

The Problems of Fluency in Spoken English among EFL Learners in Sudanese Universities

Eltayeb Elbashir

University of Science Malaysia, School of Languages, Literacies, & Translation
elbashireltayeb[at]gmail.com

Abstract: *This research aims to investigate the problems and challenges which is usually experienced by English learner's students in the Sudanese university when trying to speak in English, it also checks at the problems that students face when learning English language in Sudanese universities and try to find remedies to this problem. The research uses a questionnaire, interviews and descriptive method in the collection of data about fluency of English language in universities in Sudan University of Khartoum as an example. The data was then statistically analyzed using SPSS program. The results showed that there are various problems which hinder fluency of English learning in the universities and among them include: under - qualified teachers, unsuitable teaching materials and the methods used in teaching are also poor. The other problem is the psychological factor which makes student to lack motivation while learning English. The study also contains ways in which these problems can be handled so as to bring efficiency in learning and teaching English in Sudanese universities.*

Keywords: The challenges of fluency in spoken English among the EFL students

1. Overview

This paper is a summary of the Study. It covers statement of the problem, aims of the study, research hypotheses, and research question. In addition, it includes significance of the study, the methodology of the study, limitations and delimitations of the study and the organization of the research.

2. Introduction

Language plays a very important role in human life as it is one of the necessities of social life and it is individuals' means to express their needs. Nowadays, English occupies an important status as one of the most widespread languages in the world, and one of the main ways of human communication. Hence, the learning of English has become increasingly important and popular in Sudan. As a result, it has been given great significance in institutions, schools, universities, and colleges.

Speaking is a crucial skill in foreign language learning and teaching. It is the means through which students can communicate with others to express their ideas, opinions, information, and hopes or to attain certain goals. When speaking English, many English students face difficulties. Alonso (2018) has stated that the focus on speaking skill in a second language is inherently challenging, as it concerns one of the skills within second language data that is most difficult to capture. Compared to receptive skills, but also compared to written production, it is possibly the most difficult skill to teach, the most difficult skill to assess and the most difficult skill to investigate". (105)

In general nonnative learners of English which encounter major problems in speaking. This problem has been discussed by many researchers such as Akasha (2013); Kardwish (2016); Alnakhalah (2016); Al - SobhiPreece (2018). It has reported that Saudi EFL learners face many difficulties from many angles in practicing speaking skill.

The first difficulty refers to the instructors who deal with the learners, and some other refers to the psychological factors which affect the learners when they are speaking, and others refer to the environment and others to learners themselves as the researchers have found some learners afraid to make mistake during speaking process and others feel shy. Speaking as a productive language skill is a crucial element in learning a foreign language context.

However, the researcher noticed during his career and teaching the course of EFL Learning and Teaching Strategies and other language skills courses at the First Common Year College in King Saud University that as ESL students face problems in expressing their ideas effectively. In most cases, and when they want to participate, they use Arabic in English classes. This issue is also recognized by the researcher's colleagues. Nevertheless, the main reason for this problem hasn't been scientifically identified since the starting of the Preparatory program at KSU.

Furthermore, many researchers and teachers from different second language countries studied that case and therefore many resolutions and scientific suggestion had been added and published to the journal. For example, another researcher by the name Mohamed Elsayed Abdalla – Elhadi Nasr Elhadi Mustafa additionally gave an outline of the issue of educating and learning communicated in English in Sudan. He said that the way toward learning the English Language in Sudan had given distinctive partners consistent cerebral pains disregarding the colossal endeavors which have been made. He said that a few understudies neglect to talk in English because of the accompanying reasons; instructors from the schools and colleges said that the majority of the encouraging material utilized isn't useful to the understudies since they disregarded both the part of language abilities which are talking and tuning in (Ali et al., 2015). The researcher likewise said that the strategies utilized as a part of educating are terrible and, in this way, they declined the issue of individuals being not able to use English dialect.

3. Literature Survey

This research will tend to explore the issues and the difficulties of familiarity with communicating in English among understudies studying English in Sudanese Universities. It will likewise attempt and research the manners by which solutions for this issue can be tackled to facilitate this issue. The paper will likewise look at the significance it conveys to the expert life and scholarly advancement of the instructors (Khair et al., 2017).

4. Method/Approach

This research paper will tend to center for the most part around the distinctive issues which influence English among understudies studying English inside Sudanese Universities. This is for the most part because a great many people inside the nation can't impart easily utilizing this dialect. We accordingly draw in with the diverse partners inside the nation, for example, the understudies, addresses, and furthermore other non - instructing staffs to help out us comprehend and furthermore to help in managing this issue which has been there inside the nation throughout recent decades. As we probably are aware, one outstanding issue has been the absence of experienced educators. It influences the understudies' capacity of gaining the oral abilities adversely as the instructors themselves do not have the learning of the fundamental standards of educating English.

The research will use a questionnaire, interviews and descriptive method in the collection of data about fluency of English language in universities in Sudan University of Khartoum as an example. The data then statistically analyzed using SPSS program.

5. Result/ Discussion

This research is mainly intended:

- 1) To find out the Sudanese EFL learners' weakness and Problematic areas which hinder their oral communication in English Language.
- 2) To study the causes of these problems and their effects on EFL learners' oral communication.
- 3 - to provide suggestions and strategies which may help the Sudanese EFL learners to overcome the problems which face them when communicating orally in English Language.

