

**EDITORIAL****Developing Oral Fluency among Sudanese  
EFL Learners at University Level**

“From university staff member’s points of view”

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**ABSTRACT**

This study aims at eliciting university teacher's views on the use of phrases as a means of developing oral fluency skills for English learners and to show the importance of language function, context and authentic situations to develop and promote oral fluency skills in Sudanese EFL learners at university level. To achieve the objectives, the study used a questionnaire in order to address the study questions and objectives. 100 employed teachers participated in the questionnaire. The Study found out that the teachers have positive views towards using phrases inside and outside the lecture rooms so as to enhance the students oral fluency skill in using the target language as well as to take care of the language forms to avoid imperfect use of the language.

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### **INTRODUCTION**

#### **1.0. Background:**

Teaching English starts at the fifth level of primary school and continues until the third class of secondary school level with an average of about four instruction hours per week. However, for a long time now, most of the university students, who have been studying English for about seven years, are unable to communicate in English and their level of proficiency is far below the expected level. In order to make them successful learners, teachers should provide the students with a well-organized language learning skills because inestimable value in the global business environment; so in order for the learners in Sudan be progressive and competitive in the world market; it is necessary for them to be exposed to appropriate learning skills, presented with appropriate teaching methods.

However, students have to master the four basic language skills. Which are listening, speaking, reading, and writing. Besides these basic skills, the student has to master some phrases as well as possible. Phrases are one important aspect in learning a foreign language. A good speaking Knowledge and the ability to use phrases correctly and effectively may help students make school work easier and more rewarding. And one of the purposes of teaching English as a foreign language to Sudanese people is that they can listen, grasp the idea understand and develop the oral fluency in English. When listen to something it sounds good if learners understand words in speaking, because it will help them in pronouncing, reading, and grasping the idea so as to understand. To achieve those purposes, students need a lot of phrases of English to master their oral fluency skill.

Oral communication is exchange of ideas between people either orally or in listening. In this research, communication is taken in the sense of fluency and accuracy. The former refers to proper use of language without hesitation and the later talks about use of grammatically and phonologically correct language. Alwright (1994:156) considers it 'learn by doing approach' in teaching where teacher and students both are involved. Speaking takes place in the presence of listener because listener responds to the speaker's communication. It is considered to be helpful in improving learning as Staab (1992:7) states, "I believe that oral language is important not only as a vital communication tool that empowers us in our daily lives but also as a valuable way to learn". He considers listening and speaking as oral communication skills.

#### **1.1. problem of the study:**

The standard of English language oral fluency ability in speaking skill among the Sudanese university students is rather weak, in spite of the fact that they have learned English for seven years in the basic and secondary school levels. They seem to have problems in all aspects of English skills, specially their oral fluency skills. Their proficiency in oral skills is very poor. A large majority of them cannot access English expression prescribed in their syllabus due to their lack of the required proficiency of oral fluency skills in English. This issue has been a source of concern for researchers, teachers and parents for a long time without having a solution. While Sudanese secondary school students are suffering from such a problem, there is a need to

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investigate the variables that may affect their oral fluency. A large number of variables influence the way of the learner to comprehend and use of phrases as means to improve oral fluency skills for Sudanese EFL.

### **1.2. Objectives of the study:**

This study attempts to achieve the following objectives:

1- To study the relationship between the students' oral fluency competence and their listening performance.

s to test the following hypotheses:

1- There will be a significant relationship b

2- To help teachers in selecting authentic materials that are appropriate for learners based on listening to correct their pronunciation .

### **1.3. Questions of the study:**

1. What are the appropriate materials that enhance EFL learners' abilities oral fluency skill and improve their performance in listening skill?

2- what is the impact of learners listening skill in developing of their oral fluency?

### **1.4. Hypotheses of the study**

This study attempt etween EFL learners' oral fluency rates and their performance in listening skill .

2- the impact of learners listening skill enhance their oral fluency skill.

