

Acquisition of English Language Fluency of Intensive Course Students at Buraydah Community College: Challenges and Recommendations

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Abstract

This research study focuses at the Acquisition of English Language Fluency of Intensive Course Students at Buraydah Community College. For this purpose two sets of questionnaire have been designed for achieving the data to investigate challenges and after analysing it in the light of students' questionnaire (SQA), and a teachers' questionnaire (TQA), the researchers have made certain recommendations to overcome the challenges. This study shows strong intention of the students about problematic aspects of English language fluency which need to be addressed seriously .This research study also provides basis for further research in this area.

Key words: Fluency acquisition, language skills, speaking problems, Challenging Factors & Recommendation Factors

1. Introduction

1.1. Research Problems

The students of English Language Program (ELP) at Buraydah Community College (BCC), Qassim University need to use English extensively for academic purposes. Except a couple of Arabic Language subjects, most of the academic books are in English Language. The medium of instruction is also English and it is the need of the students to be proficient to understand the instructions of their Foreign Faculty Members (FFMs) in English. In ELP, the Local Faculty Members (LFMs) also give instruction to the students in English language. After completing the two years (four levels), the students of BCC have to join the Department

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of English Language and Translation (DELT) to complete their Bachelor Degree Program. Despite learning for two years in the college, ELP students are still hesitant in speaking English. They cannot express themselves fluently and effectively. ELP Students at BCC face another problem when they are expected to communicate in English before the fluency is achieved. Krashen's interview with Young (1992) has been quoted by KhairiIzwan Abdullah in his research study, appeared in *Journal of Language and Learning* (2005), stated that "speaking can cause high anxiety level and the reason for this is that teachers often expect beginners to perform beyond their acquire competence(Vol.3 No1)." This level of anxiety is observed in the classroom. Even a vast majority of ELP students at BCC in different levels cannot break the silent period. As a result students portray the picture of poor performance in spoken English.

1.2. Research Significance

This research study will provide useful information particularly, to the teachers at BCC about the challenges involved in affecting the acquisition of English language fluency of intensive course students (ICS). On the base of this information, they can design effective teaching methods to overcome the factors that can be the cause of poor speaking in English. In the light of the findings of this study, students can also select suitable strategies for themselves to improve their communicative skills.

1.3. Research Questions

This research work seeks answers to the following questions:

- i. What are the factors that affect acquisition of English language fluency of intensive course students at Buraydah Community College.?
- ii. What are the frequency and order of importance of these challenging factors?
- iii. To what extent do these challenging factors differ in their effects in ICS at the BCC?

1.4. Research Objectives

This research aims to:

- i. Locate the external challenging factors that discourage the IC Students at the BCC in listening and speaking classroom .
- ii. Understand what the frequency and order of importance of the discouraging theme is.
- iii. Help the learners to become more fluent and appropriate.

1.5. Research Limitations

- i. This study is limited to the acquisition of English language fluency of Intensive Course Students at Buraydah Community College.
- ii. Twenty five students have been selected randomly from the same course to complete the designed questionnaire for research purpose.
- iii. Ten faculty members also participated and gave their opinion through a TAQ.

1.6. Literature Review

Fluency is a flow in which words are joined together while speaking quickly (wikipedia2013). It is a characteristic of the speaker. To Hartmann and Stork, a person is a fluent speaker when he is capable of using the language structure accurately (1976, p. 86). Fillmore (1979) familiarizes fluency by attaching it to the creative and imaginative use of the language. Brumfit (1984) binds it to the natural use of language (p.56). J.D Brown (2003) quotes Richards, Platt and Weber (1985, p.108) who define fluency as follows:

The features which give speech the qualities of being of being natural and normal, including native- like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.

Schmidt (1992) calls fluency an automatic procedural skill while Richards et al (1985, p. 109) “refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently.

Jack C. Richards, John Platt & Heidi Platt (1996) categorize four language skills into two categories. They divide speaking and writing as active/productive while reading and listening as passive/receptive skills. Dunn Byrne (2004) defines speaking as “the ability to express on oneself intelligibly, reasonably, accurately and without hesitation” (p.125). To achieving this objective, an FL learner has to start imitating the models from their teachers.

This will enable them to express successfully. Acquiring English language fluency is very important both academically and generally because it is a key factor of failure and success of the students in their practical life. The pedagogic problem in foreign language teaching is to prepare learners to be able to use the language. It is sequential arrangement of words of a specific language to convey a message orally.

In *Practice and Progress* L.G Alexander (1984) says that fluency in FL can be adopted by the students. To understand L2 in a better way, students can be involved to narrate any event from their past life. They can be given the model of narration as for this purpose (p.185). Many FL Teachers complain that fluency in oral skills is very difficult to develop in learners. Marianne Celce-Murcia & Lois McIntosh (1978) have already endorsed this idea that "(a) fluency in speaking is probably the most difficult of all second language skills to develop; (b) because speaking practice cross-cuts so many other classroom activities" (p.90).

Najat Al- Mutawa & Taiseer Kailani (1998) point out that competent and fluent teachers, conducive classroom atmosphere, ample opportunity for pupil participation, clear objective in speaking, appropriate knowledge of functional expressions, and "sensitivity to any change in the situation in which communicative operations are taking place", are the requirements to develop speaking skill (p.104).

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Susan Mockridge – Fong in his article *'Teaching the Speaking skill'*, published in *Teaching English as Second or Foreign Language* (1990), is highlighting the issue of developing the communicative abilities in a FL by quoting Stevic (1967), who looks at this problem from the perspective of linguistic expertise and our teaching methodology:

Speaking without communicating is a tale told by an idiot. How often do we ask adults to play structural games with toy formation? How often do our students ask us for meat and drink, and we give them a grammatical vitamin pill. We are becoming more and more sophisticated in isolating delicate points of grammar and preparing them for student use, but we get them ready for shipment, why must we pack them in communicational Styrofoam? (p.90)

Dina M. Al-Sibai & M. Z. Kebbe (2005), made a research study on L2 *Anxiety of Saudi* learners lack competency in speaking, and most have difficulties with pronunciation. This fact stops them to express in English for fear of being ridiculed or, simply, for being wrong.

2. Language Skills

2.1. Four Skills in brief

2.1.1. Listening

Listening is the ability to understand the uttered or spoken words. Listening encodes a message. It involves understanding a speech accent or pronunciation, grammar, vocabulary and also grasping meaning. Larry Vandergrift (www.llas.ac.uk) quotes the research analysis of Gilman & Moody (1984) that adults spend their 40-50% time on listening.

It was the most neglected skill and was treated in a very unsuitable way. Few years back, listening skill was not included in the main stream of English language teaching. Listening was on decline but now the trend has been changed. Listening is also considered a very necessary skill in English language learning program. Larry Vandergrift

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(www.llas.ac.uk) also admits that "the importance of listening in language learning has only been recognized relatively recently (Oxford 1993)."

2.2.2 Reading

According to Jack C. Richard (1999), perceiving a written text in order to understand its contents is called reading comprehension but saying a written text aloud (oral reading) can be done with or without understanding of the contents (p.306). Through reading we pronounce the phonemic symbols in such a way that those symbols make sense clear for the listeners and help them understanding the meaning also. Reading helps us to know what is going in the world. Without reading one cannot convey the meaning of the written words.

Many people have been of the view that reading is only a process of recognition of written words. Professor Patil writes in this regard:

Reading is a gateway to language learning as it is the only/major source of input in a foreign/second language situation. Several factors influence reading speed and comprehension, for example, learner's language aptitude, attitude to the target language, and motivation. (AWEJ, V: 1. No.1 October, 2010)

The purpose of Teaching Reading in an English Language Program is to develop the habit of reading with a suitable speed and to enable the students to understand and interpret the information.

2.2.3 Writing

According to Peter T. Daniels, "Writing is the representation of language in a textual medium through the use of a set of signs or symbols, known as a writing system" (Wikipedia, 2012). Writing is an orthographic phenomenon. It depends upon mechanical as well as mental process. Writing is not only the graphic of words but also the use of words and symbolism in an arranged and systematic way. The arrangements of words make sentences. These sentences are arranged in a particular way to form a paragraph. In short we can say that

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writing is a conscious and purposeful activity. One sentence is logically connected with the other. But written work has its own place, its own utility and its own importance in learning a language.

2.2.4 Speaking

Speaking is one of the most active and major language skills. It is a primary skill. Donne Byrne (2004) defines speaking that it is the ability to express oneself intelligibly, reasonably, accurately and without hesitation (p.125). To attain this goal, a foreign language learner has to start from merely imitating the models from the teacher and steadily becoming capable enough to express in English. Not only in a language learning program but also in our daily life, the act of speaking is very important. It is a key factor that plays a vital role to our success or failure. The main aim of Teaching Speaking (TS) is to achieve fluency. The basic problem in Foreign Language Teaching is to prepare learners to be able to use the language. How can we make speaking successful and interesting, it depends on how do (as teachers) we understand our aims? For example it is necessary to know that in any Foreign Language Program, the basic requirement is grammar and vocabulary. Speaking is sequential arrangement of word of a specific language to convey a message orally.

