CHAPTER ONE

INTRODUCTION

1.0   Introduction:

The importance of English as a major foreign language of international communication is becoming increasingly recognized. "The fact that people who know a language are referred to as speakers of that language as if speaking encapsulated all other skills and that the primary interest of most EFL learners is learning to speak". Also people need to learn English to have good contact with modern sciences and technology.

Learning English helps a person to have a closer look at the native speaker's culture and experiences lying beyond his/her mother tongue. English language, like other languages, has a set of skills which are listening, speaking, reading and writing; and the learner cannot learn the language without mastering these skills.

According to the personal experience of the researcher in teaching English at all levels in Sudan, and being in contact with fourth year students who are majoring in English at different universities, the students face real problems which may obstruct their fluency in spoken English. This leads to the main problem of this study which is that Sudanese university students majoring in English language are below the normal standard of language when they speak English.

The educationalists and official authorities started to solve this problem by starting the teaching of English from the basic level, but in spite of all these efforts the students are unable to speak English fluently, even those who are majoring in the language at university.

Oral communication which involves speaking, listening and responding is the most important and difficult skill to teach to students of English as a foreign language (EFL).

Unfortunately, the problem of fluency is complicated because there is no natural English language input for the learners from the community. The only foreign language input for them comes from text books and teaching materials. The learners, therefore, face difficulties in extending their opportunities for oral communication (O.C). The cause may be rooted in the methods adopted in teaching.

Practically, teachers hardly adhere to the principles of communicative language teaching (CLT). (In most classes speak, and most of basic skill- oriented classes are followed by oral discussion. As a result, the learners are given few opportunities to practice oral communication).

As international communication increases in the trend towards globalization, the demand for competence in oral communication increases more and more. Sudan as a country in which English is considered as a foreign language needs great efforts to develop English language skills with a special focus on speaking skills.

In Sudan, most university students have good command of grammar rules, sentence patterns and words, but they lack communicative skills. This may be due to the dominance of the unsuitable method over the past decades.

Speaking is one of the major language skills that language teaching courses are frequently trying to develop.

1.1 Statement of the Problem:

Despite the importance of oral communication skills in EFL, listening and speaking courses are rarely required at the university level. Even the little amount of oral communication that takes place in some English classes is neither based on speech stimulating aids, nor on authentic materials.

The problem in teaching spoken English is that it is commonly thought of as if it were exactly like teaching written English with a few spoken expressions. In fact, speech has its skills, structures and conventions which are different from those of written language. Therefore, learners are often inhibited when trying to say things in a foreign language in the classroom. They may be worried about making mistakes, fearful of criticism or losing face or simply shy of the attention their speech might attract.

In English classes, Arabic very often interferes because it is easier and it seems unnatural to speak with each other in a foreign language. Also teachers are not well- trained in the communicative

methodology for language teaching and usually do not use authentic materials for teaching oral communication (O.C). namely, visual and written stimuli from newspapers, magazines and language laboratory based audio-visual materials, as well as task- based and brain – storming activities, which encourage the students to use language creatively and freely.

1.2 Objectives of the Study:

The general objectives of this study are to know the actual cause of the students' problem in speaking fluent English at university level.

In addition, the study is also intended to accomplish the following objectives:

1. Description and evaluation of the quantity and the quality of the courses in the target universities pertaining to stimulation and improvement of oral communication (O.C).

2. Investigation of variables responsible for stimulation of oral communicative fluency.

3. Examining the effectiveness of visual" stimuli strategy" for stimulation of oral communication, in the Sudanese universities.

4. To investigate and identify Sudanese university students, oral communication problem in English language.

5. To provide teachers with techniques for teaching oral communication skills.

1-3 Significance of the Study:

This study is expected to be significant because it investigates challenges of fluency in spoken English in Sudanese university students majoring in English. Such an investigation will be of value to both teachers and students. English has become a very important language specially speaking skill, because of technology and dominant language over the world. Moreover, most people consider that oral communication is the most important one of the four skills.

The researcher believes that this study may be a unique study in the field of spoken English, many studies have been done in the areas of writing, reading and pronunciation but very few studies have been done on the speaking skills.

Sudanese teachers should take the problem of speaking seriously and university students may shoulder this responsibility if they are given the chance of developing their speaking skills.

This study also derives its significance from the fact that one of general principles of linguistic analysis is the primacy of speech over writing (Allen et al 1980:26). Some linguists go further than this and say that speech is language and that writing is simply a reflection of speech in language, and that writing is simply a reflection of speech in different media.

In all these domains participants realize, or ought to realize that speech is often more effective than printed notices. The ability to speak a foreign language is without doubt the most highly prized of all four skills, because he who can speak language well can also

understand it and can learn to read it with relative ease. Also ability to speak a language will greatly facilitate learning to write it.

Finally, this study explores one of the least studied areas in EFL research. Oral proficiency is key to effective communication which is a gateway to greater cooperation between people from divergent cultural backgrounds for better cross-cultural understanding.

1.4 The questions of the Study:

The study tries to find out answers to the following questions:

1. To what extent does mother tongue interference affect fluency of speaking English?
2. To what extent does shortage of ideas and insufficient vocabulary hinder the students in speaking English fluently?
3. What is the effect of lack of training on oral communication on practicing spoken English?
4. To what extent does lack of training on conversational conventions prevent students from speaking English fluently?

1.5 Hypotheses of the Study:

1. Interference of mother tongue negatively affects students' oral English fluency.

2. Shortage of ideas and insufficient vocabulary hinder students in fluent speaking.

3. Lack of training on oral communication affects fluent speaking.

4. Lack of training on conversational conventions prevents students from speaking English fluently.

1.6 Methodology of the Study:

The method which has been chosen to achieve the objectives of the study is the descriptive analytical method. The population of this study is teachers of English language from different Sudanese universities, students of English language from different Sudanese Universities and experts in English language. A sample of 50 teachers, 70 students and 5 experts will be taken by the researcher. The researcher will use a questionnaire and an interview to collect the relevant data. Then, the researcher will use "SPSS" statistical package for social sciences to analyze these data.

1.7 limits of the Study:

The study explores the challenges facing the learners majoring in English in some Sudanese universities. The sample of the study is the fourth year university students. (University of Zaliengei, Sudan University of science and technology and University of Alfashir)

The study also includes description and analysis of the basic features of the role of in and out of class tasks, audio-visual stimuli, and authentic materials such as newspapers, magazine articles, pictures and photographs in order to stimulate oral communication.

These activities can motivate learners in using the target language and encourage them to create a communicative classroom.

Besides, it includes the possibility of using engaging strategies to make the learners want to speak, listen and use English creatively by increasing interaction among them in different communicative activities and help them become more confident oral language users.

The study will be carried out from 2013 through 2016. In addition, it is confined to the teachers and some experts of English language at some representative Sudanese universities. The study primarily falls into the field of applied linguistics.

Chapter Two

Literature Review

2.0 Introduction

This chapter aims at literature and the previous works related to the present study. It provides a critical review of the authoritative references and exposes the controversies, developments and break through that are inciting the current trends of thinking of the leading authorities and practitioners.

The theories and approaches of linguistics also appear to be relevant to the subject. Besides, Applied linguistics as the practical type of linguistics. The study of psychology effect on language learning and language teaching theories and approaches is also included it concludes with previous studies.

2.1 Oral communication in the EFL classroom

O.C has always been a neglected area in EFL research. The problem has further been exacerbated by EFL teachers' reluctance to actively foster this demanding burden. In real practice many teachers give up the attempt to teach it and concentrate on deciphering the written code and the analysis of its features or the discussion of the content of written texts (these are, of course, legitimate techniques, for which O.C. activity is not the main objective). Students taught in this way acquire much passive knowledge of the language which often becomes active when they are plunged into situations where only the

new language is used. However, there are much more direct ways to foster O.C.

Rivers (1981:221) maintains that students of an EFL will not learn to speak fluently merely by hearing speech in class, although this is very important for providing them with some necessary input and familiarizing them with accepted forms and the flow of authentic speech, as well as for giving them practice in the receptive side of communication. Teachers will need to use their imagination in devising authentic situations which provoke the use of the language in the expression of learners' own meaning.

Rivers (1983: 47) argues that teachers can help students pass from the storing of linguistic knowledge in contact with other individuals for multitudinous, unpredictable purposes for example:

> "establishing social relations; seeking and giving information; expressing reactions; learning or teaching other to do something; hiding intentions; talking their out of trouble; persuading; discouraging and entertaining others; sharing leisure activities; displaying their achievement, acting out social roles; discussing ideas and playing with language for the fun of it".

Third, he tested the hypothesis that learners who readily participate in conversation will be more successful at mastering the grammatical structure of the target language than those who are less eager to participate verified it.

The implication is that the more the students become daring at 'skill using' activities of O.C. and 'skill getting'. Therefore, students should be encouraged to try out new sets of elements to create novel

utterance to express their meaning by all kinds of combinations of language at their disposal.

In this connection, Izquierdo (1993:47) draws a very interesting analogy: "when we reflect on our teaching of English it seems that as if we were giving student the tools but the chance to use them". In teaching grammar rules we give the students innumerable tests to measure the extent to which they have internalized these rules. But this is not enough. The next steps should be encouragement of the learners to use the 'tools' we hence given them – grammar rules, vocabulary, etc., to produce the language themselves. With groups as large as those in the Sudanese universities, there is always the temptation to just relax and fall back on teaching in a traditional way – the grammar translation method-followed by tests that simply measure the students' passive knowledge, depriving them of the most creative part in the process of learning the FL. Difficulties and pitfalls are always expected but teachers should not be satisfied with this state of affairs; they must try hard to get the students to communicate orally.

Additionally, Byme (1983: 78) contends that the improvement of oral ability depends on a number of factors: firstly, we have to make sure that the learners are provided with as much input as possible: both listening and reading can help in this respect.

Secondly, the teacher plays an important role in the stimulation of oral ability through the flexible management of interactive situations which he can set up in the classroom.

Finally, a balance of activities had to be drawn between those that improve accuracy through whole class and pair work and those that develop fluency through work in small groups.

In the same respect, Littlewood, (1984:45) argues that the classroom is a real social context in its own right where learners and teacher enter into equally real social relationships; he contends that the target language usage is necessary for the exposure of students to some important input:

> "Many teachers use the learners' mother language; it means sacrificing valuable opportunities for well-motivated foreign language use. Moreover, it tends to devaluate the foreign language as a vehicle for communication. Learners see it as allocated to communicatively non-essential domains such as drills or dialogue practice while the mother tongue remains the appropriate medium for discussing matters of immediate importance".

If the teachers themselves abandon the usage of the FL in the classroom, learners are most likely to remain unconvinced by their attempts to make them accept it as an effective means of expressing their communicative needs. Therefore, it is necessary for the teachers to get into the habit of addressing their students in English whenever possible even when they meet them outside the classroom.

Gower, et al (1995:33) attribute the nature and quality of teacher talking time (TTT) and the student talking time (STT) to the type of the lesson and the activities involved and on the level of the students. He points out that in the classroom, teachers usually speak more;

firstly, when presenting, explaining, checking and modeling new or revised language.

Secondly, setting up activities or giving instructions and feedback. Thirdly, providing language input: for instance, when presenting the lessons and finally, when establishing rapport by chatting: for example, about planning to do what the students did at the last weekend, and what they are planning to do for the next week etc. the teacher talk has advantages – on the one hand the teacher (whether English is his/her L1) is a very valuable source of language used in an authentic situation, particularly if the students are studying in a country in which English is not the L1. That is one of the main reasons for trying to avoid using the students' mother tongue (MT) if possible. It also helps students to pick up everyday words and expressions that teachers use.

On the other hand, when the teacher talks over –much then the students are not being given maximum opportunity to talk. It is also likely that the teacher would not be listening to the students closely enough thinking, too much about what she/he is going to say next. Again if the teacher talks 'for' the students they will think she/he does not appreciate their efforts and will be demotivated. Besides there is a danger, especially at lower levels, that the Meta language is more difficult at to understand than the language being learned!

Cullen (1998:179-187) confirms the same idea saying "Good teacher talk means 'little' teacher talk, since it is thought that too much TTT, deprives the students of opportunities to speak"

According to Thonbury (1996:297). We Endeavour to replicate communicative behavior outside the classroom, and then are a number of features of teacher talk which might be classified as communicative, in terms of the following characteristics:

1. The use of 'referential' where the teacher asks the class something (e.g. what did you do at the weekend?) to which she/he does not know the answer and which therefore has a genuine communicative purpose. This in contrast to typical 'display' questions (e.g. comprehension questions on reading text) to which the teacher already has the answer, and only asks so that class can display their understanding or knowledge.

According to Long and Sato (1983) insights from analysis of discourse inside and outside the classroom have revealed other features.

2. Content feedback by the teacher, where the teacher's response to student's contribution focuses on the content of what the student says-the message-rather than on the form (e.g. accuracy of grammar and pronunciation)

3. The use of speech modifications, hesitation and rephrasing in the teacher's own talk, e.g. when explaining, asking questions, giving instructions, etc.

2.2. communicative Needs For a Foreign/ second language (FL/SL)

The major objective for learning language is that it provides a means of communication. A person is therefore, more likely to be interested in learning a FL/SL if he envisages a clear communicative need for it. The extent of communicative varies considerably according to linguistic context and the social community in which a person lives.

For example, in the bilingual or multilingual communities in Africa (as in Sudan, Nigeria, Tanzania, Kenya, Zambia, South Africa). And in Asia (as in India, Pakistan, Burma, Malaysia and Philippines) as well as in a number of European countries (as in France, Germany, Holland, Sweden and Belgium), the need for more than one language is crystal clear in a wide range of domains.

SL for many people is therefore, merely a normal and necessary extension of their linguistic for coping with life's communicative demands. In this regard it is more or less identical to acquisition of different styles of speaking (e.g. standard, nonstandard formal, informal colloquial register) to suit different kinds of contexts in a monolingual community.

There is a similarly transparent need for an SL among the linguistic minorities in, for example many parts of Europe and North America among people from divergent linguistic backgrounds.

If a Sudanese immigrant to Britain or an Indian to the United States wishes to develop social contacts or fulfill professional ambition in the wider society, he must develop an adequate system for O.C.

To make a distinction between 'second' and 'foreign' language learning, the preceding situation would be classified as SL learning. This term indicates that the language has communicative functions within the community where the learner lives. However, this can be compared with what is called a 'foreign' language learning situation.

This means that language has no established functions inside the learner community but will be used mainly for communicating with 'foreigners' or outsiders. FL learning would thus include the learning of French in Britain, the learning of English in Germany or China, (Little Wood 1984).

According to Broughton (1978:6) the English language becomes an FL if it is taught in schools as a subject but does not play an essential role in national or social life. In Sudan, Spain and Malaysia, for example, Arabic Spanish and Malay are the normal media of communication and instruction. The average citizen does not need English or any other FL to live his daily life or even for social or professional advancement. English as lingua franca is taught among other languages in school, but there is no distinctive regional variety

of English which embodies Arabic or Malaysian cultural identity. In such contexts, therefor, many learners of English tend to have instrumental motivation for learning the FL – for operational purposes- to be able to read books in the new language and to be able to communicate with speakers of that language when they go abroad.

When the language is being used for external rather than internal communication, people are less likely to be sharply cognizant of communicative need for it. For many people, there may be no such awareness at all. For example, many learners of English in Sudan have no clear conception of themselves ever using it for performing real oral communicative need because they have relatively very little contact with English people, particularly in real -life interactional domains of communication.

By the nature some communities are more likely to produce numbers of motivated learners by perceived communicative need. However, this generalization is not without its pitfalls and we should remember that, inside any community, there is a wide variation between individuals. For example, in a linguistic minority, some learners have less motivation than the other to contact with the wider society; the result may be that they achieve only limited proficiency in the FL/SL, perhaps just to satisfy their survival needs.

Sandell (1982) explores the history of English language in Sudan since the Anglo – Egyptian condominium period, and outlined the

motives of present –day Sudanese for learning English as an FL as follows:

Although the desire to get a government job is a very high incentive to boys to get into intermediate and secondary schools in order to learn English there is now a genuine desire to be in contact with the ideas of the western world through the medium of English. Colloquial Arabic is the language of home, classical Arabic is the language of inherited culture religion. English is a language by which a Sudanese can get to know the west and its culture and by which can meet many ideas, especially in scientific and technical subjects not available through Arabic books. (Sandell, 1982:12).

However, since late 1960s the standard of the English language began to decline gradually due to a host of factors. Some of them were rated to teachers' and students' motivation, syllabuses methods, materials and teachers training; the political decision had also given impetus to the decline. The best example of that decline was change over from English to Arabic as a medium of instruction in schools and universities in 1965, and 1990 respectively, government job opportunities were no longer related to the perfect command of English.

However, utilitarian need for learning English to be members of the international global village continued to motivate many learners to try to improve their English proficiency. Crystal (1997:4) views the

global status of English as a foreign language. Steering evenhandedly through the minefield of political debate:

> "English is now the most widely taught as a foreign language- in over 100 countries such as China, Russia, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing other language in the process".

In (1966) for example, English replaced French as the chief FL in schools in Algeria (a former French colony). There is a great variety of reasons for choosing a particular language as a favoured FL/SL, for instance, historical tradition, political expediency as with commonwealth countries and the desire for commercial, cultural and technological contact.

Whatever the reasons for FL/SL choice are, effort should be exerted to make learners perceive the chosen language as a valuable instrument for communication.

2.3 Definition of linguistics

Linguistics is the scientific study of language. The word linguistics was first used in the middle of the nineteenth century to emphasize the difference a newer approach to the study of language that then developed and the more traditional approach of the philology. A linguist is concerned with language as a human phenomenon. Linguists study grammar, the social and psychological aspect of language use and the relationship between languages.

The field of linguistics is like any complex field of language learning and language nature includes several fields. The linguistic fields can be divided in terms of three dichotomies, synchronic versus diachronic, theoretical versus applied and micro linguistics versus macro linguistics.

In the view point of micro linguistics, language should be analyzed for their own sake without reference to their social function, their manner in which they are acquired by children, their psychological mechanism that underlies the production and reception of speech to the literary and aesthetic or communicative function. But the macro linguistics is known by its terminologies like psycholinguistics, sociolinguistics, anthropological linguistics, dialectology, mathematical and computational linguistics and stylistics.

The theoretical linguistics deals with the construction of a general theory of the structure of language or languages. Applied linguistics is the application of the findings of linguistics and techniques to the practical fields of human activities, one example is the field of language learning.

2.4. Applied linguistics:

Applied linguistics is the application of linguistic methodology, technique of analysis and research finding to some non-linguistic fields. Applied linguists draw from theories of language acquisition, theories of developing the first and second language teaching

methodologies, and implementing successful literary programmes. They draw methodologies from the theories of sociolinguistics for developing special teaching for speakers of non-standard English.

Applied linguistics may be also found in other fields rather than the field of language teaching and language learning. It could be found in the area of literary criticism. Applied linguistics also could be found in the area of the speech pathology. Language disorder involving both the way in which people produce speech, and the way in which they receive and comprehend it. Linguistics deficiency can be one of the following disorders of phonetic, phonological, grammatical, or semantic nature, or some combination of these.

Nowadays, when the machine plays a great role, the usefulness of applied linguistics is clearly seen, that is the linguist who provides the machine with information about structures and the equivalences of two languages. A phonetician is the only person who can decide the effective communication in the area of telecommunications, because, he knows the essential features for intelligibility and non-essential one that are irrelevant. Applied linguistics overlaps with other science areas like philosophy, sociology, mathematics, psychology, etc., therefore, we hear the terms philosophical linguistics, sociolinguistics, mathematics linguistics, psycholinguistics, etc.

2.5. Applied linguistics in Britain

John R. Firth (1890 -1960) began his career as a teacher with Indian Education service in various places, he was appointed professor

of English at the university of the Punjab in 1920. During his Indian service he becomes one of the leading authorities on the Hindustani language. In (1944) he was appointed to the firth chair of General linguistics in Britain. First proposed rather abstract formulation based up on three major categories in terms of which language events could be described in the way Howaatt (1984: p272) reported that, the first category is the verbal and a non-verbal action of the participant in the event. The second category is a relevant object as he called it. And the third category is the category of observable effect of the verbal action. Dr. Michael west (1888 -1973), is a prominent one of the most outstanding figures of applied linguistics in Britain. He dealt mainly with the reading method. His Bengal project Report which is ought to be better known, contains a great deal of current interests in teaching of reading. In his view, training in spoken English takes for the obvious alternative. He investigates the notion, which was popular at the time.

Firth's principal work was in phonology and it was left to his student Holliday to extend it. Halliday first contributed with proposals for description of grammar and lexis. He contributed with a paper called 'categories of the theory of Grammar' in 1961. It was a nearly model which was known as 'scale and category grammar'. It was extended into a sophisticated instrument for relating linguistic forms to language functions through a network of systems. And it was rechristened as a "systemic Grammar".

Howatt adds that Halliday declined to adopt the term "communicative competence", though he was working in linguistic studies very close to that of Hymes and his associates in American.

Finally, he concerns applied linguistics in both United State of America and Britain. The Washington conference (1959) on English teaching a broad, which attracted the high level interests in both governmental and professional circles of the two countries, resulted out that, the British interpretation of Applied linguistics in language teaching diverged from the Michigan model in a number of points:

(a) Priority that is given to training of speech habits by Americans is not preferred by British interest in situational approaches supported by Firthian ideas.

(b) The sound linguistic principles had more than one possible interpretation, that there was no mechanism in the Michigan Model for choosing them.

(C) Contrastive analysis approach is strongly resisted by English as being of doubtful validity and in any case not practical.

2.6.1 Listening and Oral Communication:

Oral ability is not just speaking: this is something the students do when they practice drills mechanically; they don't need to think and sometimes hardly to listen. Oral ability is speaking – listening – responding.

Byrne (1988) says that in order to develop oral ability students will need models: that is, samples of spoken language on which they can base their own effort. The samples should sound like real people talking, even if they are not. Students are likely to be bored if the models are boring.

Broughton et al (1978 – 65) also argue that listening should precede speaking. It is impossible to expect an EFL student to produce a natural sentence using the stress, rhythms and the intonation of an NS of the FL without first providing him with a model of the form he is to produce. It is not possible to produce satisfactorily what one has not heard. The logical first step, therefore, in attempting to achieve oral fluency is to consider the learners' ability to listen. The students may not be able to understand ordinary colloquial English as used by NSs. In this case the aim would be creation of familiarity not only with the phonological characteristics of speech (especially the stress, rhythm and intonation patterns), but also with vocabulary and grammar typical of this style of discourse. The teacher would then set his/her class to listen to a passage natural English speech suitable to their level.

According to Howatt and Dakin (1974:93) and Broughton et al (1979:65) both intensive and extensive listening are part of the armory of a language teacher to give the learners plenty of opportunities to develop their O.C.

1- **Intensive listening**: this is concerned with more specific language aspects under the teachers' direct guidance, i.e. listening to language

items as part of a language teaching programme. Intensive listening exercises can be divided into two types: (a) exercises to train a detailed comprehension of meaning (b) exercises which get the learner to listen to particular features of language such as vocabulary, grammar, pronunciation and level of usage in order to accustom their ears to what they would hear if they spoke with NSs. It is useful to select passages with more familiar colloquial lexical items which are often radically different from the vocabulary of written language. Again, listening practice for phrasal verbs, fixed expressions such as idioms and generally more informal language is one effective means to tackle this matter. Apart from the sentence, listening practice is necessary at the level of discourse, namely the linguistic links that join sentences into coherent discourse, for example, however, so but, while, since, first, secondly, moreover, in the meantime, finally, on the other hand etc. listening for comprehension is an important skill to develop to provide the learners with both the linguistic tools and ideas but it goes without saying, that the actual content of a message should be within the intellectual and maturational range of the learners as Broughton et al (1978:65) explain:

> "Gradation is necessary, from everyday events of common experience for beginners, to popularization of more technical material and natural conversation between two native speakers for intermediate students, to the full range of special topics and conversation between several English speakers for the advanced learners".

In fact, due to the terrible deterioration of the standard of English language in Sudanese schools (particularly the government schools) and consequently in the universities this neat compartmentalization is no longer valid. Students at the university level are deemed to be at the intermediate level in the optimum circumstance. Again, what is considered as appropriate linguistic content for one of the three – level (beginners, intermediate and advanced) for the native speakers of English is often not valid for the non-native speakers.

Discussion and debates which are usually structured, somewhat, are useful primary listening material before the learner is forced to deal with an informal conversation with several participants. Other factors to be considered are (1) level of usage: standard- non-standard, slang- familiar, neutral –formal. (2) speed of delivery; e.g., rapid conversation measured speech. (3) The regional and/or social accent used: someone only brought up on the Received Pronunciation (RP).

Fortunately for the teachers, intensive listening materials for aural comprehension are commercially produced and very widely available throughout the world, e.g., Longman and Oxford university press have their own series of books, for instance, Makin (1969) Maley (1981).

2- **Extensive listening**: According to Howat and Dakin (1974:94) and Broughton et al (1978:65) extensive listening practice serves two different purposes. Firstly, it gives the learner plenty of opportunity to develop and exercise his/her listening skill in as natural a way as

possible. The learner will be following the meaning of the listening passage, because s/he is enjoying it or simply because s/he is interested in the information in it. It also helps in representation of already known material in a new environment. This could be a recently taught structure or a lexical set which was introduced months before and needs revision.

The advantages of exposing the learners to the old materials in this way is that they see it in action in a genuine, natural environment rather than in the classroom context in which was probably first presented; secondly, it can serve the function of letting the students hear vocabulary items and structures which are yet unfamiliar to them, interposed in the flow of language which is within their capacity to handle. In this way there is unconscious familiarization with forms which will shortly become teaching points in language lessons.

Indeed, the nature of extensive material depends on the level of the learners but it is very important that they should be varied. For example, recordings of stories and other different texts taken from books or magazines, authentic tapes of English people talking together (and so providing the model), where the teacher himself is not involved, recording from radio and television. Much more effective and convincing are extracts from real life, live English speech. One further source that is worth mentioning: the students themselves. They could be asked to construct passages which they think could interest their fellows, have them corrected and Recorded by the teacher, and in

this way build up a class-listening library parallel with a class reading library. An expensive way is to buy commercial tapes put out by big publishing companies. However, the best resource for extensive listening practice is the one the teacher make himself. These can be from a wide variety of sources as Broughton et al (1978:56) suggest:

> "Recordings of local native speakers, recordings from local English television and radio broadcasts (including advertisements), and, perhaps most accessible of recordings from the BBC world service which can be has an enormous select of the programmes to choose from".

Learners can also be exposed to other varieties of English such as the American English, from the voice of America (VOA) for instance. In this regard, variety does not only mean many different topics, it also means different kinds of language, different accents and dialects, different styles of talking and so on.

One of the merits of extensive listening passages is that they need not be under the immediate control of the teacher but function as a backup material for the students to listen to in his/her own time at his/her own speed. At the most sophisticated level, this can be done in the language laboratory, which would have a library facility providing tapes for extensive listening. The language lab is particularly useful in providing listening rather than speaking practice. In any FL classroom, at least one or more tape recorders are needed to be used for individual or small group.

