

LITERATURE REVIEW

Part one: 1.

In this part of the research, the researcher aims to bring together sources of information, including practical research, practices based on evidence and relevant theories that offer ways into, how students develop their oral communication through their school education. This chapter is divided into three parts.

Factors Affecting English Oral Communication: 1.

1.What is Oral Communication?

Nunan, (1989:P23) simply defines oral communication as:

"spoken interaction between two or more people".

This indicates that, there should be at least two processes to have oral communication, i-e speaking and listening. However, oral communication is far more complex than it seems. Widdowson,(1978: P 87) claims that:

"Communication is a process that allows people to exchange information by several methods and that exchange requires feedback this feedback may be missed as the speaker or listener might face problems".

This general definition for the word communication includes the word (feedback that might be missed) which stands for (answer) in the case of oral communication .It supports the researcher's point that there are some factors that hinder the process of oral communication or even causes pauses as it is the case of the Sudanese secondary school students. Communication includes acts that provide knowledge and experiences, giving advice and commands and ask questions. These acts may take many forms, in one of the various manners of communication. The form depends on the abilities of the groups communicating and the factors which will be discussed in this part.

Hymes, (1972: p 55) claims that: *"Oral communication can be seen as process of information transmission governed by three levels of rules: Syntactic (structure of the sentences) Pragmatic (the intended meaning of utterances) Semantic (direct meaning of word) "*

Therefore developing oral communication depends on learning the structure of the English sentences. I have been teaching English in Sudanese secondary schools for six years, I have noticed that most of the students do not distinguish between the elements of an active English sentence; subject, verb and object. They do not know which parts of speech elements discourse is composed of. Semantic and lexical relationship lies in mastering and building enough vocabulary without which communication would become impossible . Above

definitions point to some factors affecting English oral communication. Here are some of them.

Communicative Competence: 1.

The goal of teaching English language is to develop the learners' communicative competence which will enable them to communicate successfully in the real world. Communicating successfully refers to passing on a comprehensible message to the listener. Canale, (1983:p67) believes that communicative competence includes grammatical, sociolinguistic, discourse and strategic competences. These three elements imply the problems, Sudanese students face in English oral communication. Their use of competence strategies like literal translation, lexical approximation, use of mother tongue and body language indicate their weakness when they are forced to join oral communication. They use these strategies to get their message across and to compensate for a limited or imperfect knowledge of English vocabulary and communication rules.

Oral Communication Fear: 2.

Most of Sudanese secondary school students come to the English class just to sit passively, they hardly participate or join English conversation. Sometimes they give the impression that they are even anxious to be asked to participate. To justify this phenomenon many researchers have discussed the reasons behind students' anxiety and nervousness of oral communication. Bialystok, (1990: p 89) claims that:

" a fear of communication with or in the presence of others may prevent some students from speaking or participating in the class. Those who do sometimes find their nerves restrict them from adequately sharing their views".

These results in an unconfident student who then promises him\herself never to speak again. Turk, (1985: P 75) said:

"common sense and intelligence would ensure that most talk were interesting and well planned. But nervousness seems to disable common sense, and normal intelligence gets swamped by anxiety".

This illustrates that students may feel fear or at the possibility of disappointing themselves and appearing foolish or saying the wrong thing which stands as one reason for Sudanese reluctance in classroom participation. Other possible explanations that may prevent students from speaking, include low self-esteem and self-belief, students may convince themselves they have nothing of value to contribute to class

discussions. Littlemore, (1996: P 56). Adds another reason for this reluctance claiming that:

" The fear of being ridiculed and wanting to avoid conflict created by expressing their own opinions and lack of confidence in talking to an audience could also be attributed to a lack of familiarity with the content of the topic".

Some researchers, rather than focusing on general explanation behind the reluctance and lack of participation from students, they leaned toward wider socio-and cultural impacts on students' participation. For example, McDonough, (1995: P78) argues that:

"Gender impacts greatly on the level of participation and confidence of students when preparing for and delivering an oral communication".

