THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Weakness of EL Proficiency of Sudanese Tertiary Students: A Case Study of Gezira State Universities

Dr. Abdul-Gayoum M. A. Al-Haj

Associate Professor, College of Graduate Studies,
University of the Holy Qur'an, Wadmadani, Sudan

Abstract:

This paper aims at exploring and resolving the weakness of English language proficiency of Sudanese tertiary students. The study is conducted in some faculties of Gezira State making use of two tools: direct observation and close-ended questionnaire to obtain valuable and in-depth information. The researcher chooses these two instruments as most appropriate for exchanging and evaluating ideas about the weakness of English language proficiency in the prescribed setting. He, also, uses the observational method to study classroom events. Furthermore, the researcher computes the data via the SPSS programme. Then, the study comes out with the fact that, the weakness of English language proficiency of Sudanese tertiary students is due to certain factors including: the policy makers, the teacher and his training, the student himself/herself, the school, the family and its social and economic status, etc. Moreover, the causes of this weakness are discussed and the remedies are recommended as well.

Keywords: EL proficiency, tertiary students, close- ended questionnaire, direct observation

1. Introduction

There is a serious weakness of English language proficiency of Sudanese university students. This weakness is in general education and in higher education too. The reasons of this feebleness are related to many influences like: the teacher and his training, the student himself/ herself, the family and its social and economic status, the policy makers, the school, etc. These influences are considered to be the major attributes to the deterioration in the proficiency of students in English Language in general education, and in tertiary level as well. To solve this problem, the researcher tries his best to write a research paper that focuses on how this weakness is deserving attention.

Teaching is an educational concept that has interrelationship with learning. As in other areas of learning foreign language, researchers have done their best to discover the causes behind the success of some learners over others in grasping a target language.

The standard of proficiency in the English language- at Gezira State universities - is impaired. This weakness -in general-is due to the following reasons:

- Deficiencies in teaching and learning environment.
- Linguistic or cultural differences.
- Teaching is not set up to satisfy the students' specific needs.

Improving the proficiency of Sudanese tertiary students in English language needs an attention to prevent failure and to intervene early for helping learners. Prevention of failure among English language tertiary students includes two important issues: to set sound educational environments that lead to students' academic success and to use proper instructional strategies. English teachers can share resources, observe each other's classrooms, and provide suggestions and recommendations for improving teaching and managing behaviours.

Early intervention means that supplementary instructional services are provided early in students' schooling, to bring them promptly and early to a level at which they can profit from high-quality classroom instruction. Teachers should make curriculum-based assessment in order to watch and check their students' progress and use the results of these assessments to plan and modify their teaching.

1.1. Statement of the Problem

The purpose of this paper is to explore and resolve the weakness of English Language proficiency of Sudanese tertiary students, that is to say the abuse of T and L English in Gezira State universities. The above-named problem is a searchable one as it is conceivable for the researcher to collect data that answer the question: 'Is there any weakness of English Language proficiency in the Gezira State universities?'

This problem under investigation suits the researcher. First, it is in his best interests. Second, it is a problem whose solution is of great value to him since it will add to his own knowledge as an educational practitioner. Third, this is the field in which the researcher has both some knowledge and a reasonable experience.

The researcher makes observations, thinks about the problem, turns to the literature for clues, makes additional observations, and then finds that tertiary students are not performed well when they learn English. He, also, finds that the

main reason of this shortcoming is that, teaching in Gezira State universities is - to some extent - not effective; however, an effective teaching is an essential factor in learning English Language efficiently. The researcher claims that, the responsibility is mutual and that, the weakness of English language proficiency - in higher education- takes its real shape.