Listening purposes either during class-time or during a fixed period outside regular hours when supervision is provided. The most useful system, however, is to make available cassette tapes for home loan since cassette recorders are common place nowadays. This helps the student to work when and where s/he likes as often as s/he likes. Whichever system is adopted, even greater benefit is possible if a sheet of instruction and follow-up questions go with suitable tapes. Some types of tapes lend themselves to reinforcement by familiarizing the students with the context of the listening passage by visual stimuli, perhaps by looking at a photograph or picture with them, asking one or two questions about it and perhaps even making sure that they know the meaning of some of key items which can be seen in the picture or defined verbally in order to put the students in the right frame of mind for listening practice and hence make it much easier for them to make sense of language in the passage. Authentic materials are the best stimuli of oral proficiency as Rivers (1983:19) puts it:

> "If the students were to understand native speakers they would need much practice in listening to authentic materials recorded in natural situations rather than to stilted artificially concocted materials …… video cassettes and video discs became generally available, teachers were able to bring the students into contact not only with the natural spoken language but also with the situational context, the appearance of the speakers and their non-verbal forms of communication".

It goes without saying that the purpose of listening to authentic materials is not only the understanding of native speakers but also production of speech in as comprehensible and flexible way as possible if not in a comparable manner to theirs. Thus far, it can be safely generalized that both intensive and extensive listening are basic stimulants of O.C.

2.6.2 Reading and Oral Communication:

According to Gower et al, (1995:82) in the EFL classroom, simplified and graded books and adaptation of well known novels and stories are very useful means for practising extensive reading skills. Additionally authentic reading materials can be manipulated to stimulate speaking ability, for instance, by asking students to give short oral summaries of interesting articles taken from letters, brochures, information leaflets, menus, poetry novels and above all newspapers and magazines. Newspapers are particularly useful in providing students with a wide variety of texts types and language styles not easily found in conversational language materials (e.g. general course books).

Sanderson (1999:2) elucidates the importance of using newspapers in the classroom in the process of cultural transformation, providing authentic material and familiarizing students with different varieties of English. As authentic reading materials are not designed for EFL students, they are not graded although some are obviously more difficult to understand than others. (As they would be for NSs,

the teacher should select the material carefully, with the needs and interest of his/her students in mind.

According to Byrne (1983) reading can also help in the development of oral ability through broadening the 'receptive base' of EFL learners. It also provides access to ideas of educational value which can be very useful for stimulating 'lack'.

In addition, literature, beside its usefulness for illustrations of grammatical rules and resourcefulness of new vocabulary, is an excellent source for stimulating speaking activities in which the students interact enthusiastically.

2.6.3 Writing and Oral Communication

Writing is no exception in the stimulation of O.C where students can be given interesting and authentic topic to write about and present in the classroom in the form of debates. They can be asked to write book, reports to be discussed in groups and thus integrate the productive skills (speaking and writing).

2.7.1 Communicative Competence

This section reviews the major concepts on the myriad of aspects of C.C in EFL so as to accomplish effective O.C. According to Brown (1994:226) the middle part of the twentieth century was characterized by a zeal for scientific, linguistic analysis to behaviourstic approaches to language teaching. But a new wave of interest has characterized the last two decades of the twentieth century: a focus on Communicative

language teaching (CLT). Teaching L2/FL for the ultimate goal of communication with other speakers. Such a focus has centered on listening skills, on writing for specific communicative purposes, on "authentic" reading texts and above all on speaking.

The term CC, has now become a 'household word' and a cliché, as a result it is used so often in L2/FL teaching research. It was coined by Hymes (1972), as for the communicative view of language. Chomsky (1965:3) holds that:

> "Linguistic theory is concerned primarily with an ideal speaker-listener in completely homogeneous speech community, he knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distraction, shifts of attention and interest, errors (random or characteristic) in applying his knowledge of the language in actual performance".

To Chomsky, competence was the internalized knowledge of the system of syntactic and phonological rules of the language that is the ideal speaker hearer possesses in the native language; and performance was language in use by the individual, (full of hesitations, false starts and complicated syntax), which was not a faithful reflection of the individual's competence.

Consequently, to Chomsky performance was of little theoretical interest and the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in language. Conversely, Chomsky's rule-governed creativity was, according to Hymes (1972), limited and

did not account sufficiently for the sociocultural context and functional rules of language in which the speaker-hearer was operating. Linguists have reacted differently to language functions. Bloomfield (1933) did not bother himself about it by observing that: "the statement of meaning is the weak point in knowledge advances far beyond its present state".

According to Boyd (1968:57), the transformational grammar by its very nature of explaining sentences according to deep and surface structures attempted to build the 'illocutionary' force of functions of sentences. Halliday (1970) discussion of language structures and functions was pitched at different levels. He was not only concerned with function of meaning of given utterance, of sentence, but also with the functions of the presence and surface ordering of elements within sentence.

Questions on language functions have also been discussed by philosophers. The concept of 'illocutionary' force of an utterance used by Boyd (1969) is drawn from the work of speech acts by Austin (1962) and Searle (1969). C.C., then is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts taking account of the functional aspects of language.

Savingnon (1983:9) states that "C.C., is relative, not absolute, and depends on the operation of the participants involved". It is not only an interpersonal construct but rather a dynamic, interpersonal

fabric that can only be examined by means of overt performance of two or more individuals in the process of negotiating meaning. Another linguistic theory of communication favoured in CLT is Halliday's functional account of language use. Halliday (1970:140) argues that: "linguistics is concerned with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore, all components of meaning, brought into focus".

Traditionally three major language functions or contextual types have been classified as statement, question and commands; having their typical realization in declarative, interrogative, and imperative forms, however the relationship between these functions and forms in actual language use is more dynamic-we can, for instance use a declarative form to give a command or make a request (Sinclair, 1975:11). This functional view of language complements Hymes' (1972) view of C.C. for many writing of CLT (e.g., Brumfit and Johnson; Savignon, (1983). The functional approach to describing language has its roots in the traditions of British linguists. Firth (1957) viewes language as an interactive and interpersonal phenomenon, "a way of behaving and making others behave (cited by Brown (1994b:232). Since then the term functions has been subjected to different interpretations. Halliday (1973), who provided one of the best expositions of language functions, used the term to mean the purposive nature of communication and outlined seven different functions of language.

1. The instrumental function serves to manipulate the environment, to cause certain events to happen. Sentences like "this court finds you guilty", "Don't touch the stove", 'go!' have an instrumental function; they are communicative acts that bring about a particular condition.

2. The regulatory function of language is concerned with the control of events. While such control is sometimes difficult to distinguish from the instrumental function, regulatory function of language are not so much the 'unleashing' of certain power as the maintenance of control. "I pronounce you guilty and sentence you to three years in prison" serves as instrumental function, but the sentence "up on good behavior, you will be eligible for parole in ten months" serves more of a regulatory functions. The regulation of encounters among people-approval, disapproval, behavior control, setting laws and rules are all regulatory function of language.

3. The representational function is the use of language to make statements, convey facts, and acknowledge, explain, or report-that is, to represent reading as one sees it. "The president gave a speech last night", or "the sun rises in the morning", all serve representational functions though the last representation function may be highly disputed.

4. The interactional function of language serves creation of interaction or social maintenance. Phatic communion, Malinowski's term referring to the communicative contacts between and among human beings that simply allows them to establish social contact and to keep

channels of communication open is part of the interactional function of language. Successful communication requires knowledge of slang, jargon, jokes, folklore, cultural mores, politeness and formality expectations and other keys to social exchange for example, a chat where the primary purpose is to be nice to the person we are talking to, greeting we begin encounters with, comments on the weather, comments on what happening in the world, farewells, meeting a person for the first time, meeting people at social events etc., Brown, G. and G. Yule. (1983b:1) contend that this is one of overriding features of spoken language.

5. The personal function allows a speaker to express feelings, emotions, and personality traits. A person's individuality is normally characterized by his/her use of the personal function of communication. In the personal nature of language, cognition, affect, and culture all interact in ways that have not yet been studied deeply. As far as the interactional and personal functions are concerned, an EFL learners' MT system is likely to interfere since s/he normally learn English to express ideas rather than emotions; for the emotional expression, the MT is there.

6. The heuristic function involves language used to acquire knowledge to learn about the environment. Heuristic functions are often conveyed in the form of questions that will lead to answer. Children typically make good use of heuristic function in their continuous "why"

question about world around them. Inquiry is a heuristic method of eliciting representations of reality from those around us.

7. The imaginative function serves to create imaginary systems of ideas. Telling stories, fairy tales, joking or writing novels are all examples of imaginative function. Using language for its own sake or for the sheer pleasure of using it-as in poetry, tongue twisters, puns- are all instances of imaginative usages. Through the imaginative dimensions of language we are free to go beyond the real world to soar the heights of beauty of language itself, and through that language to create impossible dreams if we desire.

Halliday's seven functions of language tend to mask the almost infinite complexity of functions that we accomplish through language. Van EK and Alexander's (1975) Taxonomy (cited in Brown (1994b:284) lists about 7o functions, some of which are:

1- Greeting, parting, inviting, accepting.

2- Complimenting, congratulating, flattering, seducing bragging.

3- Interrupting.

4- Requesting.

5- Evading, lying, shifting, blame, changing the subject.

6- Criticizing, reprimanding, ridiculing, insulting, threatening, warning.

7- Complaining.

8- Accusing, denying.

9- Agreeing, disagreeing arguing.

10- Persuading, insisting, suggesting, reminding asserting, advising.

11- Reporting, evaluating, and commenting.

12- Commanding, ordering, and demanding.

13- Questioning, probing.

14- Sympathizing.

15- Apologizing and making excuses.

All of these 'sub-functions' can be encapsulated into one or more of Halliday's seven functions, and all of them are common everyday acts the performance of which requires knowledge of language, EFL learners therefore, need to know subtle differences between them and discern their appropriate contexts and assimilate them in their total linguistic repertoire so as to improve their spoken discourse.

Campbell and wales (1970:247) speak of C.C, as the ability to "produce and understand utterances which are not so much grammatical, but more important, appropriate to context in which they are made". The real difficulty here is that utterances can take different ranges of meanings in different contexts. As it is pointed out by

Bolinger (1971), in the context of, for instance a hungry husband returning home from office in the production of utterances.

Textbook exercises, however, necessary and useful for precommunicative grammar practice do not as a rule forge a link between the learner and an FL in such a way that they identify with all levels of language functions. Moreover, on the communicative nature of language Widdowson (1978) presentes a view of relationship between linguistic systems and their communicative values in texts and discourse. He pinpointed the communicative acts underlying the ability to use language for different purposes.

A more recent and seminal work related to the analysis of C.C was carried out by Canale (1983) in which four components which make up the construct of C.C- are identified: grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

2.7.2 Grammatical Competence

It is that aspect of C.C. that encompasses "knowledge of lexical rules of morphology, syntax, sentence grammar semantics and phonology" Canale and Swain (1980:29). This is the competence normally associated with mastering the linguistic code of language, the "linguistic" competence of Hymes. Savingnon (1983:37) argues that a person demonstrates grammatical competence by using rules not by stating them. Therefore, it is necessary for learners to pronounce the word correctly- to be able to recognize and use rhythm, stress,

intonation, pitch and accent appropriately, to learn the vocabulary items in context, and to be exposed inductively and deductively consciously and subconsciously to grammatical constructions according to their level. So the average of EFL speakers who say something s/he without knowing many grammatical rules. The same speaker, however, can say a sentence like, "I can't speak English fluently". That indicates that s/he has language competence which is subconscious and which enables him/her to generate grammatically correct sentences.

Hamer (1991:21) suggests that our aim in teaching grammar should be to ensure that students are communicatively efficient with grammar they have at their level. As teachers, we should be prepared to use a variety of techniques to help our students learn and acquire grammar. Sometimes this involves teaching grammar rules, sometimes it means allowing students to discover the rules for themselves. However, mastery of the phonological, lexical and structural aspects, although indispensable, does not guarantee effective O.C.

2.7.3 Discourse Competence

In a way this component is the complement of grammatical competence; both of them define more functional component, both of them define more functional aspects of communication. It refers to the knowledge of how language is organized as discourse; the ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. Discourse means everything from

simple spoken conversation to lengthy written texts (articles, books, and the like).

Whereas grammatical competence focuses on sentence-level grammar, discourse competence is concerned with inter sentential relationships, Brown (1994:228).

Sauvignon (1983) mentions that the theory and analysis of discourse is a subject of interdisciplinary inquiry. It brings together many fields for example, linguistics, literary criticism, psychology, sociology, anthropology, print and broadcast media. Recognition of the theme or topic of a paragraph, chapter, or book, getting the gist of telephone conversation, poem, TV commercial, recipe, etc., requires discourse competence.

Discourse competence in O.C encompasses the ability to produce and perceive series of utterances in form of coherent and meaningful messages that are relevant to a given context. Success there in is dependent on the shared knowledge between the speaker and the hearer, knowledge of the linguistic code, knowledge of discourse structure and knowledge of social setting furthermore it encompasses the adherence to cooperative principles between the interlocutors and sound interpretation of speech acts.

According to Richards and Schmidt (1983:120) the philosopher Grice has described four maxims or principles of cooperative behavior which speakers adhere to, in the act of communication. These are:

1- Maxim of quantity: Make your contribution as informative as required.

2- Maxim of quality: Make your contribution one that is true.

3- Maxim of relation: Make your contribution relevant.

4- Maxim of manner: Avoid obscurity and ambiguity. Be brief and orderly (Grice 1975:41).

Presumably, the degree of adherence to these maxims is context and culture bound and the focal point of O.C. is the discovery of the relationship between utterances in the act of communication. It is very difficult to understand the intended meaning of speakers merely through grammatical components.

In this regard Coulthard (1977) casts light on **adjacency** pair[*] as the basic structural unit of O.C., at discourse level, in his attempt to figure out the connection between seemingly discordant utterances. For example;

(a) Greeting-Greeting   A: Hello

(b) Summons – Answer   B: Hi

                                        A: Tom!

                                        B: coming mother.

(c) Question – Answer   A : Do you want to travel?

                                        B: Yes.

A: Ok, see you

B: So long.

These aspects include parameters other than using linguistic skill at producing acceptable and Recognizable utterances. Besides, Richards and Schmidt (1983:140) under the banner of conversational analysis, which can be subsumed under discourse analysis, made [*] a scholarly analysis of a host of subjects, for instance, appropriate.

Conversational openings and closings, turn taking tactics, topic shift, nomination or termination rules which may vary from culture and may cause problems for EFL speakers attempting to engage in O.C.,

Learners will need to be able to recognize the discourse functions of such phrases as any way, well by the way, which may mark a shift of topic. New topics may be linked to pervious topics with such phrases as that reminds me of the time new that you mention it, speaking off that and attempts to return to a previously nominated topic with to get back to what I was saying or what I was trying to say was… topic shift may also have illocutionary effects signaling, for example, refusal to answer a question**:**

A: How old are you

B: I'm a very wise person.

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*Adjacency pair is utterances produced by two successive speakers such that the second utterance is identified as related to the first as an expected follow up (Richards, 1983:128)

C.C., is seen to have not only the linear structure but hierarchical structure, topic being created within topics, for example, or topics mentioned at one point in an interaction, serving as assumed background knowledge for things said later. The proficiency in oral communicative skills is dependent not only upon these linguistic dimensions of spoken discourse, but also upon knowledge of social rules and constraints within which they operate in a particular cultural context.

2.7.4. Sociolinguistic competence:

Savingnon (1983:37) contends that C.C. "requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of interaction. Only in full context of this kind can judgment be made on the appropriateness of a particular utterance"

Appropriateness involves sensitivity to the sociocultural context of language and discourse in which communication takes place, that is how to get language to do what we want it to do in the right circumstance, for example, a native speaker of English would be unlikely to invite a high status superior to dinner by saying "Hey, d'you fancy a bite to eat? Or to greet a senior official using the expression 'Hi' since such a language would be inappropriately informal in such circumstance. Equally he would be unlikely to say 'I was wondering if you would be interested in partaking of a

hamburger' to his bosom friend. Doctors talking to patients; adults do not speak to children in the same way as they speak to each other, lecturers do not talk to 2000 students in a big hall in the same way as they talk to two of them over a cup of tea; if you want to disagree with a close friend you might say Rubbish' but you would probably not disagree in the same way with someone you had just invited to your house for the first time.

Harmer (1991:21) mentions that appropriateness can be affected by the following variables:

1- Setting: where are we using language?

2- Participants: who is taking part in language exchange?

3- Purpose: what is the purpose of the speaker?

4- Channel: Is the communication face to face? Does it take place over the telephone, etc?

5- Topic: what are the words about? A wedding, childbirth or latest film, etc.

The influence of these variables in the adjustment of language shows that O.C., involves not only the ability to compose grammatically correct sentences but also the ability to use them appropriately in the communication.

Hymes (1972:277) argues that appropriateness involves knowledge of "when and when not to speak, what to talk about with

whom, where and in what manner" N.Ss. acquire these rules unconsciously and use them to communicate successfully in different situations. However, EFL, speakers are deficient there in. Therefore, a concern was developed to make ELT 'communicative' by focusing on the learners' knowledge of the functions of language and their ability to select appropriate kind of expressions for use in the specific situations. Increased interest was shown in the situations themselves and the kind of language the learners would likely to meet (e.g. at the bank, at the airport, at the post office etc.).

Situational syllabuses aimed to recreate these situations and to teach the various linguistic activities involved, such as requesting, thanking, complaining etc., Wilkins (1976); Littlewood (1981); Prumfit and Johnson (1979); Widdowson (1978); Munby (1978) outlined the theoretical framework for C.L.T.

In fact, sociolinguistic competence involves more than knowing what to say in a situation and how to say it. It also includes when to remain silent or appear incompetent. Troike (1982) cites examples from several linguistic communities where speaking in a bumbling and hesitating manner is appreciated when one is speaking with superiors. This may suggest that EFL speakers may well be advised in some instances not to try to sound too much like native speakers for the fear of appearing intrusive, or conversely disloyal from the vantage point of the speaker's own L_1 community.

Brown and Yule (1983b: 19), say that EFL speakers very often use very "perfect" in normal interactive situations; "more perfect" than spoken by native speakers, which may be linguistically correct but sociolinguistically inappropriate. But should our aim be to produce learners who sound like native speakers with British accents, or just sound like foreigners? Some teachers seem to think that learners should aim for this ideal. However, some learners are more inclined to like native pronunciation than others. In fact, all depend on the frequency of contact with N.Ss. Although a lot of time is spent on pursuing the elusive goal of getting learners to have perfect 'RP' pronunciation, now it is accepted what it is not only unattainable but unreasonable goal. Brown and Yule (1983:23) argue in this respect that: "At the end our aim is not to provide undercover agents but simply learners speaking English very well with the national accent".

The only students who need to have highly polished accents are those who are going to be English language teachers. It is rarely demanded, nowadays, of even native English teachers they should lose their Yorkshire or Somerset accent. Much more important, perhaps, is the goal of intelligibility and communicative efficiency.

2.7.5 Strategic Competence

Strategic competence refers to that communicators employ initiate, terminate, maintain, repair and redirect communication. Canale and Swain (1980:30) described it as "the verbal and nonverbal communication strategies that may be called into action to compensate

for breakdowns in communication due to performance variables or due to insufficient competence" Savignon (1983:40) paraphrases this as "the strategies that one uses to competence for the imperfect knowledge of rules". And it goes without saying that there is no such a thing as an EFL speaker who knows the language perfectly and uses it appropriately in all social interactions, indeed, no one knows all there is to know of any language. We make the best use of what we do know, the context we have experienced, to get our message across. Due to limiting factors to the proper application of rules, such as fatigue, distraction and inattention, speakers often resort to repairs to cope with particular contexts. They make up for the imperfect knowledge to sustain communication through "paraphrases", circumlocution repetition, hesitation, avoidance and guessing, as well as shifts of register and style". Sauvignon (1983:40). In short, strategic competence involves the ways of keeping the channels of communication open while you pause to collect your thoughts; how do you let your interlocutor know you did not understand a particular word, or that s/he was speaking too fast?, How do you routinely cope with a host of factors that if not taken into account, can result in communication breakdown? EFL speaker's awareness of these strategic is necessary if they are to be effective in communication.

Strategic competence plays an important role in the understanding of communication. Swain (1984:189) modifies the earlier definition of strategic competence which was limited to "compensatory, strategic" to include "communication strategies that

needed either to enhance the effectiveness of communication or to compensate for the breakdowns". Moreover, Yule and Tarone (1990:181) refer to strategic competence as "the ability to select an effective means of performing communicative act that enables the listener/reader to identify the intended referent". Therefore strategic competence includes a host of manipulative techniques that aid speakers to use language eloquently and effectively for particular occasions. On the other hand, Canale and swain's C.C., has been modified in Bachman's (1990) schematization of what he simply calls language competence. Bachman places grammatical and discourse competence under 'organizational competence'. Canale and swain's sociolinguistic competence is divided into two separate pragmatic categories: functional aspects of language (illocutionary competence) and sociolinguistic aspects) which pertain to politeness, formality, metaphor, register and culturally related aspects of language Moreover, Bachman adds strategic competence as a completely separate element of communicative language ability. Here strategic competence serves as an "executive" function of making the final decision within a number of options, on other receptive and productive mechanisms for O.C.

Di pietro (1981:51) suggests a different communicative competence schema which includes the following components:

2.7.6. Formal competence:

It includes both the grammatical competence and idiomatic competence. If the grammatical competence means possessing the regular, systematic feature of the language through which sound and meaning are associated then idiomatic competence means possessing knowledge of the unsystematic features of language. Di pietro (1981) contends that learning lists of proverbs even through it belongs in the realm idiomatic competence, and can indeed be used for strategic purposes in O.C., is by on means sufficient preparation for those who wish to be fully competent in a dialogue. Speakers of English do not normally spice their speech with sayings such as "a stitch in time saves mine", though they may well draw on proverbs for strategic purpose from time to time, they do often use phrases such as oh you're off them? /the milk is off /that's a bit off, which anyone uninitiated into the culture, however good their grammatical competence, most often find confusing or mysterious. Idioms are constantly changing but they remain constant with target language society, at least through a medium such as press which ensures that one is not learning or teaching the idioms of yesterday.

Teachers may think that teaching idioms is a waste of time but for advanced students with integrative aspirations, it is virtually a question of mastering idioms or being left right out in the cold. Idiomatic competence involves not only the acquisition of lexis but also the knowledge of how to apply lexis in order to speak and write in

appropriate register, and this includes sensitivity to various cultural competences.

2.7.7. Psychological Competence:

For DiPietro (1989) this competence includes the ability to project one's personality. It is also to some extent culture bound. Even within the same culture framework, the way of which one project one's personality will vary from situation to another depending on what is appropriate and what one wishes to achieve, and will vary with one's interlocutors, the attitude one conveys and the information one volunteer or gives away about one self in act of O.C. e.g.,

Boss: Have you written that letter yet?

Secretary: (eager for promotion) it is the very next job in my list.

Or

'I'm attending to it right now'

Or

I've just about completed the draft or even a down right.

Lie, depending on the risk involved, it went off yesterday.

Di Pietro, (1989:57)

In this example the application of the strategy and the presentation of self are interconnected. These verbal strategies are

normally used by NSs of language, often unconsciously; EFL speakers also need to have Psychological Competence if they are to be effective speakers.

2.7.8. Performing Competence

The EFL speaker requires both linguistic and cultural knowledge to open, maintain and close a communicative encounter. Openers may in some cases be paralinguistic. For example, the raising of a finger or catching the waiters eye in a restaurant. Eye movement, gestures, facial expressions, learning forward or backward and changing pitch volume, intonation and body proximity are all part and parcel of O.C. To quote Abercrombie (1963:70) "Although our vocal organs are enough for the mere production of speech sounds, it is hardly an exaggeration to say that we need our entire bodies when we converse"

Besides, linguistic openers include, some expressions, such as:

You know what I've been thinking?

You will never guess what I saw/heard today, by the way.

Maintenance strategies also vary from society to another. Persons involved in O.C., normally feel obliged to signal their speech through 'fillers, such as well, elm, I think, you know, if you see what I mean, of course, really! Eh…….eh……eh, you see, and so on. Equally the listener is obliged, however bored, to show at least signs of attention by producing a continual stream of utterances and noises such as: 'yes ….. I see ……. Whow! ……No?...... Go on……. Good

Heavens!...... Uhu…… Uhu, yes, human……'. These features are also not necessarily universal. EFL speakers, therefore, need to be sensitive to the appropriate fillers and stretches of silence.

As for closures, DiPietro (1989:63) contends that they may be in part paralinguistic: "moving a way, looking at one's watch etc." and expressions such as:

- "Gosh look at the time! I'm sorry; I really must go….."

- "Well, I really must be off now but I hope I will see you tomorrow……"

- "Oh dear! Time for bed, or I won't be able to get up for work in the morning….

In fact, only machines suddenly shut down without ceremony. Among human beings protocol demands some strategies for withdrawal in order to preserve amicable relations.

With some interlocutors we would ideally wish not to become entangled in first place, and here it may be appropriate to use "culturally" suitable disengagement strategy together with engaging:

e.g. Hello! Nice to see you! Sorry, but I am in a bit of hurry….. I've got an urgent meeting to attend at five. In English 'Hello' and 'Hi' are not in themselves an invitation to converse, they do not signal that one is not going to stop and chat either. In sum, there can be no effective O.C. without openers, maintenance strategies and closure. Moreover,

there can be not transaction competence without knowledge of how to manipulate them in a particular socio-cultural context.

According to Di Pietro (1989:63) a dialogue will involve more than one parameter of C.C. simultaneously, so that it is never really possible to practice 'just' formal or 'just sociocultural or 'just' psychological or 'just' performing competence within its context. However, as a theoretical framework, it permits clearer identification of the facets involved in each level of competence discreetly.

2.8 Features of Spoken English:

According it Brown .G. Yule (1983) Geddes (1988). Debska (1983). Thornbury (1997). Leech and Svartvik (1994), Underwood (1989), Brown, (1994b), spoken English has special idiosyncrasies which make it different from the written English and which in turn make listening somewhat difficult to acquire. Some of these basic differences are listed below:

1. **The sounds**: In English as with other languages, there are sounds which do not exist in EFL learner's languages. Therefore, they fail to distinguish them for other familiar sounds or even fail to hear them at all. Learners may have difficulty with the vowel sound of English and need more practice in distinguishing between them for example, sit/seat, foot/food; ship/sheep. Fortunately, context helps in making out such distinctions.

2. **Stress, rhythm, intonation and paralinguistic features**. These are some of the most important features of English pronunciation. The English language derives much of its rhythm from the use of stressed syllables, with the purpose of highlighting words which carry the main information, the speaker wishes to convey, and changing the stress can alter the meaning of an utterance even where the words remain the same.

Learners have to be made aware of the fact that words spoken in continuous speech are often not given the same stress as they receive when they are produced in isolation. The problem is that learners have often learned the pronunciation of new words by hearing them clearly enunciation, one at a time, by the teacher. The kinds of words which cause problem tend to be grammatical items which do not generally carry the main meaning: auxiliary verbs, prepositions, pronouns, articles etc. In questions like 'what are you doing?' the word 'are' often disappears completely (unless it is an expression of a certain attitude)

The analysis of intonation is complex; learners need to be able to distinguish between different levels of intonation. And they need to recognize whether the true of someone suggests that the speaker is sure or uncertain. They need to work out nuances of meaning amidst pitch intonation, tone of voice, facial expressions and gestures.

Close observation of spoken English reveals that people normally speak in short 'bits' within each 'bit' of an utterance, the

speaker stresses the main information. Carrying syllables and the rest of syllables are unstressed and spoken relatively rapidly, so that 'bits' which contain different numbers of words all take roughly the same amount of time to produce.

Even the native listeners may not be able to perceive distinctly the unstressed syllables of the rambling and loquacious impromptu speech let alone the EFL listeners. Therefore, it is well worth activity practising and explaining this feature to the learners as they will then not feel that they are failing to hear what they assume native listeners hear, and will be led to feel or believe that comprehension is impossible because of this failure.