The study also is an attempt to identify those reasons, which are associated with the students' problem and challenging in speaking English. Language instructors must understand students' speaking difficulties in English and instruct effective speaking strategies to help students solve their speaking difficulties and improve their speaking ability. The results showed that there are various problems which hinder fluency of English learning in the universities and among them include: under - qualified teachers, unsuitable teaching materials and the methods used in teaching are also poor. The other problem is the psychological factor which makes student to lack motivation while learning English. The study also contains ways in which these problems can be handled so as to bring efficiency in learning and teaching English in Sudanese

6. Conclusion

This study tries to answer the following questions:

- 1) What are the problems that face the Sudanese EFL learners, when they communicate orally in English?
- 2) What are the causes of these problems?
- 3) What are the best solutions, suggestions, and strategies that the Sudanese EFL learners have to adopt to overcome these problems?

The significance of this study is derived from the importance of English language and its distinguished situation around the world in general, and in Sudan in particular. Nowadays English language has become an international language. It is the first language around the world, and it is the language of science and technology. There are millions of people who use English language as first language (L1) or second language (L2). No doubt the Sudanese people need to communicate with these people who speak English language around the world. English language in Sudan now is an official language. In addition, English language is regarded as the second language (L2) in the country many years or even decades ago. According to the above reasons, it can be said that this research is significant for Sudanese EFL learners; because it may help them to overcome their oral communication problems. Also, it is important to the Sudanese Ministry of Higher Education and Scientific research, because this research may assist in changing the policies of English language learning at the universities. Moreover, the study is significant to Sudanese ministry of education because it may help to develop textbooks of English language in all elementary, middle and secondary levels of education. Moreover, the departments of English language in Faculties of Arts and Education at the Sudanese Universities can benefit from this research; because it sheds lights on the problems that face the Sudanese EFL learners in oral communication. In addition to, the research tries to find certain strategies and suggestions for solving these problems. For example, the study may help these departments to adopt the best methods of teaching that may lead the EFL learners to overcome their oral communication problems.

7. Future Scope

This study is limited in the sense that:

- a) It only covers the oral communication. i. e. although there are written, visual, and audio - visual communication; the study will focus on the oral communication.
- b) Concerning the delimitation of the research, the study will be narrowed and bounded in the sense that it will not cover the phonological aspects of the oral communication of the Sudanese EFL learners.

References

- [1] Adam, Abdelrahman Imam Abdelrahman. *Challenges Pertaining to Fluency in Spoken English Among Sudanese Undergraduates Majoring in English*. Diss. Sudan University of Science and Technology, 2016.

- [2] Ahmed, Raghda Khalid ElhajAbdulrahman. *Impact of English Language Learner's Traits on Oral Communication Skills (Among University Students)*. Diss. Sudan University of Science and Technology, 2015.
- [3] Akasha, O. (2013). Exploring the Challenges Facing Arabic - Speaking ESL Students & Teachers in Middle School. *Journal of ELT and Applied Linguistics*, 1 (1), 12 - 31.
- [4] Alasmari, A. (2015). A Comparative Determination of Barriers of Oral English Learning Faced by Preparatory Year Students. *European Scientific Journal*, 11 (35), 58 - 81.
- [5] Ali, Mohamed Mutasim Mohamed, and Abdallah Yaseen Abdallah. "An Investigation into *Testing EFL Learners Oral Communicative Competence in the Sudanese Secondary Schools*." (2015).
- [6] Alnakhalah, A. (2016). Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, 5 (12), 96 - 101.
- [7] Alharbi, H. (2015). Improving Students' English - Speaking Proficiency in Saudi Public Schools. *International Journal of Instruction*, 8 (1), 105 - 116.
- [8] Alonso, R. (2018). *Speaking in a Second Language*. Amsterdam: John Benjamins Publishing Company, (chapter5).
- [9] Al - Sobhi, B., &Preece, A. (2018). Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: *Problems and Solutions*, *International Journal of Education & Literacy Studies*, 6 (1), 1 - 11.
- [10] Khair, Suleiman Adam Musa, Abdel Rahim Hamid Mugaddam, and Nada Sid Ahmed Eljack. "Investigating the Effect of Vocabulary Learning Strategies on Vocabulary Achievement among English Majors at Sudan Universities." (2017).
- [11] Siddiek, Ahmed Gumaa, Ali El Sayed, and Nauman Al Amin. "Investigating Students' Attitudes Towards Pedagogical Dictionaries: A Study of Sudanese English Majors." (2018).

Author Profile



Eltayeb Elbashir, Ph. D. in Applied Linguistics Student, School of Languages, Literacies, & Translation, University of Science Malaysia 11800 Penang, Malaysia. He has been teaching ESL/EFL for 15 years. He loves English Teaching and English as a Second Language ESL Curriculum Development. He is interested in academic publishing as a whole, especially the new ones that are going to be implemented in many universities and colleges. At present he is English Language Lecturer, King Saud University | Common First Year Deanship, English Language Skills Department, Riyadh, Kingdom of Saudi Arabia



Professor Dr. Salasiah Che Lah is a dean of School of Languages, Literacies & Translation at USM, in Penang. She is supervisor of PhD. Scholars. [salasiah\[at\]usm.my](mailto:salasiah[at]usm.my)
Tel: 04 - 653 3145 | Mobile: 019 - 400 2388 | Fax: 04 - 656 9122
www.ppblt.usm.my