



The Effect of Lack Unconscious Learning to Speak English Fluently

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تأثير قلة التعلم اللاواعي على تحدث اللغة الإنجليزية بطلاقة

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Abstract

Mastering speaking skill is one of the most important aspects of learning a second or foreign language. This research sought to discover the reasons behind student's inability to have speaking skill, the role of unconscious learning in speaking English language and finding the practical solution. The paper shows some previous studies and theories of researches that are associated with our research study and probable declare our hypothesis. The current study used two methods that are questionnaire and interview that are directed to a sample of 75 Libyan female students who were selected from Alasmarya Islamic University. The data analyzed using SPSS Program. The findings of this study showed that most of students of Alasmarya Islamic University failed in speaking English fluently, because of several factors that influenced these difficulties like: insufficient time and lack of activities, students have no idea about the topic, and overuse memorization, imbalance between listening and speaking lectures, and unqualified curriculums. The study's overall process is concluded in the final chapter. It is concerned with the answers to the research questions posed in the first chapter, as well as the results; the report also provides suggestions for teachers, and students to adopt. The research recommends: increase the time of listening and speaking lecture, increase the practical part, and teachers may take in their account that curriculums should not be crowded with old theories.

Keywords: *Speaking, Unconscious, Problem, Lack, Alasmarya.*

الملخص

يعد إتقان مهارة التحدث أحد أهم جوانب تعلم لغة ثانية أو أجنبية. سعى هذا البحث إلى اكتشاف أسباب عدم قدرة الطالب على إتقان هذه المهارة، ودور التعلم اللاواعي في التحدث باللغة الإنجليزية وإيجاد الحل العملي. يعرض البحث بعض الدراسات والنظريات السابقة للباحثين المرتبطة بدراستنا البحثية والتي المحتمل أن تعلن فرضيتنا. استخدمت الدراسة الحالية طريقتين هما

الاستبيان والمقابلة الموجهة إلى عينة مكونة من 75 طالبة ليبية تم اختيارها من الجامعة الأسمرية الإسلامية. وتم تحليل البيانات باستخدام برنامج SPSS. أظهرت نتائج هذه الدراسة أن معظم طلبة الجامعة الأسمرية فشلوا في التحدث باللغة الإنجليزية بطلاقة، وذلك لعدة عوامل منها: عدم كفاية الوقت وقلة الأنشطة، ليس لدى الطلاب فكرة عن الموضوع، والإفراط في استخدام الحفظ، وعدم التوازن بين محاضرتي الاستماع والمحادثة، مناهج غير مؤهلة. تم الانتهاء من العملية الشاملة للدراسة في الفصل الأخير. ويهتم بإجابات أسئلة البحث التي تم طرحها في الفصل الأول، وكذلك النتائج، ويقدم التقرير أيضا اقتراحات للمعلمين والطلاب لاعتمادها. يوصي البحث بزيادة وقت محاضرات الاستماع والمحادثة، وزيادة الجزء العملي، وعلى المعلمين مراعاة عدم ازدحام المناهج الدراسية بنظريات قديمة.

الكلمات الدالة: المحادثة، اللاوعي، مشكلة، افتقار، الأسمرية.

1. Introduction

The learning of English speaking skill is a preference for a lot of English as a Foreign\Second Language (EFL\ESL) learners. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies (Richards, 1990).

Speaking is very important in second language learning. Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. Speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests (Clifford, 1987). Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1991).

Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996). The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies & Pearse, 2000). However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field.

One of the most difficult skills language learners face in language learning is speaking skill. It is believed that speaking is the most important of the four language skills. Many learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably (McLaren et al., 2005).



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Speaking fluency is "the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation". (Hedge, 2001) the speech non-fluent English learners tends to be characterized by ' frequent pauses, repetitions and self- corrections' (Hedge, 1993). Developing speaking fluency, therefore, entails developing the ability to speak without frequent pauses, repetition. The powerful international English language, fluency is the soul any language. The judge learner by his/her fluency of speech than by their treasures of qualifications (Mahenare, 2012).

1.1. Statement of the problem

Even though many students have suffered from English language for so long time. They have spent years in English language classrooms. They have spent years learning in conscious way "memorizing grammar rules and vocabulary lists", and ignore unconscious sides. They have spent years studying for exams such as: TOEFL or IELTS. Despite all this work and efforts, most English learners are frustrated. Therefore, this study attempts to search these issue, which is the effects lack of using unconscious learning in English language. This problem prevents the learners from speaking fluently. So, the researchers try to find ways to solve this problem and provide suggestions to find a suitable solution for this problem.

1.2. Research questions

- Why do students fail to speak English language fluently despite the efforts they have made?
- What are the problems that students face in other lectures which may effect on speaking fluency?
- What is the role of unconscious learning in speaking English fluently?
- How can teachers reduce the gap between the theoretical and practical aspects of the learning speaking English process?

1.3. Aims of the study

- To know the causes of the issue in listening and speaking lectures.
- To know the causes of the problems that students face in other lectures which may effect on speaking fluency.
- To know the role of unconscious learning in speaking English fluently.
- To find solution to reduce the gap between the theoretical and practical aspects of the learning speaking English process.

2. The Role of Unconscious Mind

The role of unconscious mind on decision making is a topic greatly debated by neuroscientists, linguists and psychologists around the world. Though the actual level of involvement of the unconscious brain during a

cognitive process might still be a matter of differential opinion, the fact that the unconscious brain does play a role in cognitive activity is undeniable. Several experiments and well recorded phenomena attest to this fact, for example the illusion-of- truth effect. There have also been several experiments suggesting that the unconscious mind might actually be better at decision making than the conscious mind when there are multiple variables to take into consideration.

2.1. Unconscious in Language Learning

One thing taken for granted today in language teaching methodology is that teachers should give preeminence to creating an environment in the classroom which approximates to the "real life" communicative use of language. The conscious type of learning is assumed to be irrelevant to development of the spontaneous control of first or second languages and in any case, is not available that language learning is essentially unconscious. Seliger has claimed that "obviously, it is at the unconscious level that language learning takes places (1983:187).

A distinction has been drawn acquiring a language and learning a language, most notably by Krashen et al. (1977). He characterizes the former as a subconscious process which results in the knowledge of a language whereas the latter, learning is a conscious process which results only in knowing about the language. Acquiring a language is more successful and longer lasting than learning. What is being suggested is that second " or foreign" language needs to be more like the child. Acquisition of his native language. Although there may be some limits on the language, a child hears, he is never consciously " taught " it, nor does he consciously set out to learn it. Instead he hears and experiences a considerable amount of the language is situations where he is involved in communicating with adult- usually a parent. His gradual ability to use the language is the result of many subconscious process, based on the experiences in which he began to acquire without consciously setting out to do so - the ability to enter linguistically into the communication.