### **1.5. Methodology of the Study:**

The following methods are used to collect the data:

#### **1- Population and sample of the study**

Sample consists of (100) teachers' at high education in seven Sudanese universities. The subjects were selected randomly.

#### **2- Research instruments**

The data required for the study will be collected from teachers' at University level, by designing teachers questionnaire .The data obtained by the instrument will be analyzed by using SPSS, to know percentages, frequencies, etc.

### **1.6. Limits of the study**

**A-**This study is confined to investigate the following areas:

The treatment is about only oral fluency skill of learners ; other skills such as, reading, writing are not taken into account.

**B-** The study was conducted in the following limitations

**Place :** Some universities in the Sudan.

**Population :** consists of teachers at Sudanese Universities .

## **LITERATURE REVIEW**

### **2.0. Introduction:**

Here the researcher will present the strategies for developing oral fluency skill as well as the effect of using phrases on linguistic performance, and competence moreover , explore important abilities of the learner in order to be fluent.

#### **2-1 Definition of fluency:**

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In one of the first studies investigating fluency, Fillmore (1979:85) conceptualized fluency in four different ways. First, he defined fluency as the ability to talk at length with few pauses and to be able to fill the time with talk. Second, a fluent speaker is not only capable of talking without hesitations but of expressing his/her message in a coherent, reasoned and "semantically densed" manner. Third, a person is considered to be fluent if he/she knows what to say in a wide range of contexts.

Finally, Fillmore (1979:101) argued that fluent speakers are creative and imaginative in their language use and a maximally fluent speaker has all of the above mentioned abilities. Fillmore's definition of fluency is very extensive, but it is unclear how this conceptualization differs from the definition of global oral proficiency.

One of the first definitions of second language fluency was provided by Pawley and Syder (1983:191), who regard native-like fluency as

*"the native speaker's ability to  
Produce fluent stretches of discourse"*

This definition is of much narrower extent than that of Fillmore and has served as a basis for several further studies. Lennon (1990, 2000) pointed out that fluency is usually used in two senses: In the so-called broad sense, fluency seems to mean global oral proficiency, that is, a fluent speaker has a high command of the foreign or second language.

The definition proposed by Sajavaara (1987:62) can also be regarded as a broad conceptualization of fluency. He defined fluency as

*"the communicative acceptability of  
the speech act, or 'communicative fit'".*

He also points out that expectations relating to what is appropriate in a communicative context vary according to the circumstances, therefore his definition seems to be very complicated to operationalize. This conceptualization of fluency bears resemblance to the third aspect of fluency described by Fillmore (1979).

Teachers have often claimed that fluency is a difficult concept to define. According to Derwing et al. (2004:655), the difficulty in getting a definition approved to the fact that fluency includes many aspects of language. Realizing the difficulties involved in arriving at a specific definition of fluency, Brown (2003) gives a sample of some of the well-known ones. Hartmann & Stork (1976:86) suggest that

*"A person is said to be a fluent speaker of a language when he can  
Use its structures accurately whilst concentrating on content rather  
Than form, using the units and patterns automatically at normal  
Conversational speed when they are needed"*

Brumfit (1984:57) says fluency is "to be regarded as natural language use." Richard et al. (1985:35) maintain that fluency is "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. Fluency is very important and every language learner runs after to achieve it in order to be well communicative language learner.

### 2.2 Sub-abilities of fluency:

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Considering native speakers' oral production, Fillmore (1979) identifies four abilities that might be subsumed under the term fluency, they are the ability to:

1. Talk at length with few pauses.
2. talk in coherent, reasoned, and “semantically dense sentences”,
3. have appropriate things to say in a wide range of contexts,
4. Be creative and imaginative in language use.

One of the most difficult challenges in teaching an L2 is finding ways to help students improve their oral fluency. This is especially true in countries where learners share a common mother tongue and have little or no exposure to the L2 outside the classroom. According to Bresnihan & Stoops (1996:30), pair and group work communication tasks – as they are structured in EFL classrooms – are often ineffective or not as effective as teachers ‘like?’. The reason is simple; when learners are asked to perform these activities, they often just chat in their native language. Although they may want to express their ideas in English, it is hard for them to do so, and it is hard for teachers to convince them to try.