Her research suggests that, factors such as class and gender continue to separate members of society, including in educational contexts, she finds that gender greatly influence the perception, thoughts pattern, confidence and comfort for both teachers and learners, and that educational process within the classroom is largely governed by views and beliefs regarding gender which will consequently impact on teaching and learning styles. This is seen clearly in schools where we have co-education. These findings conclude that the reluctance of students to participate in oral communication in the classroom is largely due to the above-mentioned factors. Analysis revealed that

students experienced a higher degree of comfort when they were free to talk without being checked, so strategies for supporting and developing students oral communication should focus on reducing the fear of speaking and enabling them to develop necessary factors. The fear and anxiety expressed by students towards oral communication is also recognized by Richard, (1986:P67) who recommends lots of conversational exercises throughout the syllabus, which can gradually build up confidence and allow students to become familiar with oral communication. Richard, (2001: P 78) suggests:

" First train the students into oral communication by giving them short and daily English and simple conversations, then gradually building up the students oral skills and confidence by implementing group work".

In this way, rather than suddenly facing the task of public communication with little or no previous experience, students will be able to familiarize themselves with the task and improve themselves over a period of time.

Similarly Tarone, (2005: P 32) suggests collaborative learning, he advises icebreakers and warm- up as a way of easing students into participation, and involving shy or reluctant speakers by adopting

general approach, for example, asking directly for their opinions.

Cultural Differences: 3.

Culture may have different meanings. According to Stern, (1983:P27),

"Culture is a membership in a discourse community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating and acting."

Cook (1993:P89), suggests that:

"A society's culture consist of whatever it is one has to know or believe in order to operate in a manner acceptable to its members"

These quotations indicate that each society has its own culture, which is reflected in its language. As language and culture are interrelated, language cannot be taught without culture, so it is likely that cultural differences impact on a variety of factors around oral communication. Ellen , (2002:p 34) stresses the danger of underestimating students' intellectual abilities and learning levels if the cultural background of the specific student is not taken into account. She stresses upon the fact that language is far more complex than the mere use of vocabulary, and is very much connected with the cultural norms that people practice. These norms include: Acceptable amount of talk, turn-taking processes and pauses between speakers. According to Johnson, (1997: p 56) *"The situation seems to be complicated because*

the notion of acceptable oral communication in Arabic language differs from that in English".

Based on the teachers' experience of working with students to improve oral communication, it becomes clear that the notion of oral competence and the extent to which students are able to successfully convey their knowledge and understand others, will create confusion because of the culture variation between the two languages.

Some researchers suggest that a major difficulty that hinders the development of cross-cultural communication is the interference of L1 by which they mean; when student try to communicate in English, he thinks in his mother-tongue, he borrows his concepts directly from Arabic language, ignoring the fact that English language has a different culture, which is considered one of the main problems that Sudanese students face.

Ellis, (1984:P66) claims that:

"compliments for example, can be viewed as an expression of certain cultural values. Therefore integrating the teaching of the cultural values of the compliments in classrooms language provides students with psychological factors and opportunities to learn not only the language but also the cultural differences" .

Moreover, the group discussion, pair work and conversation are used in the language classroom in order to improve students speaking competence, especially the communicative ability. While the students are engaging in the activities, it is possible for the teacher to assess whether the students achieve the objectives or not as well as evaluate each student speaking competence.

The daily English use such as introduction, asking question and answers plus compliments is important to be taught to students. These uses of the language are mainly affected by language culture that is why it is important to be stressed. This will also improve the speaking competence and develop understanding distinct cultural norms and values.

Effect of Mother- tongue: 4.

Abbad, (1988: P 45) claims that:

"Interlingual transfer (i.e. transfer from the mother –tongue or any previously learned language) in foreign language learning is a major cognitive strategy that learners fall back on when their linguistic means fall short of achieving their communicative needs".

This point supports the researcher's hypothesis that Sudanese students borrow from Arabic language when their English vocabulary fall short in English communication, so it plays as additional source for the students. This interference results in many expressional deviation and linguistic mistakes. These mistakes are clearly shown specially, when attempting to use English idioms. The lack of studies on the transfer of idioms and the ignorance of the cultural difference, resulted in the fact that students cannot understand and use English idioms correctly. Unless they achieve a reasonably advanced level of proficiency in English, they will not be able to communicate in idioms, that is because an idiom is a group of words , which as a whole , has a different meaning from the meaning of the individual words it contains.

