

Investigating the Dilemma of Oral Communication in English Language at Sudanese Universities

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Abstract:

This study intended to investigate the problems that escorted to students poverty in spoken English and obstructed oral communication at the university level. The study adopted the analytical method to obtain data collected from two hundred forty six (246) subjects to collect data via both written and oral tests. A number of related assumptions had been considered. The assumptions were connected with four axes: the national attitude towards English, the individual attitude, the syllabus and the aids. Analysis emerged into findings such as: the students utmost deficiency in spoken English according to a number of motives; like the maladjusted strategies of English studies at schools, deficiency of trained language teachers, the syllabi deprived design, incorrect admittance to English departments at universities, and the lack of language laboratories.

Key words: spoken; oral communication; courses; admittance policy

1. INTRODUCTION

Spoken English as a language skill had been left relatively undeveloped in education at Sudanese schools, when they are the vital part of communicative competence. Compared to teaching listening skills, where varieties of techniques have

been developed since the introduction of the oral communication courses, partly with the help of new technological devices such as the closed captioning system or mini disk, teaching speaking seems to be far behind.

One reason for this stagnation is that there is no view commonly agreed upon of what successful speaking is. In other words, what should the goals of learning speaking in the Sudanese schools be? One view is that the speech is thought to be successful as long as the learner can make himself/herself understood no matter how incorrect the language, while another view insists on correctness in every aspect of language, ranging from grammar to pronunciation.

The former is known as the fluency-oriented approach. From this viewpoint, small grammatical or pronunciation errors are insignificant, especially in the early learning stages. As a matter of fact, too much emphasis on correcting them is considered harmful rather than helpful, for it may cause excessive monitor in the mind, hindering the natural acquisition of spoken skills.

The latter, on the contrary, places most emphasis on accuracy by pursuing mainly grammatical correctness. This view is called the accuracy-oriented approach. Practices that focus on repetition of newly introduced forms or grammatical structures are thought to help the learning process. Although once supported by many linguists, nowadays it is seen as rather obsolete.

The researcher has noticed the total lack of the least relationship of almost all the admitted students, to English language department at our university, with the English language. In fact, they were unable to carry out the simplest needs of the language in their easiest forms. To respond to the interview questions, some candidates laugh, some keep silent, while others give ridiculous faulty answers indicating their entire linguistic ignorance. After the first semester, successive letters from the academic affairs were to be sent to the

department investigating the weakness of the students in spoken English. The department justifies the situation presenting the whole causes and no serious illuminations are obtained. Once again, it is expected that this study finds sincere consideration and the problem gets a hold of factual solutions.

1.1 Statement of the Problem

The researcher has noticed that Sudanese students at the university level are poor in spoken English and their verbal communication needs are always obstructed and lack appropriateness if they do not wholly avoid interaction.

1.2 Questions of the Study

- a. Has the great number of candidates a negative effect on language teaching operation concerning spoken English?
- b. Does low admitting percentage work against the process of learning spoken English?
- c. Which is more proper; to accept students for English studies according to their general percentage or to their percentage of attainment in English?
- d. What is the impact of lacking teaching aiding facilities on learning spoken English?
- e. What has the negative attitude of the state towards English to do with language acquisition?
- f. Is allotted time for spoken English courses adequate to handle acquisition through practicing?
- g. Is determination necessary for students to attain success in spoken English?
- h. What are the consequences of English language teachers migration upon the whole learning situation?

2. LITERATURE REVIEW

Spoken English is the successful linguistic interaction with the English native speaker in the very community where English

language is commonly used as a first language, a second language or as a lingua franca. In fact, this type of knowledge implies the complete acquisition of all properties of the spoken language. So as to achieve this broad objective, the teacher, if he is a native or non-native speaker, should be equipped with the following features within the same English culture:

2.1 General features of the 'Spoken Language'

There are many different accents and dialects throughout English and people are often very proud of their local accent or dialect. In fact, English Language itself implies the language spoken by only the English excluding the possibility of other regional variations. However, accents and dialects also highlight social class differences, rivalries, or other associated prejudices—as illustrated by George Bernard Shaw's comment: *"It is impossible for an Englishman to open his mouth without making some other Englishman hate or despise him."*

The three largest recognizable dialect groups in England, as Ulrich (2006:14) assures, are Southern English dialects, Midlands English dialects and Northern English dialects. The most prominent isogloss is the foot–strut split, which runs roughly from mid-Shropshire (on the Welsh border) to south of Birmingham and then to The Wash. South of the isogloss, in the Midlands and Southern dialects, the Middle English phoneme /ʊ/ split into /ʌ/ (as in *cut, strut*) and /ʊ/ (*put, foot*); this change did not occur north of the isogloss.