To overcome this obstacle, Schneider (1997:3) proposes to focus exclusively on fluency by making students communicate with English only. Schneider explains that years of study leave learners with an extensive knowledge of grammar and vocabulary that is rarely put into oral practice. As a result, growing numbers of students gradually come to believe that they are incapable of speaking English. This leads to a feeling of hopelessness that many L2 learners suffer.

Hence, having to use their latent ability in English and to focus exclusively on fluency, EFL learners can demonstrate to themselves that they can succeed in speaking English. This method may also activate in them the prime motivators for language learning: gaining increased satisfaction from studying a new language and a heightened sense of appreciation of its relevancy to their lives. We live at a time where the ability to speak an L2 fluently has become a must, especially for those who want to advance in certain fields of human endeavor.

### **2.3. Importance of oral fluency:**

According to Derwing et al. (2004), spoken Fluency is an important feature of L2 speech, which is often the object of assessment in testing L2 skills. For both theoretical and practical reasons, study is carried out to establish the factors that contribute to awareness of L2 fluency as well as the reliability of judgments of fluency. This is important because fluency of L2 learners is often assessed in high-stakes tests that have tangible effects on university admissions, employment decisions, etc.

For instance in point is the Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS) which are requirements for foreign students wishing to study in Britain and North America., TOEFL’s new version spotlights is an area that many students are particularly weak in: speaking in English with reasonable fluency. According to its designers, the new TOEFL emphasizes the practical command of English as a tool of communication, evaluating the integrated skills that are needed for real-life discourse, as well as evaluating each skill separately. Hence, takers of the new TOEFL “will be asked to give a short

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speech on a specific topic will not only be using the language in an interactive fashion but will be required to use critical thinking and logic,” (“New TOEFL version,”).

More than ever before, many L2 learners thus need to speak fluently. Learners’ reasons for wanting to become fluent speakers vary from a mere desire to feel confident when talking to others in an L2 to an urgent need to pass a language test, such as the TOEFL, Test of Spoken English (TSE), etc. Regardless of the reason, however, one thing is clear. L2 teachers should place greater emphasis on fluency including finding new ways to incorporate fluency-enhancing activities into their classroom teaching. To reach this stage, one must first recognize the mechanisms surrounding fluency.

Wood (2001) suggests that practical study focusing on fluency has generally involved the elicitation of a speech corpus as well as the analysis of temporal and qualitative aspects of the speech productions. Equally important, most fluency studies have shown a remarkable degree of agreement on the types of temporal variables to be tracked and developed.

Cucchiari et al. (2000) cites Lennon (1990:387) who believes that in trying to define the temporal aspect of fluency, “it has often been assumed that the goal in language learning consists of producing speech at the tempo of native speakers, unimpeded by silent pauses and hesitations, filled pauses.

Hence, fluency is not an absolute value that learners have or do not have. It is a degree-based characteristic: all learners should achieve some degree of fluency. According to Brown (2003), communicative language strategies can help learners communicate fluently with whatever proficiency they happen to have and at any given time, including the ability to use speed, pauses, and hesitations efficiently. This research explores two basic strategies that are widely utilized to improve the level and content of learners’ oral fluency.

### **2.4. fluency-enhancing strategies:**

The various techniques embodied in these fluency-enhancing strategies are championed by increasing numbers of L2 teachers and researchers all over the world. The first strategy to be discussed is that of speech rate. This is followed by a detailed analysis of the multi-faceted strategy of filling pauses with fillers and lexical phrases. It is generally believed that if these, and similar, strategies are carefully presented and taught, a significant improvement in learners’ fluency is certain to follow.