3. **Organization**: Speaking is a creative process, when people speak naturally they know what they want to say but often they intuitively improvise how they are going to say it. Therefore, they are, almost always, in the position of formulating and adjusting their speech in midstream against the feedback they receive from their listeners, or as a result of added thoughts of their own. Therefore, the organization of a speaker's speech, even that of distinguished intellectuals is frequently not well organized.

However, a number of normal speech features can be used by listeners to understand the speaker's message; for example, stress of important words, grunts and repetition of the key points:

a) ('Put it, er, in the, er, in the top drawer ……. Yes, in the top drawer?).

b) (Have you…… Um …… You know that book ……. or what's called …….. oh you know ………. Umm.

c) Well, it perfectly possible.

It is probable, that in a friendly chat a speaker will signal agreement with phrases/ sounds like 'Yes but, but ……, well, er…….., er, I don't know' rather than simply saying 'No'. In most speeches, a change of topic is indicated by a change of tone, and speakers may use a significant pause to indicate the end of one point and the beginning of the next one. In a more formal situation (a public speech/ a lecture), a speaker may use paralinguistic features or body language to show change from one idea to another, for example a movement of the hand, head and or low fading tone.

Even people giving well organized and preplanned lectures, often produce a less organized flow of speech than intended. Speakers in everyday O.C., have, of course, generally not prepared and have to 'Think on their feet' in course of their speech, planning the next part of their utterance as they are speaking their last thought, perhaps changing what they are about to say as a result of their listeners reactions or other external factors. This process causes the speakers to hesitate, to repeat to rephrase to contradict themselves, to make grammatical errors, to produce unfinished sentences and to change their minds in midstream.

If a really disorganized speaker is hard to follow, even in one's own MT, for EFL listener it can be a nightmare. And even when

listening to a well – organized speaker, the foreign listener has recognising 'markers' and focus on the message, otherwise he will not be able to understand it.

4- **Syntax and Vocabulary**: Brown and Yule (1983b), discovered from analyzing extracts of conversational English the following features of spoken English.

a) Syntactic simplicity in comparison with written English. One thing they noticed is that speakers use few subordinate clauses. For example, a speaker might say 'The plant died. They've been a way. Nobody watered it. They left it in the sun, you see'. In written language, all these 'part' would probably be linked together to form a sentence made up of a main clause and subordinate clauses. 'The plant which they'd left in the sun died because nobody watered it while they were away'. Speakers normally produce each 'part' separately, leaving the listener to make the connections between the 'parts'. When subordinate clauses are used, they are generally linked by simple conjunctions ('and'/but then', etc) and the relationship between them are shown more by manner of utterance (the pauses, the intonation, paralinguistic features etc.,) than by syntax.

b) Speakers often use unfinished sentences.

c) The vocabulary of spoken discourse is rather generalized and 'much less specific' than that of written discourse, with speakers frequently using words like: a lot of 'got'/ 'do'/ 'great'/ 'nice'/ 'stuff'/ 'place'/ thing like that'/ 'it'/ 'somebody'/ 'you' (meaning people in general)/

'thing', which can only be understood by relating them to the immediate context in which they are made.

d) Interactive expressions like, 'actually'/ 'really'/ 'basically'/ 'if you see what I mean'/ 'I think'/ 'of course'/ mhum'/ 'vhuh'/ feature in spoken English.

5- **Hesitations, pauses and 'fillers':** when people are thinking of what they want to say they use expressions such as 'er…..' 'er…..' 'I' 'um'/ 'actually' I 'basically' 'well'/ 'yiu know' etc. Simply to avoid long silences, which are generally thought to be rather embarrassing in English speech. Silent pauses, voice filled pauses and 'fillers' also give listeners time to think about what has just been side and relate it to what has gone before. It is useful to explain cross – cultural differences in the use of 'fillers' particularly to speakers of languages in which long silences are tolerable features of interaction, so that they can recognize similarities and differences with the English language.

6- **Colloquialism:** It is a good idea to acquaint EFL learners with words, idioms and phrases of colloquial English that they get practice in producing these forms.

7- **Formality/ Informality:** Normally a distinction is made between the language used in 'informal' situations, for example, a lecture and chat between friends.

A lecture is expected to consist of a well organized speech using more structured language than would be heard in ordinary

conversation, because most public speakers plan in advance. Therefore, the language they use pertains more to written language that is used in everyday talk and is often described as 'formal', contrasted with 'informal' language of loquaciously and spontaneously produced speech.

Unfortunately EFL learners' level is not mutually exclusive. It frequently happens, for instance that a lecturer delivering a formal speech from a prepared set of note switches to informal language when relating an anecdote as an illustration of a point just made - or a speaker involved in describing an interesting incident to a friend over a cup of coffee may switch in and out of formal and informal and of formal and informal styles depending on whether s/he is describing the incident or commenting on it.

Formality/ informality can be viewed as a continuum with ranges of levels, that usage of which is determined by nuances of variables such as the social setting, the relative ages, sexes, and status of the speaker and listener, their attitudes to each other and the topic, their shared background knowledge; and the physical context.

Many EFL learners have limited exposure to the English language in informal contexts. In the classroom they tend to use formal language because this is what is expected when teachers and students talk to each other, and so they face difficulty in the production and perception of informal spoken discourse. They have particular difficulty when switching from one level of usage to

another. Similarly, for the FL listener judging the importance of these interspersed informal utterances is a problem. The ability to make out not only what is said but how it is said is of real significance in the listening process.

These are some of the basic features that characterize spoken English which must be taken into account by EFL learners as they attempt to grasp the real meaning of what they hear.

Broun, (1994a: 257) presentes a checklist of the basic micro skills of O.C., adapted from Richards (1983) as follows:

1. Produce chunks of language of different lengths.

2. Orally produce differences among the English phonemes and allophonic variants.

3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structures, and intonation contours.

4. Produce reduced forms of words and phrases.

5. Use an adequate number of lexical items (words) in order to accomplish pragmatic purposes.

6. Produce fluent speech at different rates of delivery.

7. Monitor your own oral production and use various strategic devices – pauses, fillers, self – corrections, backtracking – to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc) system.

9. Produce speech in natural constituents in appropriate phrases, pause groups, breath groups and sentence constituents.

10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse.

12. Appropriately accomplish communicative functions according to situations, participants and goals.

13. Use appropriate gestures, implicative, pragmatic conventions, and other sociolinguistic features in face to face conversation.

14. Convey links and connections between events and communicate such relations, as main idea, supporting idea, new information, given information, generalization and exemplification.

15. Use facial features, kinesics "body language" and other nonverbal cues along with verbal language in order to covey meaning.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well your interlocutor is understanding you.

Although this is easier to state than to practice, one implication of such a list is the importance of drawing the learners' attention to both forms and functions of language simultaneously. In improving O.C. we help learners to see the whole picture as well as the pieces right down to small parts of language that make up the whole, to help

them convey and negotiate the ever elusive subtle meanings of language. And the active practice of these sub skills is a practical method for improving O.C, both qualitatively and quantitatively.

2.8.1 Types of Spoken English:

Conventionally, many course books in an attempt to teach O.C., focus mainly on the analysis of the mechanics of conversation. However, other types are as important, for example, monologues, either planned (as speeches, lectures and news broad casts) or unplanned (as improvised speeches), whereby hearers must process long stretches of speech without interruption. Dialogues may be classified into interpersonal familiar/ unfamiliar, with the purpose of promoting social relations or relations transactional familiar/ unfamiliar, to convey propositional and factual information; Brown (1994a:238). In each case interlocutors may have a good deal of shared knowledge, background information and cultural schemata and information. Therefore, the familiarity of the interlocutors will produce speeches with more assumption implications and nuances of hidden meanings "between utterances". However, speeches between or among unfamiliar participants, call for more explicitness of references and meanings in order for effective O.C., to take place. When such references are not explicit, misunderstanding easily ensues.

These types of spoken English can be illustrated diagrammatically as follows:

Brown, G, and Yule (1983a), distinguish between two types of spoken discourse:

a) Interactional O.C.:

It involves listener oriented language usage. This emphasis is mainly on creating aphetic communion between the participants rather than on communicating information. The goal for the participants is to establish social relations and make interaction comfortable and nonthreatening. This is to some extent a matter of learning conventions of courtesy, linguistic politeness, and communicating good will. Although information may be communicated in the process, the accurate and purposeful presentation of information is not the primary aim. Examples of interactional uses of language are greeting, expressing surprise, making small talk, telling jokes, making compliments, making casual 'chat' of the kind to pass time with friends and be nice with the persons we are talking to, comments on the weather, comments on what is happening in the world, farewells, meeting people at social events etc. the salient feature for such transactional talks are normally characterized by shifting conversation topics, a great deal of agreement, less challenge and less requirement of repetition on something that has been said. A close observation of such interactional chats reveals that general impression making is more important than conveying specific details.

b) Transactional O.C.,

It involves message oriented language usage fundamentally common to most use of written language and spoken language pertaining to monologue, 'planned' type. For example, lectures, news broadcasts, descriptions and instructions. In transactional O.C., language is used primarily for communicating information. Accurate and coherent communication of message is important as well as the conformation that the message has been understood. Explicitness and clarity of meaning is essential in comparison with the vagueness of interactional or interpersonal language. Learners might be asked to imagine themselves in real life situations, from simple occurrences like meeting a friend in the street to much more complex events such as spoken English.

2.8.2 Phases of Spoken English:

If the learners are good at the listening skill, it will not necessarily follow that they will speak well; a discriminating ear does not always produce a fluent tongue. Therefore, speaking activities are to be carefully planned in systematic graduation, right from the mechanical phonological level up to conversation classes.

According to Littlewood (1981:50), Gower et al (1995:100), Broughton et al (1984:65), oral production can be divided into three phases: controlled, guided and free. Practice should always be seen in relation to the functional and communicative use to which the learners will have to put their spoken English. The speech produced by the learners should be tightly controlled at first by the teacher then as

progress is made there should be lesser rigorous teacher intervention that reaches culmination in situations where the learners are free to use appropriate language creatively:

1- The controlled phases of oral production:

Practice of phonological, lexical and grammatical items prompted by picture or word cues to improve accuracy and to foster confidence are examples of controlled activities. One of the most versatile techniques for controlled practice at both presentations and practice stages is the dialogue. Di pietro (1986:70) points to its importance as an effective tool for teaching the lexical, grammatical and event stylistic levels of language, in the attempt to improve O.C. He argues that:

> "The dialogue is a pedagogic device or tool which be used in a number of ways with aim of improving communicative competence and translational effectiveness. There is nothing new about a dialogue in itself as a language teaching tool, what is new ….. is the attempt to reveal the 'mechanics' of dialogue and the constituents of the competence necessary to those engaging in for a purpose".

Dialogue has further advantages in that it can be used for guided or free work, and by its very nature it is a language interaction between people which fulfills communicative criteria. Activities in dialogues can be graduated from controlled, cued, less controlled to free creative language production, (Littlewood, 1981:50). Communicative oral practice applies not only to substitution dialogues

but also to other purely manipulative exercises. They become more valuable when directed to talking about real events and potential language needs of the learners. For example, when they are practising talking about likes and dislikes, they can choose from a number of activities ((going to the theatre, playing football, etc). thing they really like doing rather than mechanically repeating 'I like playing football' when they don't!

2- The guided phase of oral production: It aims at giving the learners a limited freedom to use and practice what they have learned, yet still be subject to some restraints. For example, model dialogues which the learners can change to talk about themselves and to communicate their own needs and ideas, talks which the learners carry out using language structures and/or vocabulary which has been taught beforehand.

The level of the learners usually determines the nature of language control. Indeed it is very helpful to provide the general situation and context of what is to be said and allow some freedom in the mode of expression. Learners can be asked to perform the dialogue in different ways and in different moods, for example, sad, happy, irritated, bored, in different role relationships (a parent and child, wife and husband, patient and nurse, etc). Then the actual words and ideas of the text can be substituted. For the less confident learners guided oral practice through dialogue is an effective means to get them saying utterance within a wide variety of contexts.

3- The free phase of oral production: It is the final phase in language production stages. It involves the activities designed to make the learners produce naturally the language which has been presented to them and which they have practiced in various, more or less controlled situations. These activities usually cater for providing either creative practice opportunities for practical language items or general fluency practice where accuracy is less relevant. At more advanced levels, learners feel they want rather than what they are channeled into saying, and therefore they insist on moving rapidly to free stage to teacher plays a vital role in planning a free stage to follow the introduction and more controlled practice of language items. For example, a discussion about favorite television programmes can follow the presentation and practice of vocabulary items such as comedy, soap opera, documentary, etc. Group work is an effective tool for minimizing introversion and visual stimuli (such as maps, photographs, pictures cartoons, event slides and films) are useful initiators of free oral production.

The most important point, however, is that the learners must have a reason for communication in order for the activity to be truly communicative. Gower et al (1995:101) contend that there must be either an opinion or information gap: (I don't know what you think about this topic) and/or (you have some information I need to know). This gap should be carefully planned for successful O.C.

2.9 Accuracy and Fluency:

Booth accuracy and fluency are important goals to pursue in CLT. Carter (1993:29), Ur (1996:135) Parrott (1993:197) Crystal (1991:62), Brown, (1994b:254) and Gower et al (1995:99), distinguished between them maintaining that accuracy involves the correct use of pronunciation, vocabulary and grammar, which can sometimes be to the exclusion of the 'ability to keep going when speaking spontaneously'. It is similar to grammatical competence in Canale and Swain's (1980) framework. Pronunciation can be improved by providing more practice on articulator phonetics and suprasegmental elements.

Vocabulary items are best introduced in their context, for example, in a dialogue, narration or storytelling to enable the learners to know different senses of word. As for grammar, the overriding fact that cannot be denied is that the use of language is governed by rules which native speakers know intuitively and which FL learners must either acquire or/and learn consciously or unconsciously, intuitively or deductively. It goes without saying that poor vocabulary; mistakes in basic grammar and pronunciation make O.C. less successful.

On the other fluency refers to the ability to use the language naturally with ease to communicate ideas and feelings, to affect the listener or interlocutor in a way that is intended by the speakers. The accurate use of language is part and parcel of this ability, but overmuch emphasis on accuracy in the learning process may be

counterproductive. It may inhibit its natural development. Grammatical accuracy is, of course, important but it is a means to an end. For most EFL Learners, in most situations, getting the message across is more important than speaking with 'complete' grammatical accuracy, which is neither a realistic nor an appropriate goal. Moreover fluency involves the ability to adjust the message according to the responses of the interlocutor, to conduct coherent utterances and stretches of speech, to respond and to speak without undue hesitation. It also involves the strategic manipulative techniques such as simplification, circumlocution and gestures to aid communication when the speaker may not have access to the appropriate grammar and vocabulary. Crystal (1991:62) describes fluency as follows:

> "If you are fluent in language you don't have to think about speaking it. The language just comes out when you want it to. You can speak quite quickly. You are not hesitating all the time. You have got a wide range of vocabulary. You know most of the grammar. Your pronunciation has begun to sound like that of a native speaker. And you can understand most of what is said to you. You may not be perfect, but you are good".

However, giving the learners the tools; i.e., bits and pieces of grammar and phonology without actual practice in the use of tools will not enable that to communicate comprehensibly in real language contexts. In spoken language the question that faces many teachers of English is how to prioritize accuracy and fluency. Both of them often boil down to the extent to which our techniques should be message oriented (language use) as opposed to language oriented (language usage). A good balance is necessary between these two needs:

establishing an accurate control of the language and developing fluency. There is magic formula for this, but the teacher is the one who is usually in a position to determine what his class needs and what is capable of doing.

2.10 Affective Factors in Oral Production:

One of the major obstacles learners have to overcome in learning to speak is the anxiety generated by the risks of producing utterances that are wrong, stupid or incomprehensible. Because of the language ego that informs people that 'you are what you speak; learners are reluctant to be judged by hearers using poor language. Therefore, it is not surprising that they assume that 'it is better to keep your mouth closed and have others think you are ignorant' than to open it and remove all doubt.

When we look at typical language learning classroom, it is no wonder that we fined so many learners suffering from what stervick calls Lathophobic aphasia.

According to Altis (1976) cited in Roger, (1979:22) it is defined as the "unwillingness to speak for fear of making mistakes". The experience of being called upon to stand up and speak is psychological.

2.11. Previous Studies:

The researcher believes that the present research has an identity of its own as it has looked into the problem of students majoring in

English in spoken English fluency at university level in the Sudan; an area that has not been specifically investigated via research before. However, both theoretical and applied linguistic literature on both sides global and local ELT has in a way contributed to this study.

Gasim ALSeed (1992) wrote a PhD thesis entitled "The communicative Approach and its Techniques in English language teaching in Sudanese school".

The purpose of this study is to investigate the nature of the techniques in English language teaching in Sudan. The researcher of this study applied the descriptive methodology for data collection and two tools which are questionnaires and observation check list.

The questionnaires were distributed to the teachers and the teachers' trainers. The observation check list was designed to check what the teachers have studied and whether they practise what they have been taught in the training courses or not.

The findings of the study were as follow:

The conditions for Sudanese pupils who are learning English are very different. The pupils do not have the advantages that make it easy for them to learn because they only hear and use the language in the classroom for only nine periods per week.

The pupils learn in artificial situations.

The pupils do not have very strong reasons for learning a foreign language.

They are probably learning only to pass the examination.

The pupils do not have close relationship with their teachers.

The teachers do not speak English with their students.

The teachers do most of the talking in class. The pupils only sit and listen.

The recommendations which were put by the researcher of this study are: Teachers should increase the pupils' talking time. Teachers should encourage the pupils to communicate in English. Teachers should make close relationship with their students and create a friendly atmosphere in the school.

Goron (1992) wrote a PhD thesis entitled "The problems facing Sudanese secondary school students in learning English as a foreign language"

The researcher of this study used interview questions.

The teachers were asked to answer questions concerning the areas that might cause problems to Sudanese secondary school students in learning English as a foreign language that is to say the area of phonology, syntax and vocabulary. Finally they were asked to give suggestions and solutions for improving the progarmme.

The findings of the study are: There are phonological problems that face the students in learning English. The results also proved that

there are highly significant differences between English and Arabic and also there is a big difference between English and Arabic syntax.

The recommendations which are put by the researcher are: The students should be taught the basics of English as a foreign language in early stages of their language. The students should know that there are syntax differences between the two languages [English and Arabic].

Osman (1995) carried out a PhD thesis entitled "The effect of Anxiety and self – esteem on the students, achievement of English".

The researcher used the descriptive method for collecting data. He also applied questionnaires and interviews. The findings of this study are that anxiety affects students, achievements of English. So as to facilitate and contribute to success the learning of the language. The study also proved that boys and girls feel the same in regard to level of anxiety in a foreign language.

The recommendations which are put by the researcher of this study are the material for teaching English as a foreign language should be of interest and relevant to the learners needs.

Ahmad (1995) conducted an (M.A/PhD) thesis entitled in "The problem of listening skill" investigated the effect of the problems of the listening skill on the spoken English.

The tools applied in this study are: questionnaires and tests.

These problems are mentioned as follows: The material (message).The speaker and listener (presentation). The environmental conditions such as noise, visual elements and any activities outside the classroom. The study finds out that in the presentation aspect it is very important to expose the learners of a foreign language to the normal speaking of native speaker from the beginning of learning. It is also found that the listening material should be recorded.

The recommendations for this study are that the students should be exposed to the language in real situations and they must be encouraged in real debates and discussions in English.

ALHaj (2001) in the study "The Deficiency of spoken English in Sudanese secondary schools" used the descriptive methodology for data collection. Besides, he used questionnaires and interviews. The population of this study were Sudanese secondary schools students.

This study has come to the following results: The absence of literature classes in the schools has a great negative influence in the students' ability of spoken English. The presences of the inexperienced teachers play an important role in the decline of English.

The recommendations of this study are to give sufficient training for teachers. The oral skills should be evaluated in the examination system. Encouraging forming societies in the schools,

Ibrahim (2000) in "The Effect of Accuracy on Fluency in learning English".

Questionnaires and observation were applied. The study proved that seeking for correct Grammar affects the students' fluency while speaking English. It also proved that Sudanese students lack chances of being exposed to the target language.

The recommendations which are put for this study are to create real situation for teaching English in the Sudanese schools and expose the learners to the target language through native speakers, tapes.

Lubab ELtayeb Elmikashfi (2001), "problems facing undergraduate English students in understanding Multi – word units". Ph.D. University of Gezira, Faculty of Education.

The study is solely limited to the students of English at the students of English at the Department of Foreign languages, University of Gezira and students of Ahlia College in Medani. The researcher of this study used descriptive methodology used tests questionnaires and observation reports. The findings of this study are:

Most students are not aware of vitality of multi – word unit when understanding or speaking English.

Elsaid Mohammed Adam (2010) conducted a PhD thesis entitled "Sudanese university students Deficiency in Oral Communication" Ph.D. Faculty of Education – Hasahisa. University of Gezira. The researcher of this study used descriptive, analytical and

quantitative method and questionnaires. The study found out that: oral communication is the most difficult language skill that most of fourth year university students who are majoring in English language are suffering from. Moreover, all English language exams are structured in written modes. The study recommends the teaching of oral communication at early stage of language teaching and suggests the implementation of the communicative approach for teaching English language.

Al – rafeea Alfadil (2010) carried out study entitled "strategies for developing English oral communication in Sudanese secondary school". Sudan University of science & technology. Ph. D. dissertation. The aim of this research was to answer the questions of the common strategies Sudanese secondary school teachers and students used when they teach and learn English speaking and listening skills. The researcher found that, teachers do not use most of the recommended strategies when they teach English speaking skills. Lack of using proper strategies for teaching English speaking skills is obviously reflected in the students, disability to say even a single correct English sentence.

It also provides reasons for the poor standard of the students' oral communication which was the general assumption of the research. Teachers do not use the effective listening strategies because they do not teach listening lessons. The only one strategy they use is a general strategy which could be used for all skills. This result also justifies the

poor standard of the students' oral communication, since listening is essential part of it.

Teachers do not use the proper strategies when they introduce new English words. Over use of L1 negatively affected the process of English oral communication. There are more than eighteen speaking strategies of which Sudanese secondary school students apply only two – Sudanese secondary school students do not use listening strategies because they do not learn listening. The results of training students on certain applicable listening strategies proved an evident development in listening skill.

According to above stated results the researcher recommends that, to get an effective listening skill, teachers should apply all recommended listening strategies explained throughout the research, and train the students on native listening material so as to be exposed to natural sound of the language . To get on effective speaking skill, teachers should apply all recommended speaking strategies according to situations, focusing mainly on vocabulary strategies because words are skeletons on which language is built. Students should be taught how to train themselves on using effective speaking skills.

Students should also be taught how to train themselves on proper listening strategies. Students should repeatedly be advised to practice listening to native source of language, practice speaking English outside classes and enriching their vocabulary building special classes should be devoted to train students on speaking and listening

strategies. Secondary schools should be provided with audio – visual aids and should be provided with native recorded materials. More over computer language learning should be introduced in secondary school.

Hanan Mohamed Freaha (2012) "Effective strategies for Enhancing EFL learners' conversational English" Ph.D. University of Gezira – Faculty of Education – Hantoub.

The researcher of this study used both the descriptive and empirical methods where pre/post tests and all the EFL lecturers (12) responded to the questionnaire.

The study has provided the following findings:

Firstly, most of the learners are weak in the conversational English; secondly, this weak performance of the students is improved after taking the oral language course, thirdly, the obstacles that hinder efficient oral performance are in sufficient instructional materials and poor teaching strategies. Finally, the study recommends: enhancing conversational language by intensive presentation of the target instructional materials of small talks with different language functions and improving instructions through open– ended questions discussions and acquainting the learners with the style and functions of spoken language.

Ahmaed Abdullah Ali (2008) "Role of Curricula Teaching Methodology and the Teachers' Knowledge in Promoting Learners' Spoken Discourse". The researcher of this study used questionnaires

and discourse completion test. The results of the analysis revealed the following points: In general, the teachers' linguistic knowledge is good despite the failure of some of them in defining some terms relating to speech act of suggestion in some situations but they tended to use more imperative sentences, especially with relatives and friends, than with native speakers. More politeness markers were used by the native than the Saudi subjects. These results were attributed to many reasons. First, the tacks of natural settings in which second/ foreign language learners' need to practice the language. Second, lead to inappropriate forms which may in their turn lead to misunderstanding.

(**Dang** 1994) raised an important point concerning "the oral use of English". He says that the students who learn English as a foreign language have general knowledge of English grammar and vocabulary but most of them have difficulties in oral communication. He has found that the main problems are: Lack of understanding the target culture. Lack of conversation competence. He suggests ways of improving the spoken language such as: Word guessing games. Description – friends – accidents …….key word e.g. Topic talking arguments with key word e.g. Pollution, air pollution, cities, smoke, waste, etc.

Norein (2002) carried out study entitled "stimulation of oral communication in EFL" university of Khartoum Ph.D. thesis. In this study the researcher found that 87.7% of English language majors in

the student sample size supported the statement that of the four skills speaking is the most important however, 76% of the teachers were of the attitude that it the most difficult skill for the students assuming that speaking is the most difficult skill for the students. Teachers prefer to focus mainly on teaching reading and writing rather than listening and speaking.

Although students recognized the real importance of speaking skill, the teachers' perception of the difficulty of this skill for the students does not motivate them to move from theory to the practice of teacher. 94.4% of the students expect speaking English to be useful to them in their future profession. This shows the necessity of improving their oral communication capabilities. He claims that the present English language syllabi in the Sudanese universities do not satisfy the oral communicative needs of the learners, listening and speaking receive the least attention in the English language syllabuses.

Most students cannot speak English because of lack of sufficient opportunities to practice speaking, inside and outside the classroom based on aural –oral activities visual- oral activities, material aided. Even with the provision of the appropriate visual and oral stimuli, most students' oral communication was very poor because of the limited language input. large classes hinder stimulation of oral communication , because of difficulty of management of intergroup dynamic , the researcher used for data collection five instruments students and teachers questionnaires, oral interviews, classroom

observation and English language syllabi, the findings of this study researched conclusion that students reluctance to oral contribution can be attributed to the lack of proper stimulation based on interesting authentic, auditory and visual contexts, poor interactive linguistic input , lack of task-based brain- storming and out of class activities and large classes and teacher – centered mode of instruction .

Abu – Nawas (1998) "influence of certain Affective factors on the choice and implementation of inter language communication strategies". The aim of the research is to investigate the communication strategies Jordanian learners used in conveying their oral message and to investigate the possible influence of certain affective factors (motivation, attitudes, anxiety and self – esteem)   on the choice and use of the communication strategies.   After based on statistical analysis of the data the results reveal that, there are strategies used by the students and there are factors that affect their use, learners use communicative strategies mainly (approximation and Circumlocution). Intermediate and high level learners use more communication strategies, and students use more achievement strategies, and students who use more literal translation use mime. Students have long desire to learn English and most of them practice facilitating anxiety which, facilitate and promote communication, the researcher claims that there is a correlation between self - esteem and topic avoidance and the majority the students preferred communication with English people. the researcher recommends these points: teachers should consider students affective state and respond to

it, concern should be taken to decrease the amount of anxiety via providing relaxed atmosphere in the classroom, develop strategic competence, Teacher should speak and encourage their students to speak in English, teachers should use life like communicative activities to help students learn the language, teachers should motivate the students to practice the language, teachers should focus on teaching oral communication, and passive, present progressive and relative clause should be more stressed through more practice because, students avoid them .