Language is unique phenomenon through which human beings exchange their ideas, emotions, and feelings. English is an international language and it has got such place that nobody can deny this fact. Though English is spoken across the globe but still there are some problems for the non-native speakers. *Acquisition of English Language Fluency of Intensive Course Students at Buraydah Community College; Challenges and Recommendations*, is the topic of this research. During research process, the researcher has to explore many factors which affect the communicative abilities of the learners. Its aim is to highlight the problems involved in poor speaking and to give suggestions to the students for the improvement

purpose. This research work is also an invitation to those who want to explore more in this area of language learning.

2.2. Importance of speaking

The significance of speaking in human life is undeniable. Speaking is an act of communication and basically it is performed in a face to face interaction. It involves our expressions, gestures, and body movements. Speaking plays a vital role in our daily life. Through speaking one can judge others or be judged by the others. Speaking develops confidence and enhances the ability of a person. It does not mean only to utter grammatically correct sentences but also to convey ideas in an understandable way. It grows up competence and enlarges the knowledge of a man. Through speaking one can share his views with other. In FL learning situation, speaking cannot be neglected.

S.M. Shahid (2000), a Pakistani writer writes in his book *Teaching of English* that 'we speak when we want to express our ideas, desires, opinion and to establish social relationship and friendship' (p. 218).

People speak according to their speaking behaviour. When two or more persons get involved in talking, they by this way develop conversation. If we analyse a conversation we will come to know about different roles of the people during conversational analysis. It also tells us how conversation is used in ordinary daily life. Conversation includes the study of how a speaker decides when to speak or not to speak. How sentences of two or more speakers are related.

Speaking as the most important skill anybody needs it for his/her lifebusiness. But in many parts of the world, the speaking curriculum in academic institutions does not match with the current demand of market. Speaking Skill Competency is a key to get jobs in different companies. It helps to get promotion in already occupied positions and creates respect and in official meetings, and develops confidence in individuals and flourishes the

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qualities of leadership. Through speaking, sages introduce the word of wisdom to the ignorant people. Through the power of speaking, speakers raise the interest of listeners to learn various beneficial things.

Communication can take place in the shape of verbal exchange of words. Oral Communication (OC) is a two way process between speaker and listener involving the productive skill of speaking and the receptive skill of understanding. Speaker encodes the message in an appropriate way and listener decodes that message. Achieving the objective of OC in FL learning is an excellent source of motivation specially, for the learners who wish to go on a voyage to explore new islands in their future life.

Speech is not only a means of an expression but exposition of creative speech. Through speech one can formulate and reproduce their ideas and thoughts. Without speaking, the purpose of teaching other skills remains incomplete.

2.3. Purpose of speaking

Some language learners believe OC ability as the measure of knowing a language. According to these learners fluency is:

The ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

(NCLRC, <http://www.nclrc.org>, 2003-2004)

For attaining the command on speaking skill people devote most of their time on it. Sometimes, people speak a lot without any solid reason and purpose. Some people speak just to consider it a part of language usage. However, speech is meaningful and it has also some purpose. If two persons are interacting with each other without comprehending what they intend to communicate, actually, they will not accomplish the act of speaking. Speaking

Comprehension means to recognise the spoken or read words and sentences. The act of speaking serves the following purposes.

2.3.1. Directive

Herbert H. Clark (1977) explains that by uttering a directive the speaker attempts to get the listener to do something. By ordering, compounding, requesting begging, or pleading, the speaker is trying to get the listener to carry out some action by asking a Yes/No- question or with questing like what does George own? He is trying to get the listener to provide information (p.88).

Making request and asking question are two main types of directives. By uttering a directive a speaker attempts to get the listener to do something while speaking. The purpose of speaking is to ask for some information, guidance or some action to be performed for the speaker.

2.3.2. Commissive

In this speech-act the speaker shows his commitment to do something in the future, such as a promise or a threat. For Example:

If you do not stop fighting, I'll call the police. (threat)

I'll take you to the movies. (promise)

Jack C. Richards (1999, p. 343)

2.3.3. Expressive

Expressive means effectively conveying a feeling, idea, or mood: *an expressive gesture; an eloquent speech; a meaningful look; a significant smile etc.* Dictionary of the English Language (2009). In this type of speech, a speaker expresses an attitude about what is the state of affairs. If the speaker wishes to express his *psychological state* about something he utters an expressive. When he apologizes, thanks, congratulates, welcomes, or deplors, he is expressing how good or bad he feels about some event. All this comes in the range of expressive.

2.3.4. Declarations

Another type of speech is declarations. This speech is with special purpose. Oxford Advanced Learners Dictionary (7th edition) defines the term 'declaration' as, "a written or spoken statement, especially about what people feel or believe" (p.379). Katie Wales (2001) explains it further:

In speech- act theory, a **declaration** is a special, rather conventional kind of ILLOCUTIONARY ACT which directly constitutes an action, e.g. dismissing, sentencing, naming (e.g. a ship). It is often uttered within some particular social context by a person of authority (e.g. judge, member of the royal family, etc.): e.g. *I hereby sentence you to two years' imprisonment.*(p.94)

2.3.5. Permissive

In this type of speech the speaker's purpose is to ask for his mission to do or say something. In our daily life we use such sentences like *sister world you like to go with me for a walk.* The speaker is asking for permission for the sake of speaking.

2.3.6. Representative

According to Jack C. Richards, Johan Platt & Heidi Platt (1999) representative is:

a speech act which describes states or events in the world, such as an assertion, a claim, a report. For example, the assertion:

This is a German car. (p. 343)

2.4. Types of speaking (Planning & Execution)

Speaking therefore appears to be divided into two types of activity planning and execution. Herbert, H. Clark and Eve, V. Clark (1977) write in Psychology & Language that speakers know what they wish to communicate and how they affect the mental state of their listeners. (p.224)

The division between planning and execution however is not a clear one. At any moment usually speakers are doing a little of both. They are planning what to say next while

executing what they had planned moments before. It is impossible to say where planning leaves off and execution begins. Despite this problem, planning and execution are convenient labels for the two ends of speech production. The considerations that go into planning an utterance can generally be distinguished from those that go into its execution. For planning and executing speech need to follow the following steps.

2.4.1. Discourse Plans

The first step for speakers is to decide what kind of discourse they are participating in. Each kind of discourse has a different structure and they must plan their utterances to fit.

2.4.2. Sentence Plans

Giving the discourse and their intention to produce a sentence with the right message speakers must select one that will do this. They must also decide how they want to convey their message directly by means of the literal or means of irony under statement or other indirect rhetorical devices.

2.4.3. Constituent Plans

In sentence analysis, constituent is a linguistic unit, which is a part of a larger construction. According to Jack C. Richards (1999), Constituent Plans show:

The arrangement of linguistic units (CONSTITUENTS) in phrase, clause, sentence, etc., in order to show their relationship to one another. A constituent structure can be represented in various ways. A popular way is to use tree **diagram**. (p. 79)

2.4.4. Articulatory Program

It contains a representation of the actual phonetics segments, stresses and intonation pattern that are to be executed at the next step.

3. Research Methodology

This is a descriptive study and it contains the characteristics of both qualitative and quantitative research. In order to find out about the Acquisition of English Language Fluency

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of Intensive Course Students at Buraydah Community College, The data for the study was collected through a students' questionnaire (SQA) (see *Appendix A*), and a teachers' questionnaire (TQA) (see *Appendix B*). The SQA comprises a total of 50 items which have been divided in to seven parts. From these seven parts, the chosen items point out the main challenges about the Acquisition of English Language Fluency of Intensive Course Students (ICS) at BCC. Part "A" of the SQA (items:1 - 10) reflects a challenge in this regard i.e.,*communication enviorement*, Part "B" (items 11-20) looks at the problem of *native language influence*, Part "C" (items 21-30) tries to find out the challenges related to the *teacing methodology*, Part "D" (items 31-38) is designed to elicit the students'needs of *English language vocabulary*. Part "E" (items 39-43) exposes the problems, related to the notion of *learning pronunciation*. Part "F" (item 44-45) exposes the fact about the use of *teaching aids* in the classroom, and it is a big challenge for the teachers that they must make it possible. Part "G" (items 45-50) locates that *the lack of practice* lessens the level of Acquiring of English Language Fluency of the IC Students at the BCC. The SQA was also explained into to avoid any misunderstanding on the part of the participants.

