

THE IMPACT OF FEAR OVERCOMING ON ENHANCING ORAL COMMUNICATION FOR SUDANESE EFL STUDENTS

Dr.Rehab Elsanousi

Assistant professor- English Language Department, Faculty of Arts- Hail University

Dr. Abdelrahman Mohammedain Abdelrahman Ahmed

Associate Professor, EL Imam EL Mahadi University – Sudan

abogamals1977@gmail.com

Dr. Mahadi Hamad Elballa,

Assistant Professor, EL Imam EL Mahadi University- Sudan

ABSTRACT: *This paper aimed to investigate the impact of fear overcoming on enhancing oral communication for Sudanese EFL students. A teachers' questionnaire was used to collect the students' stand points about of our questions that subdivided into statements to be responded by the students. The data was analysed by adopting (SPSS) program. The results reveal the following: Sudanese EFL students feel nervous and shy when they try to speak English. Sudanese EFL students afraid of facing the experience of speaking English. Sudanese EFL students feel that they will never master spoken English. The researchers recommend that a new method of teaching should be adopted to help students to overcome fear, students should be motivated to learn English language, and they helped to build self confidence that English language can be studied and mastered.*

KEY WORDS: impact, oral communication, fear, sudanese, EFL , students

INTRODUCTION

Oral and written communication skills are very important predicting job success and success in getting education because they enable the communicator to communicate well with others. A lot of Sudanese EFL students feel nervous or shy, struggle to understand what someone is saying to them despite years of study, embarrassed about their pronunciation or worried about slow speaking, frustrated that despite all the time they've invested in learning English they still can't speak it, it difficult for them to actually use English in their job, travels, or studies and feel that they'll never master spoken English. A great deal of EFL learners are stressed and frustrated about their speaking ability. Some feel completely hopeless and feel they'll never be able to speak English powerfully and automatically. Not because they are bad at languages, but because, like you, they've been taught using the wrong methods of teaching! So, the main aim of this study is to investigate the impact of fear overcoming on enhancing oral communication for Sudanese EFL students. The main hypothesis of this study is that a lot of Sudanese EFL university students are not

taught to speak English both quickly and with more precision. Moreover, they have a lot of problems related to the way that they speak English language.

Statement of the Problem

It is a global problem, even after years of studying English students failed to speak language fluently. They were bored, frustrated, stressed, and nervous when learning English as general and speaking as particular. They have been trained to be passive, fear to make mistakes, and search for just one right answer. Most English learners are stressed and frustrated when they try to speak English language and some of them some feel nearly hopeless. They have spent some years in English classrooms. They have spent years memorizing grammar rules and vocabulary lists and studying for exams only! (AJ,Hoge).

Our teaching experiences in Saudi Arabia and Sudan convinced us that something is wrong with English education. Everywhere we went, it was the same situation. The students were bored, frustrated, stressed, and nervous. Most students, even after years of studying English, failed to speak the language fluently. One of my students, Estella from Kenya, described this combination of failure and stress as “English dilemma.” She felt that learning English was boring and stressful and speaking English was even worse. In fact, the thought of speaking to a native speaker immediately made Estella feel extremely nervous and shy. She felt she had developed a psychological problem with English.

Throughout our teaching career we’ve met many students who had similar feelings about English difficulties though most people feel they must learn to speak English, very few seem to enjoy it. Most who learn the language struggle with the same feelings of nervousness and frustration? A lot of schools, everywhere in Sudan and in the world, use the grammar translation method. As the name implies, the focus of this method is on grammar analysis and the memorization of translated vocabulary. This method breaks English into an endless series of grammar formulas to memorize. Of course, each grammar formula has exceptions and these must be memorized too. Schools like the grammar translation method because it appears to be serious, academic and complex. The grammar translation method fits the way schools teach most subjects — with textbooks, lectures, notes, memorization, and tests. The only problem, as you know, is that it doesn’t work. In real conversations, there simply is no time to think about grammar formulas and their exceptions. The failure rate for this method, therefore, is absolutely horrible. Despite the failure of most students to speak English fluently, schools continue to use this method. This is an epic failure of our education system. What happens if the student provides a different answer? They are punished with a lower score. Students are smart, and they quickly understand that in school, mistakes are bad and must be avoided. They also understand that truth is unimportant and the best way to succeed is to simply give the answer that the teacher wants (we know some of our teachers prefer to write only the teachers answer). When a student, already feeling nervous, tries to speak English with the whole class listening. They are just learning, so of course they will make mistakes. When the teacher corrects these mistakes, the student is embarrassed and becomes even more nervous. Eventually, most students try to avoid speaking English because the situation is so painful.