However, it is confirmed that the accent of English best known to people outside the United Kingdom is that of Received Pronunciation (RP), though it is used by only a small minority of speakers in England. Until recently, RP was widely considered to be more typical of educated speakers than other accents. It was referred to by some as the Queen's (or King's) English, or even "BBC English" (because for many years of broadcasting it was rare to hear any other accent on the BBC). These terms, however, do not refer only to accent features but

also to grammar and vocabulary, as explained in Received Pronunciation. Since the 1960s regional accents have become increasingly accepted in mainstream media, and are frequently heard on radio and television. RP is also sometimes called an "Oxford accent"; the Oxford English Dictionary gives RP pronunciations for each word, as do most other English dictionaries published in Britain.

As in Sudan it is distinguishable to know the native region of the speaker, most native English speakers can tell the general region in England that a speaker comes from, and experts or locals may be able to narrow this down to within a few miles. There are also many cases where a large city has a very different accent from the rural area around it (e.g. Bristol and Avon, Hull and the East Riding, Liverpool and Lancashire). But modern communications and mass media have reduced these differences in some parts of the country. Speakers may also change their pronunciation and vocabulary, particularly towards Received Pronunciation and Standard English when in public.

2.2 The British Isles varieties of English

The crucial need to learn spoken English in our educational institutions is to fulfill the communicative situations for mutual understanding with the English native speakers. So, this necessitates knowledge of the British Isles varieties of English, including English English, in accordance with Wells (1982). However, some of the features of English English are that:

- a. Most versions of this dialect have non-rhotic pronunciation, meaning that [r] is not pronounced in syllable coda position. Nonrhoticism is also found elsewhere in the English-speaking world, including in Australian English, New Zealand English, and South African English, as well as most nonnative varieties spoken throughout the Commonwealth of Nations.^[10] Rhotic accents exist in the West Country, parts of

Lancashire, the far north of England and in the town of Corby, both of which have a large Scottish influence on their speech.

- b. As noted above, Northern versions of the dialect lack the foot–strut split, so that there is no distinction between /ʊ/ and /ʌ/, making *put* and *putt* homophones as /pʊt/.
- c. In the Southern varieties, words like *bath*, *cast*, *dance*, *fast*, *after*, *castle*, *grass* etc. are pronounced with the long vowel found in *calm* (that is, [a:] or a similar vowel) while in the Midlands and Northern varieties they are pronounced with the same vowel as *trap* or *cat*, usually [a]. For more details see Trap–bath split. There are some areas of the West Country that use [a:] in both the TRAP and BATH sets. The Bristol area, although in the south of England, uses the short [a] in BATH.
- d. Many varieties undergo *h*-dropping, making *harm* and *arm* homophones. This is a feature of working-class accents across most of England, but was traditionally stigmatized (a fact the comedy musical *My Fair Lady* was quick to exploit) but less so now.^[12] This was geographically widespread, but the linguist A. C. Gimson stated that it did not extend to the far north, nor to East Anglia, Essex, Wiltshire or Somerset. In the past, working-class people were often unsure where an *h* ought to be pronounced, and, when attempting to speak "properly", would often preface any word that began with a vowel with an *h* (e.g. "henormous" instead of *enormous*, "hicicles" instead of *icicles*); this was referred to as the "hypercorrect h" in the Survey of English Dialects, and is also referenced in literature (e.g. the policeman in *Danny the Champion of the World*).
- e. A glottal stop for intervocalic /t/ is now common amongst younger speakers across the country; it was originally confined to some areas of the south-east and East Anglia.