3.1.1. Analysing the SAQ

Table 1. Number of responses

Challenging factors (CFs)	Numbers of respondants				
	S.A	A	N.S	D	S.D
A. Communication Enviorement	13	6	3	2	1
B. Native Language Influence	15	5	2	2	1
C. Teacing Methodology	16	4	1	3	1
D. English Language Vocabulary	9	13	1	1	1
E. Pronunciation Problems	10	11	1	2	1
F. Teaching Aids	8	12	2	2	1

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G. lack of practice	14	7	1	2	1
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The above *Table-1* just counts the numbers of responses about the selected challenging factors (CFs). These CFs and their responses have been derived from SQA (see Appendix A).

Table2. Total Number of responses about S.A & A

Challenging factors	Total numbers of respondents		
	S.A	A	Total = S.A+A
A. Communication Environment	13	6	19
B. Native Language Influence	15	5	20
C. Teaching Methodology	16	4	20
D. English Language Vocabulary	9	13	22
E. Pronunciation Problems	10	11	21
F. Teaching Aids	8	12	20
G. lack of practice	14	7	21

Table2 reflects the sum of the Strongly Agree (SA) and Agree (A) responses about each of the challenging factors from A to G. On the other hand, the following *Table3* shows the total numbers of Disagree (D) and Strongly Disagree (SD) responses of the students about the same CFs.

Table3. Total Number of responses about D & S.A

Challenging factors	Total numbers of respondents		
	D	S.D	Total = D+S.D
A. Communication Environment	2	1	3
B. Native Language Influence	2	1	3

C. Teaching Methodology	3	1	4
D. English Language Vocabulary	1	1	2
E. Pronunciation Problems	2	1	3
F. Teaching Aids	2	1	3
G. lack of practice	2	1	3

In *Table4*, the given numbers mean the respondents do not have any opinion about the indicated Challenging factors.

Table4. Total Number of responses about N.S

Challenging factors	Total numbers of respondents
	N.S
A. Communication Environment	3
B. Native Language Influence	2
C. Teaching Methodology	1
D. English Language Vocabulary	1
E. Pronunciation Problems	1
F. Teaching Aids	2
G. lack of practice	1

Table 5. Total Numbers of responses about each of the Challenging Factors (CFs)

C. Factors →	A	B	C	D	E	F	G
S.A+A	19	20	20	22	21	20	21
D+S.D	3	3	4	2	3	3	3
N.S	3	2	1	1	1	2	1

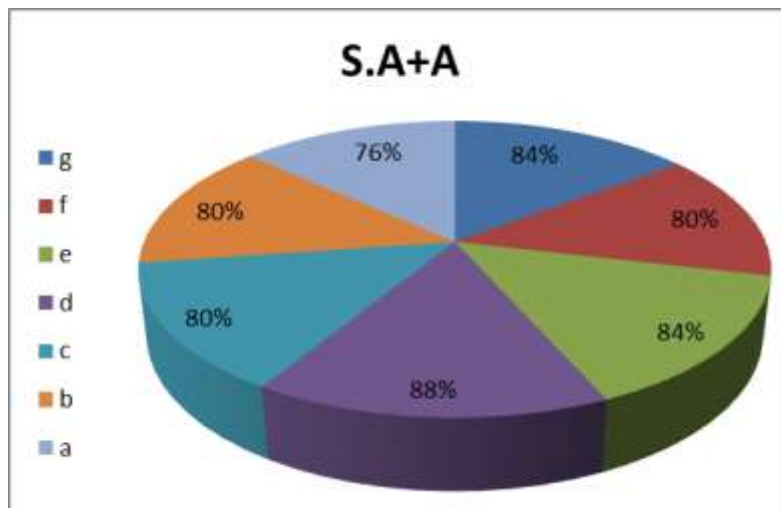
In Table 5, the given numbers show the total sum of the responses after adding S.A+A, D+S.D, and N.S about the CFs; A, B, C, D, E, F, & G respectively. But below in the Table 6, the same responses reveal percentage about the same challenging factors.

Table 6. Total Percentage of responses about each of the Challenging Factors (CFs)

C. Factors ⇒	A	B	C	D	E	F	G
S.A+A	76%	80%	80%	88%	84%	80%	84%
D+S.D	12%	12%	16%	8%	12%	12%	12%
N.S	12%	8%	4%	4%	4%	8%	4%

Table 6 provides information that minimum 76% and maximum 88% participants are agreed and strongly agreed that the indicated factors are the real challenging factors to ICS about acquiring English Language Fluency.

Figure:1(Pie Chart)



In Figure:1, a pie chart has been divided into seven different colourful sectors. Each sector records the magnitudes or frequencies of responses in percentage (%) about the seven challenging factors. Just like Table 6 in above, the minimum 76% and the maximum 88%

participants are strongly agreed or agreed that the indicated factors ('a' to 'g') are the real challenging factors.

Figure:2 (Pie Chart)

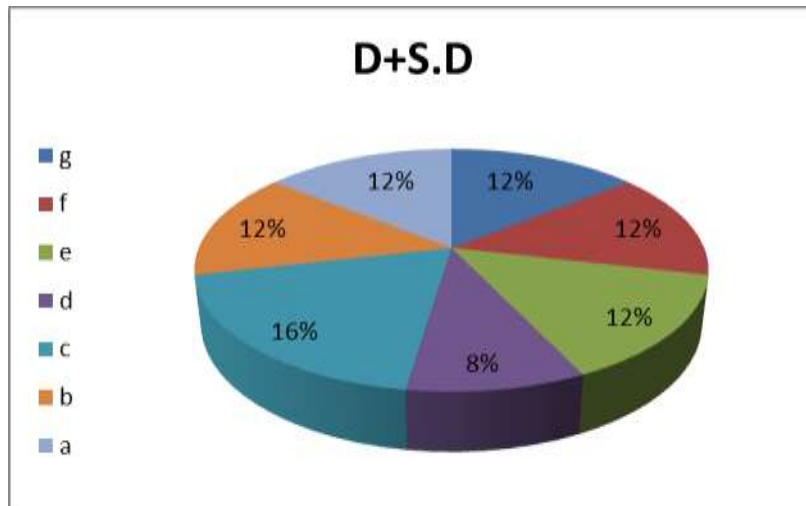


Figure:3 (Pie Chart)

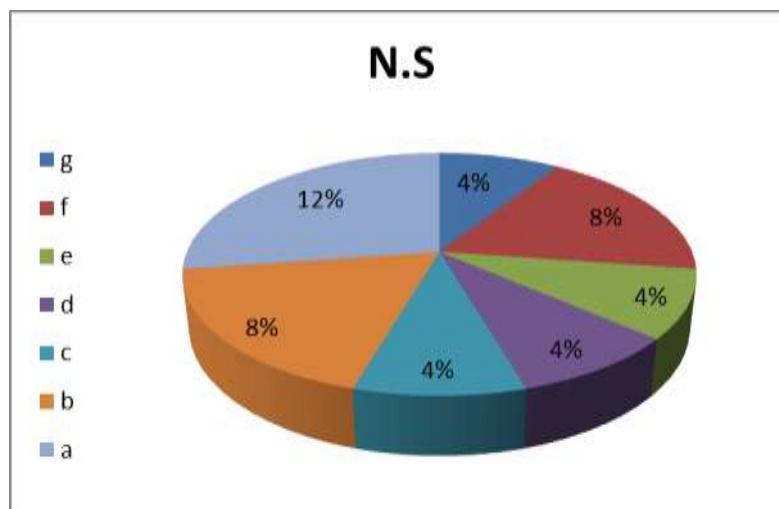
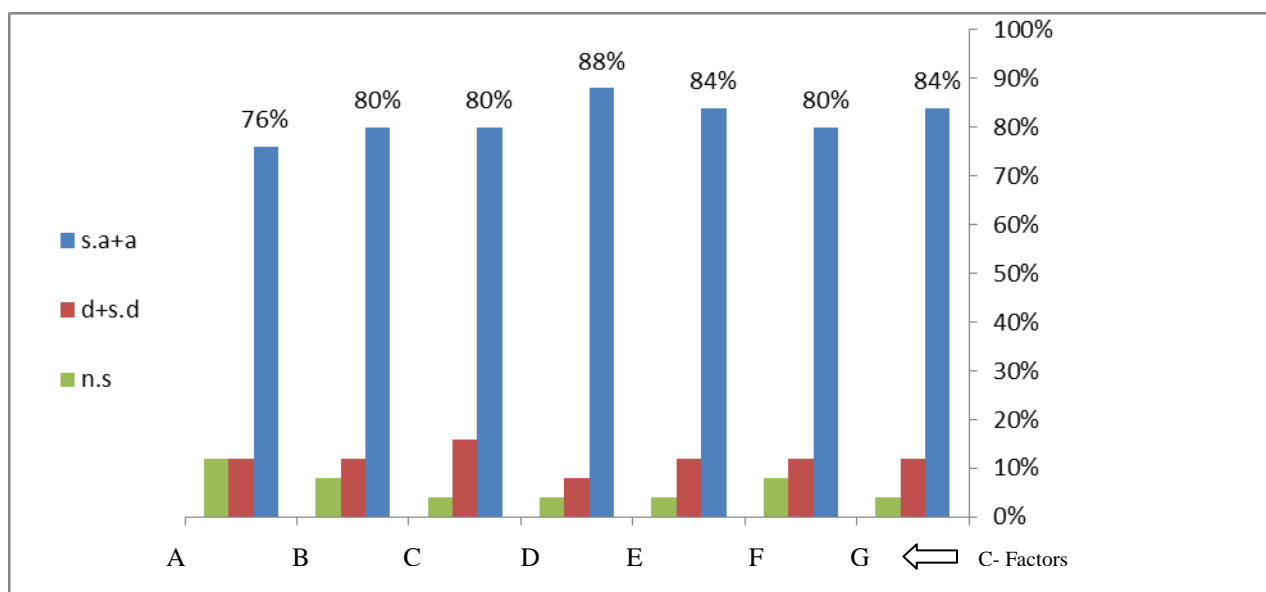