By punishing and correcting mistakes, schools punish risk taking. Little by little, they train students to avoid risk and avoid doing anything they can't do perfectly. Yet there is no perfection with English speaking. Even native speakers make mistakes. We make grammar mistakes. We mispronounce words. We forget vocabulary words. It doesn't matter, because we are focused on communicating, not on tests and grades.

LITERATURE REVIEW

What is communication?

Sean McPheat, (2010) 'communication is the art and process of creating and sharing ideas'. It involves getting information from one person. It is more than that, to communicate effectively involves having the information relayed while retaining the same in content and context. Simply it means I tell you something and you understand what I have told you. It involves the reception of the information as much as the delivery of that information. It is the art of creating and sharing ideas. To make communication successful, a lot of activities and strategies should be followed.

David Crystal, (2008:89-90) Communication refers to the transmission and reception of information (a 'message') between a source and a receiver using a signalling system. In theory, communication is said to have taken place if the information received is the same as that sent: in practice, one has to allow for all kinds of interfering factors, or 'noise', which reduce the efficiency of the transmission (e.g. unintelligibility of articulation, idiosyncratic associations of words). One has also to allow for different levels of control in the transmission of the message: speakers' purposive selection of signals will be accompanied by signals which communicate 'despite themselves', as when voice quality signals the fact that a person has a cold, is tired/old/male, etc. The scientific study of all aspects of communication is sometimes called **communication science**: the domain includes linguistics and phonetics, their various branches, and relevant applications of associated subjects (e.g. acoustics, anatomy).

Human communication may take place using any of the available sensory modes (hearing, sight, etc.), and the differential study of these modes, as used in communicative activity, is carried on by semiotics. A contrast which is often made, especially by psychologists, is between **verbal** and **non-verbal communication (NVC)** to refer to the linguistic v. the non-linguistic features of communication (the latter including facial expressions, gestures, etc., both in humans and animals). However, the ambiguity of the term 'verbal' here, implying communication that language is basically a matter of 'words', makes this term of limited value to linguists, and it is not usually used by them in this way.

Communication science

The scientific study of all aspects of communication; sometimes referred to as the **communication sciences**. The domain includes linguistics and phonetics, their various branches (e.g. psycholinguistics, sociolinguistics), and relevant applications of associated

subjects (e.g. acoustics, anatomy, neurology). All modes of communication are involved – spoken, written and signed.

Speaking English language easily

A.J Hoge(2014 :)Tells about her 15 years' experience in teaching English. She said that her students were exited to initiate a conversation and she also exited to teach them. She used the usual way of teaching English such as using textbooks and focusing on teaching grammar thinking that this was the best way to teach, and none of her students complained. The teacher thinks that students need to be motivated to speak English. We have to encourage them and to help them to speak English fluently rather than accurately. First of all students will speak hesitantly and unnaturally making grammatical mistakes with even the simple sentences. Students' pronunciation is difficult to understand when they begin to learn speaking English. Finally they may feel nervous every time they try to speak English. Speaking English was a painful experience for them because they use the traditional method of speaking English. According to the researchers' experience of teaching English language at some Sudanese universities, EFL university students are extremely frustrated after so much effort they barely improved and couldn't understand why they had not. Although the students follow all the traditional methods, techniques and activities such as the standard textbooks and the standard classroom activities, but the result was so frustrated. so it is a challenge for English language teachers because the objectives are not achieved. Something has to be changed may be related to the method of teaching.

A.J Hoge(2014)'I was sitting at the front of the class next to the main teacher, who was Japanese. As the students came into the room, they saw me and giggled nervously. They sat down and continued to shyly glance up at me'. Using traditional method of teaching and don't helping students to overcome the natural fear of learning a new language will not help students to learn English easily. The researchers observed that a lot of these successful speakers were independent students who mastered spoken English outside of school. Most of them used similar methods. Most of the students avoided the traditional methods used in most universities and schools. The way of teaching speaking skill must be changed. New strategies must be adopted in classes to enable the students to improve quickly. Then they learned to speak easily and powerfully.