Traditional foreign language teaching, on the other hand, concentrated on getting the adult student consciously to learn items of language in isolation. The focus was not on communicating, but on a piece of language which might later be used to communicate. Many writers see this traditional approach to language learning as being mistaken. Since there is no guarantee that an item so learnt will be successfully used in communication or remembered for any length of time point just as it is when children learn their first language.

One native language based premise of the communicative acquisition naturalistic (C A N) meg theory (Hammerly, 1991) is that unconscious acquisition is better than, and preferable to, conscious learning is that unconscious learning. It is based on the fact that native language acquisition is largely



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unconscious. In native language acquisition children errors gradually disappear. correction of young children errors has been shown to be mostly ineffective.

Then Terrell and Krashen (1985) propose a hypothesis based on the distinction between acquisition and learning. The hypothesis is that adult language students have two distant ways of developing skills and knowledge in a second language simply, acquiring a language is "picking it up" i.e., developing ability in a language by using it in natural communicative situations. Language learning is "knowing the rules", having a conscious knowledge about grammar. They claim that people use acquisition to initiate students sentences in SL students, and bring in learning only as a kind of afterthought (or monitor) to make alterations and corrections.

2.2. Previous studies

Al Hosni (2014) studied about what the speaking mean and the difficulties, speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties. Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. To develop the knowledge to deal with oral communication problems in an EFL context, researchers first need to know the real nature of those problems and the circumstances in which "problems" are constructed.

Gan (2012) this paper reports the result of a study that aimed to identify the problems with oral English skills of ESL (English as a second language) students at a tertiary teacher training institution in Hong Kong. The study, by way of semi-structured interview, addresses the gap in our understanding of the difficulties ESL students encountered in their oral English development in the context of a Bachelor of Education (English Language) program. Insufficient opportunities to speak English in lectures and tutorials, lack of a focus on language improvement in the curriculum, and the input-poor environment for spoken communication in English outside class apparently contributed to a range of problems that closely related to the social and cultural, institutional and interpersonal contexts in which individual ESL students found themselves. The results of the study lead us to question the effectiveness of the knowledge- and pedagogy-



based ESL teacher training curriculum. They also point to a need to incorporate a sufficiently intensive language improvement component in the current teacher preparation program.

Chi (2011) this study deals with Guidance for Learners' Improvement of Speaking Skills. Practice is considered an important part of language learning. Students are always encouraged to practice as much and as often as possible. However, some students do not know how to practice well and feel disappointed as practice does not always help them make much progress in their studies. Thus, as teachers, we should give them guidance on effective practice. This paper reports what and how guidance for practice should be provided for effective improvement of students "speaking skills. Encouraging preliminary results show that a set of appropriate activities to practice speaking and good management of group work can enhance students" speaking skills and increase their autonomy.

Aleksandrak (2011) the article deals with the problems of teaching and learning speaking, in particular those which are most relevant in the context of developing oral skills at the advanced level of foreign language proficiency. The complex nature of spoken discourse must be taken into account and reflected at each stage of the learning process. Thus, the article examines the difficulties connected with choosing the appropriate framework and approach and discusses the typical patterns of interaction in the foreign language classroom. It also examines forms of control and evaluation and suggests some speaking activities which seem most suitable for advanced language learners in the light of the above theoretical considerations.

This study done by Al-Jamal & Al-Jamal (2014) since speaking well in English is crucial for English language literature undergraduates, the present study aimed at describing difficulties that may be encountered at an EFL setting. The sample was stratified random as drawn from six Jordanian public universities. Survey questionnaires as well as semi-structured interviews were reconstructed. 64 students were interviewed out of 566 students who responded to a survey questionnaire. The findings of the study exposed a perceived failure of EFL students speaking skill in English was reported together with reasons that explain such perceived difficulty. The results of the study showed a low speaking proficiency level among EFL undergraduates along with negligible instruction of the speaking skill at university courses level. More highlighted difficulties by this study were as these of: communication in L1, large classes, and lack of time.

3. Materials & Methods

The measuring instruments were questionnaires and an interview, which focused on investigating the problems that effect on students' performance in speaking English language as a foreign language. Questionnaire was given to students who study English language at Alasmarya Islamic University. They consist of twenty statements to choose one option of strongly disagree, *disagree*, *neutral*, *agree*, *strongly*



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agree for each one of them. Interviews are set to collect qualitative data about problems to understand better to the problems and the solutions that might help to overcome these problems. This study is limited to English language department at Alasmarya Islamic University in Zliten. The participants ages are from 19 to 22 and they study English as specialization subject. The participants of the study are 70 students.

3.1. Research Design

The research carried out is categorized as a descriptive research. The design of which is applied to seek answers to the research questions. The data was collected with mixed approach, qualitative with quantification clarification, squinty will be analyzed for critical evaluation.

3.2. Study Population and Sampled

The sample is chosen for this study was students at English Language Department, Alasmarya Islamic University. Their ages ranged between (18-22). The number of students were (70) of female. Also, the sample is chosen for this study was the students at English language department, Alasmarya Islamic University. They were different ages. And the number of the interviewees (5) of females.

4. Results & Discussion

4.1. Results of Questionnaire

Statement 1: Students need more time for listening and speaking classes.

The Figure (1), confirm the percentage that 84.29% goes to strongly agree, while 14.29% goes to agree, and 1.43% goes to uncertain, 0% goes to disagree and strongly disagree. The highest percentage 84.29% supports that most of students greatly agree that they need more time for listening and speaking lectures which gives evidence that students do not have enough time to practice listening and speaking supervised by their teachers; which may deeply effect on the students' ability to speak English fluently. As what is discussed previously, students do not have some ideas about the topic and the time is very short according to the big number of students to allow them take their opportunities to speak. This specific point cause disappointed for students.

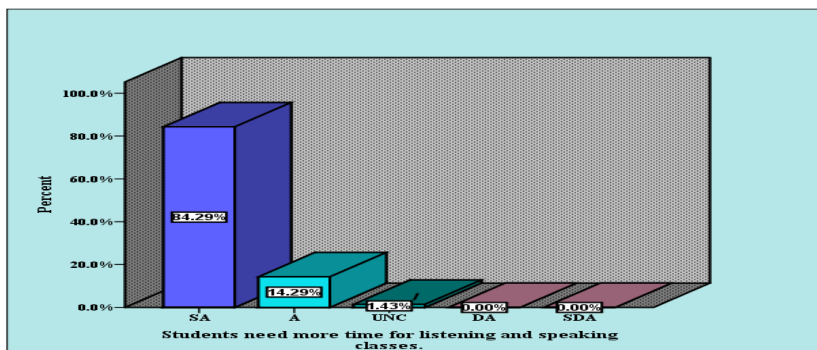


Figure 1. The percentage of students' choices.

