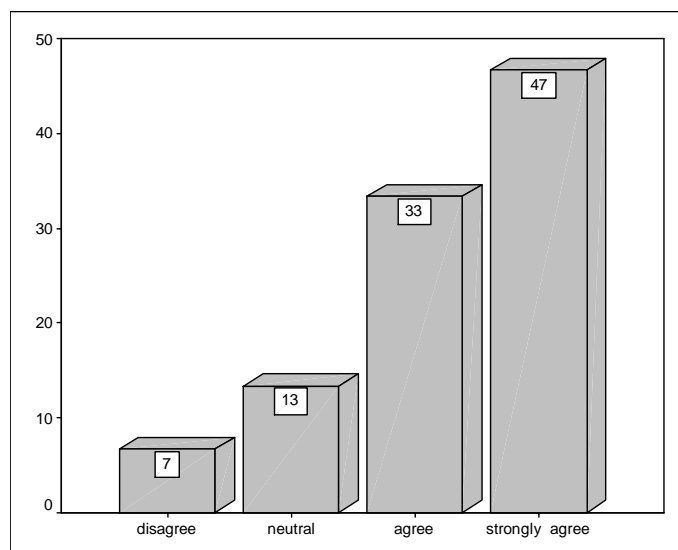
The result in above table shows the percentage and frequency of sample stud and pointed that the 60% from sample study female and 40% male and so that most of sample study female .

Table (2) English language as others language need more practice in four language skills

Statement	Frequency	Percent (%)
Strongly disagree	-	-
disagree	2	6.7

neutral	4	13.3
agree	10	33.3
strongly agree	14	46.7
Total	30	100.0

Fig (2) English language as others language need more practice in four language skills

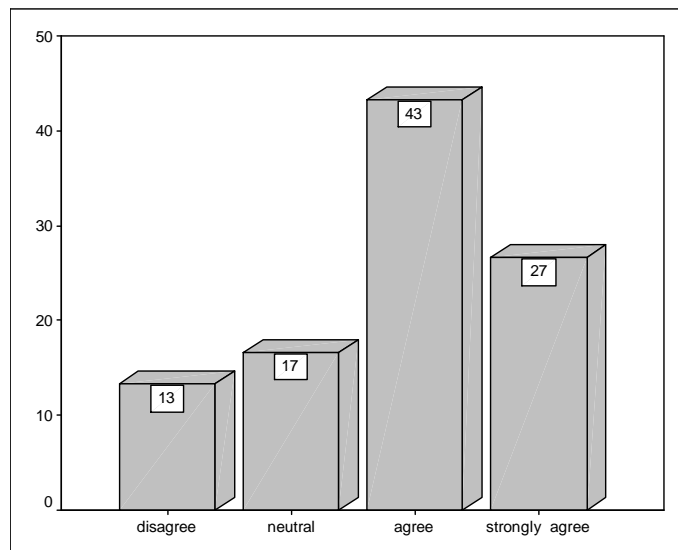


The result in the above table and figure shows the answers of sample study of the statement, and shows most answers of sample study are strongly agree and agree which are exemplified in (46.7%) and (33.3%) respectively equal (80%) are highest. The highest percentage (80%) is going to positive direction of statement and all answers of the sample study agreeable. Therefore this hypothesis is achieved successfully.

Table (3) Students should be aware that any deficiency in one skills has effect in language fluency

Statement	Frequency	Percent (%)
Strongly disagree	-	-
disagree	4	13.3
neutral	5	16.7
agree	13	43.3
strongly agree	8	26.7
Total	30	100.0

Fig (3) Students should be aware that any deficiency in one skill has effect in language fluency