Ghaleb Rababah (2004). Carried out a study entitled "communication strategies and message translation with Arab learners of English in Jordan" university of New Castle upon Tyne /UK. Ph.D. Dissertation. This article is reports on empirical research into the relationship between L2 learners' target language proficiency and their ability to transmit comprehensible massages learners. In order to test the assumption that even low – level English learners transmit comprehensible massages despite their limited linguistic of 30 Arab English majors at Yarmouk university in Jordan were asked to perform 3 communicative tasks : picture storytelling , object – identification and role –play.

The performance of the subjects was transcript and analyzed. The results indicate that transmission of comprehensible message various according to the learners proficiency level on the task type. These results lend further support to hypothesis that even low-level

English proficiency learners can communicate and pass comprehensible messages to interlocutor by resorting to communication strategies despite linguistic errors. This research suggests that about 90 percent of the messages transmitted can be comprehensible and successful because of the learners' use of communication strategies. The use of communication strategies is a means of solving communication problems with the aim of passing comprehensible messages in the interlocutor. About 97 percent of transmitted messages in the role – play and storytelling takes were judged as comprehensible and successful as a result of the use communication strategies, but this depended on the learners' proficiency level. The use communication strategies helped the subjects to communicate their messages effectively and successfully. He added the teachers should orient the learners and focus their attention on the strategies that help learners to communicate and students should also be encouraged to take risks and to use communication strategies, this means that learns should use all their a variable resources to communicate language resources without being afraid of making of errors and students can be asked to perform communicative tasks and have it video - taped to be viewed later on to see their performance. University students and school learners should be aware of communication strategies and understand their values.

Harunur Rashid khan (1998). Carried out a study entitled "speaking strategies to overcome communication Difficulties in the target language Situation" Master of Arts in Applied linguistics.

Victoria University of wellington .The research investigated speaking strategies in different social and work related situations to tackle communication problems with these objectives: Surveying some features of speaking strategies in coping with communication difficulties in the target language situation.

Investigates how they are coping with they are coping with the target language communication, and specifically in speaking. What strategies they are employing when faced with some difficulties. The researcher found that; the participants do face some difficulties while speaking to the native speaker of English and everybody uses some common strategies in communication to cope with the target Language situation.

As identified by the respondents, the most difficult areas in speaking pronunciation on (of accent and stress),phrase and idioms ,communication sentence structures, slang and many other colloquial expressions. The common strategies used by them to overcome these difficulties are paraphrasing, approximation, circumlocution repetition asking for clarification, checking comprehension, gestures, filler words and some other non-Linguistic hesitation, devices. Sometimes certain psychological and cultural factors restrict the possibility of having more communicative interaction in the target language.

And finally, he suggests that, recognizing the difficulties and overcoming them can be very effective with the help of particular Native speakers, friend.

Imam Al-ddin Awad (2002): "pair / group interaction in oral skill courses for ESL university students". It is an empirical research in which, the researcher tried to find a suitable techniques for teaching oral skill for learners of English as a second language.

The results of this study are, there was assort of anxiety that, the use of pair and group work invites the students to make such noise and use much of mother tongue when the students are out of the teacher monitoring. Students' reluctance to work in English reduces with the activities. Students could be active participants if they find the chance to work. Pair and group work encourages the students to initiate conversation. Pair and group work guarantee more students talk and participation. The researcher suggests that, teachers should consider pair and group work as effective techniques for teaching oral skills. Activities should be prepared. It should be suitable for all levels if they are used in pair and group work. Presentation of the activity should be made before any move of the students to start the work. Using a group of good students to show the activity for the rest is a good way.

(Wilson, 2000) proved that a person who slitters or seems slow is not in harmony with brain structure. He is not using the whole capacity of his brain. It is concluded that a great speaker is someone who speaks with such chairman that you can literally see pictures in his brain while listening.

The brain condition has a great influence in the production of the speaker and that helps: great deal in learning and acquiring the language.

(Smith 1999) investigates stuttering. He himself is a stutter. He said he had found that listening had been a great problem for him because he was often thinking of what he was going to say, the words he was going to stutter on.

Another study (Citery, Brown el al, 1996) is concerned with "The Oral Practice" which helps the acquisition of all aspects of language competence. This study proved that additional practice in reading, writing, speaking and listening done in the class plays an important role in developing the language skills. This was done as audio taped dialogue journals produced by fourth year. The taped journals are used as a way for students to obtain additional practice in the four language skills in environmental where the school was the only place to practice English.

(Hellwig 1984) believes that there is great interference of the mother tongue (Arabic) in the acquisition of a second or foreign language that is because the word – order of Arabic is not the same as English.

Ex: I no eat my breakfast.

(Arabic)

I didn't eat my breakfast (English)

This is evidence of the mother tongue interference in a foreign language acquisition.

In the writers point of view this problem can be solved if the learners of English as foreign language are taught by expert teachers who know the basics of language very well. He says that knowing the basics of language only is not enough but that needs a well qualified teacher who well trained in the teaching of English as a foreign language and who can help the learners acquire the basics of language from the starting point of their learning.

(Ockender 1987) in a workshop writes about (how to improve your English speaking skills). He says that to improve your English speaking skills one must think about how to spend his time and try to maximize the opportunities he has to speak English.

The first point he raises about social life. He says that if a person spends his social life with a friend or a partner who is native English speaker, he will improve his speaking skills faster. He suggests that a person should try to become involved in his community. He can go to social events where he can meet other people.

Ockender also believes that having accommodation with native English speaker helps a person to improve his spoken English. So if a person he must try to find accommodation which is shared with native English speakers.

Another point raised by the writer is that to improve one's spoken English a person must try to find a job in which he need to speak English.

He also says that making English – speaking friend is a good way to improve the speaking skill while enjoying himself at the same time.

It is not easy for foreign students to make native – speakers' friends even if the friend is not an English language speaker a person will still learn a lot, by, talking to each other in English.

If a person is in university he must try to avoid making friends only with people of his own nationality or try to speak English when he meet.

Ockender also says that offering a personal language exchange can be a good way of making a friend who is interested in his culture, and learning English too. A person should offer to meet a native speaker of the target language regularly, and when he meets he speaks in English for half of the time and in his own language for the other of time. A person can contact the English Department in a university or British council in his own town and leave an advertisement therefore, an exchange with an English native speaker.

A person can also have more chances to speak with native English speakers if he tries to get involved in the British Council Community in some way.

Ockender suggests other means of improving ones speaking skill. He says that a person can ask the local office of British Council or London embassy about events or societies for people interested in his country culture or language. He may find details of clubs aimed at his nationality.

It is also useful, in the world of the internet for a person who wants to improve his English spoken language to try to use an internet – search engine. He can enter both nationalities together with a word such as club or society. Sometimes there are clubs or events for people speaking a certain language or coming from a certain region in the word, for example, the African center in London. There are also international societies which do not limit themselves to people from one country of speakers of a certain language. These clubs are often run by university or college students who can interested in foreign cultures. A person can join these even if he is not a member of the university or college. Also one can contact organizations based in London such organizations as:

1. International students union.

2. International friendship league.

3. Kenning to committee of friendship for overseas students.

A teacher will select and grade these activities in order not to inhibit and discourage learners from the out –set. In this respect Issa (1985)

conducted a study of the English oral proficiency of secondary school students in Jordan with the purpose of determining the level of their speaking proficiency and the impact it may have later on in their university careers. The data collecting instruments he used were the oral interview of the students and a questionnaire. He concluded advancing suggestions which involved the improvement of teaching methods used in class, the English texts taught in the classroom. That might be a natural consequence of the status of EFL due to the political of the country and the resultant level of motivation. Furthermore, Klosek (1982) examined the relationship between the communication strategies of the learners of ESL and grammatical achievement. First he explored the nature of communication between native speakers and non-native speakers (NS and NSs hence forth). Second he conducted an objective measurement of the communicative effectiveness of L2 learners.

EL-Araby (1974: 42) puts it as follows: "Good speech production depends on careful listening to native speakers or recorded models of their speech".

Ahmad (1995) in his MA. Thesis also recommends exposure of learners to recorded live language material to bridge the gap between the language heard and produced in the EFL classroom and the real language spoken by NSs in informal situations. Besides, Khamees (1996), in his PhD. Thesis casts light onto the effect of listening

comprehension strategy training on students' performance, in an attempt to improve EFL listeners' ability to understand informal spontaneous speech delivered by teacher or heard on tape-recorder in the classroom setting.

Gharab (1996:2) mention in his Ph.D. thesis, these traditional four skills are to some extent facets of the same diamond. Therefore they must not be separated too sharply when specific teaching material is constructed. This is also confirmed by Sharwood Smith (1978:13) who maintained that, psychologists warn against relying too heavily on any skill" they are in fact in cyclic relationship, therefore, listening, reading and writing can used effectively for the improvement of speaking skill.

In the global view **(Serrano 1996)** wrote a PhD thesis entitled "The Problem which face intermediate and advanced groups in learning the English oral skill", has applied tests and check – lists.

The researcher of this study has found out that the discussion lessons are the most widely used as oral activities. He says that the problem arises when there are shy students who do not like talking in front of the whole class. For those, the teacher serves as a monitor seeing that conversation takes place. He takes note of the common mistakes but interferes when there is lack of communication.

Chapter Three

Methodology of the Study

3.0 Introduction

The purpose of this chapter is to describe the general methodology of the study and also to pin –point the causes of the challenges of fluency in spoken English facing Sudanese university students majoring in English the study adopted the descriptive – analytic method for data collection.

This is the part of the study in which the researcher is going to describe the methodology used to explore how accurately the independent variable, which will be described, affects fluency in spoken English which is the dependent variable. First, a full description of the research population will be given. Then the procedure of how the data gathering instruments are chosen standardized and explained.

Using the descriptive – analytic method, the problem of the study was stated, the suitable data collection instruments were planned and prepared, these tools are questionnaires and an interview, and these tools are carefully selected to help to arrive at the final result and findings concerning the problem.

3.1 population of the study:

The target population of this study is the Sudanese university students who are majoring in English language. The subjects of the

study are the students in the English section in Sudanese universities. Three universities in Sudan are chosen, so the population of the study will include three groups the first group was composed from teachers of English language in some representative Sudanese universities, and they are teaching English as foreign language at the department of English language and linguistics , the subjects taken in this study are (46) teachers, both male and female and all the subjects are non-native speakers of English language, their native language is Arabic and other local languages .

The participants are chosen, because they are in a suitable environment to teach English daily at their universities. So, they know well that whether oral communication and other activities improve and develop their students speaking fluently.

The second group was composed of (67) students from three representative universities which are Sudan University of science & technology – college of languages, university of Alfasher – faculty of Arts and university of Zalingei – Faculty of Education

The third group was composed also of (5) experts from three representative universities which are Sudan university of science & technology, university of Al fasher and university of Juba from south Sudan , those experts will be interviewed by the researcher so as to know their opinions about challenges of fluency in spoken English facing Sudanese university students majoring in English.

3.2 The Study Samples

The researcher selected (46) teachers, (67) students and (5) experts who were chosen to represent the sample of this study, the researcher used two tools, Firstly questionnaire was designed for the teachers of English language and students to select their suitable answers. Secondly an interview was designed for the experts. The two tools have data about the questionnaire and the interview were concentrated to the challenges of fluency in spoken English facing Sudanese university students majoring in English.

Distribution of the Registered Students Majoring in English in Fourth – year in the Selected Universities in Sudan.

Table (3-1)

Sudan University of science & technology – college of languages – fourth – year students majoring in English in the year 2015-2016

Sex	No – students
Male	12
Female	9
Total	21

Table (3-2)

University of Alfasher – Faculty of Arts – fourth – year Students majoring in English in the year 2015 -2016:

Sex	No – students
Male	9
Female	13
Total	22

Table (3-3):

University of Zalingei – Faculty of Education Fourth – year Students majoring in English in the year 2015 – 2016:

Sex	No – students
Male	14
Female	10
Total	24

3.3 Research Design:

A research design is the conceptual structure within which research is conducted, it is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure, hence,

to investigate the effect of challenges of fluency in spoken English. Therefore, the learners' general ability of speaking English fluently was investigated through the following research questions:

1. To what extent does mother tongue interference affect fluency of speaking English?

2. To what extent does shortage of ideas and in sufficient vocabulary hinder the students in speaking English fluently?

3. What is the effect of lack of training on oral communication O.C on practicing spoken English?

4. To what extent lack of training on conversational conventions prevent students from speaking English fluently?

3.4 Tools of the Study:

Two instruments were used for data collection, which try to provide answers for the research questions consisted of a questionnaire and interview. The questionnaire was designed from two parts. Part A required personal information and collected data of degrees, place of work, year of experience and their genders and this can be very clear in the following tables.

Table (3-4) Genders of Teachers:

Gender	Frequency	Percentage
Male	35	76%
Female	11	24%
Total	46	100%

Table (3-4) shows that the majority of the teachers are males which are representing 76% from the whole group while, females represent 24% it is very clear that the majority of English language teachers are males.

Table (3-5) years of Experience:

Years of experience	Frequency	Percentage
1-5	17	37%
6-10	8	17.5%
More than 10	21	45.5%
Total	46	100%

According to the table (3-5) the teachers who have experience from one year to five are seventeen representing 37% while the teachers who have experience from six to ten are eight representing 17.5%, where as the teachers who have experience more than ten years are twenty one representing 45.5% .

Table (3-6) Academic qualifications

Academic qualifications	Frequency	Percentage
Ph .D	12	26%
MA	34	74%
BA	0	0%
Total	46	100%

Table (3-6) shows that the majority of the teachers have masters degree representing 74% of the whole group, and only twelve are ph.D holders representing 26% where as there is no one from bachelors' degree among these group .

The researcher distributed 50 questionnaires to the teachers by hand and he collected 46 questionnaires form them and 4 teachers did not bring back their questionnaires.

Secondly, the interview was designed to collect data from the experts who teach English as a foreign language and they have long experience in this field. This interview was made up of two parts. Part A focused on personal information like place of work, degree, genders and years of experience. This can be clear in the following table.

Table (3-7) Genders of Experts:

Gender	Frequency	Percentage
Male	4	80%
Female	1	20 %
Total	5	100%

Table (3-7) shows that, four experts are male and only one is female among them that means the majority of English language experts at Sudanese universities are male.

Table 3-8 years of Experience:

Years of Experience	Frequency	Percentage
15 —— 25	1	20%
25 —— 35	3	60 %
More than 35	1	20%
Total	5	100%

Table (3-8) shows that the experts who have experience in field of teaching English from 15 to 25 year is one representing 20% and who have experience from 25-35 years are three representing 60% whereas one expert who has experience more that 35 years which represent 20% .

Table (3-9) Academic Qualification:

Academic Qualification	Frequency	Percentage
Professor	0	0.0%
Associate professor	0	0.0 %
Assistant prof.(ph.D)	5	100%
Total	5	100%

The table (3-9) shows that all experts are assistant professors; there is no professor or Associate professor among them.

Table (3-10) place of Work:

University	College	Frequency	Percentage
Sudan University of science and technology	Languages and Education	2	40%
University of Alfasher	Arts and Education	2	40%
University of Juba	Education	1	20%
Total	-	5	100%

The table (3-10) shows that there are two experts from Sudan University of science & technology and they have been selected from the college of languages and Education, whereas two other experts have been selected from Alfasher University - Faculty of Arts and

Education while the fifth one from university of Juba from the South Sudan.

Concerning part B, the interview was designed   from eight constructed questions which were answered by the representing experts who have long experience in teaching English language as a foreign language. Furthermore, the researcher made appointment with the experts to carry out the interview with them.

3.5 Variable:

A variable is a changeable factor in a phenomenon, or is a measurable characteristic that assumes different values among the subjects. It is therefore, a logical way of expressing a particular attribute in a subject.

There are different classifications of variables, but the researcher focused on two, independent variables (a number or amount whose value does not depend on the value of another element in the same mathematical expression). And dependent variables are value of another element in the same mathematical expression or group of symbols representing an amount or idea).

The researcher discussed these opinions apparently so as to see whether their opinions answered the questions of the study or not.

3.5.1 Independent Variables:

The researcher used the independent variable to carry out the interview with the experts of English language who have long experience in teaching English as a foreign language to know their opinions on challenges of fluency in spoken English facing Sudanese University students majoring in English. The researcher discussed these opinions apparently so as to see whether their opinions answered the questions of the study or not.

3.5.2 Dependent variable:

The researcher computerized and processed these data (questionnaires) by using (SPSS) program to calculate , analyze and change them into amount or numbers so as to facilitate the process of discussing these hypotheses and their questions then , the researcher wrote the last report.

3.6 The Questionnaire Design:

The questionnaire was designed for teachers and students to elicit information about challenges of fluency in spoken English facing Sudanese university students majoring in English. The questionnaire for teaches consists of twelve statements. It was divided into three sections consists and on liker scale of five.

S A	A	N	D	SD
Strongly agree	Agree	Neutral	disagree	strongly disagree
Always	usually	sometimes	rarely	never
Excellent	very good	Good	fair	poor

3.7.1 Procedure:

Before giving the questionnaire to the university teachers and students, it was exposed to the supervisor, co supervisor and long experienced teachers to judge and evaluate it. They gave comments, some observations, suggestions that some items to be deleted, added and modified which were considered by the researcher.

Therefore, the judgment and comments of the judges, gave the questionnaire its validity so it became a suitable tool for collecting information. Then, the researcher distributed the questionnaire to the teachers and students at some representative Sudanese university. After collecting the relevant data, the researcher has used the (SPSS), "statistical package for social sciences" program to analyze these data and discuss them.

3.7.2 Interview Design

Regarding the fact that qualitative part of any study can be invaluable dimension to the whole process of study, therefore, the researcher tried to process together qualitative data by conducting an interview with some of the experts from different Sudanese representative universities. This interview has been designed from two parts.

The first part was focused on personal information which concerned the place of work, the degree, genders and years of experience. See (table 7, 8, 9, 10).

The second part was designed from eight constructed questions which were to carry out the interview with some experts to carry out the interview with some experts who have long experience in teaching English as a foreign language at Sudanese universities (see appendix-C) before making an interview with the experts, the researcher exposed the interview to the supervisor, co supervisor and other experts to give their comments on interview construction. They had added, deleted and modified some statement. So, the interview construction became a valid tool to collect relevant data about the study.

3.7.3 Reliability of Interview:

The reliability of interview as stated by Patton (2004:247) is the use of triangulation which strengthens a study by combining methods. This means that using several kinds of methods or data, including both quantitative and quantitative approaches. So, the researcher has not used (SPSS) to calculate the interview statistically because have the data cannot be turned into numbers because the data are qualitative. Therefore, the researcher collected the data directly from the interviewees i.e. the experts. Then the researcher wrote the final report.

Chapter Four

Data Analysis, Results & Discussion

4.0 Introduction

This Chapter is an analytical one. It presents analyzes the data collected about challenges of fluency in spoken English facing Sudanese university students majoring in English. Moreover, this chapter attempts to test the significance of the stated hypotheses. This section includes the steps and procedures that have been followed in this study including questionnaire design, the description of the research sample and population sample, and perform significance tests of the questionnaire to check the validity of statistical methods by which the data analyzed and extract the results.

This chapter includes three parts. Part one consists of procedures of applied study & part two consists of analysis the data. Part three test the significance of the stated hypotheses.

4.1 Part one: procedures of applied study

4. 1.1: Population and Sample of the Study:

(a) /Population of the Study:

Population of the study included:

1/ Sudan University of Science & Technology– college of Languages.

2/University of   ALflasher-Faculty of Arts.

3/ University of Zalingei – Faculty of Education.

(b)/Sample of the Study:

Firstly: Teachers questionnaire:

The sample of teachers was selected intentionally and is one of non – probability sample chosen by the researcher to obtain the information from the specific vocabulary of the population under study. It was distributed to (50) teachers. Only (46) returned back.The receive of the questionnaires by retrieving reached 92% and stated as follows:-

Table (4.11)

Questionnaires Distributed & Returned

(Teachers questionnaire)

Issue	Number	Percentages (%)
Questionnaires were returned after a full Package	46	92
Questionnaires were not returned	4	8
Total	**50**	**100%**

Source: Prepared by the researcher, 2016

Secondly: students' questionnaire:

The sample of student was purposively selected and is one of non – probability sample chosen by the researcher to obtain the information from the specific vocabulary of the population under study. It was distributed to (70) Students. (67) students gave answers by retrieving reached 95.7% and stated as follows:-

Table (4.12)

Questionnaires Distributed Returned (students questionnaire)

Issue	Number	Percentages%
Questionnaires were returned after a full Package	67	95.7
Questionnaires were not returned	3	4.3
Total	70	100%

Source: Prepared by the researcher, 2016

(c)/Characteristics of the Sample of the Study:

*Teachers population

It consists of the following characteristics:

1- Distribution of the sample according to gender (Table 4.13)**:**

Table 4.13

Issue	Number	Percentages
Male	70	61.9
Female	43	38.1
Total	113	%100

Frequency Distribution of the Sample

Source: prepared by the Researcher, 2016.

As we see from the table (4.13) that the majority of the sample are males where they accounted, (61.9) % and the females are 38.1% of the total sample of the study.

2. **Distribution of the sample according years of experience**

Table (4.14)

Frequency Distribution According to Experience

Years of Experience	Numbe	Percentage
1 ——— 5 years	17	37
6 ———— 10	8	17.
More than 10 years	21	
Total	46	10

Source: prepared by the Researcher, 2016.

As seen from table 4.14 the majority of the sample is working for more than 10 years and they reached 45.5 % of the sample. The proportion of years experience between 6 years to 10 is 17.5% of the sample. Teachers with experience of less than 5 years are 37% of the sample.

3 . Distribution of the sample according to academic qualification Education

Table (4.15)

Frequency Distribution of the Sample according to Qualification

Qualifications	Number	Percentage
PHD	12	26
MA	34	74
BA	0	0
Total	46	%100

Source: prepared by the Researcher, 2016.

As seen from the table 4.15 that the majority of the teachers have masters degrees representing 74% of the whole group, and only

12 are PhD holders representing 26% whereas there is no one from bachelors degree among these group.

*Students population

It consists of the following characteristics:

Distribution of the sample according to gender (Table 4.16)**:**

Table (4.16)

Frequency Distribution of the Sample

Issue	Number	Percentages
Male	35	52.2
Female	32	47.8
Total	67	100%

Source: prepared by the Researcher, 2016.

As we see from the table (4.16) that the majority of the sample are males where they accounted, (52.2) % and the fe males are 47.8% of the total sample of the study.

4.1.2: The Study Tool:

This study based on the questionnaire and interview as a key tool to obtain the data necessary for the subject of the study. In order to achieve the purpose of the questionnaire, it consists of two parts:

Part (A): It includes data of members of the   sample. It is a descriptive and personal data of:

a) Sex.

b) Education

c) Experience

Part (B): It includes the basic phrases through which it recognized

the study hypotheses. This part includes12 phrases (teachers'
questionnaire) and 12 phrases (students' questionnaire)

4. 1. 3: The Scale of the Study:

It is also measured the degree of potential responses by Likert
Scale Pentathlon. In the distribution of weight to the respondents"
answer which is distributed from the top weight give (5) degrees and
represents the answer (strongly agree) to its lower weight given
(1) degree and represents the answer (strongly disagree) and in
between three weights. The purpose for that is to allow respondents
to choose the exact answer to the discretion of the respondents. Table
4.17 shows the degree to approve s Measure.

Table (4.17)

The degree to approve a measure

Approved Degree	Relative weight	%	Statistical Significance
Strongly Agree	5	Greater than	Very high degree of Approval
Agree	4	70 – 80%	high degree of Approval
Neutral	3	50 – 69%	Medium
Disagree	2	20 – 49%	Low approval
Strongly disagree	1	Less than 20%	Nonexistent degree of

To correct the measure used in the study the researcher follows;
the following The total score of the scale is the sum of the

individual scores of the phrases $(5 + 4 + 3 + 2 + 1) = 15/5 = 3$, which represents the centre premise of the study and hence if the mean deviation of the phrase increase than centre premise, it means that the respondents approve on the phrase.

4. 1.4: Evaluation of Measurement Tool (Validity):

Truth or validity of the measurement tool is defined as the performance ability to measure what was designed for and based on correct measurement theory dealing with free tool of measurement errors,whether random or systematic. The study in the first phase based on evaluating the appropriateness of the measures used in the measurement of the study phrases using consistency and honesty tests to exclude non – moral term of study metrics and verify that the phrases that have been used to measure the concept of certain actually measure this concept and warded other dimensions and features of these tests its ability to provide a set of metrics that determine the applicability of the data to the model that has been detected and the exclusion of any other alternative models can explain the relationship between the scale phrases based on the response of the study sample vocabulary. In the following the researcher presents the results of analysis of the measures used in the study:

a. The Sincerity of the Scale Content Test:

After the completion of the preparation of the initial version of the standards, the study was presented in the form of a questionnaire to a group of arbitrators and experts (five Assistant

professors). The experts were asked to express their views about the study tool and validity of the statement to represent the hypotheses, also they were asked to amendment, porcelain and add what they see suitable for the purpose of measuring the sincerity of the study. As stated by Ebel that the best way to make sure the virtual honesty of performance measurement that the number of specialists reports about to what extent the statements represented by the formula to be measured. After the questionnaire has been retrieved from the experts, it has been analyzed and taking their observations and made adjustments that they have suggested and then it was the design of the questionnaire in its final form (see Appendix D).

b. The Consistency & stability Test of the internal Standard Used in the Study:

Stability means (1), the stability of the scale and not contradiction with itself, any measure that gives the same results as a possible equal to the parameter value if reapplied to the same sample. Therefore, it leads to the same results or compatible in every time it is re-measurement results. The greater the degree of consistency and stability of the tool the more confidence in it. There are several ways to check the stability of the scale, one of them Alpha Cronbach's Coefficient to ensure internal consistency of the scales.

The researcher used Alpha Cronbach's coefficient, which takes values ranging from zero to one, if there is no stability in

the data, the parameter value is equal to zero and on the contrary, if there is complete stability in the data, the parameter value is equal to one. In other words, increasing the coefficient alpha Cronbach,s means increasing the creditability of the data from the sample results. The value low than 0.60 shows low internal consistency. Tables from (4.18) to (4.19) shows the results of measurements of the stability study analysis indicating Cronbach's coefficient values:

Table (4.18)

Cronbach's Test (teachers' questionnaire)
Cronbach's Test to Measure the Results of teachers' questionnaire

Phrases	Cronbach's Alpha
1/Most students cannot speak English fluently because of interference of mother tongue.	0.72
2/Most students cannot speak English fluently because of lack of vocabulary and shortage of ideas.	0.71
3/When students speak English they find difficulty in expressing their ideas.	0.68
4/Lack of sufficient vocabulary affects negatively on oral communication	0.69
5/Deterioration of English language at university attributed to lack of training on oral communication.	0.70
6/Students are reluctant to speak because they are afraid of making	0.69

7/Students feel shy and embarrassed when they try to speak English.	0.70
8/ Of the four skills, speaking is the most difficult for my students because of shyness.	0.68
9/I observe when students try to speak English; they confuse the Arabic order of words with those of English.	0.67
10/Students speak English slowly because first they think in Arabic then they try to translate.	0.70
11/I let the students have an English class outside the classroom (with such activities as a class picnic or a party).	0.74
12/How do you estimate your students' average ability to interrupt politely in order to speak to keep a conversation going, to ask for something that is not clear and to repair conversation failure?	0.70
Total of Phrases	0.72

Source: Prepared by the researcher of the results of the statistical analysis2016.