- f. The distinction between /w/ and /hw/ in *wine* and *whine* is lost in most varieties, "wh" being pronounced consistently as /w/.
- g. Most varieties have the horse–hoarse merger. However some northern accents retain the distinction, pronouncing pairs of words like *for/four*, *horse/hoarse* and *morning/mourning* differently.^[14]
- h. The consonant clusters /sj/, /zj/, and /lj/ in *suit*, *Zeus*, and *lute* are preserved by some.
- i. Many Southern varieties have the bad–lad split, so that *bad* /bæ:d/ and *lad* /læd/ do not rhyme.
- j. In most of the eastern half of England, plurals and past participle endings which are pronounced /ɪz/ and /ɪd/ (with the vowel of *kit*) in RP may be pronounced with a schwa /ə/. This can be found as far north as Wakefield and as far south as Essex. This is unusual in being an east-west division in pronunciation when English dialects generally divide between north and south. Another east-west division involves the rhotic [r]; it can be heard in the speech of country folk (particularly the elder), more or less west of the course of the Roman era road known as Watling Street (the modern A5), which at one time divided King Alfred's Wessex and English Mercia from the Danish kingdoms in the east. The rhotic [r] is rarely found in the east.
- k. Sporadically, miscellaneous items of generally obsolete vocabulary survive: *come* in the past tense rather than *came*; the use of *thou* and/or *ye* for *you*.

2.3 Oral language or vocal language

Spoken language, as McArthur (1992) indicates is language produced by articulate sounds, as opposed to written language. Many languages have no written form, and so are only spoken. Oral language or vocal language is language produced with the vocal tract, as opposed to sign language, which is produced with

the hands and face. The term "spoken language" is sometimes used to mean only vocal languages, especially by linguists, making all three terms synonyms by excluding sign languages. Others refer to sign language as "spoken", especially in contrast to written transcriptions of signs.

In spoken language, according to Tannen (1982:44), much of the meaning is determined by the context. This contrasts with written language, where more of the meaning is provided directly by the text. In spoken language the truth of a proposition is determined by common-sense reference to experience, whereas in written language a greater emphasis is placed on logical and coherent argument; similarly, spoken language tends to convey subjective information, including the relationship between the speaker and the audience, whereas written language tends to convey objective information.

2.4 The relationship between spoken language and written language

However, Halliday (1994) asserts that the relationship between spoken language and written language is complex. Within the field of linguistics the current consensus is that speech is an innate human capability while written language is a cultural invention. However some linguists, such as those of the Prague school, argue that written and spoken language possess distinct qualities which would argue against written language being dependent on spoken language for its existence.

According to Kenyon, John Samuel and Knott(1953:55), both vocal and sign languages are composed of words. In vocal languages, words are made up from a limited set of vowels and consonants, and often tone; in sign languages, words are made up from a limited set of shapes, orientations, locations, and movements of the hands, and often facial expressions; in both cases, these building blocks are called phonemes. In both vocal and sign languages, words are grammatically and prosodically linked into phrases, clauses, and larger units of discourse.

Hearing children acquire as their first language whichever language is used around them, whether vocal or (if they are sighted) sign. Deaf children will do the same with sign language, if one is used around them; vocal language must be consciously taught to them, in the same way as written language must be taught to hearing children (Halliday 1994:32).

Nonetheless, Plotkin (2006:61) estimates that it is approximately 430 million people speak English as their first language. English today is probably the second largest language by number of native speakers, after Mandarin Chinese. However, when combining native and non-native speakers it is probably the most commonly spoken language in the world, though possibly second to a combination of the Chinese languages (depending on whether distinctions in the latter are classified as "languages" or "dialects").

Estimates that include second language speakers vary greatly from 470 million to more than a billion depending on how literacy or mastery is defined and measured. Linguistics professor David Crystal calculates that non-native speakers now outnumber native speakers by a ratio of 3 to 1 of the world residents.

The countries with the highest populations of native English speakers are, in descending order: the United States (292 million), the United Kingdom (61 million), Canada (18.2 million), Australia (15.5 million), Nigeria (4 million), Ireland (3.8 million), South Africa (3.7 million), and New Zealand (3.6 million) in a 2006 Census.

2.5 British English in Southern England

In general, Southern English accents, as regarded by Ebsworth (1998), are distinguished from Northern English accents primarily by not using the short a in words such as "bath". In the south-east, the broad A is normally used before a /f/, /s/ or /θ/: words such as "cast" and "bath" are pronounced /kɑ:st/,

/bɑ:θ/ rather than /kæst/, /bæθ/. This sometimes occurs before /nd/: it is used in "command" and "demand" but not in "brand" or "grand".

Accents originally from the upper-class speech of the London–Oxford–Cambridge triangle are particularly notable as the basis for Received Pronunciation.