1.2. Questions of the Study

In order to fulfil the above presented question which, the study intends to answer, these underneath questions are put forward. They are descriptive questions since the researcher uses quantitative and qualitative methods- *a close ended questionnaire and observation*- to explore these questions:

- Are students, of Gezira State universities, confident and motivated enough to communicate in English effectively?
- Do students, of Gezira State universities, have good exposure to use English Language inside and outside their classrooms properly?
- Does utilization of the target language/ EL in communication, by the Students of Gezira State universities, lead to proficiency in it?

1.3. Hypotheses of the Study

The researcher makes observations, thinks the problem over, reviews the literature for hints, makes extra observations, and then sets the following hypotheses:

- Students, of Gezira State universities, can communicate in English effectively if they are confident and motivated enough.
- The students, of Gezira State universities, can use English Language outside their classes properly if they have good exposure.
- Students of Gezira State universities will have proficiency in the target language/ EL if they utilize it in communication.

1.4. Significance of the Study

Since good proficiency is regarded as the most needed skill for EFL, then, tertiary students' weakness of English language proficiency may hinder the process of learning the target language/ EL. Thus, this study might contribute to the body of educational knowledge by shedding light on English proficiency problems and difficulties faced by Sudanese tertiary students. The findings of this study are expected to provide English language teachers, inspectors, syllabus designers, decision makers and students with useful information that can solve the problems of feebleness of English language proficiency. The researcher hoping that the findings of this study agree with other researchers' work and to be of value and benefit to the whole community.

1.5. Limitations and Delimitations of the Study

The heed- in this study- will be on the weakness of English language proficiency of Sudanese tertiary students. In simple words, the abuse/wrong use of teaching and learning English in Gezira State universities. As it has been stated above the researcher present the delimitations of the study, that is to say, he decides what the limits of the research are. The validity and reliability of the questionnaire are questionable and that is due to these points:

- Students may try to help the researcher.
- Students might give the appearance of being better than the true situation.
- Students might be lazy or uncaring.

The above limitations are made by constraint in sampling, the internal validity problems, and so forth.

2. Literature Review

Sudanese tertiary students are English-language learners who cannot communicate fluently or learn English effectively, since they use it as a FL. These students require improvement in both EL proficiency and their EL courses. In point of fact, a great number of tertiary students, especially in Gezira State, have a little English language proficiency and they are not fluent and confident enough when using the target language.

2.1. Causes of Weak English Language Proficiency

The researcher thinks that the causes of poor English language proficiency are as follows: dominance of mother tongue, lack of qualified teachers of English language, lack of facilities and instructional media, teachers' position towards the use of instructional media, and students' negative opinions about learning of English. Chang (2010), indicated that 'reasons cause students' weakness for English language learning derived from learners' laziness, lack of efficiency of the school, and insufficient of parents' promotions.' (Cited in Thongma S., et al., 2013, p.184).

Al-Zoubi S. M. (2018), believed that 'learning English language needs to be encouraged and developed in the classroom and out the classroom through appropriate techniques. Such techniques help students to improve their English language and to express themselves in the target language. ... Educators simply look forward to enabling their students to express themselves in simple correct and acceptable level of English through exposure to English language.' (p. 152)

Every so often, even non-English lecturers face difficulties and problems when they are taking a part in English discussions. As stated by Nisreen A., et al. (2016), 'non-English major lectures struggled with notable difficulties when communicating in English: listening, speaking, writing and reading.' (p.143). They ascribed these difficulties to numerous resources: excessive use of Arabic compared to English in and outsidess classrooms, the interference of their mother

tongue and target language, lack of exposure to authentic language learning environment, low self-efficacy and passive motivation and to LEFL Normazidah, Koo, & Hazita (2012) presented the factors that impact the EFL learners to have poor performance in English language learning as follows: English is regarded as a difficult subject to learn. Learners depend on the English teachers as authorities. There is a lack of support to use English in the home environment and the community. Learners have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classrooms. Students have a limitation of vocabulary proficiency as well as English reading materials are not always available. (Cited in Hijab M. Al-Qahtani 2018, p. 1300). Forms of good exposure of language outside the classrooms were vividly shown by Samer M. A. (2018) who stated that 'the forms of outside classroom language exposure can include: listening to English programme on the radio, watching English programme and movies on the television, traveling to English speaking countries, talking face to face with English native speakers (L₂ interaction), using English language in real life situations, surfing the internet using English language as well as, reading English books, magazines, and newspapers.' (p.152)

