The Importance of Teaching English Language to Adults Working Staff at Sudanese Universities.

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Abstract

This study entitled "The importance of Teaching English Language to Adults working staff at Sudanese Universities".

The main aims of the study is to find a suitable syllabus design of English language proficiency for adults working staff members at Sudanese universities depending on the increasing necessity of English language nowadays. The importance of the researcher springs forms the purposes of studying English language for like and living standards. Quite a number of migrants missed their jobs in west because of their little knowledge of English language. As a reaction of the condition of the market jobs this studied is prepared to meet the increasing challenges of the life in the world. The targeted subjects examined and tested the study is the population of kordufan Universities working staff both literate and illiterate. And after the interview , the researcher prepared the suitable material for each group.

المستخلص:

جاءت هذه الدراسة بعنوان أهمية تدريس اللغة الإنجليزية للكبار العاملين بالجامعات السودانية.

تهدف هذه الدراسة إلى إيجاد تصميم مناسب لإتقان اللغة الإنجليزية للكبار العاملين في الجامعة السودانية اعتماداً على الضرورة المتزايدة للغة الإنجليزية في الوقت الحاضر. تشكل أهمية تواجد الباحثين غريض دراسة اللغة الإنجليزية لمعايير الحياة والمعيشة. غاب عدد كبير

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Background

Learning English language has become a life necessity more than ever before. Quiet many people seek to catch up with English language despite of their age. The world is moving very softly towards the revolution of the information technology, accompanied with the birth of new words and terminologies which require update knowledge for explaining the catalogues of the technical inventions. Adults who immigrated outside their countries to the West faced a lot of difficulties because they are non native speakers of English language, especially the oral skill, which is needed now and then according to the different situations. Therefore the mastery of English language is an urgent needs for all to fitful the needs more easily. This study is specifically designed for Sudanese adults working staff at Sudanese universities so that they can overcome the constrains they may face. Lemon (1967) stated that spontaneously there should be motives and aspirations for adults learning ESL.
Statement of the Problems:

Over the last twenty years a growing number of Sudanese adults try to catch up with learning English language, despite of the varieties of their ages. This current of adults move towards learning English language focusing on learning speaking skill as a priority and later trying the other skills of the language because the account of speaking is graded at top of the language skills.

Objectives of the Study:

The researcher sees the following aims:

1- English language study has become a life necessity.
2- The revolution of information in the third millennium obliges every person to study English language.
3- The new invention of the internet and the computer language turned the face of life, because it is written in English language.
4- All catalogs of industries are written in English language which requires a knowledge of this language
5- English language is needed by the markets job.

Significance of the Study:

The study is significant for the respondents themselves to improve their English language skills and for living standards. It is also significant for the work by increasing the skills. It is also important for the companies and the markets jobs.

Questions of the Study:

1- Do adults really need to learn English language?
2- Does teaching English language to adults make their life up to date.
Hypotheses of the Study:

1- It is assumed that adults need to learn English language.
2- It is expected that the study of English language for adults will make up data current and reliable.

Limitations of the Study:

- The study will be limited to adults working staff in Kordufan universities.
- The area covered by the interview for collecting the data is Kordufan Universities altogether.

Methodology:

The researcher followed the descriptive analytical approach because it is suitable for the subjects of the study.

Population:

The population of the study is divided into two groups:

A- The first group is adults who are certificate holder varying from Ph. D holders to diploma holders and Sudanese certificate holders with different studies except English language specialists because English is not the goal of their study.

B- Illiterate adults who have no papers of education or have no certificate and they tend to learn English just for communication only.

Sample:

The researcher selected the following groups as a sample:

1- Fifteen sample of adults who are experts in different fields of study but not in English specifically regarding that
they have a background about English language but not professional

2- Fifteen of the sample who are illiterate doing different small jobs without certificates but they have a possibility to learn English

**Tools of Data Collection:**

The study used the interview only to examine to what extent the samples are able to response to the interview questions just on the elementary skills of English language communication.

**Design of the Interview:**

The interview: oral questions concentrate on measuring the background of the sample in the oral communication taking the account of questions about daily life treatments, the prescription of the catalogs of the industries the diplomatic forms of communication and the internet language

**Statistical Measures:**

The researcher used the chi-square value to measure the results of sample respondents for the interview questions.