From the table (4.18), the result of reliability tests that Conrnbac,s values for all phrases are greater than 60%. Dealing with these values the availability of a high degree of internal consistency for all phrases and the Cronbach,s values is 0.72, which has high stability. So, it can be said that the standards adopted by the study to measure the (teachers' questionnaire) has internal stability for their words, so we can rely on these answer to analyze the results.

Table (4.19)

Cronbach's Test (students' questionnaire)

Cronbach's Test to Measure the Results of students' questionnaire

Phrases	Cronbach's Alpha
1/I speak English slowly because first I think in Arabic then I try to translate.	0.66
2/When I speak English I do not find the equivalent words for Arabic ones quickly.	0.70
3/When I try to speak English I confuse the Arabic order of words with those of English.	0.82
4/When I speak English I find difficulty in expressing my ideas.	0.76
5/When I try to speak English I fail to find suitable words to express my ideas.	0.67
6/Our teacher used to explain in Arabic in the English lesson.	0.75
7/We are divided into pairs and groups to speak some topics during the lectures.	0.72
8/The teachers of English are friendly and helpful during the lectures.	0.81
9/How do you are rate your social English (e.g greeting people, introducing yourself, making excuses and apologies, thank people, etc.)	0.76
10/The fear of making mistakes stops me from trying to speak English fluently.	0.69

11/I feel shy and embarrassed when I speak English.	0.72
12/Lack of self-confidence and fear prevent me from speaking English fluently during English lesson in the classroom.	0.83
Total of Phrases	0.82

Source: Prepared by the researcher of the results of the statistical analysis2016.

From the table 4.19, the result of reliability tests that Cronbach,s values for all phrases of the first axis are greater than 60%. Dealing with these values the availability of a very high degree of internal consistency for all phrases and the Cronbach,s values is 0.82, which has high stability. So, we can say that the standards adopted by the study to measure the (students' questionnaire) h a s internal stability for their words, so we can rely on these answer to analyze the results.

4.1.5: Analytical Statistics Tools used in the Study:

To analyze the results and to test the hypotheses of the study, the researcher used the following tools:

a) Reliability Test for the questions of the questionnaire by using: Cronbach's Alpha was used to measure the internal Stability for the phrases of the questionnaire.

b) Descriptive Statistics Methods: to describe the characters of the sample of the study using the following tools:-

(i)Frequency Distribution for the Phrases of the Questionnaire: to recognize the frequency distribution for the result of the sample.

(ii) The Weighted Mean: it is used to describe the opinions of the sample about the hypotheses of the study as it is one of the measures of central tendency.

(iii) Standard Deviation: it is used to measure the dispersion in the result to the arithmetic mean.

d) Chi – Square Tests: it used to test the significance of the stated hypotheses at the level 5% which means that if the value of Chi – Square is less than 5% the phrase would be positive & if the Chi – Square is greater than 5% the phrase would be negative.

Part (2): This part includes the analysis of the basic data for the study:

* Teachers' questionnaire

Section one:

1/ most students cannot speak English fluently because of interference of mother tongue
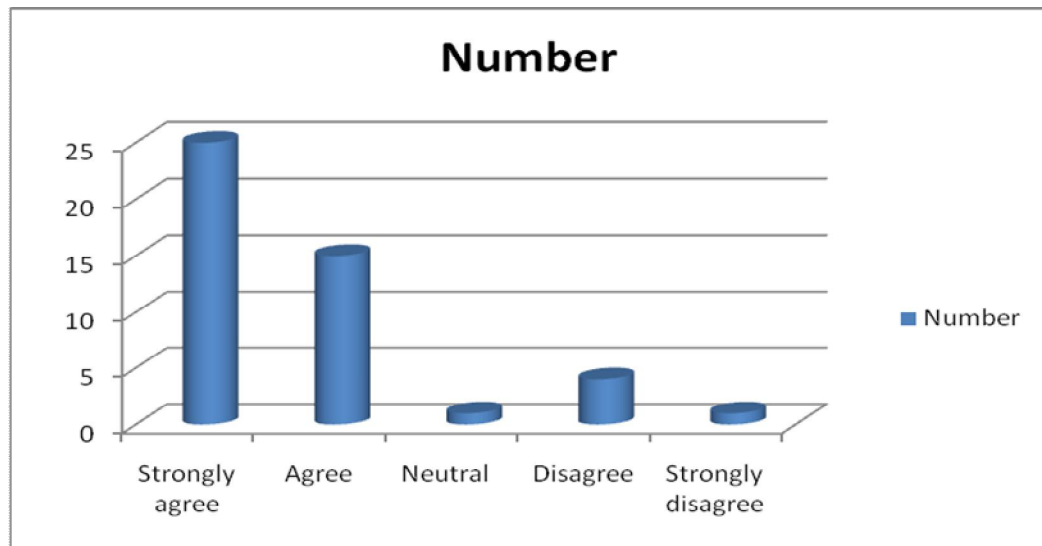
Table No (4 .20)

The Frequency Distribution For The statement (1)

The Answer	Number	Percentage %
Strongly agree	25	54.3
Agree	15	32.6
Neutral	1	2.2
Disagree	4	8.7
Strongly disagree	1	2.2
Total	46	100

Source: Prepared by the researcher of the results of the statistical analysis2016

Figure (4.1)

From the table (4.20) and figure (4.1) the majority of the sample agree that (**Most students cannot speak English fluently because of interference of mother tongue**) where the proportion is (76.9) % while the percentage of non – conformists to that (10.9) %, and those who did not show specific answers have accounted (2.2) %.

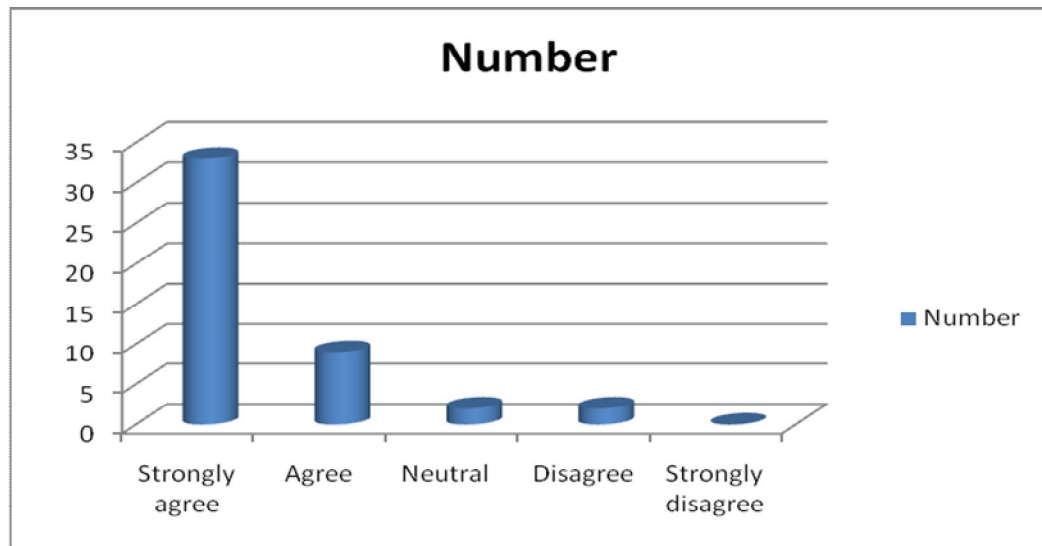**2/ most students cannot speak English fluently because of lack of vocabulary and shortage of ideas.**

Table No. (4.21)

The Frequency Distribution for the statement (2)

The Answer	Number	Percentage %
Strongly agree	33	71.7
Agree	9	19.6
Neutral	2	4.3
Disagree	2	4.3
Strongly disagree	0	0
Total	46	100

Source: Prepared by the researcher of the results of the statistical analysis2016

Figure (4.2)

From the table (4.21) and figure (4.2) The majority of the sample agree that (**Most students cannot speak English fluently because of lack of vocabulary and shortage of ideas**) where the proportion is (91.3)% while the percentage of non – conformists to that (4.3)%, and those who did not show specific answers have accounted (4.3)% .

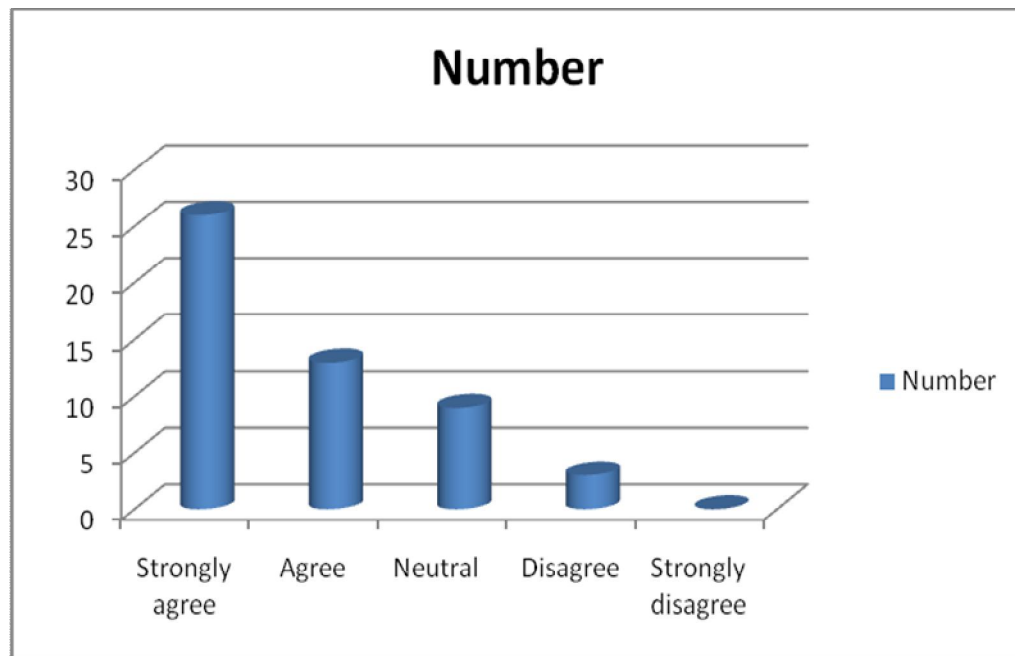**3/When students speak English they find difficulty in expressing their ideas**

Table No. (4.22)

The Frequency Distribution for the statement (3)

The Answer	Number	Percentage %
Strongly agree	26	56.6
Agree	13	28.3
Neutral	9	8.7
Disagree	3	6.5
Strongly disagree	0	0
Total	46	100

Source: Prepared by the researcher of the results of the statistical analysis2016

Figure (4.3)

From the table(4.22) and figure (4.3) The majority of the sample agree that (**When students speak English they find difficulty in expressing their ideas)** where the proportion is (84.9)% while the percentage of non – conformists to that (6.5)%, and those who did not show specific answers have accounted (8.7)% .
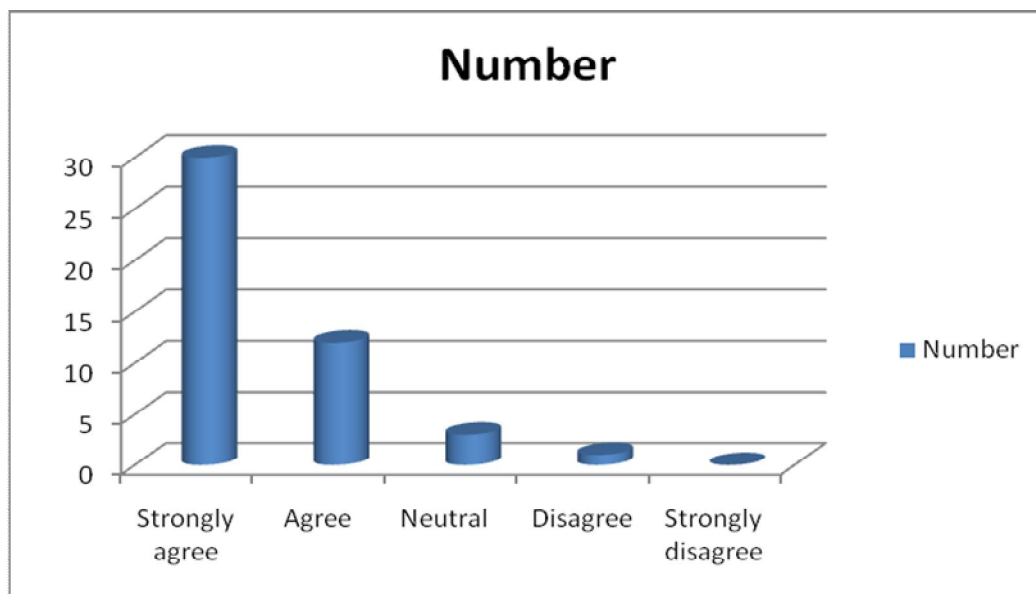
4/ Lack of sufficient vocabulary affects negatively on oral communication O.C.

Table (4.23)

The Frequency Distribution For The statement (4)

The Answer	Number	Percentage %
Strongly agree	30	65.2
Agree	12	26.1
Neutral	3	6.5
Disagree	1	2.2
Strongly disagree	0	0
Total	46	100

Source: Prepared by the researcher of the results of the statistical analysis2016

Figure (4.4)

From the table (4.23) and figure (4.4) The majority of the sample agree that (**Lack of sufficient vocabulary affects negatively on oral communication O.C.)** where the proportion is (91.3) % while the percentage of non – conformists to that (2.2) %, and those who did not show specific answers have accounted (6.5) %.

5/ Deterioration of English language at university attributed to lack of training on oral communication

Table (4.24)

The Frequency Distribution For The statement (5)

The Answer	Number	Percentage %
Strongly agree	19	41.3
Agree	17	37
Neutral	6	13
Disagree	3	6.5
Strongly disagree	1	2.2
Total	46	100

Source: Prepared by the researcher of the results of the statistical analysis2016

Figure (4.5)

From the table (4.24) and figure (4.5) the majority of the sample agree that (**Deterioration of English language at university attributed to lack of training on oral communication**) where the proportion is (78.3) % while the percentage of non – conformists to that (8.7) %, and those who did not show specific answers have accounted (13) %.
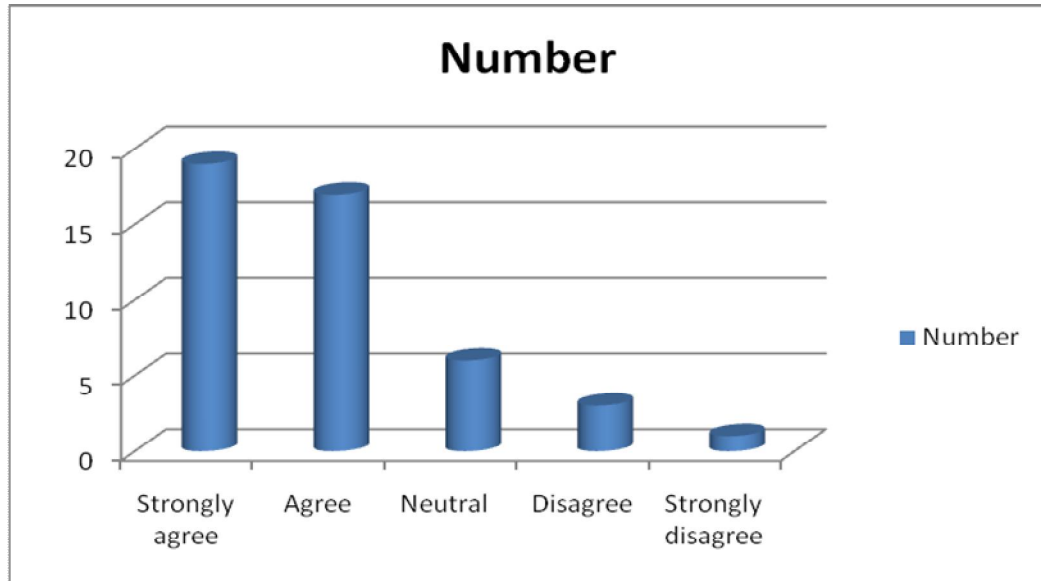
6/ Students are reluctant to speak because they are afraid of making mistakes.

Table (4.25)

The Frequency Distribution For The statement (6)

The Answer	Number	Percentage %
Strongly agree	19	41.3
Agree	17	37
Neutral	8	17.4
Disagree	2	4.3
Strongly disagree	0	0
Total	46	100

Source: Prepared by the researcher of the results of the statistical analysis2016

Figure (4.6)

From the table (4.25) and figure (4.6) the majority of the sample agree that (**Students are reluctant to speak because they are afraid of making mistakes**) where the proportion is (78.3) % while the percentage of non – conformists to that (4.3) %, and those who did not show specific answers have accounted (17.4) %.
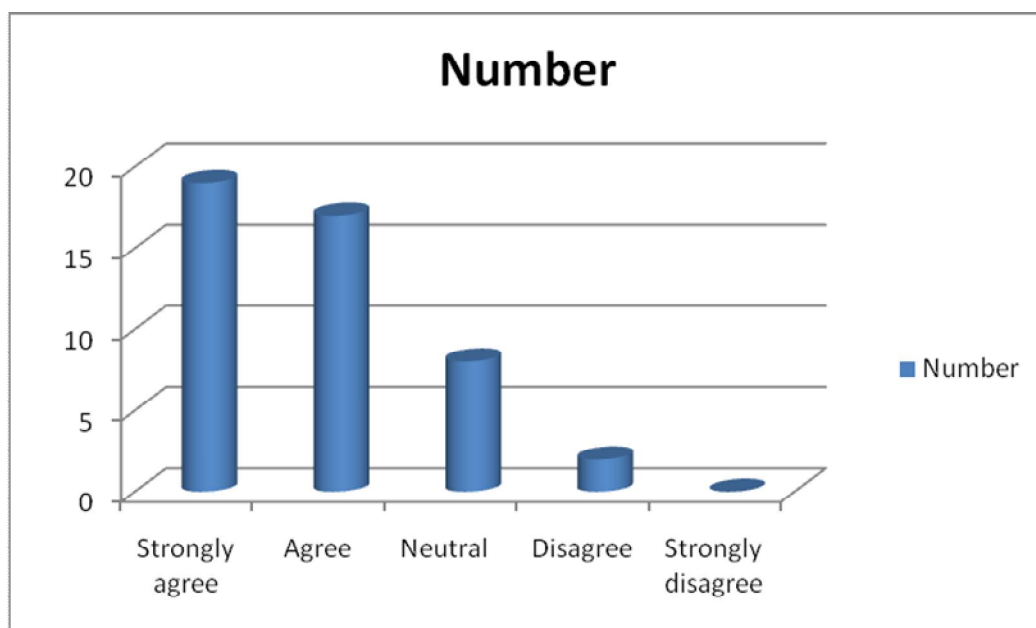
7/ Students feel shy and embarrassed when they try to speak English

Table (4.26)

The Frequency Distribution For The statement (7)

The Answer	Number	Percentage %
Strongly agree	22	41.8
Agree	18	39.1
Neutral	3	6.5
Disagree	1	2.2
Strongly disagree	2	4.3
Total	46	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.7)

From the table (4.26) and figure (4.7) the majority of the sample agree that (**Students feel shy and embarrassed when they try to speak English**) where the proportion is (80.9) % while the percentage of non – conformists to that (6.5) %, and those who did not show specific answers have accounted (6.5) %.
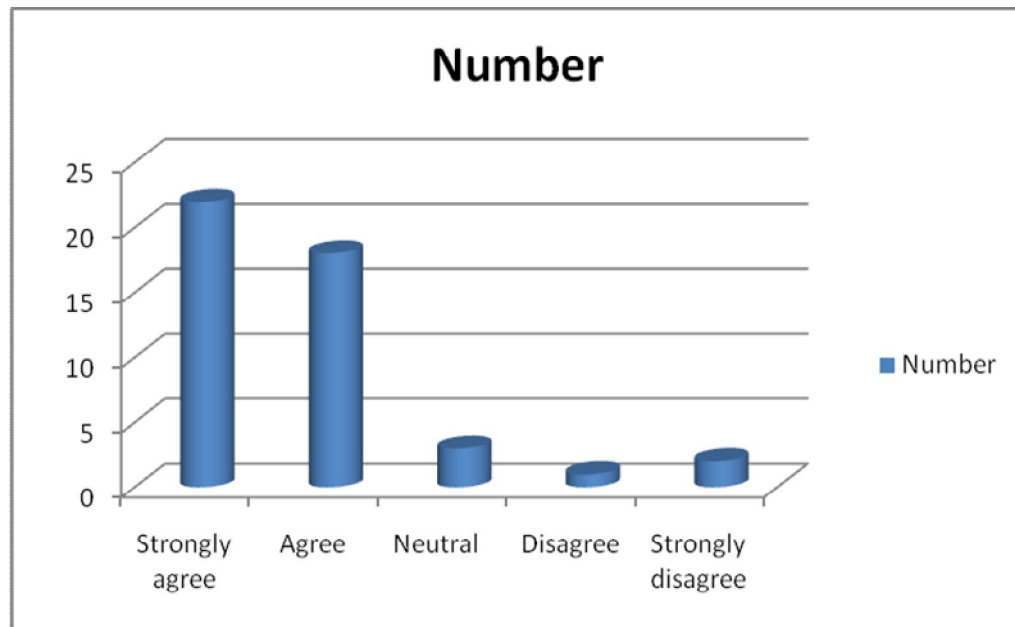
8/ Of the four skills, speaking is the most difficult for my students because of shyness.

Table (4.27)

The Frequency Distribution For The statement (8)

The Answer	Number	Percentage %
Strongly agree	18	39.1
Agree	14	30.4
Neutral	9	19.6
Disagree	15	10.9
Strongly disagree	0	0
Total	46	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.8)

From the table (4.27) and figure (4.8) The majority of the sample agree that(**the four skills, speaking is the most difficult for my students because of shyness**) where the proportion is (69.5)% while the percentage of non – conformists to that (10.9)%, and those who did not show specific answers have accounted (19.6)%
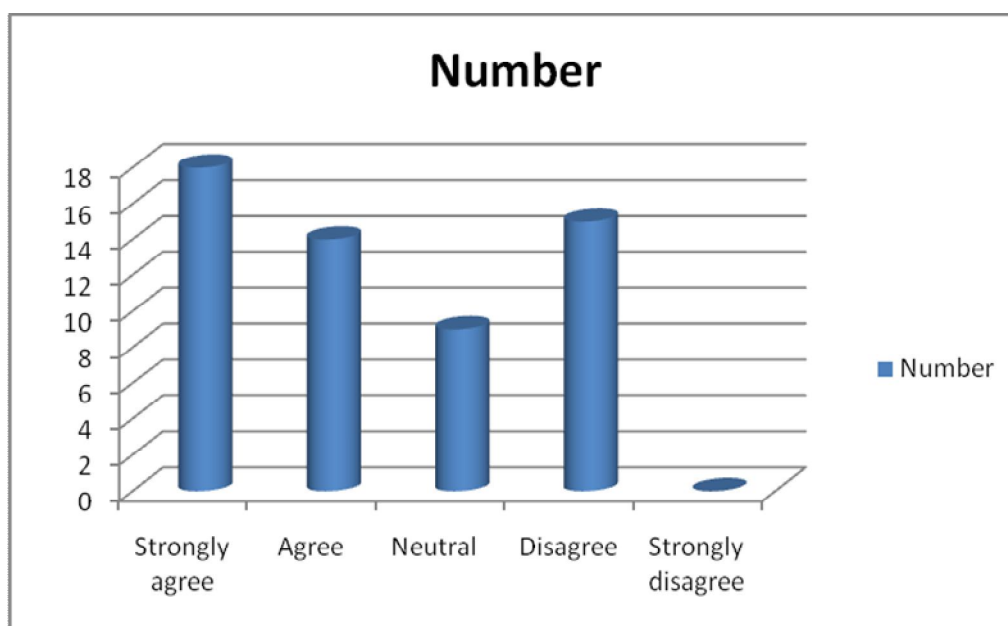
.

Section two

1/ I observe when students try to speak English; they confuse the Arabic order of words with those of English

Table (4.28)

The Frequency Distribution For The statement (9)

The Answer	Number	Percentage %
Always	16	34.8
Usually	15	32.6
Sometime	13	28.3
Rarely	1	2.2
Never	1	0
Total	46	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.9)
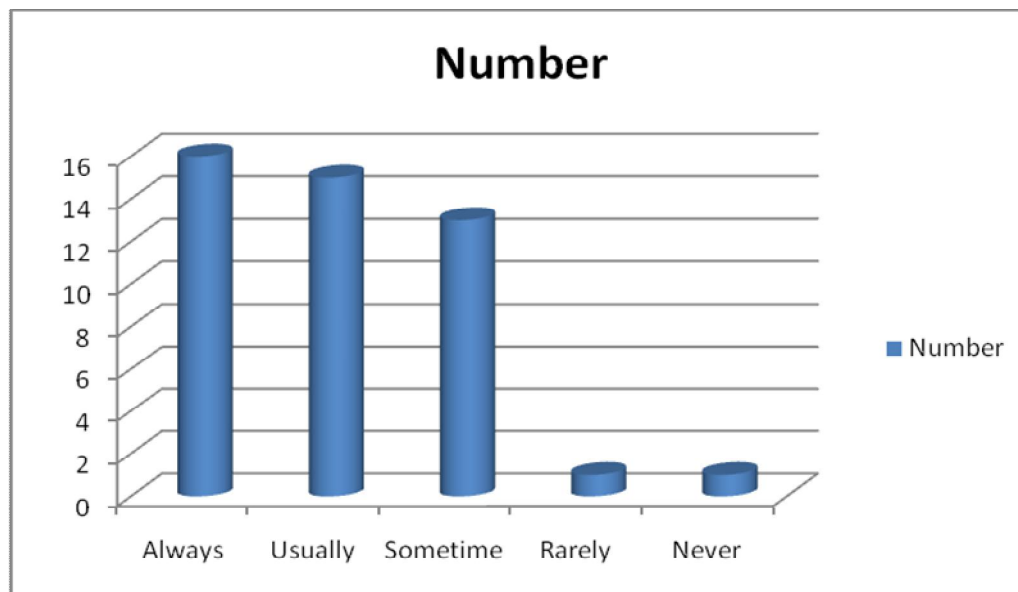
From the table (4.28) and figure (4.9) it is obvious that the majority of the sample size (%67.4) responded always and usually that (I **observe when students try to speak English**; **they confuse the Arabic order of words with those of English**)   but those who are (rarely) represnt (2.2) % and those who have answer (Sometimes), their percentage out of the sample is (28.3) %.