How to overcome fear to have a successful communication

There are a lot of strategies and plans that can be used by Sudanese EFL Students to overcome fear to enhance oral communication. One of these plans is to leave the old education system behind. The main concern of this strategy is to help EFL students to overcome pressure, the stress, the fear and the boredom when learning speaking English. it is the natural method of teaching English in which fun, friendly, and energetic students are three. The opposite of most school classrooms. There is no pressure – just friendly encouragement and support. So, this is one of the best way to help students speak excellent English. one of the tremendous way that we have ever come across is Effortless English club which was introduced by A.J. Hoge. It includes include seven essential rules for learning English, which have led countless students

to fluency. The teacher created audio courses and began offering them online to English students around the world to create an international English learning community where students can communicate with other members. This is aiming to create an environment that encouraged confidence and success with English, because so many learners struggle with nervousness, shyness, frustration and fear when speaking. In fact, for many people these negative emotions are the worst part of speaking English. There is appositve environment in which mistakes are ignored to encourage fluency at first. The members of the group are helping each other to overcome fear and build self-confidence. Also the strategy reveals the way students can use to re-program their negative emotions about speaking English, develop confidence when speaking, and follow a powerful and effective road to fluency.

According to Bartlett (1919) people know our character's qualities via our words, different situations, in a job interviews, our speech with commoners. Sometimes we feel anxious because of the others evaluation. Communicating well depends on our self-image and the way that we present our self to the situation of communication and the way that other evaluates us which can destroy or enhance the way we speak.

James Mc Crockery cited in Bartlett (1919) presents his own definition of communication apprehension as the individual fear or anxiety associated with either with real or anticipated communication with another person. According to him it is a psychological response to evaluation. it sometimes quickly becomes physical one as our body response to the threats the perceives. Bartlett (1919) mentions eights myths about communication apprehension. Some of them surround the discomforts of speaking anxiety. Most of them mislead us by directing our attention away from having effective strategies of getting rid of anxiety:

- 1- People who suffer from speaking anxiety are neurotic.
- 2- Telling a jock or two is always a good way to begin a speech.
- 3- Imagine the audience is naked.
- 4- Any mistake means that you have "blown it".
- 5- Avoid speaking anxiety by writing your speech out words and memorize it.
- 6- Audiences are out to get you.
- 7- You will look to the audience as nervous as you feel.
- 8- A little nervousness helps you give a better speech

Getting rid of the above myths helps you to have a good speaking skill and better communication. Janet, E. Esposito, M.S.W.(2007P:5)the following are the reasons of fear in public speech and how to overcome it. Experiencing panic and dread of public speaking or performing often creates feelings of shame and a feeling of being alone in your suffering.

- Continuing to avoid situations of public speaking or performing tends to worsen the fear over time.
- There is a way out of this problem!

- To overcome this problem, you must make a full commitment to do what it takes to learn and apply the principles and strategies that reduce fear and build confidence in yourself in this area.
- You have the right to fully and comfortably express yourself in front of others and to not be held back by this fear any longer!

Grammar is not more important than psychology and vocabulary

A lot of Sudanese EFL students study English for a long time but they are passive, fear to make mistakes, and search for just one right answer, most English learners are stressed and frustrated. Some feel nearly hopeless. They have been memorizing grammar rules and vocabulary lists. They have spent years studying for passing exams. In spite of the effort, most English learners are frustrated. Many struggle with even simple conversations. Many feel nervous any time they must speak English. They can memorize countless grammar rules, yet even simple conversations feel difficult.

When the students try to speak first of all they think about grammar and translations. They think of a sentence in their own language, then they translate it to English, then they think about the grammar, and they speak.

According to A, J (2014:19) if you think about translations and grammar during a real conversation, you will quickly become lost. According to above quotation, thinking of grammar and getting the right vocabulary will make your speech hesitant become frustrated by your lack of understanding usually become even more nervous.

To put an end of this problem, we need to completely change our beliefs about education and completely change the way we learn English. We need to change psychology and the method of learning speaking English language. Psychology is probably the most important element for success with English speaking. When you think of your own English speaking, you'll realize that your nervousness, lack of confidence, and frustration are major problems that face you in speaking English. We need effective psychological system, you will struggle to find success with even the best language teaching method. Students need to differentiate difference between knowledge and skill. Knowledge is something you analyse and think about whereas skill is something you do. Knowing the past tense is useless. You must be able to use the present continuous instantly and automatically in real conversations. If you want to speak English fluently, you have to concern English skill, not English knowledge. You need to repeat what you have studied again and again. This is one of the secrets to speaking faster and to really learning grammar and using it correctly. Then you will use English more naturally and automatically.

On the first day, concentrate on just learning the vocabulary. On the next day, play a game where you're just trying to understand the audio completely without the text. A day later, play a sentence, pause the tape and shout the sentence. Copy the speaker's rhythm, tone, and emotion. Work on your pronunciation. Next, try a game where you play two sentences and

then repeat them loudly, with emotion. The next day, return to just listening and understanding. Basically, each day you shift your focus on the same material so that you learn from many different angles. The important thing is that each repetition you do has a purpose.

