



Problems of speaking Fluent English Language at Faculty of Education, University of Kordofan, North Kordofan State, Sudan

Abdu-Elrahman Elshreef Abdu-Elrahman¹
⁽¹⁾ Principal office, University of Kordofan, Sudan

ABSTRACT

Study was conducted in University of Kordofan, Faculty of Education, second level, fourth semester Arts, study aimed to propose a solution for the problem of difficulties that face students in speaking English Language. An interview was prepared and validated by experts in teaching English Language, after adding and omitting some question. The students were tested through an interview as a pretest; the tested students' level was significantly weak; and remedial work was needed to find out a practical and constructed solution. An English validated course was designed by researcher with validation of experts in teaching English language a proposed course in ten lectures, during forty five day, and then put students for the same test interview to evaluate course effectiveness to improve students speaking ability. Study used descriptive statistic for data analysis and results presentation. Findings revealed the effectiveness of the course. Study concluded and recommended that English validated course designed by researcher was essential to improve student speaking English language ability.

Keywords: Fluent, interview, validation, experts, effectiveness

INTRODUCTION

The development of speaking skills was the results of a carefully planned and purposeful program of speaking while the ability to speak, to give expression to ones need and feelings, orally had been acquired by children before they come to school. This was only the foundation for the mastery of the skill necessary for effective oral communication, systemic and continuous instructions must be provided in order to develop and reinforce this foundation. The need for a planned oral language program in the universities was strongly supported by the fact that many individuals, even though they may had sound and constructive ideas, were unable to express themselves effectively, many were actually afraid to stand before a group of their associates and read as announcement, to make a report, or present an opinion. Such persons may be seriously hand accepted in their social effectiveness and in their business or professional activities. It was vital; therefore, that school provides a well organized program which fosters oral expression and teachers students speaking effectively. Moreover speaking English language as a foreign language causes difficulties to students of University of Kordofan – Faculty of Education, Art fourth semester, problems of structure, pronunciation, fluency, accuracy, comprehension, was due to lack of practice in the foreign language and self – confidence. At the beginning of the stage of learning speaking, the foreign language severs mainly to introduce basic linguistic forms like words, structures, sentences, patterns and language functions. It should be help learners to communicate. The possession of such information, teachers can establish adequate standards to regard the means and materials by which students were taught to speak. The research conductor noticed that the lecturers of English language do not pay much attention to the process of teaching speaking. So research conductor focused on made enlightenment on speaking English language fluent. Speaking skill much related to daily communication, and practices. Research problem statement was students at University of Kordofan- Faculty of Arts- fourth semester lack of enough oral ability to communicate in English language as a foreign language. Speech is the oral production of language; the speaking skill is very much related to our daily

communication in the targeted language. Communication in the target language known as the linguistic as well as the social and the cultural background of the language. (Sturn, 1983). Learning to speak is a lengthy, complex process (Najal, 1989). Many foreign language teachers realize that fluency in speaking is the most difficult skill to develop. In addition to linguistic and cultural knowledge, there were other requirements that should be valuable in other to develop this skill that include the following:

1. Competent teachers who were fluent in conversation.
2. Appropriate classroom environment where conducive to oral communicative acts and students feel ease and relax.
3. Ample opportunity for students' participations.
4. Clear objectives in speaking so that students can think of the ideas they wish to express.
5. Acknowledge of the appropriate functional expressions.
6. Contextualized language in terms of who was speaking to whom,.

Saying and meaning were not the same; the same form of words can mean different things in different situations; what was said may not be meant, and what was meant may not be said. (Byrne, 1976).

When you need to identify student skill level in important language components and record language progress as follow;

1. Speech is fluent normally and hesitant ideas were linked in a logical source.
2. Speech generally fluent with occasional lapses while student searches for the correct manner of expression. Can on occasion link ideas together in a logical sequence.
3. Speech is frequently disrupted by the student's research for the correct manner of expression. Frequently has problems linking ideas together in logical sequence.
4. Hesitant, makes, repeated log purposes searching for ways to express his / her. Often forced into silence by language limitations. Discourse is disconnected. (Puppin, 2007).

Oral communication is two ways process between the speaker and the listener or listeners and involves the productive skill of understanding, language users are activity involved in the process of interpreting and negotiating meaning. Both speaker and listener have a positive function to be performed, simple terms interaction between speaker and listener is a complex process. (Byrne, 1976). Oral language has been proposed by Americans structural and behavioral psychologists and the cultural anthropologists that consider speaking which is guided by five lessons:

1. Language is a set of habits.
2. Language is speech.
3. Teach the language not about the language.
4. Language is what the native speaker says not what someone thinks they ought to say.
5. Languages are different. (Krowitz ,1985).

Study Objectives

Study aimed to investigate students of the fourth semester of Arts, Faculty of Education, in the University of Kordofan, and examine the problem of speaking fluent English and how to tackle such problems.

RESEARCH METHODOLOGY

Study was conducted in Faculty of Education at University of Kordofan in Elobeid town during 2008. Sample size was 22 university students, fourth semester Arts, faculty of Education, they study English language for seven years, their age was between 17- 20 years, Research used interview, and observations of students speaking ability through lecture and tape record, pre and post the purposive constructed course. Descriptive statistics was used for data analysis and results presentation.

RESULTS AND DISCUSSION

In table (1) which showed the tested students degrees, in the pre course, (n) indicated the test items full degree, total indicated the full mark of all tests degree, results revealed that 9 students had succeeded to pass the examination (41%).