2/ Students speak English slowly because first they think in Arabic then they try to translate

Table (4.29)

The Frequency Distribution For The statement (10)

The Answer	Number	Percentage %
Always	21	45.7
Usually	16	34.8
Sometimes	4	8.7
Rarely	5	10.9
Never	0	0
Total	46	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.10)
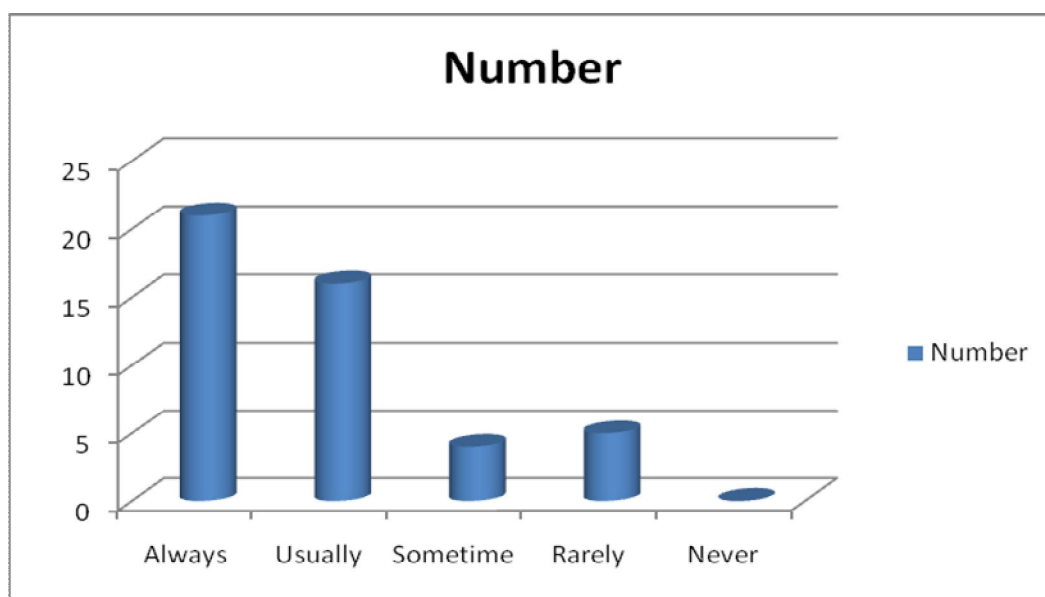
From the table (4.29) and figure (4.10) it is obvious that the majority of the sample size (%80.5) (Always and usually) that (**Students speak English slowly because first they think in Arabic then they try to translate**) but those who are (rarely) their represent (10.9) % and those who have answer (Sometimes), their percentage out of the sample is (8.7) %.

3/I let the students have an English class outside the classroom (with such activities as a class picnic or a party).

Table (4.30)

The Frequency Distribution For The statement (11)

The Answer	Number	Percentage %
Always	14	30.4
Usually	5	10.9
Sometime	11	23.9
Rarely	9	19.6
Never	7	15.2
Total	46	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.11)
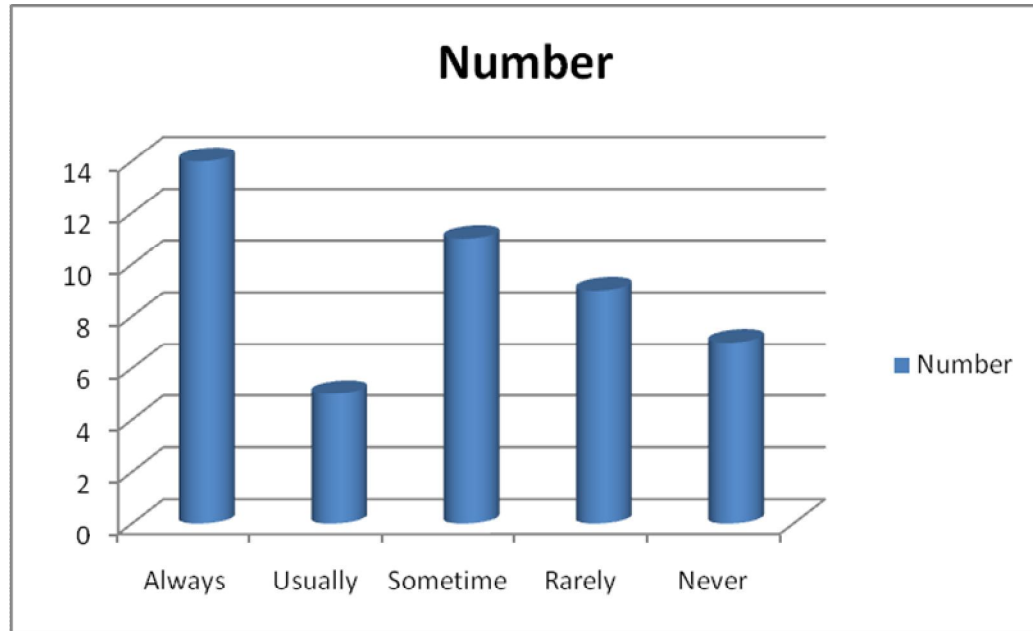
From the table (4.30) and figure (4.11) it is obvious that the majority of the sample size (%41.3) (Always and usually) that (**I let the students have an English class outside the classroom with such activities as a class picnic or a party)**. But those who are (rarely, never) amount to (34.8) % and those who have answer (Sometimes), their percentage out of the sample is (23.9) %.

Section three

1/ How do you estimate your students' average ability to interrupt politely in order to speak to keep a conversation going, to ask for something that is not clear and to repair conversation failure

Table (4.31)

The Frequency Distribution For The statement (12)

The Answer	Number	Percentage %
Excellent	0	0
Very good	0	0
Good	3	6.5
Fair	3	6.5
Poor	40	87
Total	46	100

Source: Prepared by the researcher of the results of the statistical analysis2016

Figure (4.12)
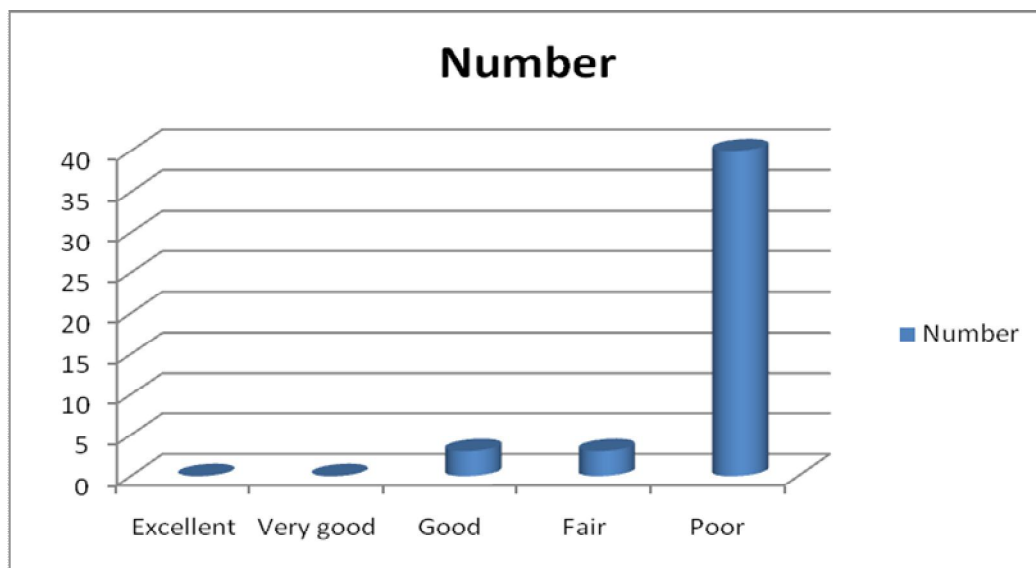
From the table (4.31) and figure (4.12) it is obvious that the majority of the sample size (%93.5) (**Fair, poor**) (**How do you estimate your students' average ability to interrupt politely in order to speak to keep a conversation going, to ask for something that is not clear and to repair conversation failure**) but those who answer (good) their percentage is (6.5) %.

* Students questionnaire

Section one

1/ I speak English slowly because first I think in Arabic then I try to translate

Table (4.32)

The Frequency Distribution For The statement (1)

The Answer	Number	Percentage %
Always	57	85.1
Usually	10	14.9
Sometimes	0	0
Rarely	0	0
Never	0	0
Total	67	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.13)
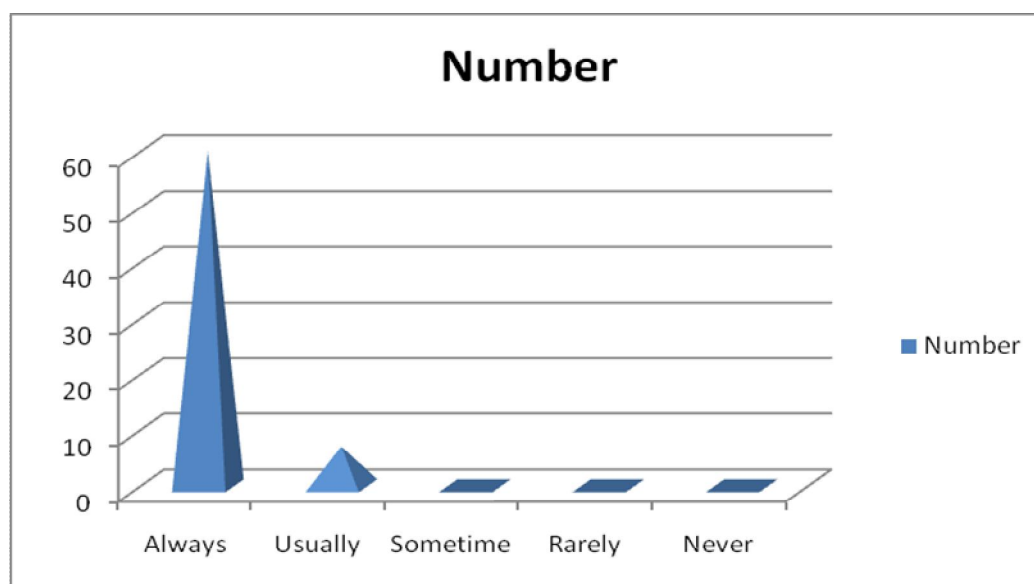
From the table (4.32) and figure (4.13) it is obvious that the majority of the sample size (%85.1) Always (**I speak English slowly because first I think in Arabic then I try to translate**)   and those who have answer (usually), their percentage out of the sample is (14.9) %.

2/ when I speak English I do not find the equivalent words for Arabic ones quickly.

Table (4.33)

The Frequency Distribution For The statement (2)

The Answer	Number	Percentage %
Always	62	92.5
Usually	5	7.5
Sometimes	0	0
Rarely	0	0
Never	0	0
Total	67	100

Source: Prepared by the researcher of the results of the statistical analysis2016

Figure (4.14)
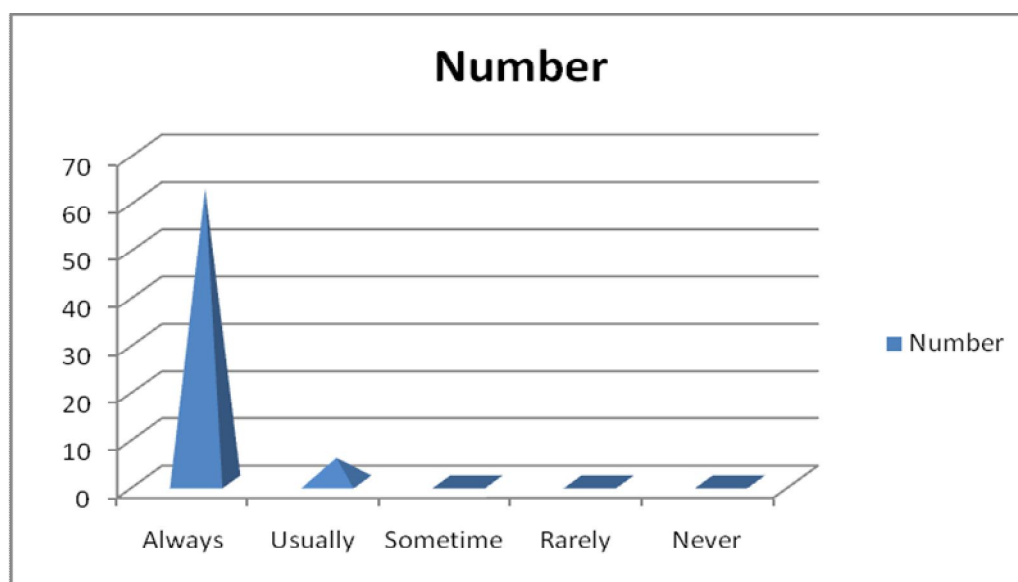
From the table (4.33) and figure (4.14) it is obvious that the majority of the sample size (%92.5) responded always (**When I speak English I do not find the equivalent words for Arabic ones quickly**) and those who have answer (usually), their percentage out of the sample is (7.5) %.

3/ When I try to speak English I confuse the Arabic order of words with those of English.

Table (4.34)

The Frequency Distribution For The statement (3)

The Answer	Number	Percentage %
Always	60	89.3
Usually	7	10.7
Sometimes	0	0
Rarely	0	0
Never	0	0
Total	67	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.15)
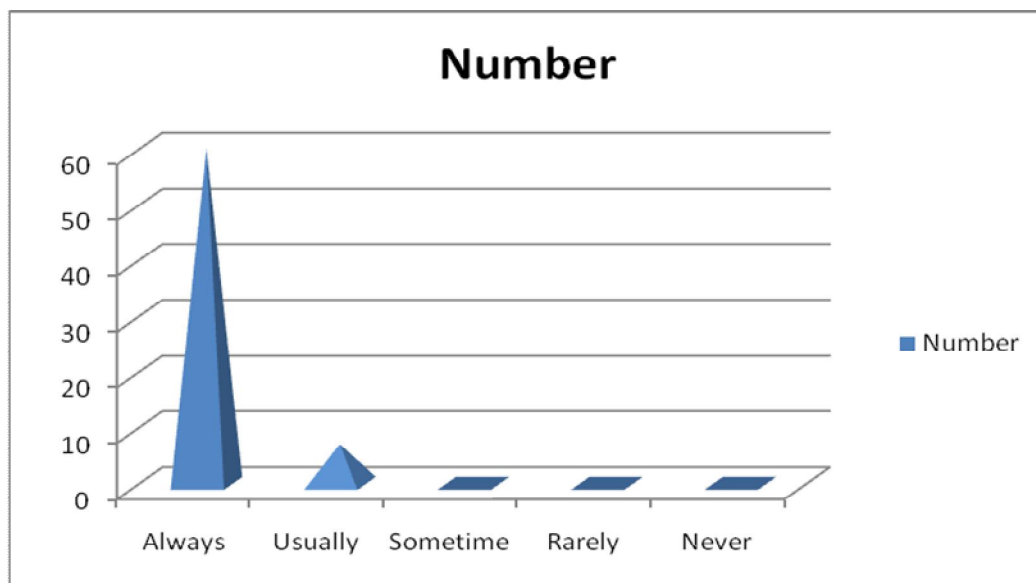
From the table (4.34) and figure (4.15) it is obvious that the majority of the sample size (%89.3) responded always (**When I try to speak English I confuse the Arabic order of words with those of English**.) and those who have answer (usually), their percentage out of the sample is (10.7) %.

4/ When I speak English I find difficulty in expressing my ideas.

Table (4.35)

The Frequency Distribution For The statement (4)

The Answer	Number	Percentage %
Always	55	82.1
Usually	11	16.4
Sometimes	1	1.5
Rarely	0	0
Never	0	0
Total	67	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.16)

Number
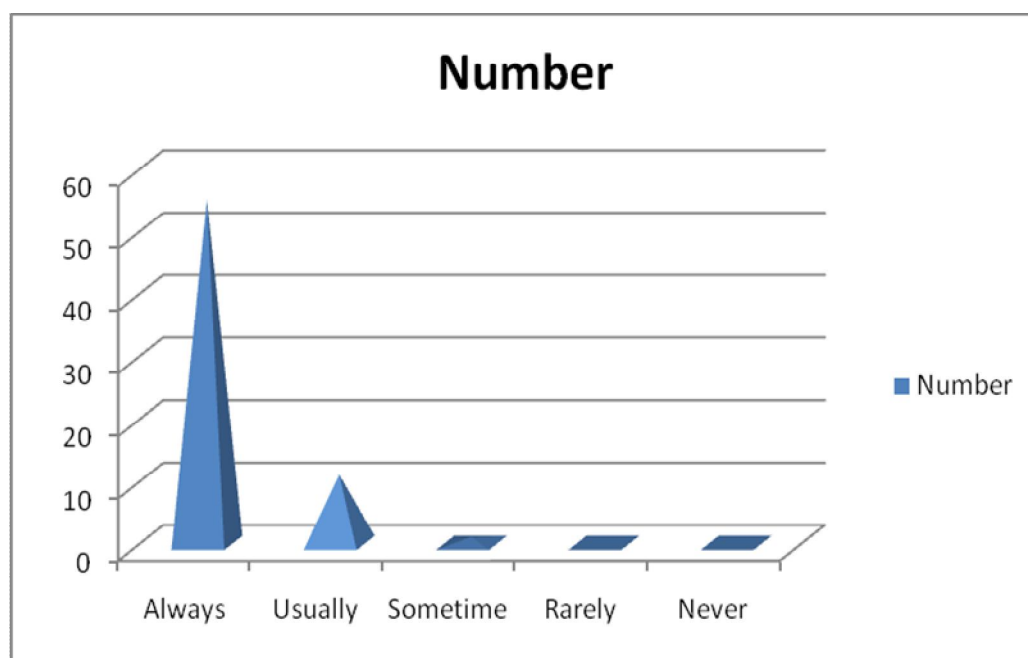
From the table (4.35) and figure (4.16) it is obvious that the majority of the sample size (%82.1) responded always that (**When I speak English I find difficulty in expressing my ideas**) but those who are (usually) their percent total to (16.4) % and those who answered (Sometimes), their percentage out of the sample is (1.5) %.

5/ when I try to speak English I fail to find suitable words to express my ideas.

Table (4.36)

The Frequency Distribution For The statement (5)

The Answer	Number	Percentage %
Always	36	53.7
Usually	11	16.4
Sometimes	15	22.4
Rarely	4	6
Never	1	1.5
Total	67	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.17)

Number
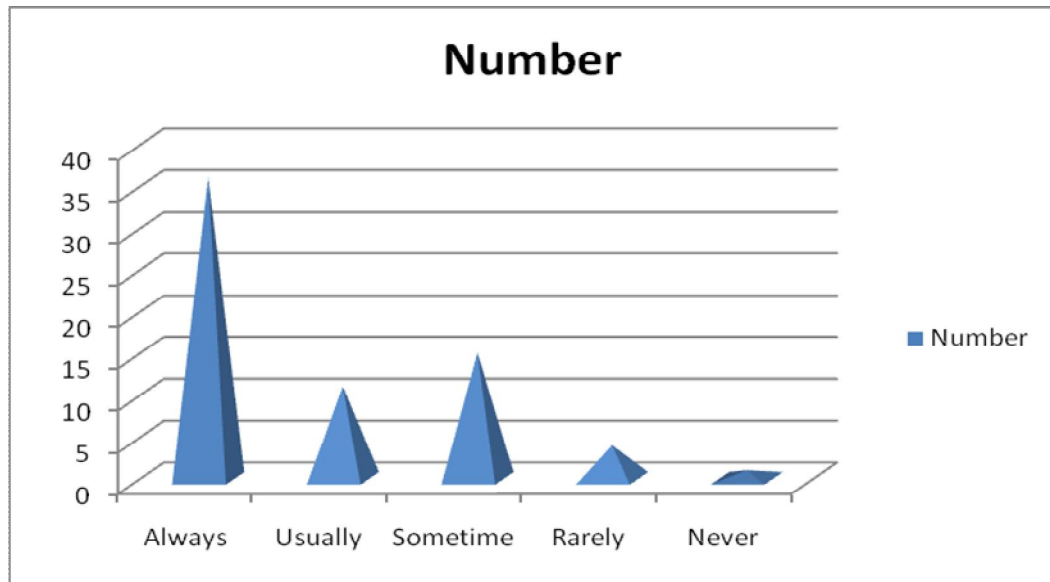
From the table (4.36) and figure (4.17) it is obvious that the majority of the sample size (%70.1) responded always and usually that (**When I try to speak English I fail to find suitable words to express my ideas**) but those who are (rarely, never) are (7.5)% and those who answered (Sometimes), their percentage out of the sample is (22.4)%.

6/ our teacher used to explain in Arabic in the English lesson.

Table (4.37)

The Frequency Distribution For The statement (6)

The Answer	Number	Percentage %
Always	16	23.9
Usually	7	10.4
Sometimes	35	52.2
Rarely	8	11.9
Never	1	1.5
Total	67	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.18)
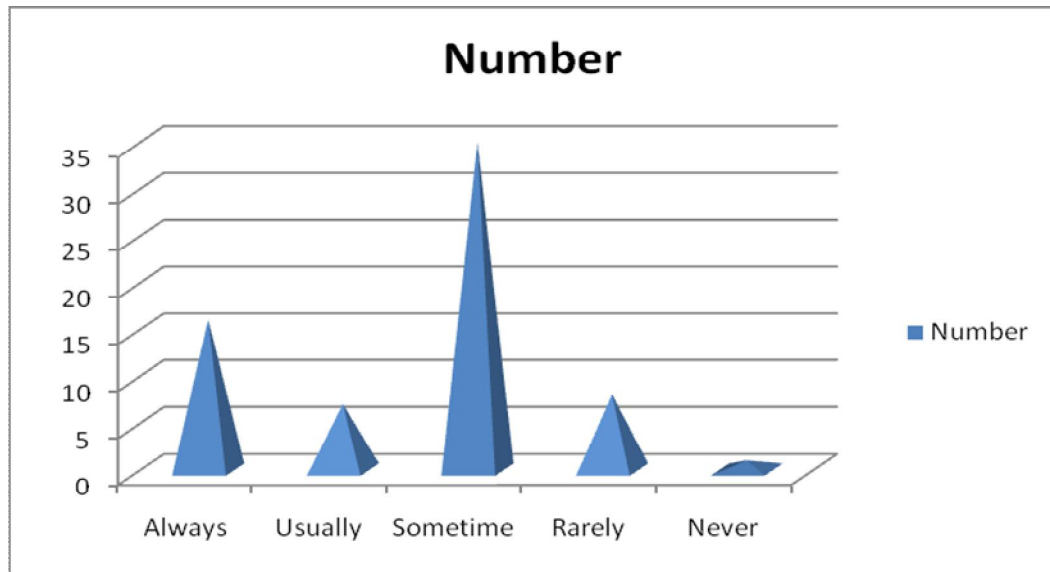
From the table (4.37) and figure (4.18) it is obvious that the majority of the sample size (%52.2) responded that (**Our teacher used to explain in Arabic in the English lesson**)   but those who are (rarely, never) their percentage is (13.4) % and those who answered (always, usually) their percentage out of the sample (34.3) %.

7/ we are divided into pairs and groups to speak some topics during the lectures.

Table (4.38)

The Frequency Distribution For The statement (7)

The Answer	Number	Percentage %
Always	18	26.9
Usually	8	11.9
Sometimes	28	41.8
Rarely	11	16.4
Never	2	3
Total	67	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.19)
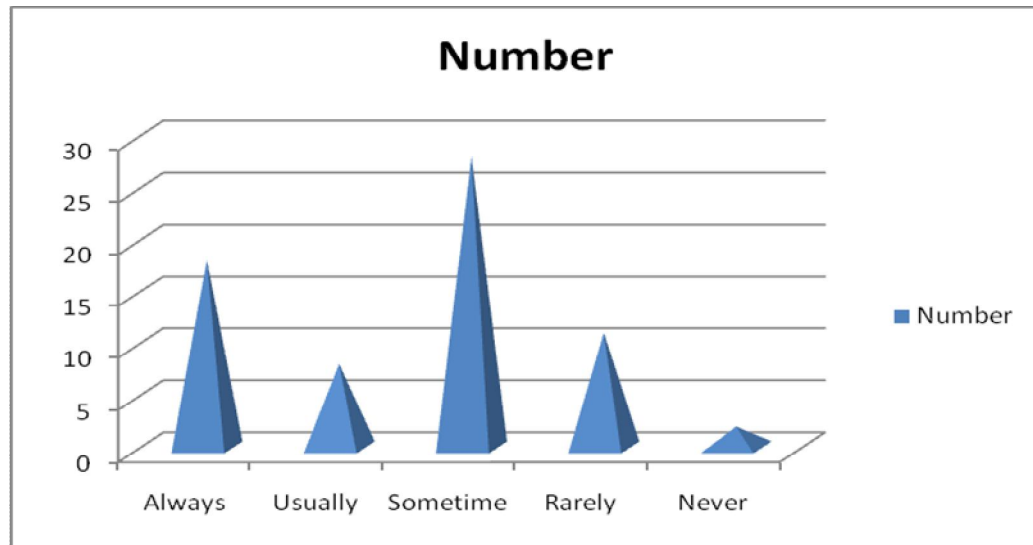
From the table (4.38) and figure (4.19) it is obvious that the majority of the sample size (%41.8) answered that (**We are divided into pairs and groups to speak some topics during the lectures**) but those who are (rarely, never) their percentage is (19.4)% and those who answered (always, usually), their percentage out of the sample is (38.8)%.

8/ The teachers of English are friendly and helpful during the lectures.

Table (4.39)

The Frequency Distribution For The statement (8)

The Answer	Number	Percentage %
Always	35	52.2
Usually	13	19.4
Sometimes	15	22.4
Rarely	1	1.5
Never	3	4.5
Total	67	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.20)
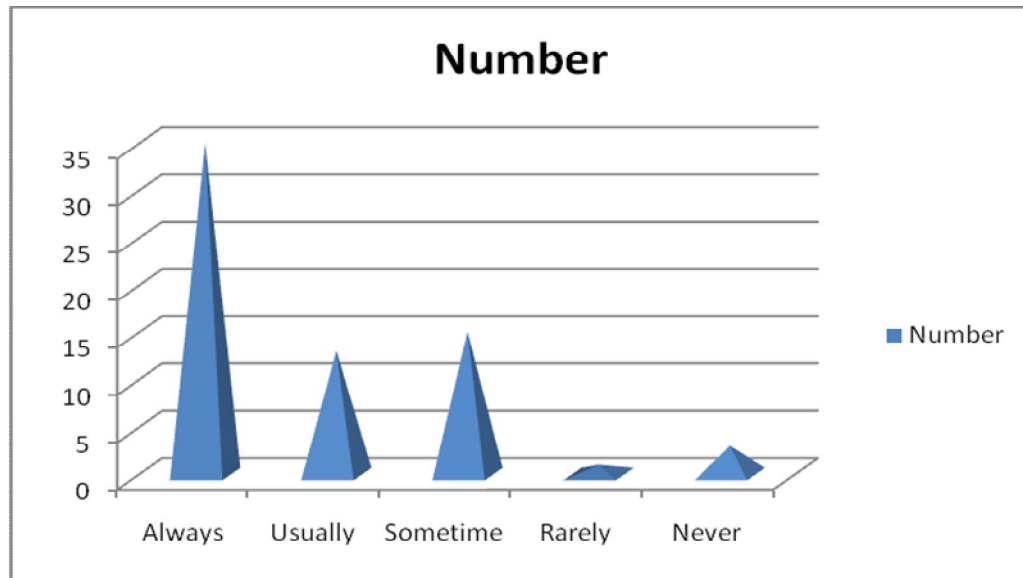
From the table (4.39) and figure (4.20) it is obvious that the majority of the sample size (%71.6) answered always and usually that (**The teachers of English are friendly and helpful during the lectures**) but those who are (rarely, never) their percentage is (6) % and those who answered (Some time), their percentage out of the sample is (22.4) %.

Section two

1/ How do you are rate your social English (e.g greeting people, introducing yourself, making excuses and apologies, thank people, etc.).