Rost, (2002: P 19) said that:

"Idiomaticity may not be expected of many foreign language learners; their non use of idioms is attributed to their low level of proficiency"

According to Abbad, (1988: P 56). Arab learners of English make some mistakes which vary from lexical, grammatical and semantic ones. He cited the following examples.

.Grammatical errors. 1

Student says: The eye by the eye meaning an eye for an eye. -

The silence is from gold meaning the silence is gold.

By any price means at any price.

From the cover to the cover meaning from cover to cover.

. Lexical errors: 2

Gave me the red eye (evil). -

From time to another (time). -

A cat has seven lives (nine). -

Some mistakes contain both grammatical and lexical errors, example for these are the direct translation:

-Took his right by his hand (took the law into his hand).

.-They added the fire wood (added fuel to the fire).

The Role of the teacher: 5.

Many studies have indicated that oral language development has largely been neglected in the classroom. Wright, (1989: p 78) claims that,

"Most of the time oral language in the classroom is used more by teachers than by students. However, oral language, even as used by

the teacher, rarely functions as a means for students to gain knowledge and to explore ideas"

This fact indicates two assumptions. One of these assumptions is that the teacher's role is to teach means: to talk. Accordingly, teachers spend hours and hours teaching by talking while the students sit listening passively. Such traditional teaching and learning is one of the obstacles which prevent the real development of oral language. When students leave these classrooms, they will carry this passivity over to their learning attitudes, and tend to be "disable" in their learning abilities as well. The second assumption is based on the fact that students start learning and using oral language long before they go to school. Therefore, it is assumed that the primary learning tasks for students in school are reading and writing, which are usually seen as the two major aspects of literacy.

According to Stabb, (1986: p111)

"A continuous decline of the use of oral language in classrooms is a major reason for the reluctance of students' abilities to think of practicing and expressing their thoughts in English".

Such a phenomenon is found almost in all Sudanese secondary school classrooms. According to Michael ,(2001:p 40) and many other researchers' observations, classrooms are dominated by teachers talking and workbook exercises. Researchers call this phenomenon "teachers-

talk-students-listen" or "teacher-dominated." In related research, Johnson, (1981: p66) surveyed school administrators who advised the importance of oral communication skills for teachers and they considered listening to be the most important skill of all. Another result of teacher-dominated classrooms is the negative effect upon student's attitudes towards learning.

Considering the two above-mentioned assumptions, teachers often fail to see that they are hindering the process of developing English oral communication by their traditional way of teaching English. Confronted with new tasks of learning to read and write while being deprived of their major learning tools, students tend to feel depressed and frustrated. Learning begins to be burden. Schooling gradually becomes routine. After a few years students will have become conditioned to a kind of passive learning atmosphere, since the teacher talks and the students just listen and do their homework. Here, learning simply means taking down whatever is given. In this type of classroom environment, students learn the basic skills of reading and writing. However, they will not learn how to use the language in real communication.

Michael ,(2001:p 52) claims that, teachers often become:

"so involved with establishing routine, finishing the textbook, covering curriculum, and preparing students for standardized tests. They have forgotten one of the original goals that of motivating thought."

Although Michael's claim seems to be ironic, she does provide us with the real example of the teaching process prevailing in our schools, and that instead of carrying on this traditional way of teaching, we should think of motivating students' thinking abilities with the focus on oral language. From the preceding lines we can see that oral language is indeed an important link in the process of students' learning and thinking development. Oral language development is the foundation for the development of other skills. It is through speaking that students learn to organize their thinking and ideas. Levelt, (1989:p 33)claims that,

"The neglect of oral language in the classroom will destroy the foundation of development and severely hinders progress of other aspect of language skills"

Some researches on cognitive development indicate that developing oral language has a great effect on other skills. K. Johnson, (2005:p 48) said that:

"The development of oral language has a close relationship to the development of thinking abilities, oral language is one of the important means of learning and of acquiring knowledge".