Southern English accents have three main historical influences:

- a. The London accent, in particular, Cockney.
- b. Received Pronunciation ('R.P.').
- c. Southern rural accents, of which the West Country, Kent and East Anglican accents are examples.

After the Second World War, about one million Londoners were relocated to new and expanded towns throughout the south east, bringing with them their distinctive London accent and possibly "sowing the seed" of Estuary English). (Baugh 2002:116).

2.6 Fluency

A fluent speaker, as Tam (1997:39) observes, may well make grammatical errors but will speak or write efficiently (without pauses). They will be able to converse freely and talk with native-speakers about many different subjects. Fluency generally increases as learners progress and become more comfortable using the language. So, language teachers who concentrate on fluency help their students to express themselves in English. They pay more attention to meaning and context and are less concerned with grammatical errors. Typical fluency activities are role playing and more communicative activities where English is used as a medium of communication rather than an end in itself.

Nowadays, language students are considered successful if they can communicate effectively in their second or foreign language. It seems that the focus has changed direction from accuracy to fluency. Grammar is disregarded, and communicative activities are prevalent in an EFL class.

2,7 English phonology - Stress, rhythm and intonation

Wardhaugh (2006:43) specifies that the phonology (sound system) of English differs between dialects. The descriptions below are most closely applicable to the standard varieties known as Received Pronunciation (RP) and General American. For information concerning a range of other varieties.

Roger (1999:24) also notifies that English is a strongly stressed language. In content words of any number of syllables, as well as function words of more than one syllable, there will be at least one syllable with lexical stress. An example of this is *civilization*, in which the first and fourth syllables carry stress, and the other syllables are unstressed. The position of stress in English words is not predictable. English also has strong prosodic stress: typically the last stressed syllable of a phrase receives extra emphasis, but this may also occur on words to which a speaker wishes to draw attention. As regards rhythm, English is classed as a stress-timed language: one in which there is a tendency for the time intervals between stressed syllables to become equal, and therefore to shorten unstressed syllables. It is uncertain when English became stress-timed, but as most other surviving Germanic languages are it may date to before the break-up of proto-West Germanic.

Stress in English is sometimes phonemic; that is, capable of distinguishing words. In particular, many words used as verbs and nouns have developed different stress patterns for each use: for example, *increase* is stressed on the first syllable as a noun, giving *increase*, but on the second syllable as a verb, giving *increase*; see also Initial-stress-derived noun. Closely related to stress in English is the process of vowel reduction; for example, in the noun *contract* the first syllable is stressed and contains the vowel /ɒ/ (in RP), whereas in the verb *contract* the first syllable is unstressed and its vowel is reduced to /ə/ (schwa). The same process applies to certain common function words like *of*, which are pronounced with different vowels depending on whether or not they are stressed within

the sentence. For more details, see Reduced vowels in English. Despite these practices, phonemic stress in English is generally a convention rather than essential to distinguish homophones: in both these examples, whether the word is being used as a noun or verb should normally be clear from context.

As concerns intonation, the pitch of the voice is used syntactically in English; for example, to convey whether the speaker is certain or uncertain about the polarity: most varieties of English use falling pitch for definite statements, and rising pitch to express uncertainty, as in yes–no questions. There is also a characteristic change of pitch on strongly stressed syllables, particularly on the "nuclear" (most strongly stressed) syllable in a sentence or intonation group. For more details see Intonation (linguistics): Intonation in English.

Unfortunately, the latest development of curricula at university of Al-butana (2010-2011) has come out with an opposing resolution of reducing the credit hours for the two courses of "Spoken English" from four (4) hours in the first semester to two (2) hours (2+0) and fixed the credit hours for the second semester as they were (2) hours (2+0), cutting off the practical hours of both courses, in spite of the incessant demand of the department of the English language to "Academic Affairs" to reconsider the practical nature of the "Spoken" courses.

3. METHODS

3.1. Subjects

Batch three and batch four students of English language at Al-Butana University at their first and second semesters were taken to represent the sample of this study. The total number of the subjects was two hundred forty six (246) students. They also have had the same MT, which is Arabic. Therefore, the selected group is homogeneous with regard to age, educational

level and linguistic background. In both cases the groups are consisted of males and females.