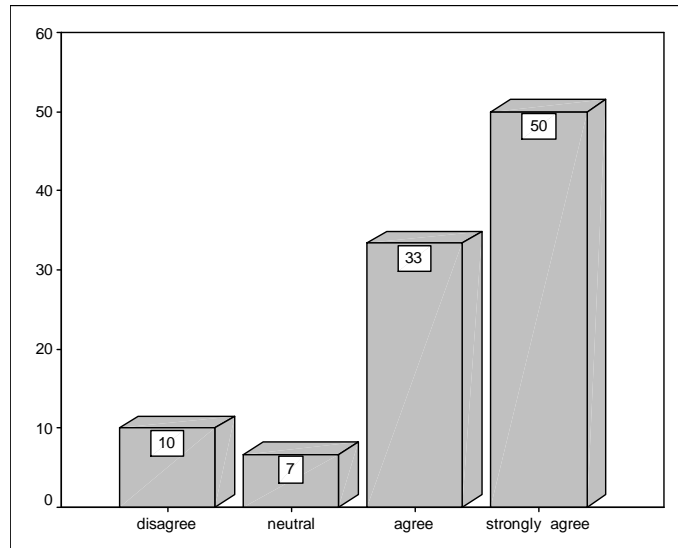
The result in above table and figure shows that the answers of sample study of the statement, and shows that most answers of the sample study are disagree strongly and disagree which are exemplified in (26.7%) and (43.3%), respectively equal (70%) are highest. The highest percentage (70%) is going to positive direction of statement and all answers of the sample study they agreeable. Therefore this hypothesis is successfully achieved

Table (4) Student needs suggested program and activities in developing speaking skills.

Statement	Frequency	Percent (%)
Strongly disagree	-	-
disagree	3	10.0
neutral	2	6.7

agree	10	33.3
strongly agree	15	50.0
Total	30	100.0

Fig (4) Student needs suggested program and activities in developing speaking skills.

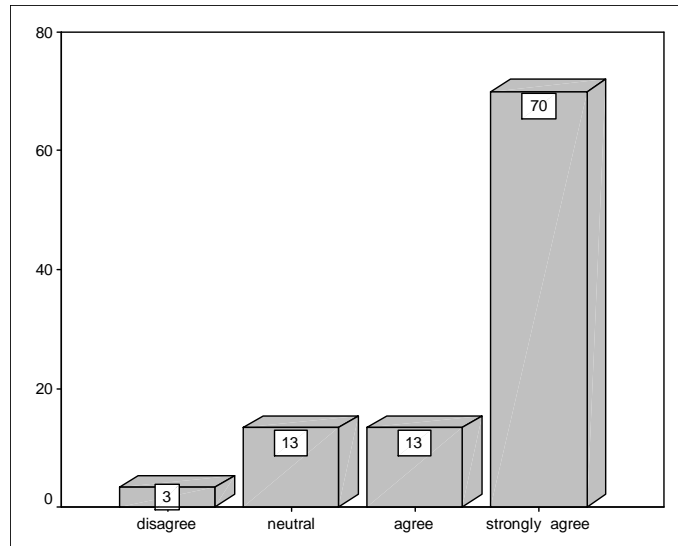


The result in the above table and figure shows the answers of sample study of the statement, shows the percentage in “strongly agree and agree” which are exemplified in (50%) and (33.3%), they respectively equal (83.3%) are high . So, that the highest percentage (83.3%) ,is going to positive direction of the statement and all the answers of the sample study are agreeable. Therefore this hypothesis is successfully achieved.

Table (5) Listening more helps students to pronouns correctly and improves their capabilities

Statement	Frequency	Percent (%)
Strongly disagree	-	-
disagree	1	3.3
neutral	4	13.3
agree	4	13.3
strongly agree	21	70.0
Total	30	100.0

Fig (5) Listening more helps students to pronouns correctly and improves their capabilities