Statement 2: Opportunities for listening skill are less than speaking skill.

Based on Figure (2), show that the percentage is 34.29% which goes to strongly agree, 44.29% goes to agree, and 12.86% goes to uncertain, 5.71% goes to disagree and 2.86% goes to strongly disagree. The highest percentage is 44.29%, this answer confirm that the students agree that the opportunities for listening are less than speaking. This may because of limited equipment like: listening laborites or specific lectures for listening. That gives proof that a lot of teachers focus a lot on speaking, they do not spend as much as efforts listening. That is why lack of listening to English cause student's difficulties in speaking. Consequently, the students lose the pronunciation, the accent, and vocabularies. Practice listening is the main key to acquire language and speak English fluently.

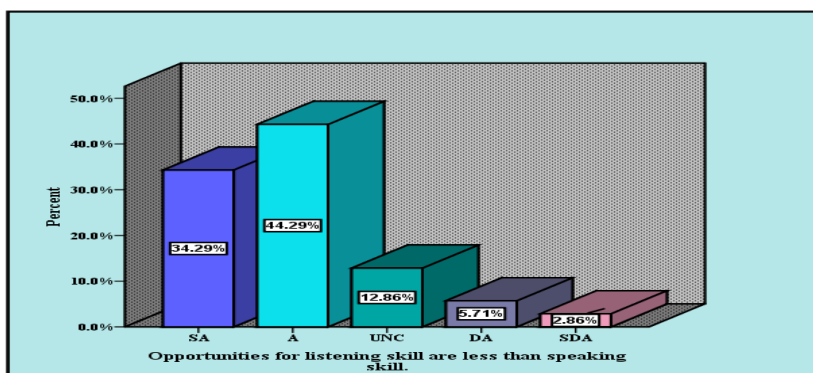


Figure 2. The percentage of students' choices.

Statement 3: Over use memorization prevents students from speaking English fluently.

As the Figure (3) show that the highest percentage is 61.43% which goes to strongly agree, 20% goes to agree, and 11.43% goes to uncertain, 5.71% goes to disagree and 1.43% goes to strongly disagree. 61.43% of participants answers show and proof that overuse memorization prevents students from speaking English

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fluently. Because they found themselves when they come out to the real world and try to hold a conversation after learning a language in memorization way, they need to consciously think about absolutely everything they want to say, and need time to access that conscious knowledge they got from traditional grammar. The issue is they do not have time to think about the rules of grammar and pronunciation or remember vocabularies in a real life conversation. This is why students keep witnessing that sort of hesitant speech with a lot pauses when someone speaks in foreign language.

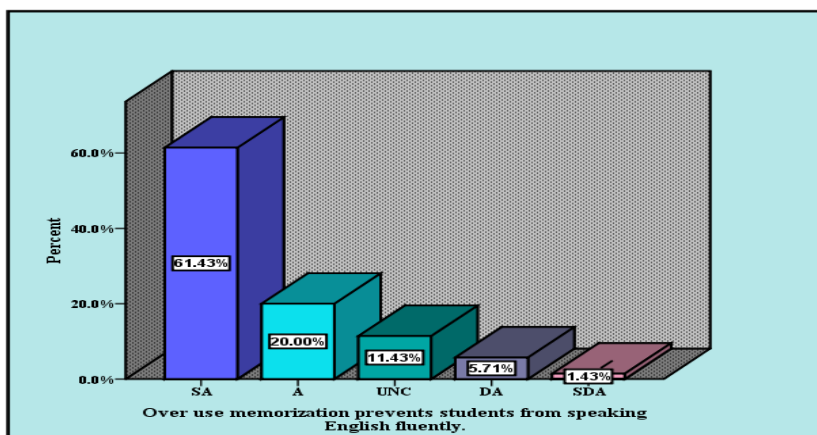


Figure 3. The percentage of students' choices.

Statement 4: Speaking skill tend to be missing in other lectures.

The Figure (4), confirm the percentage that 40% goes to strongly agree, while 54.29% goes to agree, and 4.29% goes to uncertain, 1.43% goes to disagree and 0% goes to strongly disagree. The highest percentage is 54.29% of participants confess that speaking skill tend to be missing in other lectures at university, it may because that they feel no need to speak in lectures like: Grammar, writing...etc. It means that English students waste about three quarters of the studying at English university in silent, they just spend quarter in speak which is listening and speaking lecture. Speaking English in the lecture rooms has its own properties and merits. But this is not applied at university. Hence, they develop and improve poor fluency. Open discussion in classes help students to engage in speaking and encourage each other to speak.

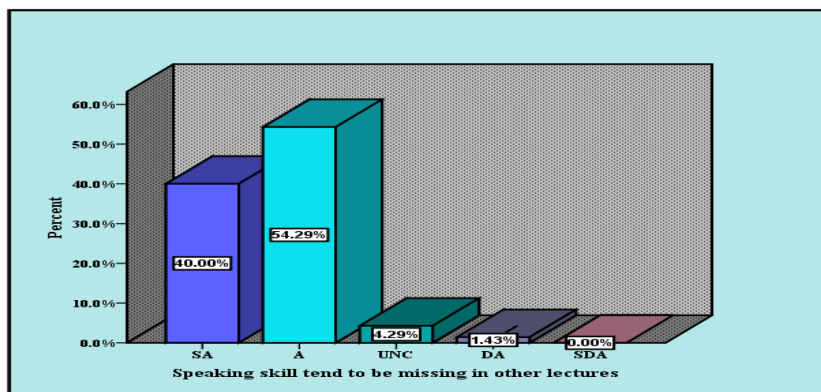


Figure 4. The percentage of students' choices.

Statement 5: In other lectures only teachers speak.

From Figure (5), confirm the percentage that 35.71% goes to strongly agree, while 38.57% goes to agree, and 14.29% goes to uncertain, 11.43% goes to disagree and 0% goes to strongly disagree. The supports of this point are 38.57% of the participants are agree, and that is indicate to that teachers being centered most of time which does not give chance to students to participate or discuss about their ideas. This kind of education become traditional or conventional approach, the teacher functions in familiar role of classroom, presenting information to the students, who are expected to passively receive the knowledge being presented. This may lead students to get boring, their minds may wander and they miss key information. Then they may have less opportunities to develop their communication and crucial – thinking skills.