2.2. *Effective EL Teaching and Learning versus EL Proficiency*

There are certain elements, appropriately interpreted and applied may help us to motivate our various groups of students. Canadian Council of Ministers of Education (2013) declared that, 'teachers need subject-specific and curricular knowledge, pedagogical and classroom management skills, and contextual awareness and understanding of their students. In the classroom, teachers use language both as a medium for and object of instruction. They require language skills that include knowledge of the structures and functions of language, as well as fluency (in speaking, writing, listening, and reading), and the ability to teach these same skills to their students. Teachers must be able to modulate their use of language to accommodate the diverse levels of language proficiency their students bring to the classroom.' (p.2).

Alrabai, F. (2016) emphasized that 'low achievement in the foreign language learning is the result of a complex interaction of both internal and external factors. For example, a controlling, aggressive teacher is an external factor that negatively affects learners' motivations, while the anxiety that such teachers instill in their students is an internal factor that negatively affects students' learning outcomes.' (p. 22). According to Ledward and Hirata (2011), '21st century skills are a blend of content knowledge, specific skills, expertise, and literacies necessary to succeed in work and life. Ledward and Hirata point out that these skills are more than technological literacy and include proficiency in critical thinking, problem solving, communication, and team work. Ultimately, these skills allow people to thrive in the new economy since they help people a) access, synthesize, and communicate information; b) work collaboratively across differences to solve complex problems; and c) create new knowledge through the innovative use of multiple technologies.' (Cited in Yamith J. F., 2013, p.193).

Nisreen B. Y. (2018) in her thesis stated that, 'the experts, who are viewed as efficient elements in the teaching process, have conveyed their opinions that teaching methods are significant in teaching speaking. They stressed that there is an urgent need for more teacher training on communicative approaches and methodologies of teaching speaking skills. Furthermore, they have also stressed that lack of motivation by students, and lack of encouragement from the surrounding environment, in addition to students' fear and anxiety while performing a speaking task hinder students' speaking proficiency.' (p. 65) Yet, Gerald Ford on the importance of effective communication, (2016) stated that, 'If I went back to college again; I'd concentrate on two areas: learning to write and to speak before an audience. Nothing in life is more important than the ability to communicate effectively.' (n. p.).

The researcher states that, while there is no urgent solution to our teaching problems, there are many potential choices to be made, many ideas for methods, materials and classroom management. One of these ideas is Bhatia V. et al. (2014) who claimed that, 'most of the traditional models of language education have become grossly inadequate to meet the challenges of the present-day interdisciplinary demands and practices of the academy and the world of professions. These challenges have emerged as a result of several developments, some of which include, the growing tensions between the world of work and that of the academy, the complexities of the modern multi-media encouraging creative forms of information design and presentation, the increasing interdisciplinary nature of most university academic programmes, and the overwhelming colonization and appropriation of generic resources within and across disciplines. These developments seriously question some of the models and practices prevalent in language teaching and learning...' (p. 143).