Figure:2 and Figure:3 show that in these pie charts, the area of each sector is proportional to the quantity it represents. In Figure:2, the minimum 12% and the maximum 16% participants are disagreed and strongly disagreed (D+S.D) about different derived challenging factors. On the other hand in Figure:3, the drawn pie chart keeps the record of those participants who have not sure about the C.Factors and the responses of the participants are limited between 4% to 8% about the mentioned C.Fs.

Figure:4 (Bar Graph)



This bar graph (Figure:4) shows the numerical values of variables (S.A+A, D+S.D and N.S) in percentage about the C.Fs, i.e. 'A' to 'G'. This bar graph presents the total amount of information that is extracted from the SQA, comprises a total of 50 items.

3.1.2. Analysing the TAQ

The teachers' questionnaire (TQA) comprises of 30 items, which have been divided in to six parts. On the basis of the responses, extracted from these six parts, certain *recommendations* have been made to meet the challenging factors as mentioned above in *Table 1*.

Table 7. Number of Responses about the Challenging Factors (CFs)

S.A= strongly agree, A = Agree, D = Disagree, S.D = strongly disagree, NS = Not Sure

STATEMENTS	S.A	A	NS	D	SD
A. Need to create Spoken English Environment					
1. Spoken English environment of Buraydah Community College is good.	1	4	2	3	-
2. I believe that teachers need to do more for the improvement of Spoken English environment.	7	3	-	-	-
3. Students should be given maximum opportunity for practicing English into the classroom.	9	1	-	-	-
4. I think the students of Intensive Course know the importance of Speaking skill.	2	3	3	2	-

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5. I prefer to build up Communicative Competence in Intensive Course Students (ICS).	4	4	1	1	-
6. Teachers must motivate the students to improve their communication skills.	4	6	-	-	-
7. Encouraging the students to interact among themselves in English helps to overcome the problems of Acquisition of English Language Fluency.	4	5	-	-	-
8. Using Native language hinders Acquisition of English Language Fluency.	4	3	-	1	2
9. Encouraging Students, speaking on any given topic helps them to overcome fluency problems.	4	3	1	1	1
10. Overcrowded classes affect the progress of the students.	8	2	-	-	-
11. Students' hesitation is a big factor that stops them of becoming fluent speakers.	4	3	1	1	1
B. Need to focus on teaching methods.					
12. I think Arabic should be the medium of teaching.	-	-	-	1	9
13. I think English should be the medium of teaching.	9	1	-	-	-
14. I think Grammar Translation Method in language teaching is inappropriate.	5	3	-	-	2
15. I think Grammar Translation does not promote Acquisition of English Language Fluency.	6	2	-	1	1
16. I think in English language classrooms, Arabic should not be used more than ten percent.	3	4	-	2	1
17. I believe that language teachers should pay attention on classroom management and teaching methodology to gain the goal of fluency.	4	3	1	1	1
18. Giving too much stress on adopting the native lik pronunciation lessens the level of fluency.	5	3	1	1	-
C. Determine the role of teacher					
19. The role of teacher should be Facilitator always.	2	5	-	2	1
D. Need to arrange speaking activities					
20. Teaching techniques such as role play, Information transfer, information gape etc. should be used for improving speaking skills.	5	4	1	-	-
21. Teaching strategies such as <i>acting out a story, chunking and questioning aloud</i> etc. keep the learners away from boredom.	2	6	-	2	-
22. I prefer to arrange brainstorming and stimulating activities for the students to improve their speaking abilities.	2	8	-	-	-
23. I think that in cultural activity class time, students should be given chance to arrange different programs in English.	1	7	1	1	-
E. Need to introduce speaking exam					
24. I feel the need of introducing speaking exams for the Intensive	2	4	1	2	1

course students at BCC					
25. I think that speaking will help the students to acquire English language fluency.	7	1	-	2	-
26. I am in favour of giving the speaking exam on the base of brainstorming and stimulating activities.	1	6	1	1	1
27. I think speaking exam will prepare the students to meet with the challenges of their future life.	7	1	-	1	1
F. Need to use Teaching Aids					
28. I think the use of modern teaching aids is very effective to acquire the English Language Fluency.	6	1		1	2
29. I must use all the necessary audio visual aids.	1	4	2	2	3
30. Off and on the technical fault in e- aids affects teaching/learning process.	2	5	1	1	1

Table 8. Total Number of Combined Responses (A+SA, N.S & SD+D) about the CFs

S.A= strongly agree, A = Agree, D = Disagree, S.D = strongly disagree, NS = Not Sure

STATEMENTS	A +SA = T			NS	SD +D = T		
A. Need to create Spoken English Environment							
1. Spoken English environment of Buraydah Community College is good.	1	4	5	2	3	-	3
2. I believe that teachers need to do more for the improvement of Spoken English environment.	7	3	10	-	-	-	0
3. Students should be given maximum opportunity for practicing English into the classroom.	9	1	10	-	-	-	0
4. I think the students of Intensive Course know the importance of Speaking skill.	2	3	5	3	2	-	2
5. I prefer to build up Communicative Competence in Intensive Course Students (ICS).	4	4	8	1	1	-	1
6. Teachers must motivate the students to improve their communication skills.	4	6	10	-	-	-	0
7. Encouraging the students to interact among themselves in English helps to overcome the problems of Acquisition of English Language Fluency.	4	5	9	-	-	-	0
8. Using Native language hinders Acquisition of English Language Fluency.	4	3	7	-	1	2	3
9. Encouraging Students, speaking on any given topic helps them to overcome fluency problems.	4	3	7	1	1	1	2
10. Overcrowded classes affect the progress of the students.	8	2	10	-	-	-	0
11. Students' hesitation is a big factor that stops them of becoming fluent speakers.	4	3	7	1	1	1	2
B. Need to focus on teaching methods.							
12. I think, Communicative language teaching (CLT)	1	9	10	-	-	-	0

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should be used for the Acquisition of English Language Fluency .							
13. I think English should be the medium of teaching.	9	1	10	-	-	-	0
14. I think Grammar Translation Method in language teaching is inappropriate.	5	3	8	-	2	-	2
15. I think Grammar Translation does not promote Acquisition of English Language Fluency.	6	2	8	-	1	1	2
16. I think in English language classrooms, Arabic should not be used more than ten percent.	3	4	7	-	2	1	3
17. I believe that language teachers should pay attention on classroom management and teaching methodology to gain the goal of fluency.	4	3	7	1	1	1	2
18. Giving too much stress on adopting the native lik pronunciation lessens the level of fluency.	5	3	8	1	1	-	1
C. Determine the role of teacher							
19. The role of teacher should be Facilitator always.	2	5	7	-	2	1	3
D. Need to arrange speaking activities							
20. Teaching techniques such as role play, Information transfer, information gape etc. should be used for improving speaking skills.	5	4	9	1	-	-	0
21. Teaching strategies such as <i>acting out a story, chunking and questioning aloud</i> etc. keep the learners away from boredom.	2	6	8	-	2	-	2
22. I prefer to arrange brainstorming and stimulating activities for the students to improve their speaking abilities.	2	8	10	-	-	-	0
23. I think that in cultural activity class time, students should be given chance to arrange different programs in English.	1	7	8	1	1	-	1
E. Need to introduce speaking exam							
24. I feel the need of introducing speaking exams for the Intensive course students at BCC	2	4	6	1	2	1	3
25. I think that speaking will help the students to acquire English language fluency.	7	1	8	-	2	-	2
26. I am in favour of giving the speaking exam on the base of brainstorming and stimulating activities.	1	6	7	1	1	1	2
27. I think speaking exam will prepare the students to meet with the challenges of their future life.	7	1	8	-	1	1	2
F. Need to use Teaching Aids							
28. I think the use of modern teaching aids is very effective to acquire the English Language Fluency.	6	1	7		1	2	3
29. I must use all the necessary audio visual aids.	1	4	5	2	2	3	5
30. Off and on the technical fault in e- aids affects teaching/learning process.	2	5	7	1	1	1	2