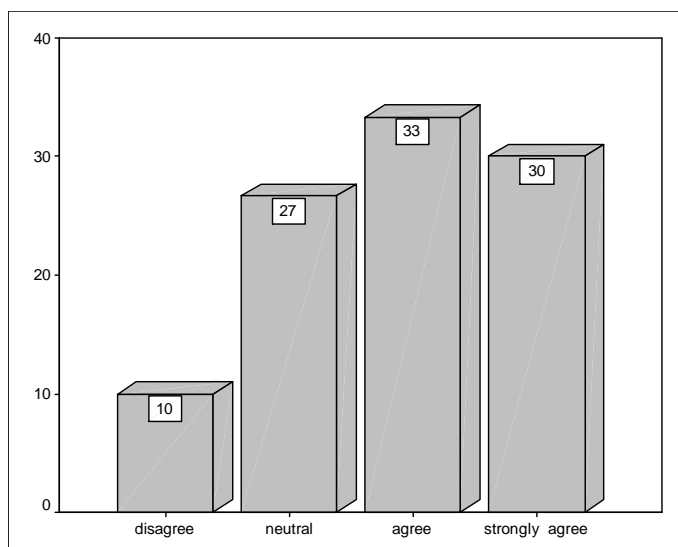


The result in the above table and figure illustrates the answers of sample study of the statement, shows that percentage in “strongly agree and agree” which are exemplified in (70%) and (13.3%), respectively equal (73.3%) are high . So, the highest percentage (100%) is going to positive direction of the statements and most answers of the sample study are agreeable. Therefore this hypothesis is successfully achieved.

Table (6) Student weakness in language is due to less otivation and practice

Statement	Frequency	Percent (%)
Strongly disagree		
disagree	3	10.0
neutral	8	26.7
agree	10	33.3
strongly agree	9	30.0
Total	30	100.0

Fig (6) Student weakness in language is due to less motivation and practice

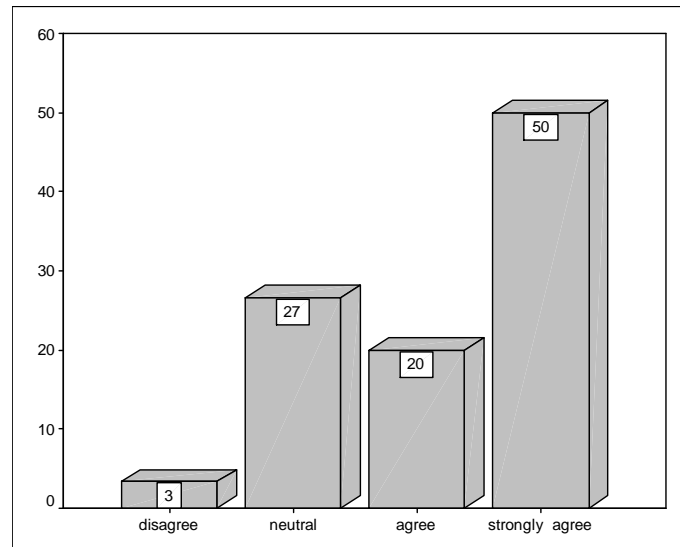


The result in the above table and figure demonstrates that the answers of sample study of the statement, show the percentage in “agree and strongly agree” which are exemplified in “(30%) and (33.3%), respectively equal (63.3%) are high. So, the highest percentage (63.3%) is going to positive direction of statements and all the answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (7) Students can improve their language skills by attending English club or out door activities

Statement	Frequency	Percent (%)
Strongly disagree	-	-
disagree	1	3.3
neutral	8	26.7
agree	6	20.0
strongly agree	15	50.0
Total	30	100.0

Fig (7) Students can improve their language skills by attending English club or out door activities

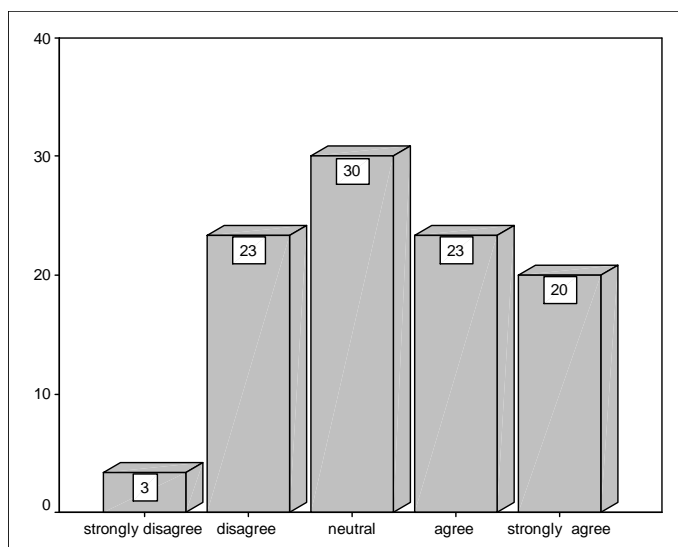


The result in the above table and figure shows the answers of the sample study of the statement, shows that percentage in “strongly agree and agree” which are exemplified in (50%) and (20%), respectively equal (70%) are high . So , the highest percentage (70%), is going to positive direction of the statement and all the answers of the sample study are agreeable. Therefore this hypothesis is successfully achieved.