3.2. Instruments

3.2.1. The test

The first tool utilized for collecting data for this study was a test in two forms; oral and written. The test was an achievement one, which took place at the end of the semester after the course of spoken English had been taught.

3.2.2. Validity and Reliability

The test of the spoken course which contains a theoretical part and a practical part, in the form of audio cassette representing authentic material by native speakers, had been submitted to a jury of experts to examine its validity as an important notion confirmed by Mann (1981) who assures that a test is valid if it measures what it is supposed to measure.". In terms of the facial and content validities, the jury confirmed the topics suitability and the test validity. The test was administered twice to the subjects in order to authenticate its reliability. The first was carried out at the end of the first semester when the latter, of the same nature, was taken at the end of the second semester. Hence, the test accordingly obtained a coefficient of stability of (0.85), which is regarded as a positive correlation. Thus, the stability of the test for eliciting the required data, is confirmed.

3.2.3. Notebooks of admittance

Annual notebooks of admittance for universities and high institutes to examine the intake proportion for some Sudanese universities for the similar specialization.

3.3. Procedures

The following procedures were taken in order to identify and classify errors to achieve the results of the study:

- Each paper was given a number to facilitate easy back reference.

- Errors of the written test were underlined.
- Errors of the oral test were notified.
- Errors were classified into three main categories: accuracy, appropriateness and accuracy.

4. ANALYSIS AND DISCUSSION

4.1. Analysis of the tests errors are shown in the tables below:

Table 4.1. indicates errors that were committed by the students when they tried to express congratulations, sympathy, thanking and farewell situations.

Table 4.1. Congratulations, Sympathy, Thanking and Farewell Errors:

Types of error	cases	Percentage
Congratulations	79	32.2%
Sympathy	101	41%
Thanking	36	14.6%
Farewell	30	12.2%
Total	246	100%

So, students were too weak in spoken English to express congratulations and sympathy expressions (73.2%) and relatively weak in thanking and farewell expressions(26.8%).

Table 4.2. indicates errors that were committed by the students when they tried to express offering help, apology, pronouns selections and elision situations.

Table 4.2. Offering help, Apology, Pronouns and Elision errors:

Types of error	cases	percentage
Offering help	80	32.5%
Apology	100	40.7%
Pronouns	35	14.2%
Elision	31	12.6%
Total	246	100%

So, students were too weak in spoken English to express Offering help and Apology expressions(73.2%) and relatively

weak in pronouns selections and elision containing expressions(26.8%).

Table 4.3. indicates errors that were committed by the students when they tried to express ordering a meal, introducing someone, using fillers and expressing delight situations.

Table 4.3. Ordering a meal, Introducing someone, Using fillers and Expressing delight errors:

Types of error	cases	percentage
Ordering a meal	70	28.5%
Introducing someone	90	36.6%
Using fillers	45	18.3%
Expressing delight	41	16.6%
Total	246	100%

So, students were too weak in spoken English to express ordering a meal, introducing someone (65.1%) and relatively weak in using fillers and expressing delight expressions (34.9%).

Table 4.4. indicates verbal errors that were committed by the students when they tried to give responses for the oral test in forms of hesitation, wrong answer, correct answer or even no response.

Table 4.4. No response, Hesitation, Wrong answer and Correct answer:

Types of error	Cases	percentage
No response	82	33.4%
Hesitation	98	39.8%
Wrong answer	36	14.6%
Correct answer	30	12.2%
Total	246	100%

So, students were too weak in spoken English to give responses (they kept silent) in some cases(33.4%), they hesitated in other cases and relatively weak in giving correct answers(39.8%).

4.2. Analysis of the tests errors according to marks

Consequently, the tests gave very poor results, whereas real results before interference (crude marks before applying the continuous assessment items) were only 51 students (20.7%) passed the exam leaving 195 failing students with a percentage of 79.3%.

Unfortunately, this weakness in the English language continues till graduation, where notably, students were unable to communicate perfectly and use the language as a means to convey their lessons in their teaching practice at micro-teaching sessions or in their teaching practice at schools.

4.3. Analysis of the students' weakness according to their admittance

Here the researcher notifies some samples of admittance policy for English language departments. Admitted students for Batch three, department of foreign languages, university of Butana for the academic year 2012-2013 were 126 with the lowest proportion compared with English language departments in university of Gezira. The same strategy was followed for batch four students' intake of the academic year 2013-2014. Thus the number of students accepted rose up to reach 120 students. This academic year (2014-2015) the number of students accepted for the same department has risen to 140 students.