**Literature Review**

**Background:**

**The Necessity of English Language for Adults and Family Literacy:**

Allan (2007) sees that: Studies of second language acquisition (SLA) focus primarily on spoken language. He provides valuable information about second language and the factors that influence language learning process" Quite many researchers have been done to provide courses for adults to
improve their communicative language. The complexities of adults' education and using English as a second language (ESL) instruction make researchers a problem in the field of language learning and investigating issues of culture, as well as tracking learner progress over time which is not easy when working with diverse and mobile learner population in varied learning context (e.g) work place, classes, general and (ESL) classes. However, the SLA literature gives important insights into language acquisition process that guide adults education and ESL instruction.

Factors Influence Adults Learning ESL:

Spontaneously there should be motives and aspirations for adults learning ESL. Leman (1967) comments that some learners learn a new language more quickly. This simple fact is known by all who themselves learned or taught a second language or to those who are using their second language at school.

Also there are some other crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal and external yet their complex interplay may determines the speed and facility with which the new language is learned.

Internal Factors:

Internal factors are those that the individual language learner brings with him or her to the particular learning situation:

1. Age:

Second language acquisition is influenced by the learner and children, who already have solid literary skills in their own language which seem to be in the best position to acquire a
new language efficiently. Motivating older learners can be very successful too, but usually, struggle to achieve native speakers equivalent pronunciation and intonation.

2. **Personality:**

Introverted or anxious learners usually make slow progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. Moreover, outgoing students will not worry about the inevitability of making mistakes. They will take the risk and thus will give themselves much more practice.

3. **Intrinsic Motivation:**

Intrinsic motivation has been found to correlate strongly with education achieve, clearly students who enjoy language and take pride in their progress will do better than those who don't:

4. **Extrinsic Motivation:**

It is also a significant factor. ESL students, for example who need to learn English in order to take a place in any job in Sudan or elsewhere in the world to communicate with a new English speakers are likely to make greater efforts and thus greater progress.

5. **Experience:**

Learners who have acquired general knowledge and experience are in stronger position to develop a new person who has already lived for example in three different counties and been exposed to various language and culture has a stronger for learning a further language than someone who has not had such experience.
linguists think that" learners who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who aren’t" so for example a Dutch child will learn English more quickly than an Arabic child.

6. Cognition:

In general it seems that students with greater cognition ability (intelligence) will make faster progress. Some linguistics believe that there is specific, innate language learning ability that is stronger in some students than in others

External Factors:

"External factors are those that characterize learning situation as follows"

1. Curriculum
2. Instruction
3. Culture and society
4. Motivation

Access to Native Speakers:

Linguists and experts suggested other further factors affecting second language acquisition.

The following factors affect second language acquisition

The three initials S,F and E are rafting to whether :-

S: Students
F: Family
E: Environment
There are lots factors affecting acquiring as a second language by adults but we can summaries them in the main strong ones as follows:

**Table 1:**

The following indicated factors are influenced by either students family or environment Seuren (1998) Classifies factors affecting acquiring and language

<table>
<thead>
<tr>
<th>Factors</th>
<th>Students (s)</th>
<th>Family (f)</th>
<th>Environment (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age</td>
<td>Maintenance in home</td>
<td>Environment outputs</td>
<td></td>
</tr>
<tr>
<td>2. Classroom culture</td>
<td>Language motivation</td>
<td>The role of the community</td>
<td></td>
</tr>
<tr>
<td>3. Expectation of learners</td>
<td>Literacy in home language</td>
<td>Length of mix with native speakers</td>
<td></td>
</tr>
<tr>
<td>4. Teachers expectation</td>
<td>Proficiency in home language</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>5. Facilities made to help a child learn English</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that the effect of various factors in acquitting second language for the learners:

Throughout the first part of this research we have introduced full background about how English language is a acquired by second language learners, and here we are in factor adults learning English as second language.