Table (8) Students lack of information and less of awareness of language techniques affect in developing language fluency.

Statement	Frequency	Percent (%)
Strongly disagree	1	3.3
disagree	7	23.3
neutral	9	30.0
agree	7	23.3
strongly agree	6	20.0
Total	30	100.0

Fig(8) Students lack of information and less of awareness of language techniques affect in developing language fluency.

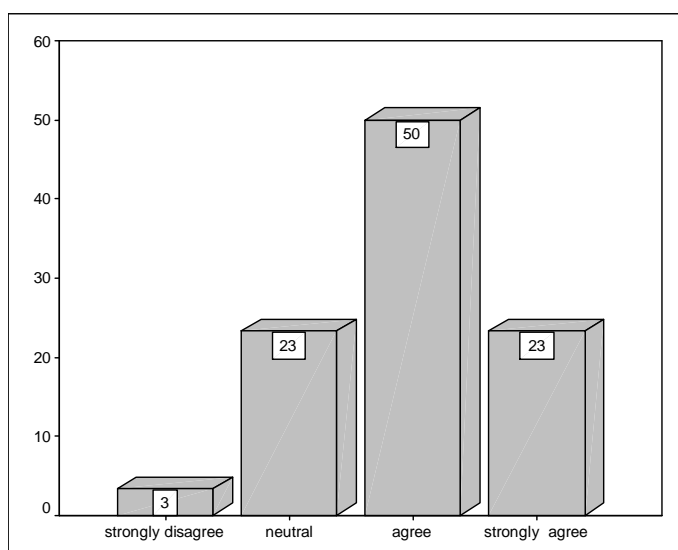


The result in the above table and figure illustrates the answers of the sample study of the statement, and shows the percentage in “strongly agree and agree” which are exemplified in (20%) and (23.3%), respectively equal (43.3%), are high . So the highest percentage (43.3%) is going to positive direction of the statement and all the answers of the sample study are agreeable. Therefore this hypothesis is successfully achieved.

Table (9) teacher can help the learners to be more fluent if they care fully choose the right techniques

Statement	Frequency	Percent (%)
Strongly disagree	1	3.3
disagree	-	-
neutral	7	23.3
agree	15	50.0
strongly agree	7	23.3
Total	30	100.0

Fig(9) teacher can help the learners to be more fluent if they care fully
choose the right techniques

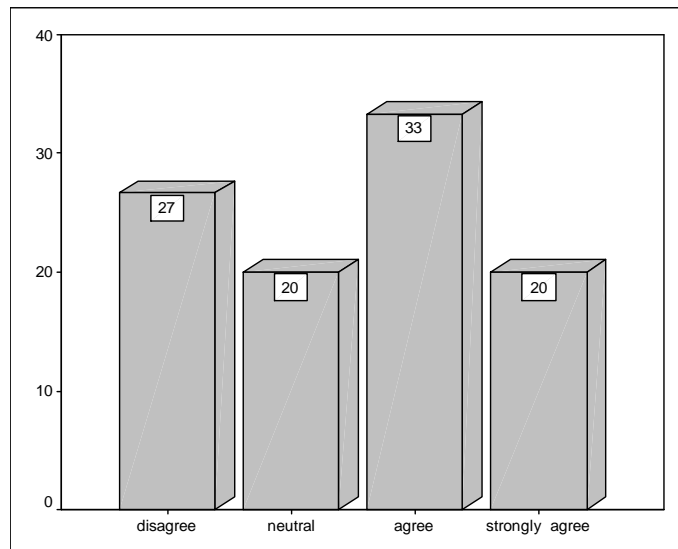


The result in the above table and figure points out the answers of the sample study of the statement, and shows the percentage in “strongly agree and agree” which are exemplified in (23.3%) and (50). respectively equal (73.3%), are high. So the highest percentage (73.3%), is going to positive direction of the statement and all the answers of the sample study are agreeable. Therefore this hypothesis successfully is achieved

Table (10) students get bored about language because of lake of motivation to improve their language.