Table 9. Total percentage of Combined Responses (A+SA, N.S & SD+D) about the CFs

S.A= strongly agree, A = Agree, D = Disagree, S.D = strongly disagree, NS = Not Sure

STATEMENTS	A +SA = T.N			Per. (%)	N S	Per. (%)	D +SD = T			Per. (%)
A. Need to create Spoken English Environment										
1. Spoken English environment of Buraydah Community College is good.	1	4	5	50%	2	20%	3	-	3	30%
2. I believe that teachers need to do more for the improvement of Spoken English environment.	7	3	10	100%	0	0%	-	-	0	0%
3. Students should be given maximum opportunity for practicing English into the classroom.	9	1	10	100%	0	0%	-	-	0	0%
4. I think the students of Intensive Course know the importance of Speaking skill.	2	3	5	50%	3	30%	2	-	2	20%
5. I prefer to build up Communicative Competence in Intensive Course Students (ICS).	4	4	8	80%	1	10%	1	-	1	10%
6. Teachers must motivate the students to improve their communication skills.	4	6	10	100%	0	0%	-	-	0	0%
7. Encouraging the students to interact among themselves in English helps to overcome the problems of Acquisition of English Language Fluency.	4	5	9	90%	0	0%	1	-	1	10%
8. Using Native language hinders Acquisition of English Language Fluency.	4	3	7	70%	0	0%	1	2	3	30%
9. Encouraging Students, speaking on any given topic helps them to overcome fluency problems.	4	3	7	70%	1	10%	1	1	2	20%
10. Overcrowded classes affect the progress of the students.	8	2	10	100%	0	0%	-	-	0	0%
11. Students' hesitation is a big factor that stops them of becoming fluent speakers.	4	3	7	70%	1	10%	1	1	2	20%
B. Need to focus on teaching methods.										
12. I think, Communicative language teaching (CLT) should be used for the Acquisition of English Language Fluency .	1	9	10	100%	0	0%	0	-	0	0%
13. I think English should be the medium of teaching.	9	1	10	100%	0	0%	-	-	0	0%
14. I think Grammar Translation Method in language teaching is inappropriate.	5	3	8	80%	0	0%	2	-	2	20%
15. I think Grammar Translation does not promote Acquisition of English Language Fluency.	6	2	8	80%	0	0%	1	1	2	20%
16. I think in English language classrooms, Arabic should not be used more than ten percent.	3	4	7	70%	0	0%	2	1	3	30%
17. I believe that language teachers should pay attention on classroom management and teaching methodology to gain the goal of fluency.	4	3	7	70%	1	10%	1	1	2	20%
18. Giving too much stress on adopting the native lik pronunciation lessens the level of fluency.	5	3	8	80%	1	10%	1	-	1	10%

C. Determine the role of teacher										
19. The role of teacher should be Facilitator always.	2	5	7	70%	0	0%	2	1	3	30%
D. Need to arrange speaking activities										
20. Teaching techniques such as role play, Information transfer, information gape etc. should be used for improving speaking skills.	5	4	9	90%	1	10%	-	-	0	0%
21. Teaching strategies such as <i>acting out a story, chunking and questioning aloud</i> etc. keep the learners away from boredom.	2	6	8	80%	0	0%	2	-	2	20%
22. I prefer to arrange brainstorming and stimulating activities for the students to improve their speaking abilities.	2	8	10	100%	0	0%	-	-	0	0%
23. I think that in cultural activity class time, students should be given chance to arrange different programs in English.	1	7	8	80%	1	10%	1	-	1	10%
E. Need to introduce speaking exam										
24. I feel the need of introducing speaking exams for the Intensive course students at BCC	2	4	6	60%	1	10%	2	1	3	30%
25. I think that speaking will help the students to acquire English language fluency.	7	1	8	80%	0	0%	2	-	2	20%
26. I am in favour of giving the speaking exam on the base of brainstorming and stimulating activities.	1	6	7	70%	1	10%	1	1	2	20%
27. I think speaking exam will prepare the students to meet with the challenges of their future life.	7	1	8	80%	0	0%	1	1	2	20%
F. Need to use Teaching Aids										
28. I think the use of modern teaching aids is very effective to acquire the English Language Fluency.	6	1	7	70%			1	2	3	30%
29. I must use all the necessary audio visual aids.	1	4	5	50%	0	0%	2	3	5	50%
30. Off and on the technical fault in e- aids affects teaching/learning process.	2	5	7	70%	1	10%	1	1	2	20%

Table 10a. Percentage of Teachers' Responses about Recommendation Factors (RFs)

R. Factors	A	B	C	D	E	F
⇒	Items:1-11	Items:12-18	Items:19	Items:20-23	Items:24-27	Items:28-30
S.A+A	50% -100%	70% - 100%	70%	80% - 100%	60% - 80%	50% -70%
D+S.D	10% -30%	0% - 30 %	30%	0% - 20%	20% - 30	20% - 50%
N.S	3%	1%	0%	1%	1%	1%

Recomundation Factos

- A. Need to create Spoken English Environment
- B. Need to focus on teaching methods.
- C. Determine the role of teacher.
- D. Need to arrange speaking activities
- E. Need to introduce speaking exam
- F. Need to use Teaching Aids

Table 10b. Percentage of Teachers' Responses about Recomendation Factos (RFs)
(The mean values)

R. Factors	A	B	C	D	E	F
⇒	Items:1-11	Items:12-18	Items:19	Items:20-23	Items:24-27	Items:28-30
S.A+A	75%	85%	70%	90%	70%	60%
D+S.D	20%	30%	30%	20%	25%	35%
N.S	3%	1%	0%	1%	1%	1%

Table 10a shows the range of percentage of the R.Factors including the concerned range of items of Teachers' opinion i.e.; S.A+A, D+S.D, and N.S respectively. But in Table 10b, the percentage of the same responses has been shown in mean values.

In the following, Figures 5, 6 & 7, the three pie charts have been divided into six different colourful sectors . Each sector shows the magnitudes or frequencies of responses in percentage (%) about the R. factors (A, B, C, D, E, F). In **Figure:5** the minimum 60% and the maximum 90% participants have of opinion the mode of which is strongly agreed or agreed (S.A+A).

Figure:5 (Pie Chart)

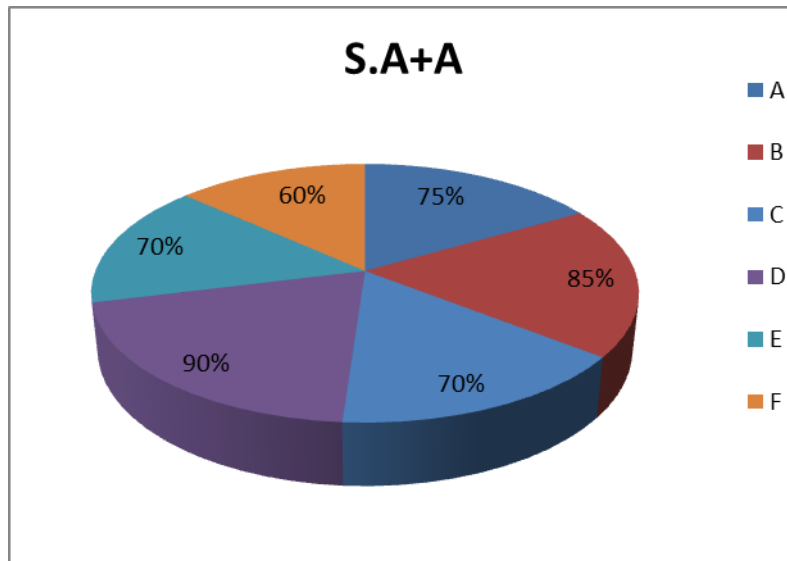


Figure:6 (Pie Chart)

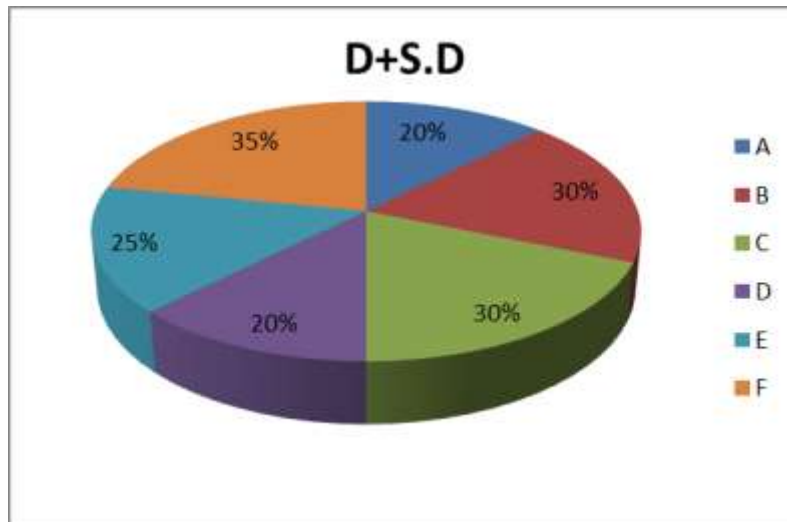


Figure:7 (Pie Chart)