**Adults with Literacy and Certificate:**

Adults of course are classified into two types:

**Type One:** those who are already able to read and write or even some of them are graduate but tend to improve their communication skills all in speaking, reading and writing. Such adults need speaking of a specific syllabus that presents an efficient lesson in language proficiency to serve their issues in different fields.
For example, to be able to cope with internet language, translation, political representation dealing with catalogs literature medical presumption or elsewhere when they travel abroad where English language is only one language of communication as in European countries or in travelling by plane. For all these reasons English language is much needed.

Type Two: According to Clarke (1996): The other type to adults is those who are treat by means they have on least rate of education or cannot read or write. They also need English language program so as to know at least the minimum forms of oral communication.

So far, in both types there should be a syllabus design for teaching efficient English lesson so as to serve each type according to adults level and abilities.

Type Three:- literate adults program for learning English for proficiency purposes.

Many schools, and universities English departments design programs for teaching English for special purpose ESP so as to fitful the requirement of each group of learners in their specific field and in Sudan there are many programs of teaching English like:

1- The department of ESP in the Sudanese universities
2- Linguistics centers in universities.
3- SELTI. Sudan national for teaching English language
4- The British council.
5- The American centre.

Furthermore, there are many programs for teaching English such as radio programs and the T.V lessons. These programs are presented over more than seventy years or more in the BBC and the Arabic radio of Landon.
Types of Lessons Presented through the Radio English Programs:

1- Everyday English.
2- Advanced English programs.
3- A presentation of a speech or a word for a person with a translation in the Arabic language.
4- The BBC news in English language.

Today English language learning is everyday available through the internet and modern technology.

Programs of Oral Communication for Adults in English Language:

Literate adults are somewhat more aware of learning English language because they are post advanced learners. So they can learn more flexibly, conversantly and join each course programs (internet citation).

Nowadays programs of teaching literate adults is (English courses for adults). This academy has specially designed courses for adults looking to improve their proficiency in English. Whether by improving the overall communication task, English exam, or simply by developing the spoken skills.

Alien Suggested that" the following points are taken in the account as an innovative way and exciting too of English language skills.

Thus, English impact will make a positive differences to conversation, pupil speaking and groups discussion skills.

Introduction to create writing: introduction to creative writing course offers the opportunity to likeminded people who learn a variety of techniques to improve adults writing process and enhance creativity(2016 British Council).
The Role of the British Council:

There is a growing concern with the British council because of the experience world class teaching with internationally recognized and experienced teachers. Also learning English in a fun environment and interactive is at the heart of the cultural reactions work in the world. The British council is the world of learning English language. The certified teachers help adults learn English using a curriculum developed and proven through more than 75 years of experience and over more 110 counters. The English courses are designed in a round of specific needs of learners of all ages so whether wishing to improve the general levels of English developing careers or securing place of a university at home or the British council helps reaching learners goals. Study at the British council gives adults confidence to communicate fluently in English (2016, British council).

English Tables of Council:

According the BBC adults learning online) the following contents will be the right selection for adults:

1. General English.
2. Exam preparation (To EF or Cambridge Exam).
3. Work skill course.
5. Evening and weekend classes.

The above contents are very useful courses for adults who would like to improve their communication skills in different field of work (According to New Zealand the school on the beech 1989.

Furthermore, domains of learning English for ESP are topics covered include CVS. Finding jobs, interviews skills, meetings problem solving and term work.
The American English resources info) Email RELO. Pakistan RELO@ State government), this site affords students and teachers beside other careers a wide verity of free courses for teaching and learning English. The new American English website is an par ailed or line recourses centre for teaching and learning English language as a U.S culture. The site offers teachers and learners and adult learners I specific nearly 1000 educational resources, in addition to webinars and professional development opportunities to adults in their different field of work.