Table 1. Pre Course Students Test Results

	Structure	Pronunciation	Fluency	Accuracy	comprehension	total
n	8	7	7	7	7	36
1	3	3	4	2	4	16
2	3	4	3	4	4	18
3	2	4	4	4	2	16
4	3	3	3	2	3	14
5	2	3	3	4	6	18
6	2	2	3	3	2	12
7	3	4	3	4	4	20
8	3	4	2	2	4	14
9	5	4	3	3	5	20
10	2	2	4	2	6	16
11	7	2	4	5	2	18
12	2	3	6	2	3	16
13	4	2	2	6	6	20
14	2	2	2	3	1	10
15	5	5	2	4	4	20
16	5	2	6	3	6	22
17	3	3	2	2	2	12
18	5	3	4	4	4	20
19	2	4	2	4	4	16
20	3	4	2	3	2	14
21	2	2	4	4	4	16
22	4	2	2	4	2	14

Study results

In table (2) results after the course period showed the tested students degrees, (n) indicated the items tested full degree, total indicated the full mark of all tests degree, results revealed that 14 students had succeeded to pass the examination were (64%). These results showed good improvement in student's skills in pronunciation, fluency and accuracy.

Table (2) After Course Students Test Results

	Structure	Pronunciation	Fluency	Accuracy	comprehension	total
n	8	7	7	7	7	36
1	7	4	4	3	4	22
2	7	6	5	6	4	28
3	5	4	5	4	4	22
4	5	3	7	6	5	26
5	4	6	5	7	6	26
6	4	3	3	3	2	16
7	5	4	3	5	7	24
8	4	5	3	3	5	20
9	6	5	4	4	5	24
10	4	3	3	2	4	16
11	7	5	4	4	6	26
12	3	4	3	4	4	18
13	6	4	4	5	3	22
14	3	3	3	3	4	16
15	7	6	7	5	3	28
16	6	5	4	6	3	24
17	3	2	2	3	4	14
18	6	5	4	6	3	24
19	3	3	3	3	2	14
20	2	2	4	4	4	16
21	4	4	2	4	2	16
22	3	2	3	3	3	14

Study results

From table (3, 4, and 5) results revealed significant differences compared to pre course test records. These results agreed with Byrne (1976) view because speaker and listener while they communicate their targeted language they understand the message positively.

Table (3) Descriptive Statistics of Both Pre and Post Test

Items	No.	Minimum	maximum	Mean	Std. deviation
Structure	44	2.00	7.00	4.0000	1.6425
Pronunciation	44	2.00	6.00	3.5227	1.2102
Fluency	44	2.00	7.00	3.5227	1.3027
Accuracy	44	2.00	7.00	3.7955	1.2864
Comprehension	44	2.00	7.00	3.8182	1.4022
Total	44	1.00	7.00	18.6591	4.6403
Valid (N) list wise	44		28.00		

Data analysis

Table (4) Descriptive Statistics of Pre Test

Items	No.	Minimum	maximum	Mean	Std. deviation
Structure	22	2.00	7.00	3.2727	1.3864
Pronunciation	22	2.00	5.00	3.0425	0.9501
Fluency	22	2.00	6.00	3.1818	1.2203
Accuracy	22	2.00	6.00	3.3636	1.0931
Comprehension	22	2.00	6.00	3.6364	1.5289
Total	22	1.00	6.00	16.5000	3.1130
Valid (N) list wise	22		22.00		

Data analysis

Table (5) Descriptive Statistics of Post Test

Items	No.	Minimum	maximum	Mean	Std. deviation
Structure	22	2.00	7.00	4.7273	1.5791
Pronunciation	22	2.00	6.00	4.0000	1.2724
Fluency	22	2.00	7.00	3.8636	1.3200
Accuracy	22	2.00	7.00	4.2273	1.3428
Comprehension	22	2.00	7.00	4.0000	1.2724
Total	22	14.00	7.00	20. 8182	3.9631
Valid (N) list wise	22		28.00		

Data analysis

CONCLUSION

Study concluded that the constructed course designed by research conductor, to solve weak level of speaking English language for the fourth semester of arts, faculty of Education students, had noticeable impact and gave significant improvements.

RECOMMENDATIONS

1. The English course should be comprehensive and supplemented with materials to strengthen students' fluency in speaking English.

REFERENCES

Abdella Mohamed ElAmin Elkiani and Mohamed Mussad Mohamed ElAmin (2000) English Pronunciation. Ministry of Education. Training Directorate in serice Educational Training Institute, ETI. In collaboration with UNICEF.

Ahmed, M. ElSamwi (2000) An Introduction to Research Techniques in Linguistics and Literature. Sana University.

Allyn and Bacon (1972) Developing Language skill in the Elementary School. 4 eddition. Prented in the United States of America.

Brown, G and Yule, G (1983). Teaching the spoken language. Cambridge University press.

Done Byrne (1976) Teaching Oral English(new edition) long man.

El Samawi, A.M.M(2000).

J.P.B Allen and S.PIT Corder (volume 2) 1975 Language and Language Learning. Oxford University Press.

Jane Willis (1987) Teaching English Through English. (FE) LTD. Prented in Hong Kong.

Kathleen M. Baidly and David Nunan(2003) Voices from the Language classroom Qualitative. Research in Second Language Eddition. Cambridge University Press.

Kathleen M. Bailey and David Nunan (1998) Voice from the Language classroom Cambridge University Press.

Leni Puppinn (2007) Test to Performance Based Forum volume 45 number (4).

Mary Jo Krowitz (1985). English Language Program Division Burean Educational and Cultural Affairs. United States Information. D.C. 20547.

Moulton, William, G (1963) Linguistics Language. Teaching in United States International Review of Applied Linguistics. Cambridge University Press.

Najat Al Mutawa and Taiseer Kailnai(1989). Methods of Teaching English to Arab Students. Longman Group, Printed in Hong Kong.

Stern H.H (1983) Fundamental Concepts of Language Teaching. Oxford University Press.