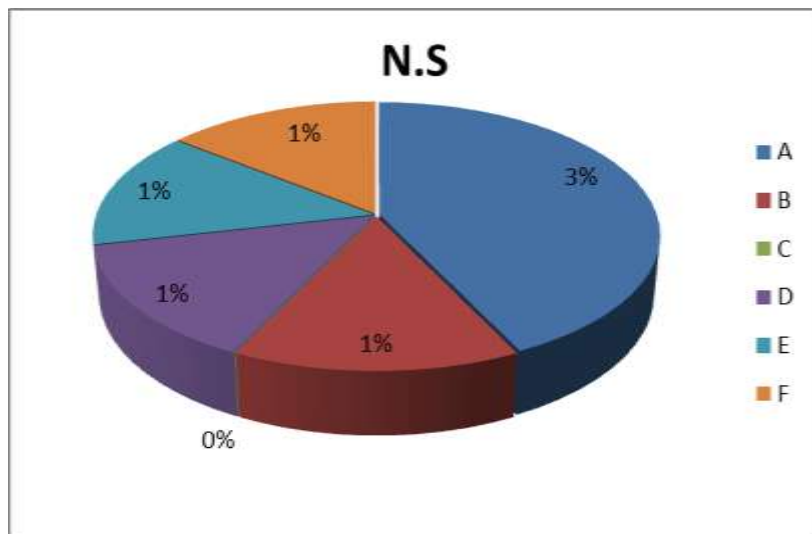
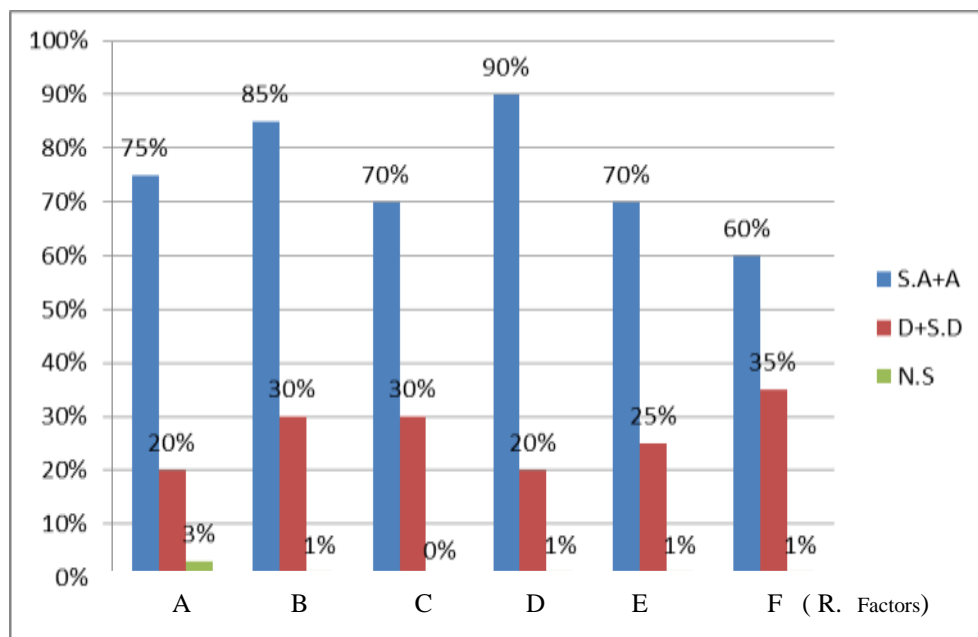


Figure 6 shows that the minimum 20% and the maximum 35% participants have of opinion in terms of D+S.D about the RFs. On the other hand in Figure 7, the minimum & maximum ratio of opinion starts from 0% to 3% in terms of N.S about the R.Fs.

Figure: 8 (Bar Graph)



This bar graph shows the numerical values in percentage. It reflects the total percentage of information, extracted from the TAQ. Comprises a total of 30 items.

4. Explaining the Challenging and the Recommendation Factors

4.1. The Challenging factors

4.1.1. Communication environment

In order to learn a foreign language efficiently, the learning environment plays a vital role. A child learns his mother tongue through environment. Similarly to learn English language a learner should be provided with suitable learning surroundings. A learner's environment should facilitate him to acquire new language. A learner must be put into different situations where he could use his stored vocabulary according to the given situation. This will help him learn fast.

G.Rabab'ah writes in a research article entitled, *Communication Problems Facing Arab Learners of English* (JLL, Vol: 3 No: 1 ISSN 1740 – 4983) "The ultimate goal of English language teaching is to develop the learners' communicative competence which will enable them to communicate successfully in the real world". The lack of sources leads to the lack of communication which is an obstacle way in acquiring of English language fluency.

In the BCC the main lack in terms of Communication Source (CS) is spoken English environment. Rabab'ah also believes in learning English through natural interaction in the target language (Ibid), but our students have to learn English only through formal instruction in the classrooms. After formal classes they start talking in their native language.

If we compare our teaching at graduation level with above mentioned environment, we will see a huge gap between them. Due to demand of finishing a course text book at our graduation level, teachers have to go by lecture method where minimum participation of students is possible, so they can't express their views. Secondly, they do not have chance to talk on all the issues. Instead of this their expressions are limited to few chosen topics. In above, Table:6 tells us that 76% students understand it a real C. Factor.

4.1.2. Native language influence

Native language of the learners is another factor which affects the spoken language. Learners do not try to think in Second Language (L2) so; they always translate their thoughts before speaking L2. As a result students lose fluency and efficiency in English. This research work finds out that 80% students perceive it a challenging factor. (see Table:6, p.16)

4.1.3. Teaching Methodology

English has become lingua Franca. Almost two third majority of the world's population speaks English. It is obvious that language can't be taught by adopting a single method. In the context of L2 learning H. Douglas Brown (2007, p.1) writes very truly that "language is a long and complex undertaking" and he further adds, "your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting" (Ibid). GTM is a traditional method and it is still used in our classes due to certain constraints. As a result students are forced to translate the language first and then to express. By this way, translation becomes their habit and they apply it again and again even on spoken oriented texts. This process stops the students to achieve the level of fluency. So, GTM stresses to make "use of translation and grammar as the main teaching and learning activities (Richards; 1999, p. 161).

Adopting mismatched methodology in a particular context is one of the key C.Factors which affects acquiring of English Language Fluency. The present work also reveals that 80% participants consider it a challenging factor. (see Table:6, p.16)

4.1.4. English Language Vocabulary

By the questionnaire made for the students as well as teachers, it has observed that vocabulary is one of the factors which also affect speaking English of ELP students. The reason is, the students are less motivated. They study English language books just to pass the exam. They hardly seem to use the vocabulary items in real context. It has observed too that

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students prefer cramming and as a result they can easily pass the exam but cannot speak at all. 88% students understands that the lack of vocabulary is really a challenging factor (Ibid).

4.1.5. Pronunciation Problems

Pronunciation is an important component of language learning. According to N. Schmitt & R. Marsden (2009, p.112) "One thing that is sure to cause students problems at some point is the mismatch between how some words are pronounced and how they are spelled". This mismatch between sounds and spellings is a factor that affects not only to pronounce various lexical items but also it creates hurdles for the learners to speak fluently. The second factor that affects speaking fluency in the context of pronunciation is different style of teachers' pronunciation. Many FL teachers do not familiar with the mechanics of pronunciation. They themselves are not confident in placing the stress at particular syllable. In this situation students get confused and they remain suspicious whether they are right or wrong in uttering the words. This factor leads to lessen the level of fluency. The present study points out that it is a C.Factor for 84% participants. (Tabl:6, p.16)

4.1.6. Teaching Aids

Using Teaching Aids (T.Ads) is very important factor for improving speaking skills. Admitting the effectiveness of T.Ads, Mutawa & Kailani (1998) have of views that aids are used to stimulating interest, explaining concepts, illustrating meanings, reinforcing learning, directing or promoting conversations and providing cultural background etc. (p.149). Teaching aids has a vast list including; *whiteboard, Interactive Board (IB), flash cards, the cloth/magnet board, wall charts, pictures, overhead projector, slides and filmstrips, the tape-recorder, the language laboratory* and so on. Fortunately, we have most of the above mentioned aids but we are lacking somewhere getting maximum advantages from the available T.Ads. For example, instead of traditional white or black boards, the class rooms of

BCC have been equipped with the Interactive Board. It is an excellent addition in the vast

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series of modern T.Ads. Teachers use it to get benefits in teaching process. But this sensitive device, due to not looking after properly has got many technical faults. Moreover some faculty members, usually in the evening classes, use it very roughly and even they do not hesitate to write on it with the manual markers which destroy the sensitive screen of IB. Due different mechanical faults, teachers have been seen hanging around in search of the technicians of AB. By this way they cannot concentrate on teaching according to their lesson plans which affect listening and speaking skills in particular and all other discipline in general. In this research study 80% responses show that the use of T.Aids is also a C.Factor which affect in acquiring EL fluency of IC students at BCC.