The selected students proportions of the academic year 2013-2014 listed below to confirm the previous remark:

Table 4.4. students proportions of the academic year 2013-2014

University	Faculty	Department	Proportion
Khartoum	Education	English	82.6%
Islamic	Education	English	75%
Gezira	Ed.(Hantoub)	English	78%
Gezira	Ed. (Kamleen)	English	72.1%
Gezira	Ed. (Hassahisa)	English	73.4%
Butana	Education	English	71.1%

The table 4.4. indicates the low standard of the department students whereas Butana university receives the lowest

proportion (71.1%) of all Sudanese universities, the matter that has the greatest impact on the language teaching and learning operation.

4.4. Analysis of the students' weakness according to attainment

Students are accepted for English studies according to their general percentage, but not according to their percentage of attainment in English. Many of them obtained not more than fifty (50) marks in the English language exam of the secondary Sudanese certificate. Furthermore, as a teacher who experienced fifteen (15) years in teaching English at secondary schools (1988-2003), the researcher knows how such marks are obtained whereas such students do not know even the English alphabets. Marking schemes have increasingly become very generous when students themselves could not believe that they had succeeded.

Consequently, the interviews conducted to test the abilities of the candidates in the four skills of language, usually come out with almost no one to be fitting for the study of the English language at the university level. English language utterances with perfect stress and intonation seem to be very odd to them and sometimes the candidate might laugh at them. Others keep silent while some ones give faulty answers; the matter that assures their total ignorance of the English language.

The large numbers of students assembled in a lecture room is a problematic issue where the greater chaos prevails. Accordingly, lecturers always complain and thus the operation of learning is abolished. On the other hand, spoken English courses include practical conversation and dialogues into actual application lack practicality in such atmosphere. Hence, it is impossible to achieve the required drills that meet the objectives intended.

Supervision which is given increasing concern and more debates has failed to impose control on such great numbers of students (not less than 140 for a batch for the individual supervisor). Dividing students in groups or putting them altogether to be supervised are also in vain trials of remedy. Even time could not help supervision as supervisors time is still consumed in over-lecturing.

As the latest development of curricula at university of Al-butana (2010-2011) has come out with reduction of the credit hours from four (4) hours in the first semester to two (2) hours (2+0) and fixed the credit hours for the second semester as they were (2) hours (2+0). Thus, no room is left for practicing; leaving the whole operation to be theoretical for a course that depends wholly on applicability of practicing in order to acquire a language needed for real every day activity.

As for the lectures themselves were continuously substituted as a result of the teachers migration to the Arab countries. The process of substitution would take time and some lectures were missed. Furthermore, cooperative teachers, who were in a bad need to be trained and prepared for the mission, substituted appointed qualified staff members. Thus, deterioration in the whole teaching and learning process prevailed.

Teaching aids, accompanied with authentic material that facilitate language learning or acquisition, are not provided. Visual aids are of the most superior importance and the greatest effect to inspire learners towards the language. Audios take the next priority to develop the students linguistic abilities.

5. CONCLUSIONS

5.1. Summary of the findings

According to the results being attained from the analyzed data of the research the following findings have been obtained:

- a. The great number of candidates affects negatively the language practicality. .
- b. Admitting percentage for this university is lower than in other universities..
- c. Percentage of attainment in English for English studies is not considered.
- d. There is no provision of teaching aiding facilities.
- e. the state has a negative attitude towards the English language.
- f. Time allocated (credit hours). for the spoken courses is not sufficient.
- g. English language labs escort to rapid linguistic attainment due to the attraction of the students interest and attention.
- h. Teachers migration has an awful impact on the process of language learning.

5.2. Recommendations

- a. The number of candidates should not exceed 60 students per annum.
- b. Admitting percentage should not be less than 75% for the general admission.
- c. Percentage of attainment in English for English studies should be in consideration.
- d. Provision of teaching aiding facilities is an obligatory
- e. It is high time for the state to alter its negative attitude towards the English language.
- f. Time allocated for the spoken courses should be expanded by adding more practical (credit) hours.
- g. English language departments should be equipped with language labs.
- h. Shrewd and logical treatment for university teachers situations is a must.

- i. It is more proper to accept students for English studies according to their percentage of attainment in English than to their general percentage.

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