Effortless English™ system

This system of learning speaking skill was introduced by A.J. Hoge. (2014). So what is Effortless English™? By "effortless" I certainly don't mean lazy English. On the contrary, "effortless English" is going to be the result of the work you put in every day. By following my system, you will make progress and achieve the result of speaking naturally and a "effortlessly" (unforced, without stress, hesitation or nervousness). In other words, "effortless" is the result, not the beginning. Your goal is to speak English effortlessly. You want the words to flow out without thinking, without translating, without worry or hesitation. You want to speak English just as you speak your own native language. Effortless speaking is the final result, and sometimes it takes a lot of effort to become effortless! It is possible, however, to thoroughly enjoy that effort. The example I like to use is that of an athlete or artist "in the zone." "In the zone" means performing excellently and effortlessly. When an athlete is "in the zone" at one level, they are working very hard – expending a lot of energy, pushing, totally focused. However, when they are enjoying themselves and completely focused, the activity FEELS effortless to them. There is no feeling of forcing, straining, etc. In fact, the name Effortless English™ was inspired by the Taoist idea of "wuwei" or effortless effort. It's a description of that flow state where you can be expending a lot of effort and yet it feels totally effortless and natural, not forced.

So the point is that Effortless English™ is not about laziness, quick fixes, or impossible scams... but rather about finding that state of "effortless effort" or "wuwei." Effortless English means you speak English fluently. You don't struggle as you speak. You don't feel nervous or stressed. You don't think about grammar rules or translations. When you speak English effortlessly, you communicate your ideas clearly. You express your feelings powerfully. You focus on connecting with other people, not on conjugating verbs. You thoroughly enjoy the process of speaking English as you work, travel and learn

The Objective of the Study

This paper aims to achieve the following Objectives

1. To investigate the reasons that make Sudanese EFL students feel nervous and shy when they try to speak English.
- 2- To answer the question that why Sudanese EFL students afraid of facing the experience of speaking English.
- 3-To reveal the problem that face Sudanese EFL students in pronunciation and making them worried and speaking too slowly.
- 4- To find out the reasons behind making Sudanese EFL students feel that they will never master spoken English.

The Questions of the Study

This paper aims to answer the following Questions

1. To what extents do Sudanese EFL students feel nervous or shy when they try to speak English?
- 2- To what extent do Sudanese EFL students afraid of facing the experience of speaking English?
- 3-To what extent do Sudanese EFL students embarrassed about their pronunciation and worried about speaking too slowly?
- 4- To what extent do Sudanese EFL students feel that they will never master spoken English?

The Hypotheses of the Study

This paper aims to verify the following hypotheses

1. Sudanese EFL students feel nervous and shy when they try to speak English.
- 2- Sudanese EFL students afraid of facing the experience of speaking English.
- 3- Sudanese EFL students embarrassed about their pronunciation and worried about speaking too slowly.
- 4- Sudanese EFL students feel that they will never master spoken English.

METHODOLOGY

This study is descriptive analytical one. A questionnaire was constructed as a tool to collect data because we thought that it would be the easiest way for us to collect data and interview for English language teachers about the impact of fear overcoming to enhance the oral communication for Sudanese EFL Students.

The questions of the interview will primarily be answered by English language teachers. The statements of the questionnaire will be answered by English language instructors, White Nile University and University of Elimam Elmahadi .The answers of the student's questionnaire and the instructor's interview will be analyzed by using SPSS and textual analysis. And it uses mixed qualitative and quantitative methods in combination with some relevant research findings of textbook compilation principles and textbook evaluation theory. It intends fist to conduct the comparative analysis of the three versions of textbooks through the base of the theoretic framework, secondly the comparative analysis of specific contents such as the arrangement of pragmatic and linguistic knowledge, the design for cultivating linguistic activities, and learning strategies. Thirdly it investigates teachers and students' views about the current-use textbooks and recommendations to the textbooks compilers, so that future textbooks will be better to meet the needs of high school English teaching. Furthermore, it will put forward some suggestions about how teachers take the use of textbooks

Analysis and the discussions of the study:

In this section, the researchers deals with the society and sample of the study, presenting, analyzing and discussing the data of the study, explaining the methodology used to describe

the sample and the data collection tool used in the questionnaire and the statistical methods used to prove the validity of the hypotheses,

Society and Study Sample:

The study population consists of Elimam Mahdi University' in the Sudan, and the sample of the study is some students that were selected from university using simple random sampling method.