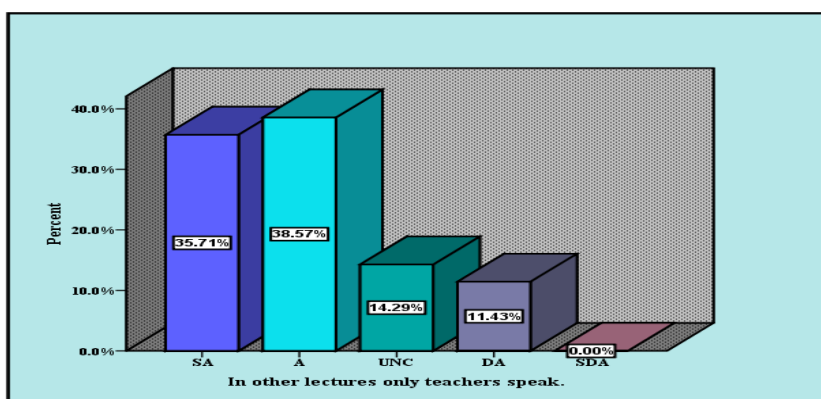


Figure 5. The percentage of students' choices.

Statement 6: Students speak Arabic in other lectures.

Based on Figure (6), show that the percentage is 52.86% which goes to strongly agree, 27.14% goes to agree, and 5.71% goes to uncertain, 8.57% disagree and 5.71% strongly disagree. The highest percentage is

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52.86% of participants strongly agree with the statement. Which refers to that most of the respondents assure that English is not being spoken during their English lectures. This indicates to the weak of students in speaking that is due to their using mother tongue instead of English language. So even the little chance that they have with teachers to develop speaking, they wasted in speaking Arabic. This can significantly reduce students' opportunities to practice English language, and students fail to realize that using English in classroom is essential to improve their language skills.

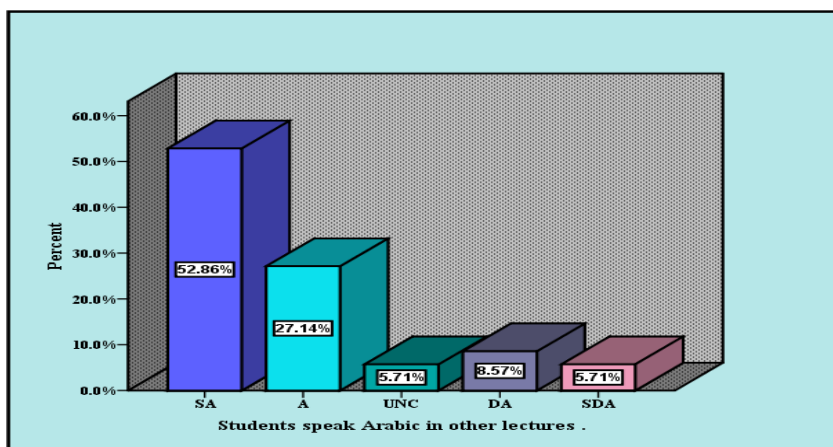


Figure 6. The percentage of students' choices.

Statement 7: Activities in other lectures tend to be poor.

From Figure (7), show the percentage that 57.14% goes to strongly agree, while 34.29% goes to agree, and 0% goes to uncertain, 5.71% goes to disagree and 2.86% goes to strongly disagree. The supports of this point are 57.14%. Dependence on what students say, they claim that they come to classes, sat on the chair, listening to what teachers say without having activities in other English subjects led students to feel boring and lose the desire to learn language. Students need activities to practice the language and practice what they have learnt. Based on what the researchers said, practicing what you learnt help your memory to remember the information easily because; the knowledge has saved in long term memory.

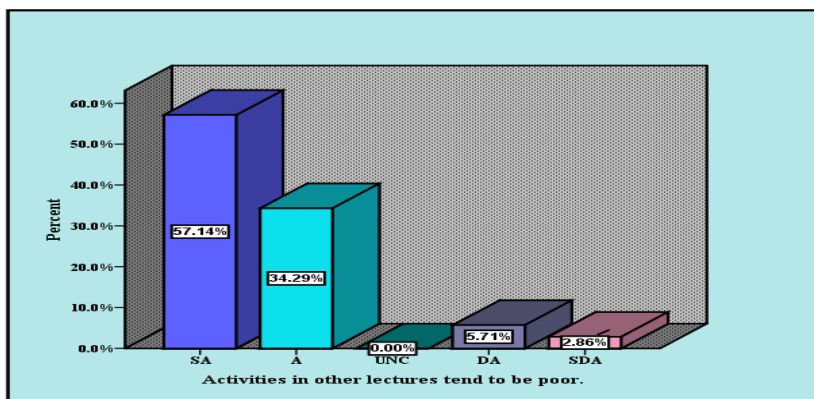


Figure 7. The percentage of students' choices.

Statement 8: Unconscious learning has important role to develop speaking English fluently.

Figure (8) state the percentage that 65.71% goes to strongly agree, while 30% goes to agree, and 2.86% goes to uncertain, 0% goes to disagree and 1.43% goes to strongly disagree. The supporters of this point are 65.71% of the participants. They confess that by exposing to unconscious learning for long period of time develops speaking English fluently. Moreover, they assume that by inserting it, the educational process will not be limited on specific institutions, but it will be extended to be everywhere because you can access to it whenever you want through your mobile phone or computer. participants agree that unconscious learning are more useful than the traditional material sheets for studying, because they can research and download about the area of study.

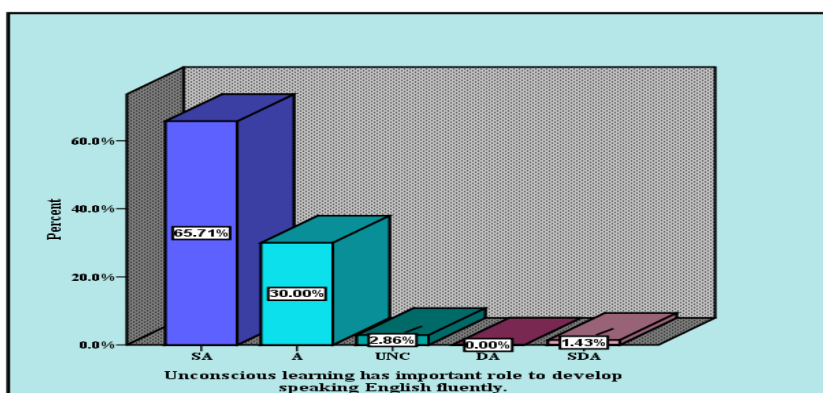


Figure 8. The percentage of students' choices.

Statement 9: Unconscious learning require lees efforts.