2.3. *Motivation Influences English Language Learners' Success or Failure*

Motivation influences students' learning and behaviour as it directs behaviour towards specific goals, increases students' time on task and is also important for students' learning and achievement. The researcher claims that many types of classroom activities play an essential part in stimulating students and facilitating learning of EFL. Najat and Taiseer (1998) claimed that, 'these activities can reduce the strain of formality in the classroom and make learning more student-centred and less teacher-centred. In addition to that, activities carried out in groups may help to motivate and encourage the more diffident students and those who are evasive, or afraid to ask or speak for fear of making errors, that is because activities carried out in groups will transfer the process of learning from getting the skill of the language to using it. (Cited in Al-Haj, 2011, p.226). Linda D, et al. (2020) stated that, 'students will work harder to achieve understanding and will make greater progress when they are motivated to learn something. However, motivation is not just inherent in the individual; it can be developed by skillful teaching. (p.122)

Mitra A. (2016) declared that 'motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation. Such claims supported by numerous studies and

experiments in human learning. But they never offer a detailed understanding of what motivation is and what the sub components of motivation are. What does it mean to say that someone is motivated? How do we create, promote, and preserve motivation? All learners, teachers, material developers, and researchers agree that motivation is an important part of mastering a second or foreign language.' (p.11)

3. Materials and Methods

This section of the study is about the field research, that is to say it deals with data collection by observing or recording methods. The procedure of collecting and using the data (empirical investigation) has an important part in this study. Here, the researcher plans to measure the behaviour of students and teachers of the Gezira State universities while they are in classrooms. In other words, he uses an interaction analysis to explore 'the behaviour of students and teachers in classrooms, (a) in order to describe what happens during a lesson (b) to evaluate teaching (c) to study the relationship between teaching and learning (d) to help teacher-trainees learn about the process of teaching. In interaction analysis, classroom behaviour is observed and the different types of student and teacher activity are classified, using a classification scheme.' (Richards, J. C. and Schmidt R., 2010, p.290)

3.1. Instruments

The researcher pursues the descriptive analytical method to describe, analyze, organize and summarize the data by making use of two instruments:

- A close-ended questionnaire,
- Direct observations.

To strengthen the questionnaire and to study language use and classroom events, the researcher uses the above tools. In short, he combines quantitative methods and qualitative ones in three ways: using one to show the findings of the other, using one as a foundation for the other, and using them in mutual manner to discover different features of the same research question. These mixed methods researches are more dependable and provide a more complete explanation.

3.2. Population and Selection of Sample

The researcher chooses 40 students randomly- as a sample- in order to respond to the questionnaire. With this random sampling, he represents the population with a separated small group. This process is important since it is impossible to observe, contact, survey, etc. the whole population. The sample is taken from the following three specialized faculties:

- Faculty of Education, (Gezira University).
- Call and Information, (The Holy Qurān University).
- Economics and Adm. Sciences, (Al-Ahliya University).

3.3. Procedure for Conducting the Questionnaire and Observations

The researcher uses only the results of eight questions out of the 15 ones of the close-ended questionnaire. (Underneath is the questionnaire). This questionnaire consists of three domains each of them has a direct relationship with one of the three hypotheses of the study. The researcher gives the questionnaire to the students and lets them think over the views contained in its questions before giving their own opinions about these views. After that, the students prepare their answers in classes. Moreover, the researcher makes use of observations as a qualitative method which is done via direct interaction to explore teachers' behaviours as well as students' behaviours while they are in their classes. Furthermore, the researcher uses the descriptive method to describe, organize and summarize the data by making use of the above tools. Afterwards, the questionnaire and observations are conducted. Afterwards, the researcher makes use of the SPSS programme to compute the data. Ultimately, he analyzes the data by giving narrative description and interpretation.

4. Results and Discussion

The close-ended questionnaire contains 15 questions. These questions are set under three guides (domains) as follows:

- Students' confidence and motivation to communicate in English, (8 Questions).
- Students' exposure to use EL inside and outside the classrooms, (6 Questions).
- Students' proficiency in using English Language in communication, (6 Questions).

The researcher, also, uses an observational method to study classroom events. He chooses these two tools as most appropriate for exchanging and evaluating ideas about the weakness of English language proficiency of Sudanese tertiary students.

4.1. Restating of the First Hypothesis

The result of table (1) below, with its negative response of 90 percent means that the students of Gezira State universities are not confident enough to communicate in English. To be certain of this result, the researcher asked them about the reason, and then most of them said that they enter secondary school with low standard especially in speaking skills. Then, the researcher has attended ten lectures in different faculties, and then collects detailed qualitative data - from inside the lecture rooms - about whether the students of Gezira State universities are confident enough to communicate in English or not. Finally, the researcher notices that English language teachers do not use effective type of teaching, yet on

the contrary they use traditional form of instruction. As for the results above, the researcher states that these results agree with the first hypothesis (that), 'Students, of Gezira State universities, can communicate in English effectively if they are confident and motivated enough.'

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	10.0	10.0	10.0
	no	36	90.0	90.0	100.0
	Total	40	100.0	100.0	

Table 1: Q1: Are You Confident Enough to Express Yourself Properly in English?

This result of table (2) underneath, does not oppose the above-stated result of table (1). Both results show, clearly, that the students of Gezira State universities are not motivated and confident enough to communicate in English. In connection with the preceding findings, the researcher claims that the study has operated since there is an agreement between the results of the direct observations and the close- ended questionnaire. Thus, these results supported the first hypothesis of the study which read: 'Students, of Gezira State universities, can communicate in English effectively if they are confident and motivated enough.' Moreover, these results agree with Linda D, et al. (2020) above statement (p.122).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	5.0	5.0	5.0
	no	38	95.0	95.0	100.0
	Total	40	100.0	100.0	

Table 2: Q2: Do You Have Motivation to Speak English Confidently Inside and Outside Classrooms?

4.2 Restating of the Second Hypothesis

The following three tables from (3) - (5), which are almost 100 % negative, show that students at Gezira State universities have no exposure to communicate in English inside and outside their classrooms. Furthermore, and with regard to observations results, the researcher asserts that most of the students, at Gezira State universities, have no chances to speak the target language inside and outside their schools. He, also, claims that, the lack of practicing English language is because of the short time in which English lessons are delivered. These observational findings agreed with the above results of the close- ended questionnaire. Then, each one of them strengthens and supports the other. In this case, the researcher declares that all these results reflect the second hypothesis that, 'The students, of Gezira State universities, can use English Language outside their classes properly if they have good exposure.' Furthermore, these findings close to Hijab M. Al-Qahtani (2018) view about factors that impact the EFL learners who have poor performance in English language learning and that is because they treat an insufficient or lacking of exposure to the target language as there is a limited opportunity to use it outside the classrooms. (p.1300).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	0.0	0.0	0.0	0.0
	no	40	100.0	100.0	100.0
	Total	40	100.0	100.0	

Table 3: Q3. Don't You Listen to Texts Of EL Being Read by English People?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	0.0	0.0	0.0	0.0
	no	40	100.0	100.0	100.0
	Total	40	100.0	100.0	

Table 4: Q4. Did you use to travel to English Speaking Countries?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	5.0	5.0	5.0
	no	38	95.0	95.0	100.0
	Total	40	100.0	100.0	

Table 5: Q5. Were You Enjoyed Watching EL Videos?

4.3. Restating of the Third Hypothesis

These three tables from (6) - (8), which are exactly 100 %, show that the Students of Gezira State universities, have an impaired English language proficiency and they are not fluent and confident enough when using the English language in communication. The observational results-qualitative results- which are discussed above in detail- agreed with the quantitative results of the close- ended questionnaire, and at the very same time they are supported by them. This is being the situation; all these results reflect the third hypothesis that 'Students of Gezira State universities will have proficiency in the target language/ English language if they utilize it in communication.' They are also corresponding to the

former opinion of Gerald Ford (2016) on the importance of effective communication, when he stated clearly that, 'If I went back to college again; I'd concentrate on two areas: learning to write and to speak before an audience. Nothing in life is more important than the ability to communicate effectively.' (n. p.).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	0.0	0.0	0.0	0.0
	no	40	100.0	100.0	100.0
	Total	40	100.0	100.0	

Table 6: Q6. Were You Enjoyed Watching EL Videos?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	0.0	0.0	0.0	0.0
	no	40	100.0	100.0	100.0
	Total	40	100.0	100.0	

Table 7: Q7. Do You Feel You Have Skills & Abilities to Communicate in EL Effectively?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	5.0	5.0	5.0
	no	38	95.0	95.0	100.0
	Total	40	100.0	100.0	

Table 8: Q8. Will It Easy and Simple for You to Write an Official Letter in English?