Table 2:

Literate Adults: Subjects showing their certificates jobs ages and their standard in English

<table>
<thead>
<tr>
<th>Subject</th>
<th>Job</th>
<th>Certificate</th>
<th>Standard of English Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agricultural Engineer</td>
<td>Master degree</td>
<td>Post Intermediate</td>
</tr>
<tr>
<td>2.</td>
<td>Agricultural Engineer</td>
<td>Bachelor</td>
<td>Post Intermediate</td>
</tr>
<tr>
<td>3.</td>
<td>Technician</td>
<td>Master in sciences</td>
<td>Post Intermediate</td>
</tr>
<tr>
<td>4.</td>
<td>Technician of computer</td>
<td>Diploma</td>
<td>Intermediate</td>
</tr>
<tr>
<td>5.</td>
<td>Assistant Prof.</td>
<td>PhD in Arabic</td>
<td>Rather good</td>
</tr>
<tr>
<td>6.</td>
<td>Technician</td>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>7.</td>
<td>Assist Prof</td>
<td>M., in Geography</td>
<td>Very good</td>
</tr>
<tr>
<td>8.</td>
<td>Librarian</td>
<td>PhD librarian</td>
<td>Intermediate</td>
</tr>
<tr>
<td>9.</td>
<td>T. A</td>
<td>Bachelor in Arabic</td>
<td>Intermediate</td>
</tr>
<tr>
<td>10.</td>
<td>T. A</td>
<td>Bachelor in Arabic</td>
<td>Intermediate</td>
</tr>
<tr>
<td>11.</td>
<td>T. A</td>
<td>Bachelor in sciences</td>
<td>Post Intermediate</td>
</tr>
<tr>
<td>12.</td>
<td>Technician</td>
<td>Diploma in Computer</td>
<td>Very good</td>
</tr>
<tr>
<td>13.</td>
<td>Technician</td>
<td>Diploma in Accounting</td>
<td>Intermediate</td>
</tr>
<tr>
<td>14.</td>
<td>Technician</td>
<td>Diploma in Accounting</td>
<td>Intermediate</td>
</tr>
<tr>
<td>15.</td>
<td>Technician</td>
<td>Bachelor in Math</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Discussion of Data Analysis of Table 2 literate Adults Working West Kordufan University:

The table in the last page shows information the sample of the study who are the literate adults working staff member in west kordufan university with their different careers and certificates
they vary in their holders doing their jobs and from the table 2 it is observed that they are varying in their standards of English language. And when interviewing them in English language to measure their experience in English language skills, they are graded from intermediate, Post Intermediate high skills in communication and somewhat levels of speaking.

The classification of the levels of the samples serves the issue of the syllabus design for both the literate and the illiterate adults in west Kordufan University working staff in different levels and once the sample is interviewed it is easy to prepare the lesson and the material needed for the quality learning and teaching English language.

**Special Characteristics of Adults English Language Learners:**

According to Heid. S. Wrigley a linguist who works in one of the American colleges of linguistics observed that "more people come to United State in 1995 more than in any other decade in the nation's history". As a result, all across the country, adults literacy programs along with literacy skills must be needed.

Wigley: adds "currently, among the estimate 281 million people aged five and over who live in the United States 55 million (20%) speak language other than English at home.

The report based on Israelis comments that most of whom are immigrants and refugees – represent a wide range of nationalities and cultural background". Although most adults come from Mexico, and other Spanish speaking countries. There also significant numbers from Africa, India, the Philippines, china, Vietnam and carbine. ESOL English for
speakers of other languages is now the faster growing component of the federal to funded adult education system.

I Literate Adult Program for Teaching English Language:

The study also takes into account that not all people even over the world to go to formal education. Some leavers have not been sent to school to know the necessary skills of the language, so, they want to catch-up with learning English language despite of their illiteracy.

The Sudanese council in New York Alhadi Muba the immigrants Sudanese in U.S. in 1999 talked about the difficulties that face them. All the interviewers agreed about that point of learning English language for communication for the purpose of work. On the other hand, they suffer from the over work time because of their poor mastery to English language. Therefore, some problems actually occur everywhere in the world which requires a well designed syllabus in English proficiency to suit their position and state.

An article which was published in ( the Journal of American Board Family Practice, in may, 1,1,1992) about health status of Illiterate adults: a relationship between literacy and health status among person with low literacy skills

Barry D. Weiss reported that: in non industrialized countries illiteracy is dependently associated with poor health. The objectives of this research was determined whether such relation exists in United States.

Barry " come up to the conclusion that illiteracy and poor health status are associated with each other.
Suggested Language Courses for Illiteracy Adults:

The illiterate adults working in University of West Kordufan in small jobs like cleaners, security guards and other small jobs aspire to learn English for their future life because condition of work may change. English language mastery may become one of the conditions of employment, so far this account is necessary to design a course syllabus for the least level of English language skills including speaking writing and reading.