Statement	Frequency	Percent (%)
Strongly disagree	-	-
disagree	8	26.7
neutral	6	20.0
agree	10	33.3
strongly agree	6	20.0
Total	30	100.0

Fig(10) students get bored about language because of lake of motivation to improve their language.

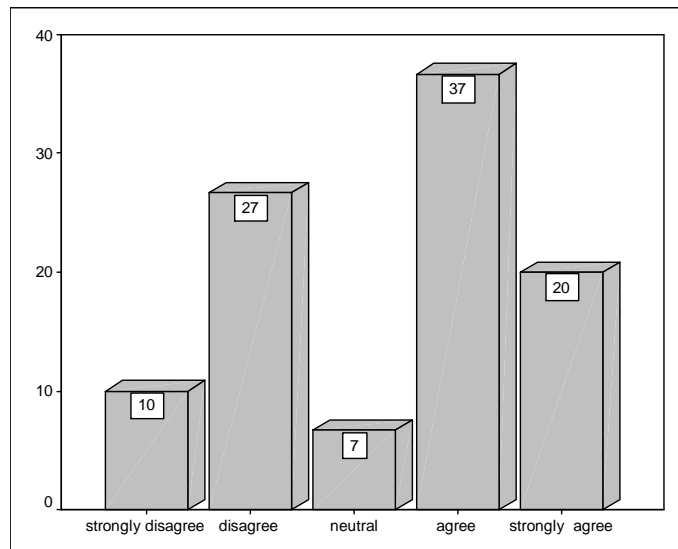


The result in the above table and figure points out the answers of the sample study of the statement, and shows the percentage in “strongly agree and agree” which are exemplified in (20%) and (33.3). respectively equal (53.3%), are high. So the highest percentage (53.3%), is going to positive direction of the statement and all the answers of the sample study are agreeable. Therefore this hypothesis successfully is achieved

Table (11) English language fluency is abotind skill it is not gift that there are many factors behind this skill.

Statement	Frequency	Percent (%)
Strongly disagree	3	10.0
agree	8	26.7
Neutral	2	6.7
disagree	11	36.7
Strongly agree	6	20.0
Total	30	100.0

Fig(11) 10English language fluency is abotind skill it is not gift that there are many factors behind this skill.

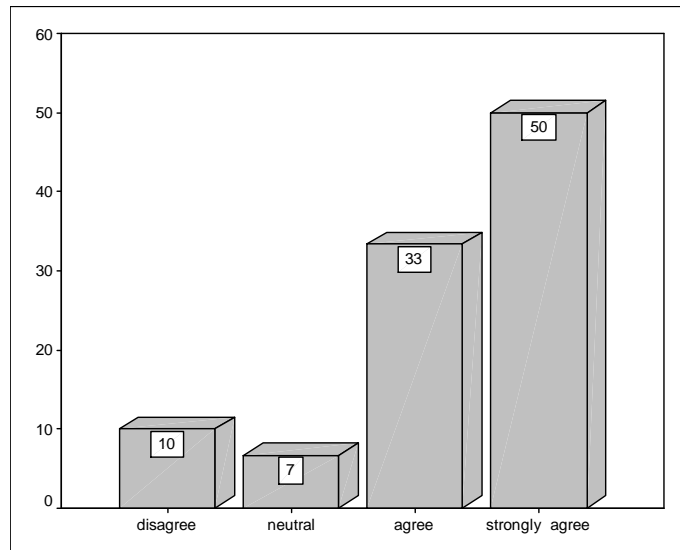


The result in the above table and figures point the answers of sample studies of statement, show percentage in strongly agree and agree which are exemplified in (20%) and (36.7%), respectively equal (56.7%) are high, so the highest percentage (56.7%) is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (12) Students are unwilling of language that affect on their language fluency

Statement	Frequency	Percent (%)
Strongly agree	-	-
agree	3	10.0
Neutral	2	6.7
disagree	10	33.3
Strongly disagree	15	50.0
Total	30	100.0

Fig(12) Students are un willing of language that affect on their language fluency

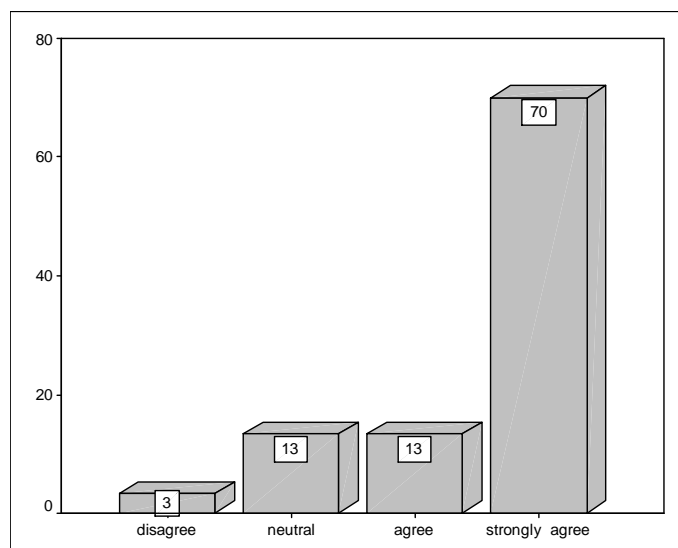


The result in the above table and figures point the answers of sample studies of statement, show percentage in strongly agree and agree which are exemplified in (50%) and (33.3%), respectively equal (83.3%) are high ,so the highest percentage (83.3%) is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (13) students should be encouraged by teacher to use the communicative language techniques to improve their language.

Statement	Frequency	Percent (%)
Strongly agree	-	-
agree	1	3.3
Neutral	4	13.3
disagree	4	13.3
Strongly dis agree	21	70.0
Total	30	100.0

Fig(13) students should be encouraged by teacher to use the communicative language techniques to improve their language.



The result in the above table and figures point the answers of sample studies of statement, show percentage in strongly agree and agree which are exemplified in (70%) and (13.3%), respectively equal (83.3%) are high, so the highest percentage (83.3%) is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (11) illustrate the mean and standard deviation and Chi-Square and degree of freedom and p.value of answering about the hypotheses

<i>Statements</i>	<i>Means</i>	<i>STD</i>	<i>Ch2</i>	<i>D.F</i>	<i>P.value</i>
1. English language as others language need more practice in four language skills	4.20	0.92	6.53	3	0.00
2. students should be aware that any deficiency in one skills has effect in language fluency	3.83	0.99	15.06	3	0.00
3. Student needs suggested program and activities in developing speaking skills.	4.23	0.97	33.20	3	0.01
4. Listening more helps students to pronounce correctly and improves their capabilities.	4.50	0.86	3.86	3	0.02
5. Student weakness in language is	3.83	0.99	13.46	3	0.00

due to less motivation and practice.					
6 Students can improve their language skills by attending English club or outdoor activities	4.17	0.95	6.00	3	0.03
7. Students lack of information and less of awareness of language techniques affect in developing language fluency.	3.33	0.95	13.20	4	0.00
8.teacher can help the learners to be more fluent if they care fully choose the right techniques	3.90	0.88	3.86	3	0.00
9.students get bored about language because of lake of motivation to improve their language.	3.47	1.01	13.46	3	0.03
10English language fluency is abotind skill it is not gift that there are many factors behind this skill.	3.30	1.04	6.00	4	0.00
11.Students are un willing of language that affect on their language fluency	4.23	0.97	13.20	3	0.00
12.students should be encouraged by teacher to use the communicative language techniques to improve their language.	4.50	0.86	1.46	4	0.00

The above table illustrates the mean and standard deviation and Chi-Square and degree of freedom and p.value of answering the sample study about the statements and notices that all mean is greater than the mean hypothesis equal (3) That says all means of statements go to positive direction and show that the standard deviation range from (1.04-0.86) the difference between the highest standard deviation and the lowest is less than one that gives evidence to similarity and homogeneity of answering of the sample study about the statements, and presented p.value of all questions less than 0.05 . So the proof that the answering go to positive direction of the hypotheses two , Therefore this hypothesis is successfully achieved.