As the Figure (9) show that the highest percentage is 42.86% which goes to strongly agree, 41.43% goes to agree, and 5.71% goes to uncertain, 2.86% disagree and 7.14% strongly disagree. This gives a proof that

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conscious learning requires the tedious memorization process , repeating words and sentences, or sitting for long period to learn the grammar or phonemic rules and pronunciation ,this method often pushes students to boredom and aversion to studying , or it may push them to study for very short period and without concentration and this does not achieve the desired goal of learning the English language , Unlike its counterpart , which is unconscious learning , it requires less effort , so that the students is constantly exposed to the language by watching movies or listening to music. In addition, students can follow their lessons on the internet in case they do not understand the lesson in a lectures, so they can research for it and learn more and more. In this case, the students will be exposed to the language, which enables them to acquire the language. The supports of this point are 42.86% of the participants.

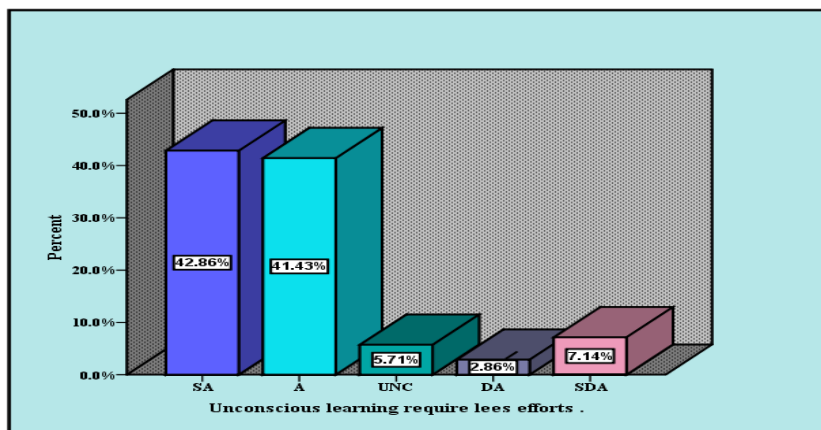


Figure 9. The percentage of students' choices.

Statement 10: Learning English unconsciously is interesting and easy.

Figure (10) show the percentage that 62.86% goes to strongly agree, while 28.57% goes to agree, and 5.71% goes to uncertain, 2.86% goes to disagree and 0% goes to strongly disagree. The highest percentage is 62.86% of participants strongly agree with the statement. Which means that interesting is the important factor in determining successful second –language acquisition. Unconscious learning is integral part of students' lives so it makes perfect sense to bring them into the language classroom. If the learning is interesting, learners will stay curious and keep coming back for more. Moreover, when students are interested in learning, they pay closer attention, they process the information more efficiently. Upon this fact, a considerable percentage of participants 62.86%, strongly agree with this advantage.

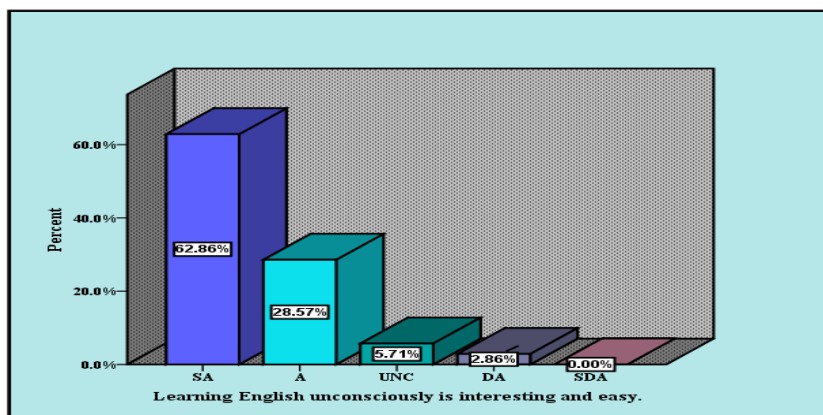


Figure 10. The percentage of students' choices.

Statement 11: Unconscious learning helps students to reduce stress of the study.

Based on Figure (11) show that the percentage is 52.86% which goes to strongly agree, 38.57% goes to agree, and 5.71% goes to uncertain, 2.86% disagree and 0% strongly disagree. The highest percentage is 52.86% of participants support and strongly agree that unconscious learning is useful way to reduce the stress of the study. Especially, when the time of listening and lectures are not enough for them to practice the language instead of waiting until the next lectures they can watch their favorite movies or programs or listening music or podcast they like. That help them to reduce the stress. They assume that instead of struggling with unclear point and waste plenty of time trying to figure it out, they simply can download videos for some clarifications.

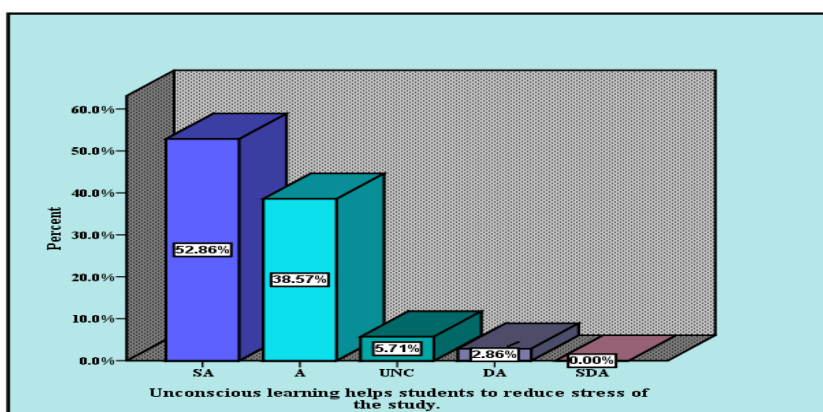


Figure 11. The percentage of students' choices.

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Statement 12: Unconscious learning help students to acquire authentic language.

Figure (12), state the percentage that 60% goes to strongly agree, while 35.71% goes to agree, and 1.43% goes to uncertain, 1.43 % goes to disagree and 1.43% goes to strongly disagree. The supporters of this point are 60% of the participants strongly agree with the statement. Which means that the another benefits of using unconscious learning is that provides a source of authentic and varied language. Unconscious learning provides students with examples of English used in "real" situation outside the classroom, particularly interactive language – the language of real- life conversation. This method exposes the students to natural expressions and natural flow of speech. Moreover, it allows students to learn many new ways to say something and express themselves in daily life. Not only pronunciation, but body language is also very important.