According to the BBC Skill wise for improving math and English skills the materials are suggested for improving English communication skills see table 3.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Job</th>
<th>Education</th>
<th>English language skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Security guard</td>
<td>Adults Education</td>
<td>Very little</td>
</tr>
<tr>
<td>2.</td>
<td>Clearer</td>
<td>Primary</td>
<td>Nothing</td>
</tr>
<tr>
<td>3.</td>
<td>Driver</td>
<td>Intermediate</td>
<td>Somewhat</td>
</tr>
<tr>
<td>4.</td>
<td>Driver</td>
<td>Intermediate</td>
<td>Somewhat</td>
</tr>
<tr>
<td>5.</td>
<td>Driver</td>
<td>Intermediate</td>
<td>Somewhat</td>
</tr>
<tr>
<td>7.</td>
<td>Security</td>
<td>Intermediate</td>
<td>Somewhat</td>
</tr>
<tr>
<td>8.</td>
<td>Security</td>
<td>Intermediate</td>
<td>Somewhat</td>
</tr>
<tr>
<td>9.</td>
<td>Cock</td>
<td>No Education</td>
<td>Nothing</td>
</tr>
<tr>
<td>10.</td>
<td>Night Guard</td>
<td>No Education</td>
<td>Nothing</td>
</tr>
<tr>
<td>11.</td>
<td>Cook</td>
<td>No Education</td>
<td>Nothing</td>
</tr>
<tr>
<td>12.</td>
<td>Cleaner</td>
<td>Very little</td>
<td>Nothing</td>
</tr>
<tr>
<td>13.</td>
<td>Driver</td>
<td>Adults Education</td>
<td>Nothing</td>
</tr>
<tr>
<td>14.</td>
<td>Driver</td>
<td>Adults Education</td>
<td>Very little</td>
</tr>
<tr>
<td>15.</td>
<td>Night guard</td>
<td>Adults Education</td>
<td>Very little</td>
</tr>
</tbody>
</table>
Discussion:

The above table 3 shows the varieties among the subjects of the working force in West Kordufan University. They vary from the level of nothing, somewhat very little and intermediate which requires a specific syllabus design for English language communication purpose to cover the primary knowledge of language skills like writing sentences making short forms of sentences conversations, dialogs and recognizing reading materials and make exercises in listening texts beside other activities of English language practice.

Table (4):

Illustrates Language Materials Suggested for Illiterate Adults:

| The Field of Learning English Language for Communicating Vocabulary Skills |
|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| News                        | Sport           | Weather         | Shop            | Earth           | Travel          |
| Capital                     | Culture         | Autos           | Future          | T.V             | Radio           |
| BBC                         | Beebies         | Food            | Wonder          | ----            | Music           |
| Arts                        | Taster          | Nature          | ----            | ----            | ---             |

It is observed from the table above that the BBC.WISE web site contains lots of interesting and useful materials from people wanting to improve their English and mass of courses illiterate adults in population of west kordufan university which are about 160 member working in different offices of the university who lack the necessary English language skills for communication with others. Sometimes they need to travel abroad for the purposes of migration or for pilgrimage or for health medical check or even sometimes for tourism for all these reasons they need to learn English language so as to make them catching up with life and other people.
At the present time English language has become more important than ever before specially after the fascinating revolution of the web language and the internet explores. For all these reasons the member of the illiterate adults should make the suitable effort to catch up with the development line of the global.