4.1.7. Lack of Practice

One of the factors of poor English speaking is the lack of practice. In *Language in Asia*, Doan Linch Chi writes that, " Practice is considered an important part of language learning. Students are always encouraged to practice as much and as often as possible (Vol2, Issue2, 2011)". He explains further by quoting Ranandya (2010) who writes that 'only perfect practice makes perfect (Ibid). Doan Linch Chi (Vol2, Issue2, 2011) also selects the following paragraph from *A Course in Language Teaching* (Ur, 1996, p.120) that points out the main reason of choosing the speaking skill as following:

... of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know the language are referred to as "speakers" of that language, as if speaking included all other kinds of knowing ; and many if not most foreign language learners are primarily interested in learning to speak.

Generally, in ELP, students are taught reading and writing. Speaking is not focused on. Teachers do not provoke the students to do so. Students are not assigned them projects

based on oral skills. So the learners cannot enjoy such an environment where they develop their speaking skills.

In order to understand the problem in the area of speaking skill of ELP's students at BCC, QU, we must look back at secondary school level to see loopholes there. The problem regarding speaking English has its root mainly gripped at basic level of our education system. Here, 84% students are of opinion i.e. strongly agreed to accept the lack of practice as a C.F in acquiring EL fluency of the said group of learners.

4.2. The Recommendations Factors

In this study, the researchers have recommend and investigated some factors which help in acquiring of English language fluency of the IC Students at Buraydah Community College. In the light of the findings, some practical suggestions are given below in this regard.

4.2.1. Need to Create spoken English Environment

To create spoken English environment, the method of motivating the students is very effective. "Motivation is the psychological quality that leads people to achieve a goal" (Wikipedia). It is the source of intrinsic interest and creates curiosity for learning (Ibid). Motivation determines the desire of a person to do something. Instrumental motivation and integrative motivations affect L2/FL learning differently. The first focuses on instrumental goals such as getting a job, reading a foreign newspaper, passing an examination and the second wants to learn a language in order to communicate with people of another culture who speak it (Longman 1999, p. 238).

In the light of this discussion, the ELP's students can be motivated for learning speaking English. Faculty members should accomplish this task during classroom proceedings, dealing with the students in office hours and through students' counselling etc. Moreover, motivating the students for SE should be the part of teachers' daily lesson plans.

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The students of ELP at BCC should be motivated to fulfil the following tasks:

- i. Watch and listen to native speakers.
- ii. Go to different websites to get a speaking coach.
- iii. Students should do speaking practice regularly.
- iv. Talk to the teachers and the fellow students in English
- v. Attend the speaking circle event
- vi. Read English newspapers and magazines

75% percent teachers recommend it for improving EI fluency of the students. (see Table 10b, p.24)

4.2.2. Need to Focus on Teaching Methods

Classroom Management (CRM) is an important part of learning and teaching process. According to Longman Dictionary of Applied Linguistics (1999), CRM is a way in which students' movements and attitudes are controlled by the teachers. CRM puts students into groups for doing different activities. It paves the ways of planning the lessons, handling of equipments and teaching aids etc.(p. 52). Lockstep, pair work, group work and individual study are various ways of classroom Management. Keeping very clear concept in mind, teachers should use appropriate methodology that can promote speaking skill. Many ELT experts believe that teaching should be learner centered and learner driven and it should mainly focus on production. According to the researchers' finding 85% faculty members feel the need to focus on teaching methods. (see Table 10b, p.24)

Determine the role of the teachers

Teachers, including the researcher,FFMs& LFMs, need to re-determine their role in ELP classes. The role of the teachers is vital in any EFL/ESL situation. Vitalizing the status of teachers Katarzyna Czbanowska (2007), quotes William Arthur Wards' pertinent proverb in

Teaching Methodology, "The mediocre Teacher tells. The good Teacher explains. The superior Teacher demonstrates. The great Teacher inspires". (p.2).

ELP Teachers can locate their status as mentioned in the above proverb. They can work more to reach at their desired status with the help of the roles, described by J. Harmer in his classical book *The Practice of English Language Teaching*. We have taken his views from the READER for the Diploma in TEFL, published by AIOU 554.

According to Harmer, a teacher can play his role as *controller* when he is totally in charge of the class. Another role of his is *assessor*. The main part of teacher's job is to assess the students' work to see how well they are progressing. The most difficult role of the teacher is an *organizer*. The success of many activities in the classroom depends on good organization. The teacher is also a *promoter*. Here he feels the need to encourage the students for language learners. The teacher as *participant* is another famous role. This role has become more important where activities like simulations are taking place. In the end Harmer writes the role of the teacher as a *resource*. The teacher does not intervene where a genuinely communicative activity is taking place in the classroom. He may be a walking resource centre. It means the teacher should always be ready to offer help if it is needed. (Reader DIP TEFL 554, AIOU. P. 35 – 39).

In short, the role of teacher in LT is crucial. The teacher occupies key position in the whole process. It is said that it is not the gun that matters but the man behind the gun. It is also said that give a good teacher any syllabus, he/she will breathe life into it and give a good syllabus to a bad teacher, the learners will be bored to death. A good teacher makes language learning fun. According to our recent research 70% opinion are in the favour of Determining the role of the teachers. (see Table 10b, p.24)

4.2.3. Need to Arrange Speaking Activities

Learning can be compared with swimming. While teaching swimming, we teach rules and techniques to swim 'how to dive', 'how to beat your arms and leg in water' etc. Like this, language teaching means that we should teach the learners the skills so that they can use English whenever they need to and wherever they are. The activities suggested in this research aim at putting the ELP students at BCC in a process of using language. The idea behind these activities is that students go through a process which will promote speaking. Now our language learning needs have changed. Learning English rules is not enough. We need English for every day communication. Dona Linh Chi (2012) quotes Kayi (2006) who studied popular speaking activities and analysed their advantages. Kayi recommends the following activities which are equally good for the students of ELP, BCC. These activities will enable the students to communicate appropriately, fluently and confidently.

- | | | |
|----------------------|---------------------|-------------------|
| ▪ Making Discussion | Role Play | Simulations |
| ▪ Information Gap | Brainstorming | Story Telling |
| ▪ Interviews | Reporting Cards | Picture Narrating |
| ▪ Picture Describing | Find the Difference | Debates |

(Language in Asia, Vol2, Issue2, 2012)

Other than these, the following activities are also suggested for the ELP students to overcome the factors that affect oral skills of the learners.

- | | |
|--------------------------------|-----------------------------|
| ▪ Five Minute Activities | One Minute Activity |
| ▪ Pass the Picture Activity | One Minute Synonyms List |
| ▪ One Minute Antonyms List | One Minute Association Game |
| ▪ Absurd Comparison Activities | |

90% opinion of the faculty members have been observed in favour of arranging speaking activities for attaining the fluency. (see Table 10b, p.24)

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4.2.4. Need to introduce Speaking Exams

This is psychology of Foreign/second language learners that they do not pay attention to the area which is not directly related to their urgent need. All other skills are taught and tested formally but speaking is neither taught nor tested formally in many educational institutions, and our BCC QU, is one of that very institutions. Though, in the ELP's Schedule, there is mentioned a code of *Listening & Speaking* in different levels, but formally TS is not focused on, no mid terms and final terms examinations for evaluating the speaking skill are conducted. Grades are not formally awarded to the students, based on any speaking exam. As a result, students give it less importance and they fail to achieve the level of competency in oral skills.

Test, according to J. C. Richard (1999) is a procedure for measuring ability, knowledge or performance (p.377). However, testing oral proficiency is a tough task. Kitao & Kitao (1996), and Heaton, (1988), also admit the hardships to examining the speaking skills. The ELP's teachers at Buraydah Community College can design monologue, dialogue, and multilogue speaking tests as it has been suggested by Nakamura & Valens (2001). They conducted a study on Japanese students in this regard at Keio University. Luckily, 70% of our teaching staff is in the favour of introducing the speaking test/examination formally. (see Table 10b, p.24)

Need to use Teaching Aids

In 4.1.6, 80% responses of the learners point out that the use of T.Aids is really a C.factor. On other hand, 60% teaching staff also recommends its proper use in the classrooms, for acquiring English language fluency. (see Table 10b, p.24)

5. Conclusion

Oral communication is more important than the written one. Today, the world has become a global village and English is the medium of communication of this village. Almost

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two third majority of the world population speaks English language. However,our ELP students at BCC do have problems in spoken English. In this study we have made an effort to investigate the factors which affect the speaking skill. After analysing the responses based on the research questions, the researchers have come up with some findings. Moreover, on the base of these findings, a couple of suggestions and recommendations have been given to the teachers, students and management with the hope if, they act upon the suggested recommendations the ELP students at BCC can improve their oral skills.