### **2.5. Distinction between fluency and fast speech:**

According to Wood (2001:28), experiential study lends much support to the idea that speech rate is a sound indicator of fluency. In most studies, speech and articulation rates seem to rise with overall fluency. The two also correlate well with evaluations of fluency as well as with time spent learning a new language. Emphasizing the closeness between fluency and speech rate, Wood points to the (1987:113) longitudinal study by Towell in which significant improvement was detected in the speech rate of a student of French over a four-year period.

A study paper by Munro & Derwing (1998:139) tested the hypothesis that accented speech heard at a reduced rate would sound less accented and more comprehensible than speech produced at a normal rate. On the other hand, given the fact that non-natives typically speak slower than natives, the strategy of intentionally speaking at a slower-than normal rate was not beneficial as a way of improving accentedness or comprehensibility. Therefore, a general



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speaking strategy of slowing down may not help L2 learners. Schloff & Yudkin (1991:124) give some practical advices on speeding up one's speaking pace. According to the authors, many non-fluent speakers take great pains with their speech because they believe that everything which comes out of their mouths should be perfectly worded.

The researcher's argue that it is estimable to care about what one says, but – in the long run – it is better to make a few mistakes along the way rather than to talk too slowly which may cause the speaker to be perceived as boring, tired, or less intellectual than he or she really is. Schloff & Yudkin advocate a 'sixty-second strategy'. They advise slow speakers to choose about a 180-word passage from a magazine or a book, then to practice reading it aloud, seeing how close they can get to finishing it in one minute without sacrificing meaning or clarity.

The author encourages anyone concerned about his or her rapidity of speech, even non-fluent speakers, to relax about frequently feeling the need to speed up. He argues that varied-pace method adds to the attractiveness of the speaking voice; while monotonous regularity of speed increases the risks of boredom. Porter & Grant (1992:225) also suppose that it is significant to differ one's speech rate as situation warrants. According to them, however, non-natives worry that they lack fluency in English and, thus, may speak quickly to make up for it. The writers maintain that this solution is not sound. By speeding up their speech without sufficient language know-how, non-native speakers make it more difficult for native listeners to understand them.

The two researchers advise L2 learners striving to speak correctly to listen to their professors when giving lectures or assignments. In such situations, teachers tend to use the spoken language mainly for 'transactional' function – communicating a message – where key words are emphasized and are said more slowly.

Porter & Grant proposed that this is not the same as 'inter- actional ' function, where the spoken language is speeded up in conversations of social nature. Similarly, Brown (2003) promoted that L2 students should be trained to use speed wisely and not to blindly raise their speech rate at all cost. The author observes that untrained teachers may think of fluency as being about speed. But fast speech is not necessarily fluent speech. In fact, fluent native speakers vary their speed depending on the context in which they are speaking.

Unfortunately, non-native speakers often think that they should speak fast to be more fluent. Hence, L2 learners must realize that it is fine to speak slowly as long as it is done at a reasonable rate. Such rate is achieved when speakers, both native and non-native, have time to think as they talk.

According to Tam (1997:26), the speech of fluent speakers is often filled with reduced forms such as contraction, elision, assimilation, and reduction. These forms usually have a positive influence on speeding up one's rate of speech because they often lead to:

1. Disappearance of word boundaries.
2. Omission of end vowels and consonants.
3. Substitutions of elements within words.

Fluent speakers also produce sentences that appear in elliptical forms. As such, when the context is obvious, subjects, articles, verbs, pronouns, etc., are frequently deleted. Citing Brown, Tam observes that "Students whose education has been largely couched in slow and deliberate spoken English are often shocked to find, when they enter a context in which native speakers are talking to each other, that they have considerable difficulty in understanding what is being said.

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As a remedy, Tam argues that speaking courses should include a half-hour weekly session on understanding reduced forms.

According to him, much benefit can be built up from following such a procedure. Using it himself, the author explains that students should be allowed to first listen to a tape which gives the slow pronounced version of a chosen text and then the relaxed, fast pronunciation. Students are then asked to repeat the slow version followed by the faster one. Finally, the tape is switched off. Students are divided into pairs or trios that practice conversing using the full text. Brown (2003) points out that reduced forms were defined by Brown & Hilferty (1989:26) as “connected speech stated with its contracted forms, elision, liaison, and reduction.”

At this point, Brown (2003) adds several other subcategories including weak forms, linking, assimilation, and intrusion. He also points out that there are some people who think of reduced forms as signs of lazy or careless English; but he argues that such a view is naive and incorrect. Definitely, there is sufficient evidence that reduced forms are applied - to lesser or greater degrees - in many forms of English usage, even the most formal.

Like Tam (1997), Brown maintains that spoken English is very different from written English, and that teachers should not be so surprised when their students are unable to understand natural spoken language. This being the case, he suggests that a few crucial generalizations about real spoken English should be introduced in any L2 speaking-related course. An example in point is that an unstressed vowel in English becomes a “schwa” in many environments, which makes the schwa the most common (though often ignored) vowel in American English. To be sure, although reduced forms can play a positive role in speeding up the speech rate of L2 learners, other speech-rate techniques hold even more promise.

One of the well-researched activities for improving a learner’s speech rate is called the 4/3/2 technique. Devised and developed by Keith Maurice (1983, 1991:91), this technique is based on the principle of L2 learners working in pairs, with one acting as speaker and the other as listener. The speaker talks for four minutes on a topic while his/her partner listens. The pairs are then changed, with each speaker giving the same information to a new partner in three minutes, followed by a further change of partners and a two-minute talk.

Tam (1997) suggests that the 4/3/2 technique allows L2 learners to perform at levels above their usual levels of oral performance. However, adjustments may be needed particularly if each speaker has only one listener, and he/she is required to speak to him/her three times simultaneously. The effect of such a circumstance is that listeners may feel bored and impatient. To avoid this situation, L2 teachers are advised to institute some modifications. Since most learners do not wish to be restricted to just one listener for the whole session, each speaker may be allowed to address at least three listeners in a group. As such, each student can have his/her own turn in each round. This simple adjustment is believed to increase learners’ motivation, attention, , and interest in the talks being presented in the classroom.

### **Methodology:**

#### **3-1 Method and procedure;**

This part deals with a description of the study methodology, population and sample additionally this paper has chosen method and tool to collecting data for this study . In addition to including the procedures of construction or developing essential to make sure



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reality and reliability . Besides practical procedures and statistical processing are used in the treatment of this study data as follows.

### **3-2 Study Methodology:**

The researcher used the descriptive analytical method which is based on data collection ,classification ,organization and analysis.

### **3-3 Study population:**

Population of the study consists of teachers in some universities in Sudan.

### **3-4 Study sample:**

Sample consists of (100) Teachers at high education in seven Sudanese universities. The subjects were selected randomly.

### **3-5 Study tools:**

To achieve the study aims , the researcher uses teachers questionnaire constructed for developing oral fluency skills due to learners' of English language at university English language department.

### **3-6 Questionnaire Validity - Validity of the tool:**

The researcher deemed that the questions and the responses language to the appropriate intentionality with the flexibility in planning them within clarity about objectives to various ways of achieving the responses.

The questionnaire was validated by the jury of five associate professors specialized in English language. They based their comments on the following criteria:

- (i) The clarity of the items, instructions and the statements.
- (ii) The simplicity of the items, and how they related to the subject.
- (iii) The language used

Options are provided especially for sample, an aptitude for asking good questions and listening carefully to the advice given by the policy makers and the open dialogue shared with some of them with researcher's willingness.

### **Data analysis and Discussion:**

After revealing results of the study which aimed to find out the effect of using phrases for developing oral fluency skills for FL learners of English language at tertiary University level. The researcher here discussed the results due to the questions of this study.