Table (5):

Chi – Square Test Results for Respondents Answers about the Interview Questions for Group (1) Literate :

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Chi-square</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Able to express the language more accurately and fluently.</td>
<td>41-30</td>
<td>Significance</td>
</tr>
<tr>
<td>2.</td>
<td>Easy to get the message from the interview</td>
<td>36-20</td>
<td>Significance</td>
</tr>
<tr>
<td>3.</td>
<td>Have a high predication about the interview question.</td>
<td>29-4</td>
<td>Significance</td>
</tr>
<tr>
<td>4.</td>
<td>The possibility to explain the codes of the industries.</td>
<td>28-1</td>
<td>Significance</td>
</tr>
<tr>
<td>5.</td>
<td>Pronouncing the correct English language sounds.</td>
<td>31-6</td>
<td>Significance</td>
</tr>
<tr>
<td>6.</td>
<td>Able to comprehend reading passage .</td>
<td>35-16</td>
<td>Significance</td>
</tr>
<tr>
<td>7.</td>
<td>Able to complete dialog answers .</td>
<td>40-14</td>
<td>Significance</td>
</tr>
<tr>
<td>8.</td>
<td>The ability to express the message where the situation is</td>
<td>41-20</td>
<td>Significance</td>
</tr>
</tbody>
</table>

The x Value for Significance at x 05 with Degree of Freedom 3= 6.89:

The above table shows that there is a significant role for the selection of the interview question answered by the subjects which proved that the is a necessity for learning English language for professional purposes by the subjects of the first
group the matter that agree the reality of the first hypotheses in the fact that the studying of the language skills is more than is necessary.

**Table (6):**

**Chi – Square Testing Results for Respondents Answers of Group two Illiterate Adults about the Statement of these Second Hypothesis:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Chi- Square</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Have hard attempts to recognize the English language forms.</td>
<td>22.16</td>
<td>Significance</td>
</tr>
<tr>
<td>2.</td>
<td>At hearing the sound they find it a bit normal to repeat it.</td>
<td>21.17</td>
<td>Significance</td>
</tr>
<tr>
<td>3.</td>
<td>Some oral forms are familiar to them.</td>
<td>30.21</td>
<td>Significance</td>
</tr>
<tr>
<td>4.</td>
<td>Only able to write the No.</td>
<td>30.16</td>
<td>Significance</td>
</tr>
<tr>
<td>5.</td>
<td>Easily to understand the terms.</td>
<td>20.22</td>
<td>Significance</td>
</tr>
<tr>
<td>6.</td>
<td>A bit difficult to express feely .</td>
<td>21-06</td>
<td>Not Significance</td>
</tr>
<tr>
<td>7.</td>
<td>Very difficult to read</td>
<td>22.29</td>
<td>Significance</td>
</tr>
<tr>
<td>8.</td>
<td>Hard to draw the symbols</td>
<td>31.20</td>
<td>Significance</td>
</tr>
<tr>
<td>9.</td>
<td>Easy to listen to oral texts</td>
<td>20.31</td>
<td>Significance</td>
</tr>
</tbody>
</table>

The x for Significance at x = with Degree of Freedom 2 = 6.89:

Table 6 gives a somewhat varieties of the subjects answers by means that since they are illiterate they find difficulties to cope with interview question. At the sometime they are willing to catch up with English language, it they find motivation and good syllabus design of English for adults which fulfills the second hypothesis.
Summary and Results:

The researcher has come up to the following results:

1- The possibility to make a great improvement for the standard of literate adults in English language skills is normal because they have a previous background in English language.

2- In some specific evaluation to the competence of the literate adults in oral skill they achieved high scores according to chi-square value (40-20)

3- The performance of group one according chi-square value in expression the message of the communication is respectful (40-20)

4- As for group two (illiterate adults) the case is of course different that is to say the rate of answering the interview question is more weak because they have no back ground in the basic skills (this is a normal results).

5- And according to chi-squares value the scores varies (20.31 – 30.61) this is a normal results justified by the extinct background in English skills.

6- Despite of the little background in English language, there are ways to learn English language for group two (illiterate adults).

7- According to the statistical analysis in table 6 indicated by chi-square value group two need a course of oral communication so as to help them in the market job and for some professional uses of the English language.
Recommendations:

The researcher came out with the following recommendations:

1- The design of English language syllabus should take the account of the age the position and need of the subject.

2- When tending to design a course of English language it is better to make a clarification to the subjects so as to sort them in categories.

3- There is no harm to respond to the needs of the subjects the topic of study.

4- The most efficient approaches of teaching English language is the situational approach because it suits adults whether they are literate or illiterate.

5- The writer of the English language syllabus should set the material free from the hand cups of the grammar so as ease the spontaneous communication.
References: