


The Challenges of Spoken English Fluency among EFL Learners in Saudi Universities

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Abstract

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

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

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I. INTRODUCTION

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

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

In general, nonnative learners of English which encounter major problems in speaking. This problem has been discussed by many researchers such as Akasha (2013); Kardwish (2016); Alnakhalah (2016); Al-SobhiPreece (2018). It has been reported that Saudi EFL learners face many difficulties from many angles in practicing speaking skill. The first difficulty refers to the instructors who deal with the learners, and some other refers to the psychological factors which affect the learners when they are speaking, and others refer to the environment and others to learners themselves as the researchers have found some learners are afraid to make a mistake during the speaking process and others feel shy. Speaking as a productive language skill is a crucial element in learning a foreign language context.

However, the researcher noticed during his career and teaching the course of EFL Learning and Teaching Strategies and other language skills courses at the First Common Year College in King Saud University that as ESL students face problems in expressing their ideas effectively. In most cases, and when they want to participate, they use Arabic in English classes. This issue is also recognized by the researcher's colleagues. Nevertheless, the main reason

for this problem hasn't been scientifically identified since the start of the Preparatory program at KSU.

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

II. LITERATURE SURVEY

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

III. METHODOLOGY

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

The research will use a questionnaire, interviews, and descriptive methods in the collection of data about fluency of English language in universities

in the KSU first Common Year as an example. The data was then statistically analyzed using the SPSS program.

IV. OBJECTIVE OF STUDY

This research is mainly intended:

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

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

V. RESULT/DISCUSSION

This study is expected to be significant because it investigates challenges of fluency in spoken English in Saudi university students majoring in English. Such an investigation will be of value to both teachers and students. English has become an important language specially speaking skill, because of technology and dominant language over the world. Moreover, most people consider that oral communication is the most important one of the four skills.

The researcher believes that this study may be a unique study in the field of spoken English, many studies have been done in the areas of writing, reading and pronunciation but very few studies have been done on the speaking skills.

Saudi teachers should take the problem of speaking seriously and university students may shoulder this responsibility if they are given the chance of developing their speaking skills.

This study also derives its significance from the fact that one of general principles of linguistic analysis is the primacy of speech overwriting (Allen *et al.*, 1980:26). Some linguists go further than this and say that speech is language, and that writing is simply a reflection of speech in language, and that writing is simply a reflection of speech in different media.

In all these domains participants realize, or ought to realize, that speech is often more effective than printed notices. The ability to speak a foreign language is without doubt the most highly prized of all four skills, because he who can speak a language well can also understand it and can learn to read it with relative ease. Also, the ability to speak a language will help learn to write it.

Finally, this study explores one of the least studied areas in EFL research. Oral ability is key to effective communication which is a gate way to greater cooperation between people from divergent cultural backgrounds for better cross-cultural understanding.

VI. CONCLUSION

This study tries to answer the following questions:

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

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CONFLICT OF INTEREST

The author declare no conflict of interest.

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