5. Findings and Recommendations

5.1. Findings

The factors below are a brief summary of the study points which are abstracted from some previous studies, the observational comments, and the close-ended questionnaire responses. These points comprise the reasons for the weakness of EL proficiency- in Gezira State universities.

5.1.1. Reasons of the Weakness of English Language Proficiency in Sudanese Universities

The points below are considered to be the major attributes to the weakness of English language proficiency in Sudanese universities:

- Students, of Gezira State universities, are not confident and motivated enough to communicate in English effectively.
- Students, of Gezira State universities, have no good exposure to use English Language outside their classes properly.
- Students, of Gezira State universities, have no good proficiency in the target language that enables them to utilize it in communication.
- There are many characteristics of both effective teaching and effective learning of English which are not adopted by English Language teachers in Sudanese Universities who are, merely, subject experts and not qualified teachers.
- Teaching English Language in Sudanese Universities is not satisfactory as most of the teachers fail to motivate their students while they are teaching.
- Teaching English Language in Sudanese Universities does not reflect the principles of effective learning, since it does not make use of the underlying activities of the disciplines it deals with.
- There are many qualities, of a good teacher which are not utilized by some of English Language teachers in Sudanese Universities who teach English as a FL. As a result of that, the teaching of these teachers is not effective, since they are not well-qualified.
- There is a lack of adequate information in the side of some of the English Language teachers in Sudanese Universities. Most of these teachers cannot deploy the principles of effective teaching. That is because they are subject experts and not professional teachers.
- Considering the preceding remarks, it is evident that English Language teachers in Sudanese Universities need to have a gap of information between them and their students, particularly in the field of teaching.

5.2. Recommendations

5.2.1. A Framework for Remedy

To remedy the English Language problem of the weakness in Sudanese university students' performance, the researcher presents the following recommendations as a framework by which English Language teachers can deal with such a problem:

- Assign the more experienced members of the staff to have a positive professional responsibility to their younger, unqualified and less experienced colleagues at schools.

- Introduce professional supervision and guidance.
- Enhance the English teachers' personal culture and self-education.
- Encourage Sudanese qualified teachers abroad to rejoin the teaching profession so as to benefit from their experience.
- Introduce extra-curricular activities to arouse students' interest.
- Start English earlier at the basic level.
- Review curricula and syllabi from time to time.
- Use technology to make teaching and learning EL more interesting.

In addition to the above-mentioned points which comprise a framework for remedy, the researcher submits the sub-headings below as detailed clues for solving the problem of English language weakness in Sudanese university students' performance:

5.2.2. Stimulate and Motivate the Students

To solve the problem of weakness in Sudanese university students' EL proficiency, the researcher recommends the following points for EL teachers who want to motivate their students:

- Be interested in what you are teaching.
- Make your topics interesting with pictures, stories, etc.
- Vary your learning activities, by using; debates, games, group and pair work, presenting play lets, mock interviews, problem-solving, role-playing, etc.
- Vary your teaching method as well as your voice.
- Make good introductions to your topics.
- Make sure that your work is well graded.
- Respond to your students' needs.
- Give your students opportunities to participate by; asking them questions, involving them in group or pair work, and giving them written or practical exercises.
- Do not guide and control your students too much.
- Create among your students a feeling of security and confidence.
- Give easier questions to weaker students and tougher questions to brighter ones.
- Reward good work.
- Mark and return your students' work promptly.
- Have all the apparatus ready when using technology.