6. Appendices

Appendix "A": Students' Questionnaire (SAQ)

Dear students,

The aim of this questionnaire is to know your opinion about the above mentioned topic. It has designed for an analytical research study. Your participation and fill in this questionnaire will help us alot about this research study. The researchers will appreciate your participation but it is also VERY important that you should be as accurate and honest as possible with your responses. The researchers assure you that your replies will remain confidential and will only be used for the research purposes.

Directions for responding to the statements:

- a. Your thinking will reflect your opinion towards these statements. So, write a check (✓) in front of each statement.
- b. Mark only one space in front of each statement and do not leave out any one unmarked.
- c. Read out the following abbreviations which will help you in understanding and giving response to the eachstatement.

S.A = strongly agree, **A** = Agree, **D** = Disagree, **S.D** = strongly disagree, **N.S** = Not Sure

STATEMENTS		S.A	A	N.S	D	S.D
A	COMMUNICATION ENVIOREMENT					
1	I think English language environment is must to attain fluency problem.					
2	The communication environment of BCC is good.					
3	Communication in English is a symbol of prestige.					
4	Spoken English environment helps in acquiring English					

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	Language Fluency.					
5	Spoken English environment produces fluent speakers in English.					
6	I think teachers should form different spoken groups with at least one fluent student and other must join the group for achieving the fluency.					
7	I think creating a communication environment is a big challenge in an FL situation.					
8	Learning a foreign language does not require communication environment.					
9	Being fluent in English is important because it is the language of science and technology.					
10	I want to be fluent in spoken English because it is the dominant language of international trade.					
B	NATIVE LANGUAGE INFLUENCE					
11	I cannot think in English but I translate in my mind in Arabic before uttering a sentence.					
12	Native language of the students influences to acquire English Language Fluency.					
13	Learning foreign language fluency is different from other subjects.					
14	Native speakers' culture helps us getting the fluency in English.					
15	Native speakers' culture hinders in acquiring the fluency in English.					
16	I think improving English fluency problems is a tough task.					
17	The usage of mother tongue also interferes to achieve fluency in FL.					
18	Native language influence hinders in building up confidence in learners to become fluent speakers.					
19	A fluent native speaker proves to be a fluent FL speaker.					
20	The more you are fluent in native language, the more you feel problems in acquiring English language fluency.					
C	TEACHING METHODOLOGY					
21	I do not prefer reading in English.					
22	Reading aloud helps me learn to speak English correctly.					
23	Listen and repeat game is an important activity in the classroom to improve fluency.					
24	Using speaking activities in the classroom provide chances to the students to improve their speaking problems.					
25	Translation of foreign language into local language is must to speak fluently.					
26	Students need to create genuine interest about learning English language if they want to overcome speaking fluency problems.					
27	Teaching English rules helps us improving EL fluency.					
28	Teaching English rules does not help us improving EL fluency.					
29	Teaching through GTM is a big cause of decreasing the level of fluency in English language.					
30	Classroom organization plays a vital role in improving fluency problems-					
D	ENGLISH LANGUAGE VOCABULARY					
31	I think I haven't got enough vocabulary which is the main fluency problem.					
32	We need to learn how to use vocabulary properly.					

33	I think presenting and explaining new words in context prepare the learners how to use them in a required context.						
34	English is the language of social media across the world and I can exchange valuable information with people if I'll know the relevant vocabulary items.						
35	English language vocabulary helps the students to get success in different academic examinations (oral & written) like TOFEL & ILETS etc.						
36	Speaking comprehension needs know intensively the lexical items in English.						
37	I believe that the lack of vocabulary leads to the lack of fluency.						
38	Memorising vocabulary without context does not help the students to overcome their communicative problems.						
E	PRONUNCIATION PROBLEMS						
39	We need to have the knowledge of English sounds for understanding the speech of the Native speakers.						
40	Paying attention to learn the mechanism of pronunciation is must to achieve the target of fluency.						
41	Try to speak like native speakers, is the main cause of fluency deficiency.						
42	Watching cartoon channels, movie channels like cartoon network, HBO etc. Listen to news etc improve my spoken English						
43	It is difficult for me to pronounce all the English sounds easily.						
F	TEACHING AIDS						
44	Using teaching aids is very important factor for improving the level of fluency.						
45	Language laboratory helps a lot in improving spoken English.						
G	LACK OF PRACTICE						
46	I understand to communicate in English fluently; student should focus on conversation rather than to memorize the grammar rules.						
47	"Practice makes the man perfect"--- this also comes true to acquire English language fluency.						
48	I think IC students need much practice to overcome spoken English problems.						
49	Speaking English fluently is important because it is the language of science and technology.						
50	Reading books on cartoons or jokes in English helps improving speaking English.						

Appendix "B": Teachers' Questionnaire (TAQ)

Dear faculty members,

The aim of this questionnaire is to know your opinion about "Acquisition of English Language Fluency of Intensive Course Students at Buraydah Community College; Challenges and Recommendations". It has designed for an analytical research study. The data will not be used for other purposes.

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Write a check (✓) in front of the best option.

S.A= strongly agree, **A** = Agree, **N.S** = Not Sure, **D** = Disagree, **S.D** = strongly disagree

STATEMENTS	S.A	A	NS	D	SD
A. NEED TO CREATE SPOKEN ENGLISH ENVIRONMENT					
1. Spoken English environment of Buraydah Community College is good.					
2. believe that teachers need to do more for the improvement of Spoken English environment.					
3. Students should be given maximum opportunity for practicing English into the classroom.					
4. I think the students of Intensive Course know the importance of Speaking skill.					
5. I prefer to build up Communicative Competence in Intensive Course Students (ICS).					
6. Teachers must motivate the students to improve their communication skills.					
7. Encouraging the students to interact among themselves in English helps to overcome the problems of Acquisition of English Language Fluency.					
8. Using Native language hinders Acquisition of English Language Fluency.					
9. Encouraging Students, speaking on any given topic helps them to overcome fluency problems.					
10. Overcrowded classes affect the progress of the students.					
11. Students' hesitation is a big factor that stops them of becoming fluent speakers.					
B. NEED TO FOCUS ON TEACHING METHODS					
12. I think Arabic should be the medium of teaching.					
13. I think English should be the medium of teaching.					
14. I think Grammar Translation Method in language teaching is inappropriate.					
15. I think Grammar Translation does not promote Acquisition of English Language Fluency.					
16. I think in English language classrooms, Arabic should not be used more than ten percent.					
17. I believe that language teachers should pay attention on classroom management and teaching methodology to gain the goal of fluency.					
18. Giving too much stress on adopting the native like pronunciation lessens the level of fluency.					
C. DETERMINE THE ROLE OF TEACHER					

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19. The role of teacher should be Facilitator always.					
D. NEED TO ARRANGE SPEAKING ACTIVITIES					
20. Teaching techniques such as role play, Information transfer, information gape etc. should be used for improving speaking skills.					
21. Teaching strategies such as <i>acting out a story, chunking and questioning aloud</i> etc. keep the learners away from boredom.					
22. I prefer to arrange brainstorming and stimulating activities for the students to improve their speaking abilities.					
23. I think that in cultural activity class time, students should be given chance to arrange different programs in English.					
E. NEED TO INTRODUCE SPEAKING EXAM					
24. I feel the need of introducing speaking exams for the Intensive course students at BCC					
25. I think that speaking will help the students to acquire English language fluency.					
26. I am in favour of giving the speaking exam on the base of brainstorming and stimulating activities.					
27. I think speaking exam will prepare the students to meet with the challenges of their future life.					
F. NEED TO USE TEACHING AIDS					
28. I think the use of modern teaching aids is very effective to acquire the English Language Fluency.					
29. I must use all the necessary audio visual aids.					
30. Off and on the technical fault in e- aids affects teaching/learning process.					

Appendix "C": Abbreviations Used in this research

A	Agree
AL	Arabic Language
BCC	Buraydah Community College
CFs	Challenging Factors
CS	Communication Source
D	Disagree
ELP	English Language Program
FL	Foreign Language
FFMs	Foreign Faculty Members
IB	Interactive Board
ICS	Intensive Course Students
L1	First Language
L2	Second Language
LFMs	Local Faculty Members
N.S	Not Sure
OC	Oral Communication
QU	Qassim University

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R.Fs	Recommendation Factors
S.A	Strongly Agree
SAQ	Students' Questionnaire
S.D	Strongly Disagree
T.Ads	Teaching Aids
TAQ	Teachers' Questionnaire
TS	Teaching Speaking

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