



The Effect of Using Phrases Enhancing Oral Fluency Skill : A study for Gezira and Gedarif University Students

Muntasir Mohammed Elhadi Elnor Mohammed, Mohammed Bakri Hadidi, Ienas Ahmed Abdel Rahman

College of Education, Sudan University of Science and Technology

ABSTRACT:

This study aimed at using some strategies which develop oral fluency skills of EFL learners of English language in Sudanese Universities .To achieve the aims, the researchers used the descriptive analytical method sample consisted of 200 student form Gezira and Gedarif University data collecting through a student's test . University students answered the questions of the test which preparation by the researchers through reliability and validity . Data treated by descriptive statistics and includes frequencies and percentages. The study revealed that the students have positive attitudes towards the using of English phrases as means to solve the problem of communicative also the study indicate a gradual improvement of students' oral fluency skill in English language . The researchers recommended more usage of phrases and other strategies improving oral fluency skill and carrying out a similar research on the impact of using YouTube on EFL learners oral fluency Skill.

Keywords: Oral communication skills, educational research, Sudan.

المستخلص:

هدفت الدراسة إلي استخدام بعض الاستراتيجيات التي تطور الطلاقة اللغوية الشفوية لدي الطلاب الدارسين اللغة الانجليزية كلغة أجنبية بالجامعات السودانية .لتحقيق هدف الدراسة استخدم الباحثون المنهج الوصفي التحليلي تكونت عينة الدراسة 200 من طلاب جامعتي الجزيرة والقضارف تم جمع البيانات عبر اختبار من إعداد الباحثين من بعد تحكيمه من حيث الصدق والثبات . عولجت البيانات عبر إحصاء وصفي وتضمنت التكرارات والنسب المئوية . أظهرت نتائج الدراسة أن الطلاب لديهم موقف إيجابي حول استخدام العبارات الإنجليزية كوسيلة لحل مشكلة التواصل وكذلك أشارت الدراسة إلي التحسين التدريجي في طلاقة الطلاب في اللغة الإنجليزية . أوصى الباحثين علي ضوء النتائج يجب تطبيق استخدام العبارات وبعض الاستراتيجيات في تطوير مهارة الطلاقة الشفوية . كما أقرح الباحثون إجراء دراسة مماثلة في تأثير استخدام اليوتيوب في تطوير مهارة الطلاقة الشفوية لطلاب اللغة الانجليزية كلغة أجنبية .

الكلمات المفتاحية: مهارات الاتصال الشفهي ،البحوث التربوية ،السودان

Introduction

Teachers mostly practice traditional teaching methods which focus on reading and writing skills but other skills such as speaking is given no considerations . As a result this skills are neglected, as Hodson (2006: 2), pointed out “the explicit teaching of

speaking and listening has been neglected' (p.2). Speaking skills has received the least attention ,and many English teachers still spend the majority of their duties inside the class in reading and writing practices almost ignoring speaking skills (Scarcella &Oxford, 1994: 165; El Menoufy, 1997: 12 and Miller, 2001: 25). These linguistic scholars have explicitly shown that teaching Oral Communication Skills OCSs are neglected because of practicing traditional methods of language teaching. Even in annual examinations there is no specific evaluation rules for OCSs.

Practicing oral fluency in the classroom can be difficult for various reasons. For example, knowledge of vocabulary, grammar, and sentence structure as well as confidence to speak with peers are the four barriers students face when speaking in a new language. Using of phrases is designed to satisfy the aim of practicing oral fluency in spite of the four mentioned problems. The researcher implemented using of phrases successfully in several English classes at his university. He hopes this method can be replicated by other instructors in their own classes in order to help and encourage students to think about improving and developing their English oral fluency skill. While achieving English fluency is not an easy task, practicing fluency is something that can be enjoyable and helpful even for speakers with limited speaking ability.