### **4-1 Results:**

Most of Sudanese EFL Learners are good at listening rather than Speaking yet the teachers ignore to use suitable strategies to enhance learners motivation , also use the Grammar Translation Approach which emphasises reading and writing and ignores listening and speaking skills , so neglecting oral fluency skills appear at learners performance and competence .In addition to that Sudanese English teachers need training in how to change the situation of the classroom into communicative one, through analysis of the questionnaire most respondents' strongly agree that using communicative methods will develop learners abilities in listening and

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oral fluency skills, added to that using pair and group work will motivate the learners to improve their abilities to use the language and helping to solve students' lack of motivation. Also teachers' strategies do not provide oral fluency skills elements for acquiring oral fluency competence, in addition to this, teachers do not provide learners with communicative activities, as well as the teachers' strategies do not encourage the students to use the language outside the classroom, also using audio visual aids assist acquiring listening and speaking skills. Then assisting the students to acquire the cultural uses of the target language, besides dialogues and conversations enhance Sudanese EFL learner oral fluency and also topics for debate outside the classroom will develop the learner's competence in oral fluency skills in suitable situations that reflect the daily uses of the target language. Above all by using phrases, a good listener will be a good speaker later in English language. Thus the outcomes for the previous results are that the methods and the approaches that the teachers used are not communicative ones. Also some of Sudanese English language teachers do not know the effective strategies of developing and promoting the students' oral fluency skill.

**4.1.1 The Analysis of the Questionnaire Statements:**

The statistical analysis of the questionnaire statements are shown in the following tables and diagrams.

The teachers' questionnaire covers the various aspects that assist in Developing Oral fluency among Sudanese EFL Learners at University Level, it includes 10 statements.

Table (1) Most of Sudanese EFL Learners are good at listening rather than Speaking.

Strongly agree	Agree	Uncertain	Strongly Disagree	Disagree	Total
32 (32%)	39 (39%)	11 (11%)	8 (8%)	10 (10%)	100 (100%)

The study showed that (71) 71% of the teachers questioned agree that most of Sudanese EFL Learners are good at listening rather than Speaking. Whereas there were (29) 29% of the students questioned disagree.

Table (2) a good listener will be a good speaker.

Strongly agree	Agree	Uncertain	Strongly Disagree	Disagree	Total
55 (55%)	29 (29%)	8 (8%)	1 (1%)	6 (6%)	100 (100%)

According to what was showed in table (2) it seemed that (85) 85% agree that a good listener will be a good speaker whereas (15) 15% between disagree and uncertain.

Table (3) the learner who listens more will acquire speaking skill quickly.

Strongly agree	Agree	Uncertain	Strongly Disagree	Disagree	Total
59 (59%)	28 (28%)	4 (4%)	5 (5%)	4 (4%)	100 (100%)

According to the information showed in table (3) more than two thirds (87) 87% agree that the learner who listens more will acquire speaking skill quickly. While (13) 13% of the students were not sure, so this indicates that the importance of the language functions.

Table (4) Audio visual aids assist acquiring listening and speaking skills

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Strongly agree	A g r e e	Uncertain	Strongly Disagree	Disagree	T o t a l
53 (53 %)	43 (43 %)	4 ( 4 % )	-	-	100(100%)

Concerning the focus of the class must be in situational language (96) 96% agreed that audio visual aids assist acquiring listening and speaking skills. Whereas(4) 4% were uncertain.

Table (5) Using communicative methods will develop Learners abilities in listening and oral fluency skills.

Strongly agree	A g r e e	Uncertain	Strongly Disagree	Disagree	T o t a l
46 (46 %)	42 (42 %)	6 ( 6 % )	2 ( 2 % )	4 (4 %)	100(100%)

The above table illustrates that (88) 88% of the teachers agreed that using communicative methods will develop learners abilities in listening and oral fluency skills. Whereas (12) 12% between uncertain and disagree.

Table (6)Using pair and group work will motivate the learners to improve their abilities to use the language.