Data collection method:

After reviewing the literature of research and previous studies, the researchers designed a questionnaire to suit the subject of the study and its objectives, in order to collect data from the sample members. It was considered that the questionnaire is comprehensive to measure the problems that face students in speaking and communication, for the subject, related to students and teachers, on this basis, the questionnaire was designed:

Questionnaire includes 12 items spread across five Likertian hypotheses ranging from (agree, neutral, disagree,) I strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1) where I strongly agree and agree with the positive side, Negative, while neutral means the frequency of the answer in the sense of uncertainty and thus are excluded in the provision and the table below shows the distribution of weights on the approval levels.

Test the validity of the questionnaire:

Prior to the final formulation and publication of the questionnaire, the researchers tested the validity of the questionnaire to ensure that the questions were formulated in a clear manner, away from any ambiguity or ambiguity, and the comprehensiveness and integrity of the questionnaire. It was presented to three professors who specialize in English language literature. These referees reviewed the questionnaire and presented their observations and recommendations which were taken into account by the researchers in preparing the questionnaire in its final form, as shown in Annex 1.

Stability Test:

For the purpose of testing the internal consistency of the search variables, and for the questionnaire in general, the researchers used the Alpha Cronbach coefficient, which theoretically values between 0 and 1, and the closer one approximates high stability, The study was conducted according to the rule of "all fixed stable test" and is considered the statistically acceptable value of Alpha Kornbach (60%) The test of the credibility of the responses of the respondents was conducted and the results of the test as shown below:

The result of the stability test for research hypotheses is greater than 60%. These values mean that there is a high degree of internal stability for all axes The first hypothesis (94%), the second hypothesis (99%), The overall stability of the hypotheses (96%) is explained by the fact that the level of stability is high for all hypotheses and that the parameters used by the

researchers to measure hypotheses have the internal stability of their terms. This enables the researchers to rely on these answers in achieving the research objectives.

Hypothesis (1): Sudanese EFL students feel nervous and shy when they try to speak English. All statements expressing the first hypothesis (Most students' mistake when they speaking English) are higher than the standard mean (3). This result indicates that the sample members agree and supported the first hypothesis.

Hypothesis (2): Sudanese EFL students afraid of facing the experience of speaking English. This hypothesis is also accepted according to the analysis of (SPSS) so most students even after years of studying English failed to speak the language fluency. So, all statements are expressing the second hypothesis. And the thought of speaking to native speaker immediately made Seiko feel extremely nervous and shay.

Hypothesis (3): Sudanese EFL students embarrassed about their pronunciation and worried about speaking too slowly. All the statements express this hypothesis. And that due to most schools use the grammar translation method in learning English language.

Hypothesis (4): According to (SPSS) Sudanese EFL students feel that they will never master spoken English, with the standard deviation is (.75) whereas the mean is (4.25), so the hypothesis is accepted.

CONCLUSION

We conclude our study with the EFL students feel nervous and shy when they try to speak English, students afraid of facing the experience of speaking English. EFL students embarrassed about their pronunciation and worried about speaking too slowly and EFL students feel that they will never master spoken English.

References

- A.J Hoge(2014) Effortless English , learn to speak English like a native1702 A. Street, Ste. C Sparks, NV 89431.
- Bartlett, J(1919) Familiar quotations (10th ed.) Rev. and enl by Nathan Haskell Dole and company. Retrieved from Bartlett.com website:[http://www. Bartlett.com\100](http://www.Bartlett.com)
- Bourne, E., 1995. *The Anxiety & Phobia Workbook*. California: New Harbinger Publications.
- Davis, M., E.R. Eshelman, and M. McKay, 1995. *The Relaxation & Stress Reduction Workbook*. California: New Harbinger Publications.
- Harris, T., 1969. *I'm OK-You're OK: A Practical Guide to Transactional Analysis*. New York: Harper & Row Publishers.
- Jacobson, E., 1938. *Progressive Relaxation*. Chicago: University of Chicago Press.
- David Crystal (2008) A dictionary of Linguistics and Phonetics: ISBN: 978-1-405-15296-9 , sixth edition

- Janet , E. Sposito, M.S.W.(2007P:5)Overcome Your Fear of Public Speaking and Performing,
The SpotLight, LLC PO Box 494 Bridgewater, CT 06752 ISBN (10) 0-9742966-2-7
Sean McPheat , MTD Training(2010) Effective Communication Skills ,Ventus Publishing
APS.
- Robbins, A., 1996. *Personal Power II: The Driving Force* (audiotapes). California: Robbins
Research International, Inc.
- Wrightson, C. *America's Greatest Fears*, Health, Jan/Feb 1998, Vol.12 Issue 1, p.45.