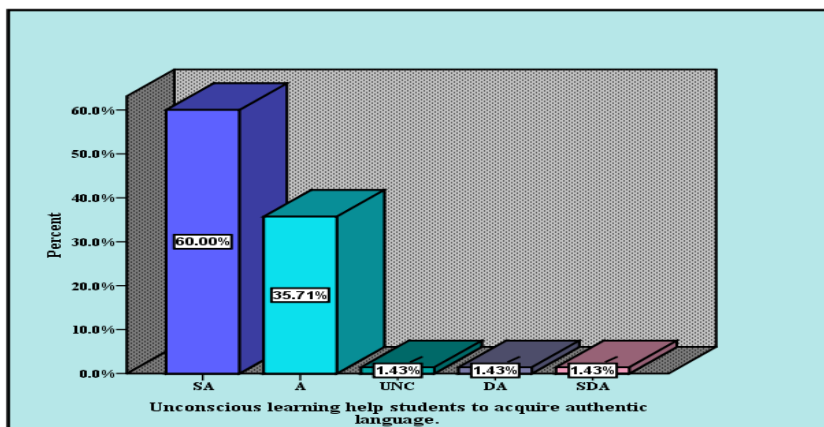


Figure 12. The percentage of students' choices.

Statement 13: Teachers should ask students to use different expressions & idioms to reduce the repetition.

Figure (13) show that the highest percentage is 67.14% which goes to strongly agree, 25.71% goes to agree, and 2.86% goes to uncertain, 2.86% disagree and 1.43% strongly disagree. The highest percentage is 67.14% of participants support and strongly agree the statement. To improve speaking English fluently, they have to pay attention to their speech. They should not repeat the same sentences in every conversation. They have to be open to the other aspects of the language. Using different expression and idioms help them to acquire authentic language. Learning to use common idioms and expressions will make students' speech sound more native.

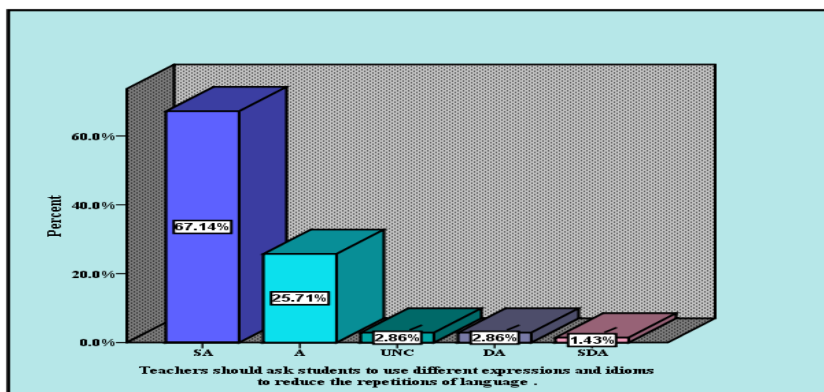


Figure 13. The percentage of students' choices.

Statement 14: Teachers should motivate students to understand the lessons instead of memorizing them.

Based on Figure (14) show that the percentage is 81.43% which goes to strongly agree, 18.57% goes to agree, and 0% goes to uncertain, disagree and strongly disagree. The highest percentage is 81.43% of participants support and strongly agree that teachers should overcome the big issue which is, the system of our education dependence on memorization and the truth is the education is not through indoctrination, memorization and stuffing of information, but rather through experimentation and linking it to sight, hearing and understanding. The existing education in our educational system depends on explaining the lesson as it is in the book in the form of listing information without offering any additions or showing videos. Therefore, in order for education to keep pace with development, professors should use modern technology to display material and lessons on display screens and display videos related to the topic of the lesson or by stimulating discussion inside the classroom to motivate students to turn on their brains to stimulate them to understand. These factors help students and allow them to open up to study and love of the material and make him more diligent in the subject matter.

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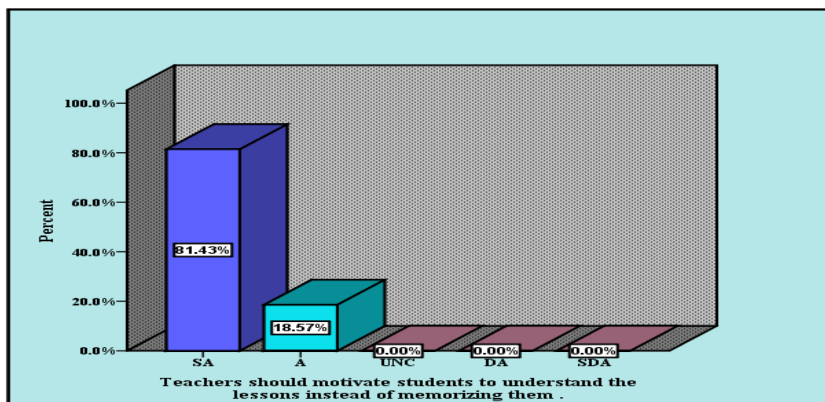


Figure 14. The percentage of students' choices.

Statement 15: Students should have English conversation club to develop to speaking fluently.

From Figure (15) show the percentage that 71.43% goes to strongly agree, while 24.29% goes to agree, 4.29% goes to uncertain, 0% goes to disagree and strongly disagree. The highest percentage is 71.43% of participants support and strongly agree that due to several factors including the lack of time, the lectures themselves are insufficient, the lack of activities, the insufficient space for students to practice the skill of listening and speaking in all the lectures, the tension and shyness of the students and also the quality of listening is not good, and the large number of students inside the hall. The students strongly agree to have a club outside of the classrooms to practice English because they believe it will help to develop their language skills.

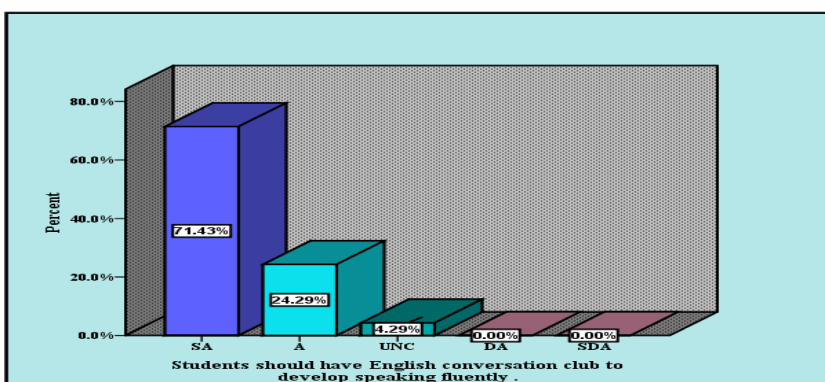


Figure 15. The percentage of students' choices.

Statement16: Activities outside the classrooms are more effective for improving English listening and speaking skills.

Figure (16) show that the highest percentage is 70% which goes to strongly agree, 22.86% goes to agree, and 7.14% goes to uncertain and 0% goes to disagree and strongly disagree. This gives a proof that English conversation club helps increasing their independent engagement, they claim that their curiosity about learning will pure and not affected by any stimuli of the environment e.g. external noise, crowded classes, ... etc. Moreover, it adds a new dimension of flexibility to it. It frees the process of limitation to a specific place and time. They can contact with members of their group at college or library or even at home by using internet. Students completely confirmed that English conversation club adds a new zone of flexibility. since EFL students have a limited chance to use the language in their environment, having English club gives them the opportunity to produce and receive the language with their partners. Impressively, 70% of participants support this point.

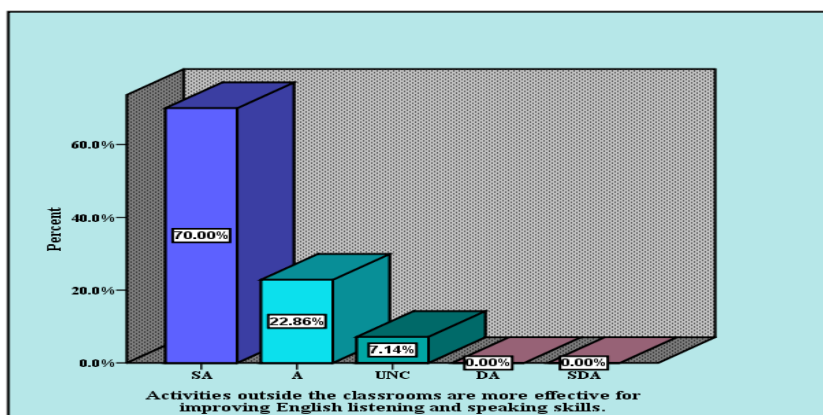


Figure 16. The percentage of students' choices.

Statement 17: Teachers should focus on practical aspects and teaching students expertness and skills.

Figure (17) state the percentage that 68.57% goes to strongly agree, while 30% goes to agree, and 1.43% goes to uncertain, 0 % goes to disagree and goes to strongly disagree. The supporters of this point are 68.57% of the participants strongly agree with the statement. Which means that the educational system is not sufficient. It is mainly bases on the theoretical knowledge rather than practical knowledge. Things are loaded on their minds which they cannot digest. Our educational system is just " Filling students head with lot of disjointed facts poured into the heads as into a basket; to be emptied out again in examination hall. This is the reason why students who succeeds well in their college examination fail miserable in the

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examination of life. Because of that students strongly agree that teachers should focus on practical aspect and teach them experience and skills that will be benefit them in their professional lives.

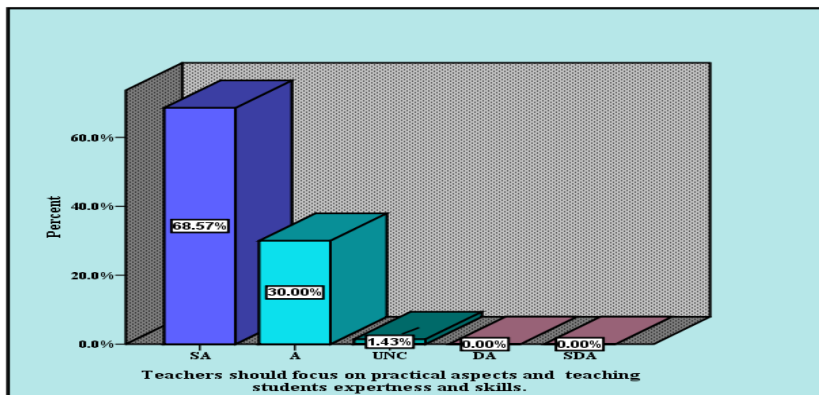


Figure 17. The percentage of students' choices.

Table 1. The summary of questionnaire.

Item No.	Items	SA	A	UNC	DA	SDA	Mean
1	Students need more activities to improve fluency .	85.71%	14.29%	0%	0%	0%	1.14
2	Students should plan the topic before class .	51.43%	45.71%	2.86%	0%	0%	1.51
3	Students need more time for listening and speaking class .	84.29%	14.29%	1.43%	0%	0%	1.17
4	Opportunities for listening skill are less than speaking .	34.29%	44.29%	12.86%	5.71%	2.85%	1.99
5	Over use memorization prevents students from speaking English fluently .	61.43%	20%	11.43%	5.71%	1.43%	1.66
6	Speaking skill tend to be missing in other lectures .	40%	54.29%	4.29%	1.43%	0%	1.67
7	In other lectures only teachers speak.	35.71%	38.57%	14.29%	11.29%	0%	2.01
8	Students speak Arabic in other lectures .	52.86%	27.14%	5.71%	8.57%	5.71%	1.87
9	Activities in other lectures tend to be poor.	57.14%	34.29%	0%	5.71%	2.86%	1.62
10	Some curriculums are boring.	44.29	25.71%	20%	7.14%	2.86%	1.98
11	Unconscious learning has important role to develop speaking	65.71%	30%	2.86%	0%	1.43%	1.41



English fluently.							
12	Unconscious learning require lees efforts .	42.86%	41.43%	5.71%	2.86%	7.14%	1.90
13	Learning English unconsciously is interesting and easy.	62.86%	28.57%	5.71%	2.86%	0%	1.49
14	Unconscious learning helps students to reduce stress of the study.	52.86%	38.57%	5.71%	2.86%	0%	1.59
15	Unconscious learning help students to acquire authentic language.	60%	35.71%	1.43%	1.43%	1.43%	1.49
16	Teachers should ask students to use different expressions & idioms to reduce the repetition .	67.14%	25.71%	2.86%	2.86%	1.43%	1.46
17	Teachers should motivate students to understand the lessons instead of memorizing them.	81.43%	18.57%	0%	0%	0%	1.19
18	Students should have English conversation club to develop to speaking fluently.	71.43%	24.29%	4.29%	0%	0%	1.33
19	Activities outside the classrooms are more effective for improving English listening and speaking skills.	70%	22.86%	7.14%	0%	0%	1.37
20	Teachers should focus on practical aspects and teaching students expertness and skills.	68.57%	30%	1.43%	0%	0%	1.33

4.2. Analyses of an Interview

Q1/What do you suggest to solve the problem of Insufficient time in listening and speaking lectures?

All student's feelings and answers showed that they suffering from the short time for listening and speaking lectures. They gave their suggested in different ways: add more listening and speaking lectures in a week or increase the time of lectures or students should have English conversation club or listening and speaking lectures should be available during the journey at university study. They also refer to that there is no balance between listening and speaking skills in lectures.