Statement of the problem

The level of English language oral speaking fluency ability among the Sudanese university students is rather low, in spite of the fact that they have learned English for seven years in the basic and secondary school levels. They seem to have problems in all aspects of English skills, specially their oral fluency skills. Their proficiency in oral skills is very poor. A large majority of them cannot access English expressions prescribed in their syllabus due to their lack of the required proficiency of oral fluency skills in English. This issue has been a source of concern for researchers, teachers and parents for a long time without having a solution. While Sudanese secondary school students are suffering from such a problem, there is a need to investigate the variables that may affect their oral fluency. A large number of variables influence the way learners comprehend and use phrases as means to improve oral fluency skills for Sudanese EFL.

Aims of the study

The paper aims to The Effect of Using Phrases Enhancing Oral Fluency Skill. Hence the objectives of the paper can be briefly appreciated stated in the following:

- 1-To help teachers use the best teaching strategies that help motivate Sudanese EFL students improving their oral fluency skills.
- 2-To investigate the problems that face learners in speaking skill and suggest solutions to overcome them .

Therefore, the researcher diminishes the problems that face them and find the best teaching strategies that help them to speak fast and better.

- 3- Providing EFL with audio ,movies, mini stories which help in developing and promoting English fluency.

Questions of the study

The following questions are formulated to carry out this study:

1. To what extent do the EFL learners motivate themselves to improve their oral fluency competence and listening performance skill?
2. To what extent does listening performance help to increase EFL motivation and improve their oral fluency skill abilities?

3. What is the effect of using audio- authentic materials for EFL listening and oral fluency skill abilities?

Significance of the study

This study is significant because at following :

- 1-It helps teachers in selecting correct authentic materials that are appropriate for learners based on listening to their pronunciation .
- 2- It provokes EFL teachers to consider listening to phrases as an important component in the syllabus in improving improve students' oral fluency skill ability.
- 3-It helps students increase their motivation to listen and improve their listening and oral fluency skill.

Limits of the study

A-This study will investigate the following areas:

The oral fluency skill of learners ; other skills such as, reading, writing are not taken into account.

B- The study was conducted in the following limitations

Place: universities of Elgezira and Elgedarif in the Sudan.

Population: Learners of English Language in Gedarif University Faculty of Education years (2015- 2016) and learners at Gezira university Faculty of Arts and Faculty of Sciences (2016-2017) .This study aims to develop learners oral fluency skill and help teachers to choose the best strategies to teach his learners .

SCIENTIFIC TERMS

1- Phrases : semi sentences composed of two or more words that express an idea and are a part of a sentence .Webster's New world college Dictionary (2017).

2- Fluency : Sajavaara (1987) “the communicative acceptability of the speech act, or ‘communicative fit’” (p. 62).

3- CHATTERBOX : Voller & Widdows’ (1989) is a course of practical activities to help develop English language fluency

4- EFL : English as Foreign Language.

5- ESL :: English as Second Language.

Literature review

Motivation in speaking English

Motivation is the driving force that initiates learning in the first place and sustains learning until the planned goals are achieved. High motivation may provoke learners to interact with native speakers of the target language (Schumann, 1986), which in turn increases the amount of input to learners. McIntyre and Noels (1995) report that those who were significantly motivated were more likely to adopt more learning strategies and use them more frequently than those with less enthusiasm. Motivation is typically examined in terms of the intrinsic and extrinsic motives of the learners (Brown, 2000).

Intrinsic motivation refers to the willingness to engage in an activity because it is enjoyable and fulfilling. Extrinsic motivation refers to the desire to do it so as to receive an external reward or avoid punishment. It appears that intrinsic orientations are more powerful learning stimuli (e.g. Maslow, 1970; Crookes & Schmidt, 1991; Dornyei, 1998). However, in both cases, the degree of motivation that an individual learner possesses is the critical.

When one inquires about someone’s level of proficiency, the answer is often that "I can speak the language fluently." Speaking a language fluently is frequently the ultimate goal

to be accomplished in mastering a language. Even though the fact that the terms "fluency" and "fluently" are regularly used in language pedagogy and language testing as well as in various fields of applied linguistics, there seems to be no consensus concerning what is understood by these concepts (Chambers, 1997). Moreover, it is not only the definition of fluency that has been a matter of debate, but its measurement as well (see e.g. Koponen and Riggenbach, 2000).

Studies investigating what variables underlie listeners' awareness of fluency has also been very limited. The study of how fluency can be measured in a reliable way is important in several fields. In language testing the candidates' fluency is judged, and by knowing which chronological measures of fluency contribute best to the listeners' recurrently awareness of fluency and differentiate fluent and non-fluent speakers, more reliable criteria can be developed. This knowledge is also useful in language pedagogy since it can help learners in enhancing their fluency. Establishing reliable measures of fluency is also important for researchers in applied linguistics since fluency of students' oral production is often assessed in a number of studies (e.g. task based language learning research Skehan, 1996; Skehan and Foster, 1997; 1999).

Activities to be used inside classrooms for developing oral fluency

Some interesting activities based on the speech-rate principle can be found in Voller & Widdows' (1989) *Chatterbox: A Conversation Text of Fluency Activities for Intermediate Students*. To be sure, CHATTERBOX is a course of practical activities to help develop English language fluency. It is proposed for students who have mastered the basic structures of English but need practice in using what they have learned. Voller & Widdows' book is a teacher's manual which outlines CHATTERBOX's various elements. The course is based on three language-learning approaches:

1. 'The natural', which emphasizes learners' need for a large quantity of Meaningful language,
2. 'The humanistic', which stresses the need of a supportive and Non-judgmental classroom environment.
3. 'The communicative', which recognizes the importance of oral competency in language learning.

This book is filled with ideas for organizing fluency-motivating activities, several of which use the 4/3/2 technique as its basis. For example, an activity called, "How Would You React?" requires teachers to divide students into pairs. Then the teacher writes on the board:

"What would you do if..."

1. You found a way of becoming temporarily invisible?
2. Your teacher suddenly slapped a student?

The teacher then asks students to choose one topic. Students will present their reactions to their partners, each of whom is called 'partner 1'. Pairs will then change partners and each student will have another chance to convey the same talk to another partner, but with more fluency due to the restricted time limit. Finally, each student goes back to his or her 'partner 1' to retell their reactions for the third time. Going back to their initial partners gives students a chance to get immediate feedback because their partners should be able to make general observations about their change of fluency by comparing the speaker's first and third deliveries of speech. Brown & Nation's (1997) article has an

extraordinary variety of suggestions for developing spoken language in general, and the oral fluency of L2 learners in particular.

In their article, they also confirm the usefulness of the 4/3/2 technique for developing fluency because it includes the “features”, formerly discussed in Nation (1991), that are needed in fluency development activities. They suggest that the first time that learners use this technique it may be best if the topic involves talking about something that actually happened to them. This is because the chronological order of the events and experiences will make it easier for learners to remember and repeat because the time sequence provides a clear structure for the talk, especially for beginners.

The authors provide other activities, such as one they call “Headlines” to develop speaking fluency that involve the same features of 4/3/2. The authors explain that the 4/3/2 technique and Headlines depend on repetition of the same story to develop fluency and that this kind of fluency is useful for predictable topics that learners may need to speak about in their near futures. For example, when meeting other people learners may need to talk about themselves, about the kind of food they eat, about their country, about their travels, about their interests and hobbies, and about their adventures and experiences.

According to Nation (2003), the utilization of L2 should be confident through classroom management such as telling the class what to do, controlling student behavior, explaining activities, etc. However, the author proposes that L1 can also have an active role in preparing learners for such tasks by making sure that the material they are working with is accurately familiar. Nation preserves that fluency development tasks need to involve language articles that are already familiar to the learners. This preparation can involve helping learners recall L1 stories and information that they then work with in the L2, or getting learners to use the L1 to discuss and become very familiar with L2 input, such as newspaper articles, TV news reports, short factual texts, that is then used as the basis for L2 fluency activities such as the 4/3/2 technique.

Nation also argues that there is a “need to include some kind of encouragement to perform faster than usual. He states that this encouragement can take the form of time pressure as in speed reading or the 4/3/2 activity. This being the case, Nation observes that L1 is a useful tool that can be used whenever needed but should not be over-used. There should be a balanced approach which incorporates L1 but also recognizes the importance of maximizing L2 use in the classroom.

Repeat, repeat, repeat

One of the best ways to increase fluency is to use the same language over and over. This does not mean simply repeating what the teacher says or doing substitution drills. It is important to change the audience or purpose when an activity is repeated. Repetition can be incorporated into many speaking activities. A common exercise is *Find Someone Who...*, where students must ask the same question to many students until someone answers positively. Another technique often used is *Interview and Report*, where Student A interviews Student B and takes note of the answers. Student A is then required to report Student B’s answers to Student C, who must take notes. *Class Photo* (Gatbonton and Segalowitz, 1988) is another effective activity that avoids the problem of mindless repetition. The teacher gives students the task of taking a group photo. Students take turns managing this task, directing each other where to stand or how to line up for the picture. The language used (*X please go to the front, please stand next to X, sit in front of X*) is

necessarily repeated many times. To increase focus on language use, speakers cannot use gestures, and the students must go where they are told. *Class Photo*, along with the other activities mentioned formerly, are examples of activities with clear and meaningful outcomes, making them great candidates for encouraging fluency development.

Increase the amount of speaking time

When it comes to speaking, one challenge facing most Sudanese learners is the limited amount of time they spend actually using English. At the university level, many speaking courses are limited to one 90 minute lesson per week, and little if any English is used outside of class. Here are a few ways of helping students converse as much as possible:

- Have students work in pairs or small groups
- Encourage 100% English free-conversation
- Promote English use outside of class

In large classes, a great way to increase talk time is to put students in pairs or small groups. There are innumerable ways to do this, such as interviews, information gaps, role plays, and group discussions. Free conversation is an activity that encourages students to speak. More advanced students may simply need a prompt such as, “*So, how was your weekend?*” Low to intermediate students will benefit from more initial support. Below is a common conversation framework for providing such guidance:

Student A: (Question)

Student B: (Answer + extra information)

A: (Follow-up question)

B: (Answer + question)

A: (Answer + extra information)

Example:

Student A: What did you do last weekend?

Student B: I went to a movie on Saturday. I saw the new Batman movie.

A: Whom did you go with?

B: I went with my friend. What did you do last weekend?

A: I went shopping on Sunday. I bought new shoes.

Recording conversations is another technique that gives students more fluency practice. When done outside of class, generally time spent in speaking, listening, and thinking in English increases. For optimal results, care must be taken with assigning topics (Schneider, 1993), handling the logistics (Kluge and Taylor, 1999), and assessing the recordings (Ho, 2003). As students get used to recording their conversations, they gradually feel more relaxed, and the task becomes easier to complete. Another benefit of outside taping is that practice done at spaced intervals enhances language acquisition (Bahrck, 1979). Students get into this habit of using English more often for shorter lengths of time as opposed to only once per week in class.

Allow time to prepare before speaking

One factor that contributes to increased fluency and shorter pauses is adequate planning (Foster and Skehan, 1996). Low and intermediate level students especially need time to prepare what they are going to say. Written planning done in silence before a speaking activity helps maintain focus on the act of speaking and creating meaning with an interlocutor. Examples of planning include taking notes on a topic for homework,

composing written answers to interview questions before discussing them, and writing possible questions other students might ask about a topic and the subsequent answers. A technique as simple as giving students a few minutes to silently read and think before engaging in conversation lightens the cognitive load and allows for enhanced attention to communication.

Set time limits

While creating a comfortable speaking atmosphere is important, it may be helpful to introduce a bit of concentration by setting time limits on conversation activities. This forces students to speak faster and pause less. One simple technique is to set a timer and tell students to complete a task before the timer goes off. Similarly, the *4-3-2- Minute Speech* (Maurice, 1983), provides intermediate to advanced students an opportunity of giving the same speech three times in succession, thus combining the benefits of time pressure and repetition. Working in small groups, each student gives a four-minute speech. During this first attempt, attention is essentially divided between language and content. After rotating groups, students repeat their same speech, this time in three minutes. Ideally overall fluency improves since the content and language have already been worked through once. After revolving groups again, students repeat their speeches a third time, condensing them into more confident and fluent two-minute versions. In addition, speeches can be recorded and compared to verify that fluency has indeed improved and that students are not simply saying less as time decreases.

Many researchers are interested in the field of English Language and its learning. They wrote many researches on English language generally, and in the area of oral communication problems and skills in particular. More specifically, many of these researches have focused on EFL/ESL learners and their oral communication problems but till now there is no empirical studies.

A research done by Banerjee (2001) on EFL/ESL academic speaking skills, and another by Bamford (2006), have found that many ESL/EFL students' academic speaking skills in English are weak. They found that their academic speaking skills are not strong enough to cope with their academic study in English-medium universities. Such students have not gained sufficient English language skills for their academic study.

Sallo (1998) also noticed in his research that, miscommunication between speakers of different sexes in a conversation is attributed to the fact that females and males talk differently, and play different roles because they belong to different sub-cultures. The difference of the sex can cause misunderstanding in some situations; because, in addition to the difference of the personality, social, and cultural factors, women often tend to use indirect language that may not be clear to men.

Research done by MARGUERITE in (1985) under title Fluency Development in Second Language Teaching. The main findings of this study were that oral fluency was acquired as a result of several factors: students who are positive and self-motivated, a learning experience which has been positive and enjoyable for the students, parents as well as teachers who have been positive and supportive, teachers who were proficient in the second language, and its having taken place within a second language immersion learning environment. This study provides a list of requirements and factors that will help to promote oral fluency in a second language.

Kim (2003) found a positive influence of email talk on English speaking skills of elementary and middle school students. The learners' interaction in the English language

improved their language proficiency. They were interacting with other learners, teachers and online learning content. Students became more expressive in the computer-based communications than in their classroom environments and demonstrated more active participation. The middle school students improved in vocabulary use and pronunciation on their voice mail messages but not on grammar use. Kim (2003) concludes that email can be a tool for improving written language skills and oral language proficiency.

Sohlan (1992) (cited in James 1994), in her study entitled 'Fluency and accuracy in spoken English' conducted a survey on 'The Use of Spoken Language in EFL classes in Malaysia'. It was an attempt to answer the following questions: a-What is the extent to which spoken English is used for communication in EFL classes? b-How well can our learners speak in English?

The above reviewed studies can be summarized as follows: first most of them managed to record the development of L2 speaking skills competence by working on the development of either production or comprehension of particular speech acts (Request, apology, greeting, etc.). Second, most of the subjects investigated were with L1 backgrounds other than L2 oral fluency. Third, the data were collected by means of learning diaries, Discourse Completion Task, oral production task, etc. It is evident that there are very few empirical studies investigating the development of L2 oral fluency skill.

The Methodology

Study methodology: The researcher used the descriptive analytical method which is based on data collection, classification, organization and analysis.

Study population: The population of the study consisted of students of Elgezira and Elgadarif Universities .

Study sample: Sample included (200) Students at studying in Gezria and Gedarif Universities .The subjects were selected randomly.

Study tool: To achieve the study aims, the researcher used a student's test constructed in the English language department.

Test Validity

The test was validated by a jury of five associate professors specialised in English language. They based their comments on the following criteria:

- (1) The relation of the items to the problem of the study.
- (2) The simplicity of the items, and how they are related to the subject.
- (3) The language used

Test reliability

Educational material has been taught by using some strategies for learners at university level males and females , according to the plans listed .Test has been applied on exploratory inside study sample consisted of (200) learners and reliability of Chi Square that was high percent and suitable for making this study.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

The reliability of the test :

R= correlation

R: reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

Σ :Sum

$R = 2 * r / 1 + R$

$$R = \frac{x2r}{1 + R} = \frac{2(0.771659)}{1 + 0.771659} = 0.871114$$

The analysis shows that there was strong positive correlation between the answers given to the items asked.

Data Analysis:

There is one instrument in this study, Prior to the field study the researchers used this test which consisted on number of questions in accordance with the level meant . The responses of each group are analysed automatically by using the statistical package for social sciences (SPSS).

Results and discussion

The researchers will present and discuss the results according to the questions:

Question No. 1:

1. To what extent do the EFL motivate themselves to improve their oral fluency competence and listening performance skill?

After the data of the first question was tabulated and analyzed the results are shown in Table (1).

Table No. (1): neglecting the Speaking skill in the classroom.

Valid	Frequency	Percent
True	109	54.5%
False	91	45.5%
Total	200	100%

According to the table above (109) students 54.5% answered by admitting the negleance of their teachers of the Speaking skill in the classroom .Whereas (91) 45.5% answered its false.

Table No. (2): needing a good level of communicative competence to maintain the real conversations average .

Valid	Frequency	Percent
True	128	64%
False	72	36%
Total	200	100%

The table above showed that (128) 64.0% confirmed that the existence of a need for a good level of communicative competence to maintain the real conversations average. Whereas(72)36.0% choose answer "false".

Table No. (3): listening more to acquire speaking skills quickly.

Valid	Frequency	Percent
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True	142	71%
False	58	29%
Total	200	100%

As seen in above table (142)71.0 % answered that listening more will lead to acquiring speaking skills quickly .Whereas (58) 29.0% rejected the idea of the sentence .

Table No.(4): Listening more to be a good speaker .

Valid	Frequency	Percent
True	182	91%
False	18	9%
Total	200	100%

According to the table above (182) 91.0% supported the idea that listening more will lead to being a good speaker .Whereas (18) 9.0% answered false.

Table No.(5): practicing my speaking fluency regularly through different activities .

Valid	Frequency	Percent
True	155	77.5%
False	45	22.5%
Total	200	100%

The table above showed that (155) 77.5% supported that truth of increasing speaking fluency through different actives .Whereas(45) 22.5% answered it is false.

Table No.(6): preferring listening to BBC to speaking

Valid	Frequency	Percent
Yes I do	137	68.5%
No I don't	63	31.5%
Total	200	100

The table above showed that (137) 68.5% admitted their preference to listening to BBC by choosing (yes) while 63(31.5%) denied their preference to the same act .

Table No.(7): understanding what your teacher says depend on oral fluency skill

Valid	Frequency	Percent
Yes it's	160	80%
No it isn't	40	20%
Total	200	100%

According to the table above (160) 80.0% admitted that understanding to what their teacher say depends on their oral fluency skill .Whereas (40) 20.0% rejected the data by choosing option (No).

Table No. (12): participating of English in societies is

- A-Very satisfying
- B- satisfying
- C- Not satisfying

Valid	Frequency	Percent
A	52	26%
B	88	44%
C	60	30%
Total	200	100%

According to the table above (52)26. % answered their participation of English in societies are very satisfying while another group (88) 44.0% admitted satisfaction but not (very) while a third (60) 30. % rejected the idea of satisfaction form participation in English societies .

Question No.2:

To what extent does listening performance help to increase EFL motivation and improve their oral fluency skill abilities?

After the data of the second question of the study was tabulated and analyzed, the results are shown in Table (8).

Table No. (8): using communicative method to develop my listening and oral fluency skills

Valid	Frequency	Percent
Yes it's	156	78%
No it isn't	44	22%
Total	200	100%

As shown in above table (156)78.0 % confirmed that using communicative method will develop their listening and oral fluency skills .Whereas (44) 22.0% were refused the idea by choosing the option (No).

Table No. (10): acquiring correct pronunciation form listening to news

Valid	Frequency	Percent
Yes it's	144	72%
No it isn't	46	28%
Total	200	100%

The table above showed that (144) 72.0% supported the idea at acquiring correct pronunciation form listening to news . Whereas (46)28. % didn't.

Table No. (11): I do not feel ashamed of using the English language.....