Table (4.40)

The Frequency Distribution For The statement (9)

The Answer	Number	Percentage %
Excellent	1	1.5
Very good	1	1.5
Good	7	10.4
Fair	9	13.4
Poor	49	73.1
Total	67	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure 4.21
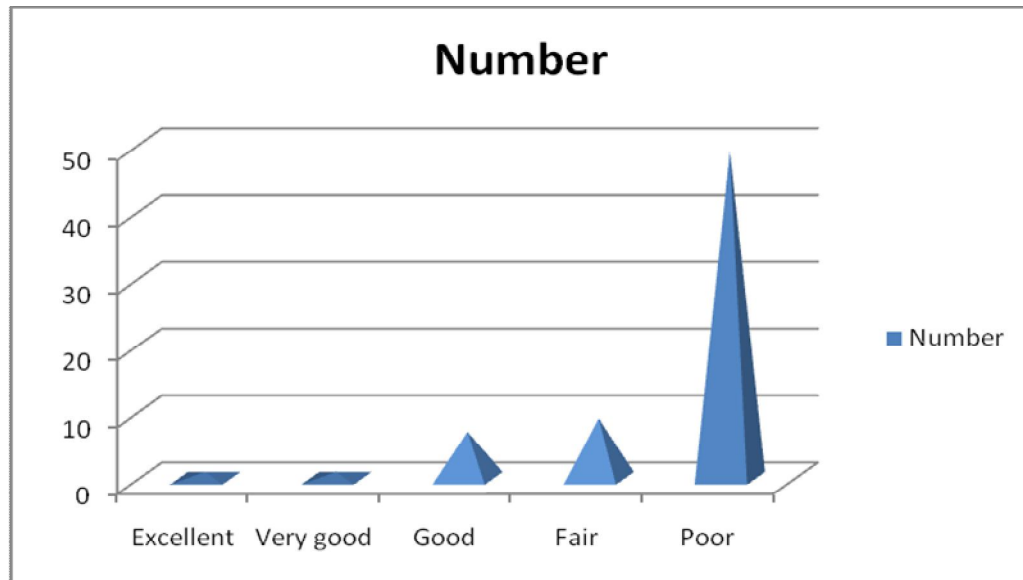
From the table (4.40) and figure (4.21) it is obvious that the majority of the sample size (%86.5) responded (fair, poor) (**How do you estimate your students' average ability to interrupt politely in order to speak to keep a conversation going, to ask for something that is not clear and to repair conversation failure**) but those who answered (**Excellent, Very good**) their percentage is (3)% and those who responded (good), their percentage out of the sample is (10.4)%.

Section three:

1/ **The fear of making mistakes stops me from trying to speak English fluently.**

Table (4.41)
The Frequency Distribution For The statement (10)

The Answer	Number	Percentage %
Strongly agree	37	55.2
Agree	30	44.8
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	46	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.22)
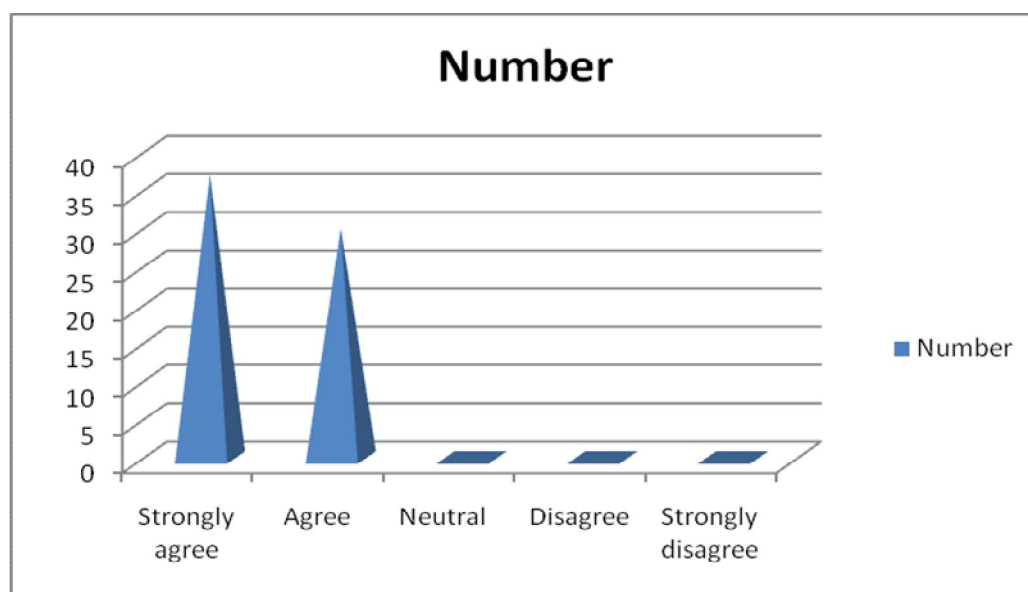
From the table (4.41) and figure (4.22) the majority of the sample agree that (**The fear of making mistakes stops me from trying to speak English fluently**) where the proportion is (100) % while the percentage of non – conformists to that (0) %, and those who did not show specific answers have accounted (0) %.

2/ I feel shy and embarrassed when I speak English.

Table (4.42)

The Frequency Distribution For The statement (11)

The Answer	Number	Percentage %
Strongly agree	36	53.7
Agree	27	40.3
Neutral	4	6
Disagree	0	0
Strongly disagree	0	0
Total	67	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4.23)
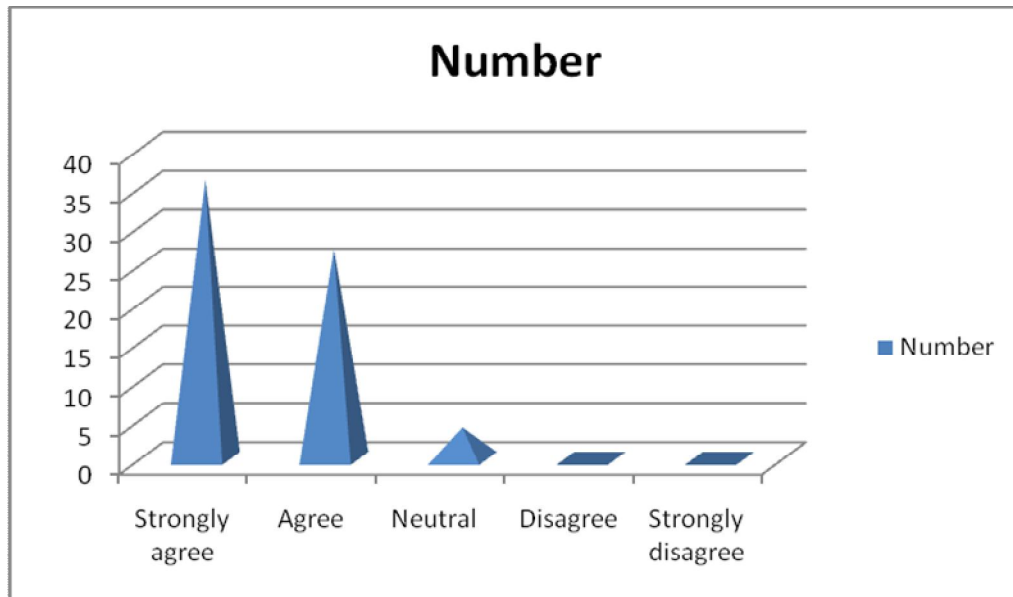
From the table (4.42) and figure (4.23) the majority of the sample agree that (**I feel shy and embarrassed when I speak English**) where the proportion is (94) % while the percentage of non – conformists to that (0) %, and those who did not show specific answers have accounted (6) %.

3/ Lack of self-confidence and fear prevent me from speaking English fluently during English lesson in the classroom.

Table (4.43)

The Frequency Distribution For The statement (12)

The Answer	Number	Percentage %
Strongly agree	50	74.6
Agree	16	23.9
Neutral	1	1.5
Disagree	0	0
Strongly disagree	0	0
Total	67	100

Source: Prepared by the researcher of the results of the statistical analysis2016.

Figure (4. 24)
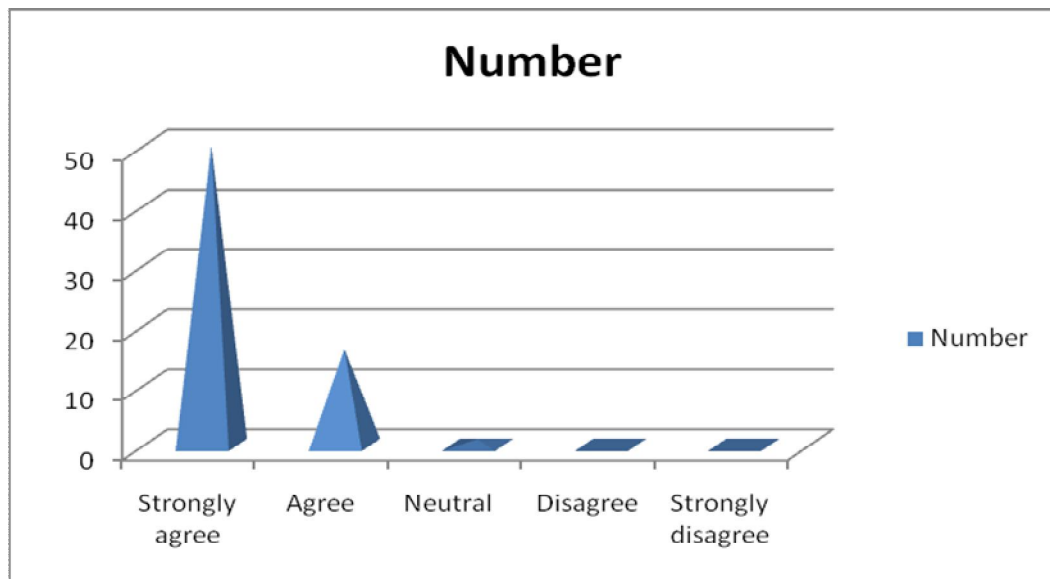
From the table (4.43) and figure (4.24) The majority of the sample agree that(**Lack of self-confidence and fear prevent me from speaking English fluently during English lesson in the classroom**) where the proportion is (98.5)% while the percentage of non – conformists to that (0)%, and those who did not show specific answers have accounted (1.5)% .

4.3 The Discussion of the Study Hypothesis

The researcher in this part of the study presents the discussion and interpretation of the field study according to the tables performed for the statistical analytical data, also this chapter shed light on statistical analytical results to test hypothesis, here the author performed interpretation of any hypothesis is done so as to judge whether it is correct or not based on the general analysis.

The hypothesis can be defined as a telling prediction and probable interpretation, through which causes can be linked with causes by as a temporary interpretation for studied phenomena, so hypothesis it is an event or prediction performed by the researcher as available solution for the problem of the study, for this the author proceed the following steps to test the hypothesis of the study.

(1) The frame of the hypothesis: In every hypothesis, there are two hypotheses which cannot occur together in one time one is accepted and another will be rejected and vice versa, the first hypothesis takes the word (Ho) and this is known by the Null hypothesis, the other hypothesis known as (H1), called the substitute hypothesis. This showed a statistical relationship between the sample size and population sample and this is not related to the chance, but the hypothesis is tested according to the random sample data to confirm the significance of the hypothesis.

(2) For the testing of hypothesis, the researcher performed a specific wording that correlated with hypothesis and this was tested by Regression model.

4.3.1 Hypothesis NO (1); Interference of mother tongue negatively affects students oral English fluency

Firstly: Descriptive Statistics for the Phrases of the first Hypothesis:

The arithmetic mean and standard deviation for each phrase in the first (Hypothesis) have been calculated. The arithmetic mean for a phrase has been compared with the middle premise of the study. The arithmetic mean is greater than the middle premise of the term (3) the phrase is approved, and we realized disapproval if the arithmetic mean less than the middle premise. Table (4.41) shows the standard deviation of the phrases and arranges them according to their answers.

Table (4.44)

Descriptive statistics for the Phrases of the first hypothesis (teachers)

The Phrase/statement	Standard Deviation	Average	Relative	Disagree of Approval	Arrangement
1/Most students cannot speak English fluently because of interference of mother tongue.	1.02	4.28	85.6%	Very high	3
2/Most students cannot speak English fluently because of lack of vocabulary and shortage of ideas.	0.935	4.54	90.8%	Very high	1
3/When students speak English they find difficulty in expressing their ideas.	0.899	4.35	87%	Very high	2
Total	0.951	4.39	87.8%	Very high	

Source: Prepared by the researcher, 2016.

From the table (4.44), we can recognize the following:-

1. All the statements of the first hypothesis are averaged over the middle premise (3).

2. The most important phrase is the phrase "the **Most students cannot speak English fluently because of lack of vocabulary and shortage of ideas.**" where the average of respondent's answers is (4.54) with a standard deviation (0.935) and relative importance (%90.8).

3. The less term of approval is the phrase "**Most students cannot speak English fluently because of interference of mother tongue**", with an average (4.28) and a standard deviation (1.02) and relative importance (85.6%).

4. The average of all phrases (4.39) with a standard deviation (0.951) and relative importance (%87.8).This shows that the majority of respondents agree with Avery high proportion of all phrases that measure the first hypothesis.

Table (4.45)

Descriptive statistics for the Phrases of the first hypothesis (students)

The Phrase/statement	Standard Deviation	Average	Relative	Disagree of Approva	Arrangement
1/I speak English slowly because first I think in Arabic then I try to translate.	0.359	4.85	97%	Very high	3
2/When I speak English I do not find the equivalent words for Arabic ones quickly.	0.264	4.93	98.6%	Very high	1
3/When I try to speak English I confuse the Arabic order of words with those of English	0.308	4.89	97.8%	Very high	2
Total	0.301	4.89	90%	Very high	

Source: Prepared by the researcher, 2016.

From the table (4.45), one can recognize the following:-

1. All the statements of the first hypothesis are averaged over the middle premise (3).

2. The most important phrase is the phrase "**When I speak English I do not find the equivalent words for Arabic ones quickly**", where the average of respondents answers is (4.93) with a standard deviation (0.264) and relative importance (98.6%).

3. The less term of approval is the phrase "**I speak English slowly because first I think in Arabic then I try to translate**", with an average (4.85) and a standard deviation (0.359) and relative importance (97%).

4. The average of all phrases (4.89) with a standard deviation (0.301) and relative importance (%90).This shows that the majority of respondents agree with a very high proportion of all phrases that measure the first hypothesis.

Secondly: Chi – Square Test

To test the presence of statistically significant differences between the number of approvers, neutrals, and non – approvers to the results of the above test was used (Chi – Squared) to denote the differences. The following table illustrates phrases that measure the first hypothesis.

Table (4.46)

Chi – Square Test for the Significance of the Difference Phrases of the first hypothesis (teachers)

The Phrase/statement	Value of Chi Squared	Degree of Freedom	Tabular value	Significance level	Result
1/Most students cannot speak English fluently because of interference of mother tongue.	48.3	3	12.84	00.0	Acceptance
2/Most students cannot speak English fluently because of lack of vocabulary and shortage of ideas.	56.4	3	12.84	00.0	Acceptance
3/When students speak English they find difficulty in expressing their ideas.	26.6	3	12.84	00.0	Acceptance
Total Phrases	43.7	4	14.89	00.0	Acceptanc

Source: Prepared by the researcher, 2016.

From the table (4.46), we can recognize the following:-

1. The Chi – Squared value for the first phrase (48.3) is greater than Tabular value (12.84). Thus, it indicates that there are significant differences between the averages of the phrase (4.28) and central premise of the study (3) and in favor very high degree of approvers on the phrase (**Most students cannot speak English fluently because of interference of mother tongue**).

2. The Chi – Squared value for the second phrase (54.4) is greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (4.22) and central premise of the study (3) and in favor very high degree of approvers on the phrase (**Most students cannot speak English fluently because of lack of vocabulary and shortage of ideas**).

3. The Chi – Squared value for the third phrase (25.4) is greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (3.90) and central premise of the study (3) and in favor very high degree of approvers on the phrase (**When students speak English they find difficulty in expressing their ideas**).

4. The Chi – Squared value for total phrases (31.7) is greater than the Tabular value (12.89). Thus, it indicates that there are significant differences between the average of the phrase (4.29) and central premise of the study (3) and in favor very high degree of approvers on the (**first hypothesis**).

Table (4.47)

Chi – Square Test for the Significance of the Difference Phrases of the first hypothesis (students)

The Phrase/statement	Value of Chi Squared	Degree of Freedom	Tabular value	Significance level	Result
1/I speak English slowly because first I think in Arabic then I try to translate.	32.9	3	12.84	0.000	Acceptance
2/When I speak English I do not find the equivalent words for Arabic ones quickly.	48.4	3	12.84	0.000	Acceptance
3/When I try to speak English I confuse the Arabic order of words with those of English.	41.9	3	12.84	0.000	Acceptance
Total Phrases	41.1	4	14.89	0.000	Acceptanc

Source: Prepared by the researcher, 2016.

From the table (4.47), we can recognize the following:-

1. The Chi – Squared value for the first phrase (32.9) is greater than Tabular value (12.84). Thus, it indicates that there are significant differences between the averages of the phrase (4.85) and central premise of the study (3) and in favor very high degree of approvers on the phrase (**I speak English slowly because first I think in Arabic then I try to translate.**).

2. The Chi – Squared value for the second phrase (48.4) is greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (4.93) and central premise of the study (3) and in favor very high degree of approvers on the phrase (**When I speak English I do not find the equivalent words for Arabic ones quickly**).

3. The Chi – Squared value for the third phrase (41.9) is greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (4.89) and central premise of the study (3) and in favor very high degree of approvers on the phrase (**When I try to speak English I confuse the Arabic order of words with those of English**).

4. The Chi – Squared value for total phrases (41.1) is greater than the Tabular value (12.89). Thus, it indicates that there are significant differences between the average of the phrase (4.85) and central premise of the study (3) and in favor very high degree of approvers on the (**first hypothesis**).

It is concluded that the first hypothesis of the study, which stipulates: (Interference of mother tongue negatively affects students' oral English fluency) is an acceptable hypothesis of all

phrases.

(4.3.2) Hypothesis NO (2); shortage of ides and insufficient vocabulary hinder students in fluent speaking.

Firstly: Descriptive Statistics for the Phrases of the second Hypothesis:

The arithmetic mean and standard deviation for each phrase in the second (**Hypothesis**) have been calculated. The arithmetic mean for a phrase has been compared with the middle premise of the study. The arithmetic mean is greater than the middle premise of the term (3) the phrase is approved, and we realized disapproval if the arithmetic mean less than the middle premise. Table (4.44) shows the standard deviation of the phrases and arranges them according to their answers.

Table (4.48)

Descriptive statistics for the Phrases of the second hypothesis (teachers)

The Phrase/statement	Standard Deviation	Average	Relative	Degree of Approval	Arrangement
1/Lack of sufficient vocabulary affects negatively on oral communication O.C.	0.721	4.55	91%	Very high	1
2/Deterioration of English language at university attributed to lack of training on oral communication.	1.01	4.09	81.8%	Very high	3
3/Students are reluctant to speak because they are afraid of making	0.993	4.10	82%	Very high	2
Total	0.908	4.25	85%	Very high	

Source: Prepared by the researcher, 2016.

From the table (4.48), we can recognize the following:-

1. All the statements of the first axis are averaged over the middle premise (3).

2- The most important phrase is the phrase "**Lack of sufficient vocabulary affects negatively on oral communication O.C**", where the average of respondent's answers is (4.55) with a standard deviation (0.721) and relative importance (91%).

3- The less term of approval is the phrase "**Deterioration of**

English language at university attributed to lack of training on oral communication" with an average (4.09) and a standard deviation (1.01) and relative importance (81.8%).

4- The average of all phrases (4.25) with a standard deviation (0.908) and relative importance (85%).This shows that the majority of respondents agree with a high proportion of all phrases that measure the **second hypothesis.**

Table (4.49)

Descriptive statistics for the Phrases of the first hypothesis (students)

The Phrase/statement	Standard	Average	Relative	Degree of Approv	Arrangement
1/When I speak English I find difficulty in expressing my ideas.	0.434	4.80	96%	Very high	1
2/When I try to speak English I fail to find suitable words to express my ideas.	1.06	4.15	83%	Very high	2
3/Our teacher used to explain in Arabic in the English lesson.	0.245	3.75	75%	High	3
Total	0.579	4.23	84.6%	Very	

Source: Prepared by the researcher, 2016.

From the table (4.49), we can recognize the following:-

1- All the statements of the second hypothesis(student questionnaire) are averaged over the middle premise (3).

2- The most important phrase is the phrase "**When I speak English I find difficulty in expressing my ideas**", where the average of respondent's answers is (4.80) with a standard deviation (0.434) and relative importance (96%).

3- The less term of approval is the phrase "**Our teacher used to explain in Arabic in the English lesson**", with an average (3.75) and standard deviation (0.245) and relative importance (75%).

4. The average of all phrases (4.23) with a standard deviation (0.579) and relative importance (%84.6).This shows that the majority of respondents agree with a high proportion of all phrases that measure the second hypothesis.

Secondly: **Chi – Square Test**

To test the presence of statistically significant differences between the number of approvers, neutrals, and non – approvers to the results of the above test was used (Chi – Squared) was used to denote the differences.

Table (4.50)

Chi – Square Test for the Significance of the

Difference Phrases of the second hypothesis

(teachers)

The Phrase/statement	Value of Chi Squared	Degree of Freedom	Tabular value	Significance level	Result
1/Lack of sufficient vocabulary affects negatively on oral communication O.C.	45.6	3	12.84	0.000	Acceptance
2/Deterioration of English language at university attributed to lack of training on oral communication.	29.6	3	12.84	0.000	Acceptance
3/Students are reluctant to speak because they are afraid of making mistakes	16.4	3	12.84	0.000	Acceptance
Total Phrases	30.5	4	14.89	0.000	Acceptanc

Source: Prepared by the researcher, 2016.

From the table (4.50), we can recognize the following:-

1. The Chi – Squared value for the first phrase (45.6) is greater than Tabular value (12.84). Thus, it indicates that there are significant differences between the averages of the phrase (4.55) and central premise of the study (3) and in favor of a very high degree of approvers on the phrase (**Lack of sufficient vocabulary affects negatively on oral communication O.C**).

2. The Chi – Squared value for the second phrase (29.6)

is greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (4.09) and central premise of the study (3) and in favor of a very high degree of approvers on the phrase (**Deterioration of English language at university attributed to lack of training on oral communication**).

3. The Chi – Squared value for the third phrase (16.4) is greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (4.10) and central premise of the study (3) and in favor very high degree of approvers on the phrase (**Students are reluctant to speak because they are afraid of making mistakes**).

4. The Chi – Squared value for total phrases (30.5) is greater than the Tabular value (12.89). Thus, it indicates that there are significant differences between the average of the phrase (4.25) and central premise of the study (3) and in favor very high degree of approvers on the (**second hypothesis**).

Table (4.51)

Chi – Square Test for the Significance of the

Difference Phrases of the second hypothesis

(students)

The Phrase/statement	Value of Chi Squared	Degree of Freedom	Tabular value	Significance level	Result
1/When I speak English I find difficulty in expressing my ideas.	73.9	3	12.84	0.000	Acceptance
2/When I try to speak English I fail to find suitable words to express my ideas.	56.8	3	12.84	0.000	Acceptance
3/Our teacher used to explain in Arabic in the English lesson.	52.3	3	12.84	0.000	Acceptance
Total Phrases	61.0	4	14.89	0.000	Acceptance

Source: Prepared by the researcher, 2016.

From the table (4.51), we can recognize the following:-

1. The Chi – Squared value for the first phrase (73.9) is greater than Tabular value (12.84). Thus, it indicates that there are significant differences between the averages of the phrase (4.80) and central premise of the study (3) and in favor o f a very high degree of approvers on the phrase (**When I speak English I find difficulty in expressing my ideas**).

2. The Chi – Squared value for the second phrase (56.8) is

greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (4.15) and central premise of the study (3) and in favor very high degree of approvers on the phrase (**When I try to speak English I fail to find suitable words to express my ideas**).

3. The Chi – Squared value for the third phrase (52.3) is greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (3.75) and central premise of the study (3) and in favor high degree of approvers on the phrase (**Our teacher used to explain in Arabic in the English lesson**).

 4. The Chi – Squared value for total phrases (61.0) is greater than the Tabular value (12.89). Thus, it indicates that there are significant differences between the average of the phrase (4.23) and central premise of the study (3) and in favor very high degree of approvers on the (**second hypothesis**).

It is concluded that the second hypothesis of the study, which stipulates: (shortage of ides and insufficient vocabulary hinder students in fluent speaking) is an acceptable hypothesis of all phrases.

(4.3.3) Hypothesis NO (3); lack of training on oral communication fluent speaking

Firstly: Descriptive Statistics for the Phrases of the second Hypothesis:

Where we calculate the arithmetic mean and standard deviation for each phrase in the third (**Hypothesis**) have been calculated. The arithmetic mean for a phrase has been compared with the middle premise of the study if the arithmetic mean is greater than the middle premise of the term (3) the phrase is approved, and realized disapproval if the arithmetic mean is less than the middle premise. Table (4.51) shows the standard deviation of the phrases and arranges them according to their answers.

Table (4.52)

Descriptive statistics for the Phrases of the third hypothesis

(teachers)

The Phrase/statement	Standard Deviation	Average	Relative	Degree of Approval	Arrangement
1/We are divided into pairs and groups to speak some topics during the lectures.	0.992	4.24	84.8%	Very high	1
2/The teachers of English are friendly and helpful during the lectures.	1.02	3.98	79.6%	High	2
3/How do you are rate your social English (e.g greeting people, introducing yourself, making excuses and apologies, thank people, etc.)	0.965	3.96	79.2%	High	3
Total	0.992	4.06	81.2%	Very	

Source: Prepared by the researcher, 2016.

From the table 4.52, we can recognize the following:-

1- All the statements of the third hypothesis are averaged over the middle premise (3).

2- The most important phrase is the phrase "**We are divided into pairs and groups to speak some topics during the lectures**", where the average of respondent's answers is (4.24) with a standard deviation (0.992) and relative importance (84.4%).

3- The less term of approval is the phrase "**How do you are**

rate your social English (e.g greeting people, introducing yourself, making excuses and apologies, thank people, etc.)", with an average (3.96) and standard deviation (0.965) and relative importance (79.2%).

4- The average of all phrases (4.06) with a standard deviation (0.992) and relative importance (%81.2).This shows that the majority of respondents agree with a high proportion of all phrases that measure the third hypothesis.

Table (4.53)

Descriptive statistics for the Phrases of the third hypothesis

(students)

The Phrase/statement	Standard Deviation	Average	Relative	Degree of Approv	Arrangement
1/We are divided into pairs and groups to speak some topics during the lectures.	1.14	3.43	68.6%	Medium	2
2/The teachers of English are friendly and helpful during the lectures.	1.09	4.13	82.6%	Very high	1
3/How do you are rate your social English (e.g greeting people, introducing yourself, making excuses and apologies, thank people, etc.)	0.857	1.45	23%	Low	3
Total	1.02	3	60%	Medium	

Source: Prepared by the researcher, 2016.

From the table 4.53, we can recognize the following:-

1. All the statements of the third hypothesis are averaged over the middle premise (3) except the statements NO.(3).

2- The most important phrase is the phrase "**The teachers of English are friendly and helpful during the lectures**", where the average of respondent's answers is (4.13) with a standard deviation (1.09) and relative importance (82.6%).

3- The less term of approval is the phrase "**How do you are rate your social English (e.g greeting people,**

introducing yourself, making excuses and apologies,

thank people, etc.)", with an average (1.45) and standard

deviation (0.857) and relative importance (23%).

4- The average of all phrases (3.0) with a standard deviation
(1.02) and relative importance (%60).This shows that the
majority of respondents agree with a medium proportion of
all phrases that measure the third hypothesis.

Secondly: Chi – Square Test

To test the presence of statistically significant differences
between the number of approvers, neutrals, and non –
approvers to the results of the above test (Chi – Squared)
was used to denote the differences.