According to Littlewood, (1981p89) throughout life, oral language skills remains important for engagement in intellectual dialogue and for communicating ideas. Given this understanding of the importance of oral communication language skills, we should think on our attitude towards the teaching and learning of speaking and listening skills. Teachers should not play the role of authoritarian knowledge givers instead, they should see themselves as friendly and interesting facilitators for students' learning in stressing the role of oral language in the classrooms. Teachers are the essential foundation, the base of the educational process. They are responsible for facilitating the learning process for the students so that they may achieve the required standard in their education. Teachers' experiences can overcome a lot of difficulties and find successful solutions to the obstacles that might face the students. Teachers are carriers of either positive or negative behavior towards students. The reasons why the first years of school are so critical are because the students learn the base of their educational life. In the case of English language, the base is in the primary school which, if it is well based, students will face no problems in secondary schools. Teachers should encourage students and strengthen the motivation and incentive for oral communication development . In my opinion teachers are next to fathers for the students because; students spend a lot of time with their teachers. At

the same time, I believe that a real teacher becomes through many years of training and experiences in the field. The same way fathers are not born being great fathers but with the run time experience they become experts. Some of the fathers' role towards sons is to give them care, love, respect, instruct and try to form a safe and pleasant environment, these attitudes of the fathers towards their sons related to what the role of a teacher should be with the students.

1.What should a teacher do to overcome students' difficulties?

- 1.Breaks the psychological barrier of the language fear in students
- 2.Ask the students for mental preparation and practice in advance .
- 3.Provides an atmosphere for learning the language and implant confidence in the learner through notifying the importance of the effective participation.
4. Makes students rely on themselves to learn the language.
- Uses modern educational methods in all its forms. 5.

2.The Role of a Teacher in Listening Classrooms:

It is necessary to consider the role of a teacher in a listening class. According to Brown,(2002: p67) opinion, first of all, the role of teachers in listening classes is a **guide**, who is to give their students some help, including skills in the process. Second, the teacher should be a **diagnoser**, who can identify listening problems and put them right. At this point, wrong answers are more informative than right ones; it makes sense to spend time finding out where and how understanding broke down Third, he should be a **designer** who is able to elect or design suitable texts and tasks for his students.

Bongaerts, (1989: p 91) suggested that:

"pieces of native listening should be introduced at the early stage of listening with texts to help the learners get familiar with the sounds of the target language".

This is to support the researcher's idea that students should be exposed to native language sources.

Lynch, (1996: p 67). Said that:

"Some possible modifications should be given to the listening passage if it is beyond the students' level; such as to record a simplified version or to reduce the length of text by playing just one paragraph"

To design suitable task, teachers can adjust the complexity of the task to match the students' level. According to Lynch, (1996) sometimes one's native language can be used to report the answer, or just ask the students to choose the answer from a list if the listening passage is too difficult otherwise, if the listening passage is easy, we can ask the students to repeat the whole sentences. Finally, a listening teacher should try his best to be a **motivator** who can get his students more involved in their listening classes and learn more listening skills.

To improve motivation, Hedge, (2002: p 91) suggests the following advices which might be helpful to teachers:

1. Give a purpose of listening.
2. Make sure there is sufficient variety of listening materials, of speed and strength, and of activity to allow students to work in their own style and with their own strategies Hedge, (2002).
3. Recognize that listening is quite difficult to non-native speakers, and be sure to give support Hedge, (2002).

It is obvious that, the role of listening teacher is quite different from what Sudanese teachers thought to be. The teacher has a lot of things to do besides teaching words and grammar. The role of listening teacher above reveals the importance of listening to a native language

which is completely neglected in Sudanese secondary schools. It also reveals that teachers should not only focus on correct answers, they should also focus on the listening itself.

Definition of Communication Strategies: 6.

It is difficult to find an exact definition of communication strategies or which communication strategy researchers have reached an agreement on. There have been many definitions proposals for the communication strategies of the second language learners. The following two definitions will provide us with some vision on the nature of communication strategies. Tarone, (1987, P. 88) defines them as:

"Learners' attempt to bridge the gap between their linguistic competence in the target language and that of the target language interlocutors."

This definition refers to the type of strategies that shows the weaknesses of the learners in oral communication mentioned above.

Brown,(1987: p35)defines it as:

" The conscious employment of verbal or non verbal mechanism for communicating an idea when precise linguistic forms are for some reasons not available to the learner at that point in communication."

Both definitions support the researcher's point that Sudanese students use some strategies to fill the gap of their communication breakdown. Since speaking strategies are in most cases considered under the umbrella of communication strategies, it is better to have a look at those issues in order to have a clear understanding of communicative strategies. It is also an attempt to look for an effective connection between communication strategies and speaking strategies. Bialystok, (1990:p 77) said they are:

" A systematic techniques employed by a speaker to express his meaning when faced with some difficulty "

meanwhile Chamot, (2005:P 33)said they are:

" A mutual attempt of two interlocutors to agree on a meaning in situation where requisite meaning structures are not shared."

On the other hand, Nunan,(1987:P54)claimed that:

" Though there is no common agreement on the definition of communication strategies yet, many researchers accept Taronne's one as a working definition".

According to Nunan (1987:p 65) communicative strategies may be seen as attempts to bridge the gap between the linguistic knowledge of the target language interlocutor in real language communication situations and in which his definitional concept is also clearly reflected. Some other researchers (such as Brown, (1991:p34) and Poulisse, N., (1993:p 66) also designed several thoughtful definitions, but for this research the above mentioned definitions seem to be the most relevant. Among the researchers there are some different opinions about the relationship between learning and communication strategies. According to O'Malley and Chamot (1990:p 76), expansive strategies (for example, changing the topic, using gestures or asking for help) are used to achieve communicative goals whereas learning strategies are meant for learning.

On the other hand, Oxford,(1990:P45) argues that :

"Communication strategies result in speaker's staying in the conversation and thus provide the opportunity for further learning as well as further communication."

Rossiter(2003:P89) consider that, communication strategies make up for missing knowledge. As Oxford, (1990: 58) observed:

"Communication strategies, thus could be considered as overlapping somewhat with learning strategies".

Despite some debates among the researchers on the definition of communication strategies, the basic points are very obvious. For example, the speaker's difficulties, and steps taken to carry on communication. As long as speakers stay in conversation and face problems, they try to apply strategies since these efforts provide them with a sense of security in communication. So, strategies may be considered as the technical tools of dealing with trouble spots in communication.

Negative Strategies Affecting Oral Communication 7.

Anderson ,(1990 p 45) states that the following strategies affect English oral communication.

1.Avoidance of Communication:

1.Topic avoidance: A student may refuse to enter or continue a discourse because of a feeling of linguistic inadequacy.

2.Message avoidance: The learner tries to talk about a particular topic but gives up because it is too difficult.

2.L2 Based Communication:

1.Approximation: Use of L2 word which shares the essential feature of a target word .For example, a student may use the phrase "old objects "for the word "antique".

2.Circumlocution: Use of L2 phrase to describe the property, function, characteristics, its purpose or an example of the target word. For example, student may use the phrase "something you put your food in to make it cold" to mean the word "refrigerator"

3.Appeal: An appeal for assistance whether it is implied or open. For example, speaker may attempt to get help from the listener in this way "What do you call this in English?" "It is ah ah aah ..."

3. L1 Based Communication:

1.Language switching: Use of a word or phrase from the first language. (Any word in the discourse).

2. Foreignizing: Use of a word or phrase of L1 with L2 pronunciation. . (Any word in the discourse).

4.Paralinguistic communication strategies:

1.Gesture: Use of a facial expression or head shaking if the listener doesn't understand.

2- Mime: The speaker uses gestures as well as verbal output to convey meaning. For example, clapping hands to indicate the meaning of the word applause.

5. Modification Strategies:

1.Backchannel cues: Use of a short utterance such as (uh-huh –yeah –right.) to show participation, understanding or following.

2. Confirmation check: Repetition of the partner's statement in order to check understanding or have a time to prepare the answer.

3. Pausing: Use of pauses or pause fillers such as "uh –or –aaaaaaa" for taking time to think.

8. Language Difficulties Facing Sudanese Students:

For Sudanese students the mere thought of communicating in English in front of their classmates and teachers is a matter of fear, insecurity and tension. Because, they do not have recorded native materials and they do not have any knowledge of phonetics, Sudanese students in secondary schools face problems in English pronunciation. Speaking and listening skills are less stressed. The focus is only on grammar which gives the students the impression that language is just a grammar. Research conducted by Berns, (1990: P38) highlighted the low self-efficiency level amongst Arab English learners, in term of their ability to adequately perform English oral communication. Berns (1990P:49) suggests that,

"in order to increase self- efficiency, students should be exposed to native English sources; because, most students believe that their pronunciation and vocabulary weaknesses might cause the listener to lose concentration. Some students often struggle with interpreting comments and questions made by their teachers and classmates".

He argues that:

" frustration of inability to communicate is one of the reasons which, force students to ignore the language". (P: 121)

He also assumes that:

" many difficulties hinder students' oral communication and contribute to their reluctance to participate. One of these difficulties is the cultural difference between languages".

9. Strategies for developing English oral communication:

Identifying an objective: 1.

Some researchers presented strategies for preparing and delivering oral communication. For example, Turk, (1985: p78) emphasizes the need to identify the objective of the conversation and group discussion , saying that it is a way of giving the students a chance to talk and distribute the responsibilities between group members, the role of a teacher is to make sure that the students are familiar with the background of the information they discussed.

Encouraging Questions 2.

Questioning and answering is an important mechanism for learning oral communication. However, many students are reluctant to respond to question orally in front of a whole class, preferring to be asked private questions after class. White, (1982: P 18) offered explanation to why students do not ask questions which can be summarized as follows:

- 1.Learners do have questions but often avoid asking them.
- 2.They fail to be motivated to ask questions. -
- 3.The design of teaching and learning can limit students' questions.
- 4.They may experience feeling of social spotlight and weakness

The nature of subject can impact on question asking, he claims that the major obstacle of oral question is not the teacher but the classmates as he said in the following quotation:

"Sometimes I want to ask something... but I do not feel comfortable to ask...because I know that they will all look at me ...but if there are some already other colleagues asking it is easier ...it starts to get usual and student will not look at me, because I am just doing what everyone does"

The quote reveals that if asking questions is made a normal activity, students will feel more confident about engaging. From the above opinions we can conclude the following:

1.It is clearly possible to create a questioning environment where asking questions and receiving answers becomes part of strategies for developing oral communication.

2.Different strategies such as group- based activity can encourage questioning during the class and improve the students' spirit of enquiry.

3. Teacher- centered strategies such as the classical lessons do not motivate students to make questions during the class.

Consider your partner 3.

Prabhu, (1987: P 49) claim that:

"consideration of partner is important when preparing for oral communication;"

He provides five key questions, which aim -at guiding students on the content of their communication, depending on their partners. These five keys are the following:

- Who will be the partner? 1.
2. What does your partner need?
- What does your partner already know? 3.
- 4.What kind of words do you need to convey your message?
- What strategies will you suggest to follow? . 5.

Once these questions have been answered, students are encouraged to construct their speech in a clear and coherent way.

Repeating and Training: 4.

Before the actual performance, rehearsing the conversation is advised. Purpura, (1998:p 37) describes the usefulness of recording the conversation in an audio format, correcting mistakes before the class in order to further critically evaluate one's own performance.

Lam, (2000: p 12) on the other hand, stresses the advantage of using a close personal friend to try out the conversation because, they are more likely to be honest and correct in their evaluation. Cohen, (1998:p56) stresses the idea of rehearsing the lesson before which provides a good chance to master effective body language such as, eye contact, hand gestures, and mimes.

. Overcoming nerves: 5

As mentioned earlier in this literature review, nervousness and stress may hinder one's ability to participate in oral communication. For this reason, many writers have stressed the importance of practicing relaxation techniques. Lam, (2004:p67) for example, provides guidelines for students to follow before performance, which include visualizing yourself communicating well, taking deep breaths, and clearing your mind as a way of relaxing and releasing tension. Gass, (2001:p82) recommends techniques, which are more oriented towards realizing a positive mental skill, focusing on self-appreciation and gaining attitude towards the work you have accomplished.

Considering Non-verbal Communication: 6.

The effective use of body language during an oral communication is normal provided that, it is not overused. Gass, (2001:p87) for instance, agrees that it is a form of non-verbal communication, and states:

"Body language affects your self-confidence. If you look confident you show authority"

She also identifies particular gestures, which help convey the messages of authority, confidence and trust, such as open arm gestures and finger movements. Turk, (1985:p 65) also dedicates a chapter to non-verbal communication and advises consideration of factors such as dress, signals, maintaining eye contact with the partner and hand gestures.