- A- outside the classroom
- B- inside the classroom
- C- both A and B

Valid	Frequency	Percent
A	37	18.5%
B	48	24%
C	115	57.5%
Total	200	100

As in above table (37)18.5 % do not feel a shamed of using the English language outside the classroom and (48) 24.0% don't feel shame from using English language inside the classroom .While (115) 57.5% don't feel shame in using English neither inside or outside the classroom.

Table No.(13): Integrating my culture in the classroom helps to.....

- A- enhancing my motivation
- B- improving my oral fluency skill
- C- both A and B

Valid	Frequency	Percent
A	40	20%
B	50	25%
C	110	55.5%
Total	200	100

The table above showed that (40) sample members 20.0% confirmed that Integrating their culture in the classroom helps enhancing motivation while (50)25.0% believe that the integration of culture improves their fluency skill, while the majority (110)55.5% supported the idea that integrating culture helps both enhancing the motivation and improving the oral fluency skills .

Table No.(14): listening to the English culture this improves my communicative competence and

- A- listening skill performance
- B- speaking skill performance
- D- understanding Native culture

Valid	Frequency	Percent
A	43	21.5%
B	60	30%
C	97	48.5%
Total	200	100%

As we seen in above table (43)21.5 % responded by choosing option (A) which confirms that listening to the English culture improves their communicative competence while (60) 30.0% of the sample preferred option were answered and the rest (97) 48.5 agreed that listening to the English culture improves their communicative competence and understanding native culture option (c) in the test .

Table No.(15):Students acquire cultural knowledge through

- A- benefiting from the tools used in the classroom
- B- watching foreign language TV (films, documentary, videos...etc)
- C- chatting directly with the native speakers through means of online communication

Valid	Frequency	Percent
A	51	25.5%
B	84	42%
C	65	32.5%
Total	200	100

According to the table above (51)25.5 % believe that knowledge is acquired by benefiting from the tools used in the classroom while (84) 42.0% think it is acquired through watching foreign language films videos .The rest (65) 32.5% supported acquiring cultural knowledge through chatting directly with native speaker online communication .

QuestionNo.3:

3- What is the effect of using audio-authentic materials for EFL listening and oral fluency skill abilities?

After the data of the third question of the study was tabulated and analyzed, the results are shown in table (9).

Table No. (9): I prefer using pair and group work to improve my listening and oral fluency skills?

Yes No

Valid	Frequency	Percent
Yes	158	79%
No	42	21%
Total	200	100%

As seen in above table 158 students (79.0%) confirmed that using pair and group work will improve their listening and oral fluency skills .While the rest of them 42 (21.0%) said No.

Table No.(16): Our teacher gives us oral activities in the class/ lecture room.

Valid	Frequency	Percent
Always	134	67%
Usually	33	16.5%
Sometimes	16	8%
Rarely	7	3.5%
Never	10	5. %
Total	200	100%

As is seen in the data of item (16) ,134 (67.0 %) of the sample agree that their teacher (always) gives them oral activities in the classroom .While 33 (16.0 %) students think lecture classroom occurs (usually) , 16 (8.0%) believe it happens only sometimes 7 (3.5%) say it (rarely) happen while the rest .10 (5.0 %) say it (never) happens.

Table No. (17): My teacher asks the class yes/no questions.

Valid	Frequency	Percent
Always	107	53.5%
Usually	33	16%
Sometimes	44	22%
Rarely	5	2.5%
Never	11	5.5%

Total	200	100%
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Table (17) above says that (107)53.5% see that their teachers (always) asks the class Yes/ No questions . 33 students (16.5 %) said it is not (always) a third group 44(22.0%) said making Yes/ No questions happens only (sometimes) while a fourth group said the Yes/ No questions are(rarely) asking while students5(2.5%) said Yes / No questions and 11 (5.5 %) students (never) asked.

Table No. (18): My teacher uses many phrases in his talking.

Valid	Frequency	Percent
Always	62	31%
Usually	79	39%
Sometimes	37	18.5%
Rarely	12	6%
Never	10	5%
Total	200	100%

Regarding the usage of many phrases by the English language teachers 62 students (31.0 %) confirmed that it happens (always) .While the majority 79 (39.5%) said it happens (usually) and 37 (18.5%) said the usage of many phrases on talking happens only (sometimes) .The rest assessed the usage of many phrases in talking either as (Rarely 12(6.0%) or (never) happens 10 (5.0 %).