5.2.3. Deploy the Principles of Effective Teaching

In order to remedy English language deterioration in Sudanese university students' performance, the researcher recommends the following points for English language teachers who want to deploy the principles of effective teaching for effective learning:

- Try to establish and exploit what the learners already know, as English language learning is a developmental process.
- Use group work to build on existing social relationship, as group work increases language practice opportunities. In addition to that, it improves the quality of student talk, helps to individualize instruction, promotes a positive affective climate, and motivates learners to learn.
- Work hard to incorporate greater use of oral English within the lecture rooms.
- You have to know that, English can be learnt arbitrarily, while you are thinking about something else.
- There must be matching between the learners' knowledge of their subject specialist and their linguistic knowledge.
- After having the necessary knowledge, to make things meaningful students must use that knowledge.
- In teaching English language, emphasis should be on pair or group work, problem solving and other activities which allow for students' differences.

6. Conclusion and Future Research

To sum up, there is really a formidable feebleness of English language competency of Sudanese tertiary students. This weakness is in general education and in higher education as well. The causes discussed above are attributed to many factors including: the policy makers, the teacher and his training, the student himself/herself, the school, the family and its social and economic status, etc. These factors are considered to be the major attributes to the decline in the performance of students in English Language in general education, and in tertiary level likewise. To solve the above-named problem, the researcher did the best of his efforts to write this paper which typically focuses on how this feebleness is impressive. Therefore, he claimed that, there should be a strong administrative leadership; a shared decision-making among teachers, administrators and parents, a collaborative school and community relationships, and effective strategies for solving this problem.

The researcher hopes that this study to be as a real contribution in its field and to enrich future research works. Furthermore, he claims that two features can be gained from this study. First, the study will be of importance as it is on an issue of the field of education. Second, may help in giving teachers academic information that concerning their career. The

researcher looks for the specialized audiences particularly in the countries in which English language is treated as foreign language- audiences such as; interested readers, teachers who are concerned with EFL, and those who work in the field of LT and applied linguistics- to carry on further researches in this area of knowledge.

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Questionnaire
(With Close- ended Questions)

Faculty:

Education Level:

Would you please, note that the purpose of this questionnaire is merely to help in writing a research paper, and that there are no right or wrong answers. Please, respond to each of the questions below, immediately, by making a (✓) in the appropriate box as an immediate response is generally best.

<i>Students' confidence and motivation to communicate in English</i>		Yes	No
1	Does your EL teacher use comment like; 'that's better' to encourage his students?		
2	Do learning activities, which your EL teacher uses with the class, interesting?		
3	Are you confident enough to express yourself properly in English?		
4	Is your EL teacher used to give you more opportunities to form your own questions?		
5	Does your EL teacher always praise students who express themselves properly in English?		
6	Do EL subjects interest you?		
7	Do you have motivation to speak English confidently inside and outside classrooms?		
8	Is your EL teacher used to make his teaching interesting by using pictures, technology, etc.?		
<i>Students' exposure to use E L outside the classrooms</i>		Yes	No
1	Don't you listen to texts of EL being read by English people?		
2	Were you enjoyed watching EL videos?		
3	Have you got any idea to organize your time to support using EL outside classrooms?		
4	Did you use to travel to English speaking countries?		
5	Does your EL teacher often encourage you to speak in English outside the classrooms?		
6	Does your EL teacher often encourage you to use English outside classrooms?		
<i>Students' proficiency in using English Language in communication</i>		Yes	No
1	Do you like EL classes?		
2	Do you have chances to speak EL inside and outside classrooms?		
3	Do you feel you have skills and abilities to communicate in EL effectively?		
4	Have you clear goals with regard to EL proficiency?		
5	Was there enough time to navigate the internet for EL proficiency?		
6	Will it easy and simple for you to write an official letter in English?		

Table 9