CHAPTER FIVE CONCLUSION
RECOMMENDATION

CHAPTER FIVE

Recommendations and suggestions should be based on the findings and the results obtained from the analysis

5-1 Conclusion:

This research has been important because a problems in a class three students in English language fluency. is a neglected situation at the Universities. Action was taken to discover the role of it in on the students . It it is powerful for the teachers to use in their classes to solve the problems of reading among the students using the literature.

The recent study consists of five chapters as follows:

- * Chapter one is the introduction and the frame work of the study.
- * Chapter two covers the literature review in details, and then the previous studies.
- * chapter three is about the procedure, methodology, population sample and tools of research.
- * Chapter four is about data analysis and discussion.
- * Chapter five is about conclusions, findings, recommendations, and suggestions for further studies.

Finally the researcher is expecting that the present study will give participation in teaching English language especially in teaching the fluency.

5-2 Findings:

Through this study it can be said that applying speaking strategies as a whole is difficult .After analyses of the questionnaire which gives the following reasons comprise together to cause this problems

1. The practice four language skills effect on developing language fluency.
- 2 .Less adaptation, and motivating activities are affected on student accuracy.
3. Students need techniques to improve their language competence.

5-3 Recommendations:

After conducting this study . I highly recommended English language teachers to help all the learners to do their best and to promote a change within language and to make emphasis on beneficial of language skills, providing with different activities to enrich students language fluency.

5-4 Suggestions For Further Studies:

- 1- Other researchers should conduct experimental studies on some strategies of Improving language fluency. To investigate.

The student's language competence.

- 2- Investigation of how to choose on appropriate activities, or instructions to provide study.

- 3- Student since early should improve language skills to be more fluent.
- 4- The role of using modern techniques. Such, group , chatting , Film, videos recording conversation in order to bring their fluent.
- 5- Students should avoid shyness an hesitation which effect in their improvement.

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- 8) Analyst, 19, 163-197. This article recounts the conceptual and historical developments that led to current practice of fluency-based instruction using precision Teaching methods. Available at

<http://www.binder-riha.com/publications.htm>.

- 9) Binder, C., Houghton, E, & Van Eyk, D. (1990). Increasing endurance by building

Fluency: Precision teaching attention Span. *Teaching Exceptional Children*. 22 (3), 24-

Many cases of apparent attention deficit can be successfully addressed by building fluency in

Practice intervals as brief as 10 or 15 seconds, and then gradually increasing practice duration.

Available at <http://www.binder-riha.com/publication.htm>.

Questionnaire

This research is about the investigate the problems face students in developing language fluency In Sudan University

NO	Item	Agree	Strongly agree	Natural	dis agree	Strongly dis agree
1-	English language as others languages need more proactice in four language skills.					
2-	Students should be aware that any deficiency in one skill has effect in language fluency.					
3-	Student need suggested programe and activities in developing speaking skill.					
4-	Listening more help students to pronouns correctely and improve their					

	capabilities to speak fluently.					
5-	Students weakness in language is due to less motivation and practices.					
6-	Students can improve their language skills by attending English club, or out door activities.					
7-	Students lack of information and less of awareness of language techniques effect in developing language fluency.					
8-	Teacher can help the learners to be more fluent if they care fully choose the right techniques .					
9-	Students get bored about language because of the lack					

	of motivation. To improve their language.					
10-	English language fluency is obtainable skill, it is not gift, that there are many factors behind this skill.					
11-	Students are unwilling of language that affect on their language fluency.					
12-	Students should be encouraged by teachers to use the communicative language techniques to improve their language fluency.					