Table No. (19): My teacher uses audio and visual aids when lecturing

Valid	Frequency	Percent
Always	53	26.5%
Usually	40	20%
Sometimes	57	28.5%
Rarely	18	9.5%
Never	32	16%
Total	200	100%

Regarding audio and visual aids when lecturing 53 students(26.5%) confirmed that it (always) happens while 40 (20.0%) said it happens (usually) .The majority 57 (28.5%) assessed the usage of audio and visual aids (sometimes) .While 18 students (9.5%) said it (rarely) the rest 32 (16%) denied the happening at all by choosing the option (Never) .

Table No. (20): My teacher is a native speaker of English.

Valid	Frequency	Percent
Always	16	8%
Usually	22	10%
Sometimes	13	6.5%
Rarely	50	25%
Never	99	49.5%
Total	200	100

Table (20) above says that 16 (8. %) see that their teachers (always) is a native speaker . 22 students (10. %) said it is not (always) a third group 13(6.5.0%) said their teacher is

native (sometimes) while a fourth group said 50(25%) is (rarely) while the rest 99 (49.5 %) students said (never).

Discussion

The students responses to question, (No 1) To what extent do the EFL learners motivate themselves to improve their oral fluency competence and listening performance skill?. Their teachers neglecting the Speaking skill in the classroom beside that listening more to acquire speaking skills quickly this means that needing a good level of communicative competence to maintain there all conversations average .They need to listen more to be good speakers. On other hand, when learner practices speaking skill regularly through different activities will help them to improve oral fluency and also students preferring listening to BBC to speaking , where as understanding what your teacher says depend on oral fluency skill and this must give teachers chance for using communicative method to develop learners listening and oral skills .

The students responses to question, (No 2) To what extent does listening performance help to increase EFL motivation and improve their oral fluency skill abilities?.Using pair and group work improve oral fluency skills where as acquiring correct pronunciation form listening to news also play major role for developing oral fluency skill. Also not felling ashamed of using the English language will help motivating learners. On other hand not only participating of English in societies is enhancing learners motivation to learners but also integrating learners culture in the classroom it helps to develop oral fluency whereas listening to the English culture this improves their communicative competence and acquiring them cultural knowledge through many materials.

The students responses to question No (3) What is the effect of using audio-authentic materials for EFL listening and oral fluency skill abilities? . When teacher is a native speaker of English improve their oral fluency whereas when teacher uses audio and visual aids when lecturing is helping them to enhance their oral fluency skill where as teacher gives his learners oral activities in the class/ lecture room is developing their motivation to be fluently. above all when teacher used many phrases in his talking motivate and improve their oral fluency skill.

Results of the study

Due to the analysis, the study comes to the following results:

1. Listening more helps in acquiring speaking skills quickly.
2. Listening more leads to be a good speaker.
3. Practicing speaking skills regularly through different activities.
4. Preferring listening to BBC to speaking.
5. Oral fluency skill depends on understanding.
6. Using communicative method to develop oral fluency skills
7. Using pair and group work can improve oral fluency skills.
8. Acquiring correct pronunciation form listening to news

Conclusion

The study revealed the following:

1. The study subjects agreed about the advantages of using the phrases and some strategies to help them to be fluent.
2. The study subjects were sure about the development of their oral fluency skill through using or practicing activities.

3- Sudanese Universities need native speakers to motivate learners oral fluency skills .

Recommendations

According to this study, the researcher presents the following recommendations:

1. Diversity of using communicative methods develops learners' abilities in listening and oral fluency skills.
2. Teachers should give learners oral activities in the class/ lecture room.
3. Providing Sudanese Universities with native speakers to improve learners' proficiency of oral fluency skills.
4. Syllabus designers should be aware of using phrase to solve the problems of speaking skill at Sudanese EFL learners.

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