Table (4.54)

Chi – Square Test for the Significance of the Difference Phrases of the third hypothesis (teachers)

The Phrase/statement	Value of Chi Squar	Degree of Freedo	Tabular value	Significance level	Result
1/We are divided into pairs and groups to speak some topics during the lectures	43.3	3	12.84	0.000	Acceptance
2/The teachers of English are friendly and helpful during the	8.4	3	12.84	0.038	Acceptance
3/How do you are rate your social English (e.g greeting people, introducing yourself, making excuses and apologies, thank people, etc.)	24.8	3	12.84	0.000	Acceptance
Total Phrases	25.5	4	14.89	0.000	**Acceptance**

Source: Prepared by the researcher, 2016.

From the table (4.54), we can recognize the following:-

1. The Chi – Squared value for the first phrase (43.3) is greater than Tabular value (12.84). Thus, it indicates that there are significant differences between the averages of the phrase (4.24) and central premise of the study (3) and in favor of a very high degree of approvers on the phrase (**We are divided into pairs and groups to speak some topics during the lectures**).

2. The Chi – Squared value for the second phrase (8.4) is

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greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (3.98) and central premise of the study (3) and in favor of a high degree of approvers on the phrase (**The teachers of English are friendly and helpful during the lectures**).

3. The Chi – Squared value for the third phrase (24.8) is greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (3.96) and central premise of the study (3) and in favor of a high degree of approvers on the phrase (**How do you are rate your social English (e.g greeting people, introducing yourself, making excuses and apologies, thank people, etc.)**).

4. The Chi – Squared value for total phrases (25.5) is greater than the Tabular value (12.89). Thus, it indicates that there are significant differences between the average of the phrase (4.06) and central premise of the study (3) and in favor of a very high degree of approvers on the (**third hypothesis**).

Table (4.55)

Chi – Square Test for the Significance of the Difference Phrases of the third hypothesis (students)

The Phrase/statement	Value of Chi Squared	Degree of Freedo	Tabular value	Significance level	Result
1/We are divided into pairs and groups to speak some topics during the lectures.	29.7	3	12.84	0.000	Acceptance
2/The teachers of English are friendly and helpful during the lectures.	54.5	3	12.84	0.000	Acceptance
3/How do you are rate your social English (e.g greeting people, introducing yourself, making excuses	122.3	3	12.84	0.000	Acceptance
Total Phrases	68.8	4	14.89	0.000	Acceptance

Source: Prepared by the researcher, 2016.

From the table (4.55), we can recognize the following:-

1. The Chi – Squared value for the first phrase (29.7) is greater than Tabular value (12.84). Thus, it indicates that there are significant differences between the averages of the phrase (3.43) and central premise of the study (3) and in favor o f a medium degree of approvers on the phrase (**We are divided into pairs and groups to speak some topics during the lectures**).

2. The Chi – Squared value for the second phrase (54.5) is greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (4.13) and central premise of the study (3) and in favor of a very high degree of approvers on the phrase (**The teachers of English are friendly and helpful during the lectures**).

3. The Chi – Squared value for the third phrase (122.3) is greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (1.45) and central premise of the study (3) and in favor of a low degree of approvers on the phrase (**How do you are rate your social English (e.g. greeting people, introducing yourself, making excuses and apologies**).

4. The Chi – Squared value for total phrases (68.8) is greater than the Tabular value (12.89). Thus, it indicates that there are significant differences between the average of the phrase (3.00) and central premise of the study (3) and in favor of a very medium degree of approvers on the (**third hypothesis**).

It is concluded that the first hypothesis of the study, which stipulates: (lack of training on oral communication fluent speaking) is an acceptable hypothesis of all phrases.

(4.3.4) Hypothesis NO. (4); lack of training on conversational conventions prevents students from speaking English fluently

Firstly: Descriptive Statistics for the Phrases of the fourth Hypothesis:

The arithmetic mean and standard deviation for each phrase in the **fourth** (**Hypothesis**) have been calculated. The arithmetic mean for a phrase has been compared with the middle premise of the study. We approve the phrase if the arithmetic mean is greater than the middle premise of the term (3), and we realized disapproval if the arithmetic mean less than the middle premise. Table (4.51) shows the standard deviation of the phrases and arranges them according to their answers.

Table (4.56)

Descriptive statistics for the Phrases of the fourth hypothesis (teachers)

The Phrase/statement	Standard Deviation	Average	Relative	degree of Approv	Arrangement
1/Students speak English slowly because first they think in Arabic then they try to translate.	0.988	4.15	83%	Very high	1
2/I let the students have an English class outside the classroom (with such activities as a class picnic or a party)	1.45	3.22	64.4%	Medium	2
3/How do you estimate your students' average ability to interrupt politely in order to speak to keep a conversation going, to ask for something that is not clear and to repair conversation failure?	0.542	1.20	24%	Low	3
Total	0.995	2.87	57.4%	Medium	

Source: Prepared by the researcher, 2016.

From the table 4.56, we can recognize the following:-

1- All the statements of the fourth hypothesis are averaged over the middle premise (3) except the statements No (3).

2- The most important phrase is the phrase "**Students speak English slowly because first they think in Arabic then they try to translate**", where the average of respondent's answers is (4.15) with a standard deviation (0.988) and

relative importance (83%).

3- The less term of approval is the phrase "**How do you estimate your students' average ability to interrupt politely in order to speak to keep a conversation going, to ask for something that is not clear and to repair conversation failure**", with an average (1.20) and standard deviation (0.542) and relative importance (24%).

4- The average of all phrases (2.87) with a standard deviation (0.995) and relative importance (57.4%).This shows that the majority of respondents agree with a medium proportion of all phrases that measure the fourth hypothesis.

Table (4.57)

Descriptive statistics for the Phrases of the fourth hypothesis (students)

The Phrase/statement	Standard Deviation	Average	Relative	Disagree of Approval	Arrangement
10/The fear of making mistakes stops me from trying to speak English fluently.	0.501	4.55	91%	Very high	2
11/I feel shy and embarrassed when I speak English.	0.611	4.48	89.6%	Very high	3
12/Lack of self-confidence and fear prevent me from speaking English fluently during English lesson in the classroom.	0.479	4.73	94.6%	Very high	1
Total	0.530	4.59	91.8%	Very high	

Source: Prepared by the researcher, 2016.

From the table 4.57, we can recognize the following:-

1- All the statements of the fourth hypothesis are averaged over the middle premise (3).

2- The most important phrase is the phrase "**Lack of self-confidence and fear prevent me from speaking English fluently during English lesson in the classroom**", where the average of respondent's answers is (4.55) with a standard deviation (0.501) and relative importance (94.6%).

3- The less term of approval is the phrase "**feel shy and embarrassed when I speak English**", with an average (4.48) and standard deviation (0.611) and relative importance (89.6%).

4- The average of all phrases (4.59) with a standard deviation (0.530) and relative importance (91.8%).This shows that the majority of respondents agree with a high proportion of all phrases that measure the fourth hypothesis.

Secondly: Chi – Square Test

To test the presence of statistically significant differences between the number of approvers, neutrals, and non – approvers to the results of the above test (Chi – Squared) was used to denote the differences.

Table (4.58)

Chi – Square Test for the Significance of the Difference Phrases of fourth hypothesis (teachers)

The Phrase/statement	Value of Chi Squared	Degree of Freedom	Tabular value	Significance level	Result
1/We are divided into pairs and groups to speak some topics during the lectures.	18.2	3	12.84	0.000	Acceptance
2/The teachers of English are friendly and helpful during the	5.30	3	12.84	0.257	Reject
3/How do you are rate your social English (e.g greeting people, introducing yourself, making excuses and apologies thank	59.5	3	12.84	0.000	Acceptance
Total Phrases	27.6	4	14.89	0.000	Acceptance

Source: Prepared by the researcher, 2016.

From the table (4.58), we can recognize the following:-

1. The Chi – Squared value for the first phrase (18.2) is greater than Tabular value (12.84). Thus, it indicates that there are significant differences between the averages of the phrase (4.15) and central premise of the study (3) and in favor very high degree of approvers on the phrase (**We are divided into pairs and groups to speak some topics during the lectures**).

2. The Chi – Squared value for the second phrase (5.30) is less than the Tabular value (12.84). Thus, it indicates that there are insignificant differences between the average of the phrase (3.22) and central premise of the study (3) on the phrase (**The teachers of English are friendly and helpful during the lectures**).

3. The Chi – Squared value for the third phrase (59.5) is greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (1.20) and central premise of the study (3) and in favor low degree of approvers on the phrase (**How do you are rate your social English (e.g greeting people, introducing yourself, making excuses and apologies, thank people, etc.)**.

4. The Chi – Squared value for total phrases (27.6) is greater than the Tabular value (12.89). Thus, it indicates that there are significant differences between the average of the phrase (2.87) and central premise of the study (3) and in favor medium degree of approvers on the (fourth hypothesis).

Table (4.59)

Chi – Square Test for the Significance of the Difference Phrases of fourth hypothesis (students)

The Phrase/statement	Value of Chi Squared	Degree of Freedom	Tabular value	Significance level	Result
1/The fear of making mistakes stops me from trying to speak English	73.1	3	12.84	0.000	Acceptance
2/I feel shy and embarrassed when I speak English.	24.3	3	12.84	0.000	Acceptance
3/Lack of self-confidence and fear prevent me from speaking English fluently during English lesson in the classroom	56.4	3	12.84	0.000	Acceptance
Total Phrases	51.2	4	14.89	0.000	Acceptance

Source: Prepared by the researcher, 2016.

From the table (4.59), we can recognize the following:-

1. The Chi – Squared value for the first phrase (73.1) is greater than Tabular value (12.84). Thus, it indicates that there are significant differences between the averages of the phrase (4.55) and central premise of the study (3) and in favor of a very high degree of approvers on the phrase (**The fear of making mistakes stops me from trying to speak English fluently**).

2. The Chi – Squared value for the second phrase (24.3) is greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (4.48) and central premise of the study (3) and in favor of a very high degree of approvers on the phrase (**I feel shy and embarrassed when I speak English**).

3. The Chi – Squared value for the third phrase (56.4) is greater than the Tabular value (12.84). Thus, it indicates that there are significant differences between the average of the phrase (4.73) and central premise of the study (3) and in favor of a very high degree of approvers on the phrase (**Lack of self-confidence and fear prevent me from speaking English fluently during English lesson in the classroom**).

4. The Chi – Squared value for total phrases (51.2) is greater than the Tabular value (12.89). Thus, it indicates that there are significant differences between the average of the phrase (4.59) and central premise of the study (3) and in favor very high degree of approvers on the (fourth hypothesis).

It is concluded that the f**ourth hypothesis of the study, which stipulates: (lack of training on conversational conventions prevents students from speaking English fluently) is an acceptable hypothesis of all phrases. Except the statements;**

1. I let the students have an English class outside the classroom (with such activities as a class picnic or a party).

2. How do you are rate your social English (e.g. greeting people, introducing yourself, making excuses and apologies, thank people, etc.)

4.4 Interview of Experts:

4.3.0 Personal Information

The interview of the experts was constructed from two parts as shown below: in part A the interview in seeking personal information of the experts of English language teachers who have long experience in the field of teaching. The information includes the names of their universities, colleges, degrees, years of experience and their genders. And this can be very clear in the following tables:

Table: (4.60)

Genders of experts

Gender	Frequency	Percentage
Male	4	80%
Female	1	20%
Total	5	100%

Table (4.60) shows that, four experts are male and only one is female among them, that means the majority of English language experts at Sudanese universities are male.

Table: (4.61)

Years of experience

Years of experience	Frequency	Percentage
15 - 25	1	20%
25 - 35	3	60%
More than 35	1	20%
Total	5	100%

Table (4.61) shows that the experts who have experience in the field of teaching English as a foreign language from 15 to 25 years is one representing 20% and who have experience from 25 to 35 years are three   which represent 60% whereas one expert who have experience more than 35%.

Table (4.62)

Academic Qualification

Academic Qualification	Frequency	Percentage
Professor	0	0.00%
Associate professor	0	0.00%
Assistant professor (Ph.D. holder)	5	100%
Total	5	100%

The table (4.66) shows that all the experts are Assistant professors; there is no professor or Associate professor among them.

Table (4.63)

Place of work

University	College	Frequency	Percentage
Sudan university of sciences & Technology	Languages and Education	2	40%
University of Al fasher	Arts and Education	2	40%
University of Juba	Education	1	20%
Total		5	100%

The table (4.63) shows that there are two experts from Sudan University of sciences & Technology and they have been selected

from the college of language and Education, whereas two others experts have been selected from University of Alfasher faculty of Arts and Education, while the fifth one from University of Juba from the South Sudan.

Concerning part B, the interview was designed from eight constructed questions which were carried out this interview with the representative experts who have long experience in teaching English as a foreign language at some representative Sudanese universities. Therefore, in the following lines, the answers of five experts to the eight questions will be provided and then, will be discussed.

Variable 1: According to your experience, **do you notice that university students who are majoring in English are not fluent while speaking English?**

All the experts agree and believed that most of the students are not fluent in speaking because of lack of practice on oral communication, syllabus used. Furthermore, they advocated that students must be exposed to a wide variety of literature books to raise their speaking fluently and this should be a part of their academic syllabus. The researcher strongly support their point of view because, students nowadays are very weak in their speaking fluently if they, are compared to their previous generation, because the literature books Omitted from their syllabus in basic and secondary schools so, they entered universities very weak.

Variable 2: How in your opinion can the problem of the interference of the students' L1 (Arabic) on learning English as a foreign language be solved.

The experts answered this question by saying that the teachers of English language must speak in English only in and out classroom and the students must be exposed to materials recorded by native speakers of English, setting up language labs to improve learner's pronunciation, then the students must focus on listening and speaking in real situations and teachers must provide them with relevant context to practice English and outside the classroom. In addition to that students should be given more time to practice English and their teachers should encourage and involve them in oral communication.

Variable 3: Do you think that there are other factors which affect the university students' use of oral English and hinder them in fluent speaking?

According to the experts' answers, four of them confessed that there are other factors that affect students in fluent speaking such as shyness, fear of making mistakes, lack of text-books, Absence of literature classes in both basic and secondary level. So, the researcher agrees with this point of view. Moreover, there are no books about cultural issues other than academic ones. Whereas, one expert considers that the quick change of syllabus without adequate training to teachers, migration of well-trained teachers to richer Arab countries

and lack of text-books for students and hand-books for teachers are other factors which affect university students in fluent speaking.

Variable 4: What is in your opinion is the effect of shortage of ideas and insufficient vocabulary in oral communication?

All the experts considered vocabulary as building blocks in the process of oral communication, shortage of ideas can also hamper the process of oral communication.

Variable 5: Do you believe that the students find difficulty in expressing their ideas?

According to the experts' answers, four of five of them confirm that students find difficulty in expressing their ideas that is attributed to the lack of self-confidence which is vital for oral communication and also because of lack of sufficient vocabulary.

Variable 6: Do you notice that university students who are majoring in English are not fluent because of lack of training on oral communication?

The experts' answers is that, four of five of them confessed that students' fluency in English can partly be attributed to lack of training on oral communication, but there are other factors, such as lack of motivation and weakness of students' speaking skill. In the past, university students used to study in English, moreover, they also used to take English courses throughout their successive years of study. But, unfortunately, nowadays the opportunities to use L2 in

classrooms are always limited because the target language is taught only as a subject and is not commonly used a medium of communication outside the classroom. So, students suffer a lot in order to learn the target language easily. Ellis (1994:214) noted that "formal learning takes place through conscious attention to rules and principles and greater emphasis is placed on mastery of the subject matter that was treated as a decotextualized body of knowledge".

Variable 7: Do you think that the lack of conversational conventions hinders students in social English (e.g- greeting people, introduce yourself, making excuses and apologies, etc)?

According to the experts' answers, four of five of them confirm that lack of training on conversational conventions can hinder students in social English, therefore, students should be exposed to them-while one expert confessed that partly right lack of conversational conventions partly can hinder in social English.

Variable 8: Do you believe that the fear of making mistakes stops students from trying to speak English?

The answers of these question two experts out of five confessed that fear of making mistakes stops students from trying to speak English, therefore, students must be rewarded and encouraged to speak English also students should know that people learn through mistakes.

Chapter Five

Conclusion, Results, Recommendations & Suggestions for Further Studies

5.0. Conclusion:

The importance of English as a major foreign language of international communication is becoming increasingly recognized. Learning English helps a person to have a closer look at the native speaker's culture and experiences lying beyond his/her mother tongue. There are many people all over the world who have strong desire to learn and speak English, because it has become a technical and a world language. Therefore, according to the personal experience of the researcher in teaching English at all levels in Sudan, the students who are majoring in English at different universities, the students face real problems which may obstruct their fluency in spoken English.

Hence, to conclude that this study confirm or agrees with previous studies for example, Noreien, (2002) carried out study entitled "Stimulation of Oral Communication in EFL", Abu- Nawas, (1998) study entitled "Influence of certain Affective Factors on the Choice and Implementation of inter language Communication Strategies, etc.

The researcher has used the descriptive analytical method to analyze data. According to the teachers, questionnaire, the researcher has come up with the following results:

1- About (76.9%) of the teachers agree that **'Most students cannot speak English fluently because of interference of mother tongue'**.

2- The majority of the teachers (91.3%) agree that **'Most students cannot speak English fluently because of lack of vocabulary and shortage of ideas'**,

3- About (84.9%) of the teachers agree that **'when students speak English they find difficulty in expressing their ideas'**.

4- More than (91.3%) of the teachers strongly have supported and agree that **'lack of sufficient vocabulary affects negatively on oral communication O. C. '**.

5- About (78.3%) of the teachers agree that **'Deterioration of English language at university attributed to lack of training on oral communication'**.

6- (78.3%) of the teachers agree that **'students are reluctant to speak because they are afraid of making mistakes'**.

7- About (80.9%) of the teachers agree that **'students feel shy and embarrassed when they try to speak English'**.

8- The majority of the teachers (69.5%) agree that **'of the four skills, speaking is the most difficult for my students because of shyness'**.

9- More than (67.4%) of the teachers (Always and usually) that **'I observe when students try to speak English; they confuse the Arabic order of words with those of English'**.

10- About (80.5%) of the teachers think that **'students speak English slowly because first they think in Arabic then they try to translate'.**

11- More than (41.3%) of the teachers think that ' **I let the students have an English class outside the classroom with such activities as a class picnic or a party'.**

12- About (93.5%) of the teachers (Fair, poor) that **'How do you estimate your students average ability to interrupt politely in order to speak to keep a conversation going, to ask for something that is not clear and to repair conversation failure'.**

Results of students' questionnaire:

1.   About (85.31%) of the students (Always) that **'I speak English slowly because first I think in Arabic then I try to translate'**.

2.   The majority of the students (92.5%) of the students (Always) that ' **when I speak English I do not find the equivalent words for Arabic ones quickly'**.

3.   About (89.3%) of the students (Always) that **'when I try to speak English I confuse the Arabic order of words with those of English'**.

4.   More than (82.1%) of the students (Always) that **'when I speak English I find difficulty in expressing my ideas'.**

5. About (70.1%) of the students Always and usually that **'when I try to speak English I fail to find suitable words to express my ideas'**.

6. About (52.2%) of the students (sometimes) that **'our teachers used to explain in Arabic in the English lesson'.**

7. The majority of the students (41.8%) (Sometimes) that **'we are divided into pairs and groups to speak some topics during the lectures'.**

8. More than (71.6%) of the students (Always and usually) that **'the teachers of English are friendly and helpful during the lectures'.**

9. About (86.5%) of the students (fair, poor) that **'How do you estimate your students, average ability to interrupt politely in order to speak to keep a conversation going, to ask for something that is not clear and to repair conversation failure'.**

10. All the students where the proportion is (100%) strongly agree and agree that **'the fear of making mistakes stops me from trying to speak English fluently'**. While the percentage of non-conformists to that (0%) and those who did not show specific answers have accounted (0%).

11. The majority of the students (94%) agree that **'I feel sky and embarrassed when I speak English'.**

12. About (98.5%) of the students agree that **'lack of self-confidence and fear prevent me from speaking English fluently during English lesson in the classroom'.**

Regarding to the Experts' Interviews, the Researcher has come up with the following results:

1- All the experts agree and believe that most of the students are not fluent in speaking because of lack of practice on oral communication, and syllabus used.

2- The experts' answers show that, the teachers of English language must be in classroom speak in English and the students just focus on listening and speaking in real situations and teachers must provide them with relevant context to practice English in and outside classroom.

3- The experts' answers show that four of five of them confirm that, there are other factors affect students in fluent speaking such as shyness, fear of making mistakes, lack of text-books and Absence of literature classes in both basic and secondary level.

4- According to the experts' answers that vocabulary as building blocks in the process of oral communication, shortage of ideas can also hamper the process of oral communication.

5- According to the experts' answers, four of five of them confirm that students find difficulty in expressing their ideas that is attributed to the lack of self-confidence.

6- The experts' answers are that, four of five of them confessed that students' fluency in English can partly be attributed to lack of training on oral communication.

7- Four of five of experts confirm that lack of training on conversational conventions can hinder students in social English.

8- The answers of this question, two experts out of five confessed that fear of making mistakes stops students from trying to speak English.

5.1. Recommendations:

1. The students should know that there are syntax differences between English language and other languages.

2. Teachers of English language should be given sufficient training in how to teach oral communication and other activities.

3. Encouraging forming English societies at university level.

4. Using English laboratories at universities for who are majoring English.

5. Teachers of English language must consider the difficulties and problems that face students in speaking English fluently and try to solve them.

6. Students should be given more time to practice English and their teachers should encourage and involve them in oral communication in and out the classroom.

7. Teachers of English language must be speak in English only in the classroom and the students must be exposed to materials recorded by native speakers of English.

8. Teachers must be trained so as to achieve their job professionally and accurately.

5.2. Suggestions for Further Studies:

This research will open chances for further researches and will pave the way to the coming researchers to develop their researches on fluency. So, the suggestions of this research are:

1- Teachers of English language should be encouraged to do further studies on the same area.
2- Concentration on materials and activities used for teaching the oral skills will help to solve the spoken English fluency problems and difficulties.

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Appendix (A)

Sudan University of Science & Technology

College of Languages

Department of English Language

Ph.D Programme in English Language

Teachers' Questionnaire

Dear/teacher/ Doctor/ Professor

This questionnaire is a part of a ph.D research in applied linguistics entitled (Challenges of Fluency in Spoken English Facing Sudanese University Students Majoring in English).

Please answer all the questions/ statements accurately and honestly I assure you that the information in this questionnaire will be treated confidentially, for research purposes only.

Please write your opinions freely. Only make a tick (   ) for your choice.

Abdelrahman Imam Abdelrahman

Ph.D. candidate

Personal Data

1.University:………………………………… College:……………………………

2. Gender: Male   (   )   Female   (   )   Age   (   )

3. Years of Experience:

Less than 5 years   (   )   5 – 10 years   (   )

More than 10 years   (   )

4. Academic Qualification:

Ph.D.   (   )

MA   (   )

BA   (   )

Section One:

No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Most students cannot speak English fluently because of interference of mother tongue.					
2	Most students cannot speak English fluently because of lack of vocabulary and shortage of ideas.					
3	When students speak English they find difficulty in expressing their ideas.					
4	Lack of sufficient vocabulary affects negatively on oral communication O.C.					
5	Deterioration of English language at university attributed to lack of training on oral communication.					
6	Students are reluctant to speak because they are afraid of making mistakes.					
7	Students feel shy and embarrassed when they try to speak English.					
8	Of the four skills, speaking is the most difficult for my students because of shyness.					

Section Two:

No.	Statements	Always	Usually	Sometimes	Rarely	Never
9	I observe when students try to speak English; they confuse the Arabic order of words with those of English.					
10	Students speak English slowly because first they think in Arabic then they try to translate.					
11	I let the students have an English class outside the classroom (with such activities as a class picnic or a party).					

Section Three:

No.	Statements	Excellent	Very good	Good	Fair	Poor
12	How do you estimate your students' average ability to interrupt politely in order to speak to keep a conversation going, to ask for something that is not clear and to repair conversation failure?					

Thanks for your co-operation.

Appendix (B)

Sudan University of Science & Technology

College of Languages

Department of English Language

Ph.D Programme in English Language

Students' Questionnaire

1. University:…………………………………………

2. Gender :   Male (   )   Female   (   )

Section One:

No.	Statements	Always	Usually	Sometimes	Rarely	Never
1	I speak English slowly because first I think in Arabic then I try to translate.					
2	When I speak English I do not find the equivalent words for Arabic ones quickly.					
3	When I try to speak English I confuse the Arabic order of words with those of English.					
4	When I speak English I find difficulty in expressing my ideas.					

No.						
5	When I try to speak English I fail to find suitable words to express my ideas.					
6	Our teacher used to explain in Arabic in the English lesson.					
7	We are divided into pairs and groups to speak some topics during the lectures.					
8	The teachers of English are friendly and helpful during the lectures.					

Section Two:

No.	Statements	Excellent	Very good	Good	Fair	Poor
9	How do you are rate your social English (e.g greeting people, introducing yourself, making excuses and apologies, thank people, etc.)					

Section Three:

No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10	The fear of making mistakes stops me from trying to speak English fluently.					
11	I feel shy and embarrassed when I					

	speak English.					
12	Lack of self-confidence and fear prevent me from speaking English fluently during English lesson in the classroom.					

Thanks for your co-operation.

Appendix (C)

Sudan University of Science & Technology

College of Languages

Department of English Language

Ph.D Programme in English Language

An interview for English Experts

1. Name ....
2. Gender: male   (   )   Female   (   ) Age   (   )
3. Academic qualification ....
4. University: ....
5. College: ....
6. Years of experience:..

This interview is a part of Ph.D research in Applied linguistics entitled (Challenges of Fluency in Spoken English facing Sudanese university students majoring in English). This interview is intended for the research purpose only. Therefore; please do not hesitate to state clearly your point of view by answering these questions quietly, because it is very important and helpful to complete the study which will be used for the coming researchers. Thank you for your cooperation.

Abdelrahman Imam Abdelrahman

Ph.D candidate

Questions:

1. According to your experience, do you notice that university students who are majoring in English are not fluent while speaking English?

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2. How in your opinion can the problem of the interference of the student's L1 (Arabic) on learning English as a foreign language be solved?

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3. Do you think that there are other factors which affect the university students' use of oral English and hinder them in fluent speaking?

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4. What is in your opinion about the effect of shortage of ideas and insufficient vocabulary in oral communication?

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5. Do you believe that the students find difficulty in expressing their ideas?

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6. Do you notice that university students who are majoring in English are not fluent because of lack of training on oral communication?

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7. Do you think that the lack of conversational conventions hinder students in social English (e.g. greeting people, introduce yourself, making excuses and apologies, etc)?

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8. Do you believe that the fear of making mistakes stops students from trying to speak English?

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Thanks

Appendix (D)

Sudan University of Science & Technology

Experts who have evaluated the questionnaires and interviews questions.

- Dr. Alsheikh Abdulrahaman Ibrahim (University of Alfasher – Faculty of Arts).

- Dr. Hillary Marino Pitia (University of Juba, South Sudan – College of Education)

- Dr. Haytham Othman Hassan Abdallah (Sudan University of Sciences and Technology- College of Languages)

- Dr. Hassan Mahill Abdallah Hassan (Sudan University of Sciences and Technology- College of Education)

- Dr. Omer Hayban Omer Haganah (Ahfad University for Women)

- Dr. Abdallah Adam Osman Algazoly (University of Zalingei Faculty of Education)