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Q2/ How listening and speaking class might be given?

Over and over and again the time of lectures, they suggested to add two lectures for listening and speaking and they should be separated. Participants suggested some activities they would like to apply in their listening and speaking classes. The activities are: teachers should make competition between students to motivate them to participate. Students themselves should chose the topic they want to talk about it. Finally, one students pointed out that teachers should tell students about the next topic beforehand.

Q3/ Do you think the way that teachers of the other lectures can improve your speaking fluently? why? what do you suggest to solve it?

Their answers were absolutely no; because of some reasons which are: some teachers and most students speak Arabic rather than speaking English in lectures. Students do not have discussions in classes, it means that it is teacher centered. Teachers should speak English to motivate students speak English too. Teachers should use technologies devices, videos; because they think it will be enjoyable and easy more than traditional ways. Teachers should do activities like divide students into groups and do challenges between them.

Q4/ How can we overcome the problem of memorizing every single details?

The participants offered some solutions which they think can help: motivate students to speak English inside the class and outside it. Students should think in English .one of them refers to good point which practice the information that they got, she meant (practical part). And other good point which is teachers should ask students to look for the topic beforehand.

5. Conclusion & Recommendations

5.1. Conclusion

The main causes for such difficulties in speaking English fluently were mainly related to some factors which are divided into parts. The first is related to listening and speaking lectures itself. As the participants confirmed that insufficient time for listening and speaking lectures should be placed at the top of the reasons list. It is formed a real obstacle to achieving the goal of speaking fluently. This reason is affected by several other reasons that contribute to reducing time more and more, e.g. the large number of students and one of the lectures go to Mid-term exam. 72 hours are not enough for EFL to speak fluently, especially in a country where the English is foreign language not SL. As well as, the 72 hours are divided unbalance between listening and speaking. The activities which consider one of the most important reasons. The methods some teachers follow do not give important to the practical part and just focus on theoretical part. This lack of activities causes a malfunction in the educational system. Therefore, it reduces creative aspects of experience

and makes the lectures boring and undesirable. Having no information about the topic pushes the students to hesitate or answer by yes or no, or sometimes they are forced to keep silent. And the wrong method the students use to acquire SL which is memorizing methods. It helps to slow down the process of speaking; because students need time to remember vocabulary and to form them in good sentence.

The second part is related to other English lectures. Specifically, it is related to the student's learning method and the curriculums. Starting with first reason: the speaking skill tend to be poor and this could be because of two reasons as the answers of the questionnaire proof. The students speak their mother tongue instead of SL or the teachers depended on strategy which is (TEACHER CENTERED). The second reason is the practical side or activities are almost limited to a research paper. The important part of educational system is curriculums. The curriculums do not meet the necessary standards to help raise the competence of the student.

The important role of unconscious learning, helps to speed the acquiring of language and it is more useful than traditional materials sheets for studying. Students who learn English unconsciously learn faster and better than students who use conscious methods, analytical study methods; because it requires less efforts and reduce the stress at the same time. Also it is interesting which makes students more attention and process the information more efficiently. These methods provide understandable English input to your brain and your unconscious brain does all of the rest work. All you do is enjoy English stories, conversations, movies. You never think about grammar rules you never attempt to memorize words.

The data revealed a clear answer about the solution in order to improve speaking English fluently. Teachers can pay attention to their student's speech. Ask them to use new pattern of language in every daily conversation by using different phrases, synonyms, idioms and expressions to get used to the language. Teachers may teach English by using activities and technologies. They may forget the memorization method and depends on practical side to make students stay curious and keep coming back for more. To overcome the problem of insufficient time of listening and speaking lectures, add more lectures and students may have English club out the class to take their time and feel free to speak their minds. It is more comfortable for them. Over and over and again, excellent educational system is not bases on the theoretical knowledge rather than practical. There should be balance between them to help learners engaged and make the information more understandable.

5.2. Recommendations

In the light of the present study results, the following recommendations are made to solve the difficulties that face the university students and to achieve the aims of this study, the researcher thoroughly suggested the following ideas and recommendations in order to promote the fluency in speaking English:



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5.2.1. For English Teachers:

- Add more lectures for listening and speaking subjects.
- Teachers might not neglect listening skill to the detriment of speaking skill or the vice versa.
- The subject of listening and speaking can be taught throughout the study period at the university and it should not be limited to the first semesters of the study because of the importance of the two skills of language students and the need for them in the labor market or professional lives.
- Give students variety kind of activities and tasks to do inside and outside the classroom.
- Teacher can encourage students to use English as much as possible in their communication at college and at home, if possible. At college by activating English conversation club inside the college as students' activity to develop speaking skills and students can share and talk about anything in English during that time. Whereas at home by encouraging them to listen to English programs and movies on TV or the Internet as much as possible.
- The objectives of the curriculum in the Department of English language should emphasize communication more than literature, and increase the numbers of English contact hours.
- Discussion between the English instructor and his/her students in and out of the language class should be in the English language.
- The language instructor should use a variety of strategies (e.g. verbal problem solving, role-playing, presentation, intonation, and body language etc.) in order to encourage his/her students to speak the English language fluently and accurately in front of his/ her colleagues.
- provide opportunities for speaking, discussion, expression of ideas, and opinions a cross the whole curriculum.
- Instructors may give English Department's students better opportunity to develop speaking skills in their class, because the classroom is the only place where they practice English skills.
- Teachers may provide opportunities to participate interact and discuss instead of depending on teacher-centered method.
- Teachers may take in their account that curriculum should not be crowded with old theories.

5.2.2. For English Students:

- Students can search and prepare the topics beforehand and gain information to be able to discuss and lean effectively.

- Students can stop wasting their time in conscious learning" traditional way because it takes very long true to learn instead they should depend on unconscious learning to optimize the learning process.
- Students can stop memorize every single word instead, they should try to understand the topic by search about the topics, paraphrase, taking notes, or discuss the topics.
- Students can stop depended on teachers because students have many other resources like TV, radio, books, podcast, and internet.
- In order to develop speaking fluency students can use different expressions synonyms & idioms to reduce the repetition.
- They are old enough to take the process of learning and depend on their selves.
- The students can recognize and determine the areas of difficulty to speak English. Working together with their teacher will help them to improve themselves in speaking
- The students can feel safe while communicating, even if they make mistakes. Teachers should provide them with healthy atmosphere. This will motivate them to speak fluently.
- Students can also practice the skill of listening. During the listening task, they should imitate native speakers' pronunciation, and consequently, they will use to speak fast fluently.
- Students can increase their practicing time.

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