Strongly agree	A g r e e	Uncertain	Strongly Disagree	Disagree	T o t a l
65 (65 %)	28(27%)	3 ( 3 % )	1 ( 1 % )	3(3 %)	100(100%)

As shown, the above table (93) 93% agreed that using pair and group work will motivate the learners to improve their abilities to use the language. Whereas (7) 7% of the responses between uncertain and disagree.

Table (7) Dialogues and conversation enhance Sudanese EFL learner oral fluency.

Strongly agree	A g r e e	Uncertain	Strongly Disagree	Disagree	T o t a l
53 (53 %)	40(40%)	3 ( 1 % )	1 ( 1 % )	3(3%)	100(100%)

In the same respect, that (93) 93% of the teachers questioned agreed that dialogues and conversations enhance Sudanese EFL learners oral fluency. Whereas (7) 7% between uncertain and disagree.

Table (8)Topics for debate outside classroom will develop the learner's competence in oral fluency skills.

Strongly agree	A g r e e	Uncertain	Strongly Disagree	Disagree	T o t a l
53 (53 %)	36(36 %)	8 ( 8 % )	3 ( 3 % )	-	100(100%)

The above table illustrates that 89(89.%) of the teachers agreed that topics for debate outside classroom will develop the learner's competence in oral fluency skills. Whereas (8) 8% were uncertain and (3)3% disagree.

Table (9)By using phrases , a good Listener will be a good speaker later .

Strongly agree	A g r e e	Uncertain	Strongly Disagree	Disagree	Total
( 36 % )	41(41%)	14(14%)	4 ( 4 % )	6 ( 6 % )	100(100%)
3	6				

According to the above table it is clear that (77%) of the teachers agreed thatby using phrases , a good Listener will be a good speaker later while 14(14%) uncertain and( 10) 10% disagree.

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Table (10) Listening skills are the base of oral fluency skill .

Strongly agree	A g r e e	Uncertain	Strongly Disagree	Disagree	Total
48 (48 %)	44(44%)	4 ( 4 % )	1 ( 1 % )	3 ( 3 % )	100(100%)

The above table illustrates that (92) 92% of the teachers agreed that Listening skill is the base of oral fluency skill . Whereas (8) % between uncertain and disagree.

**Conclusion and recommendations:****5.1. Summary:**

After the researcher discussed his results he will try to converse his findings ,illustrated to sum up and propose the recommendations based on the results of this study.

**5-2 Results of the study:**

Due to the analysis , the study revealed to the following results .

- 1-Most of Sudanese EFL Learners are good at listening rather than Speaking.
- 2-A good listener will be a good speaker.
- 3- The learner who listens more will acquire speaking skills quickly.
- 4- Audio visual aids assist acquiring listening and speaking skills.
- 5- Using communicative methods develop learners abilities in listening and oral fluency skills.
- 6- Using pair and group work motivate the learners to improve their abilities to use the language.
- 7- Dialogues and conversations enhance Sudanese EFL learner oral fluency.
- 8- Topics for debate outside classroom will develop the learner's competence in oral fluency skills.
- 9- By using phrases , a good Listener will be a good speaker later
- 10- Listening skill is the base of oral fluency skill.

**5- 3 Conclusion:**

The study revealed the following :

- 1- The study subjects agreed about the advantages of using the phrases and some strategies to help learners to be fluent .
- 2- The study subjects were sure about the development of learners oral fluency skill through using or practicing phrases in their speaking skills.

**5-4 Recommendations**

According to this study, the researcher presents the following recommendations:

- 1- Diversity of using communicative methods develop learners abilities in listening and oral fluency skills.
- 2- Providing Learners with topics for debate inside and outside classroom to develop their competence in oral fluency skills.
- 3- Providing Sudanese Universities with courses to improve the proficiency of oral fluency skills for learners .

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4-Conducting another Studies to recognize the effects of using phrases as means of developing EFL Learner's oral fluency skills.

5-Syllabus designers must be aware of the benefits of using phrases to solve the problems of speaking skill at Sudanese EFL learners.

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