7. Passing on Cultural knowledge in Language Teaching:

Widdowson, (1978:p89) said:

"Understanding that language is controlled by particular cultural experiences is a necessity for the language learner. If the cultural differences between the students' own culture and that of the language they are to learn are too much, learners will usually keep some distance from the target language in their efforts to maintain their psychological comfort level. As a consequence the operating processes of memory and input will certainly be limited."

Thus teachers need to be aware that breaking down the barriers is a significant part of cultural teaching. It forms an important aspect of

the whole process of language teaching. English teaching in Sudanese secondary schools needs to emphasize the features of real linguistic communication; the aspect of cultural knowledge transmission is an equal part of language and development. Cultural teaching, then, has direct and actual influences on intercultural communication. When students gain a close knowledge of the culture of the target language, they begin to understand how the language is used to reflect the thoughts, behaviors and customs of that society. In teaching English listening, teachers need to develop students' consciousness about intercultural communication, they also need to strengthen students' capacity for the need to engage with different cultures. Great care needs to be taken when selecting listening material and supporting texts, since these are the important aspects of the cultural factors in listening skill teaching. The selection of material related to British and American cultural background knowledge is of particular importance.

Importance of English vocabulary: 10.

Words in a language are like bricks in a building. This means you cannot build language without gaining a lot of its words. Students for whom English is not a first language – particularly Sudanese students have difficulty communicating in English. A major cause of this difficulty is their lack of understanding and using of English words, so, what are vocabulary and words?

Nunan (1987: p 17) broadly defined vocabulary as:

" knowledge of words and word meanings".

However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we allocate some meaning, even if we do not know their full definitions and connotations

or ever use them ourselves as we speak .There are also two types of vocabulary ; high frequency words and low frequency words. Brown, (1987: p 66) said:

"It is obvious that the extent of students' vocabulary knowledge relates strongly to their oral communication " .

This relationship seems logical; to communicate efficiently, students need both commands i- e many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them. Students who do not have large

vocabulary or effective word-learning strategies, often struggle to achieve comprehension. Their bad experiences with communication results in a kind of frustration and failure that continue throughout their schooling and even after. Rivers, (1987: p 28) claims that:

" Because these students do not have sufficient word knowledge to communicate, they do not expose to language properly they do not have the opportunity to see and learn many new words, they naturally avoid communication"

1.Acquiring ownership of the words:

Here is how the process of acquiring word knowledge appears to occur, based on the research of, Maxwell, (1989: p 56):

"Developing understandings of word meanings is a long-term process, one that involves many encounters with both spoken and written words in varying contexts".

Here's how one group of researchers describe this process: On the first encounter with a new word, a student stores some information in his memory about how the word fits into what he is reading. This information is reinforced each time he sees or hears the word. With each new encounter, the student picks up more information about the word from its use in various contexts. As a result, the student gradually acquires "ownership" of the word. During the course of teaching English, I find many students that attribute their weakness in

English to their lack of English vocabulary. So, there is a need for direct instruction of vocabulary items required for a specific context.

These could be the following:

1. Repetition and multiple exposures to vocabulary items are important.
2. Students should be given items that will be likely to appear in many contexts.
3. Learning in rich contexts is valuable for vocabulary learning.
4. Vocabulary words should be those that the learner will find useful in many contexts.
5. Vocabulary tasks should be restructured as necessary.
6. Computer technology can be used effectively to help teach vocabulary.
7. Vocabulary can be acquired through indirect learning, that is, much of a student's vocabulary will have to be learned in the course of doing things other than explicit vocabulary learning. Repetition, richness of context, and motivation may also add to the efficacy of incidental learning of vocabulary.

Dependence on a single vocabulary instruction method will not result in best learning. A variety of methods should be used effectively with emphasis on multimedia aspects of learning, richness of context in which words are to be learned, and the number of exposures to words that learners receive.

Defining Task and Activity: 11.

Tasks have long been used in second language learning as a way to promote communication and language use. It has been defined in different ways:

McLaughlin, (1987:p23). defines it as:

" A piece of work undertaken for oneself or for others, free or for some reward."

A task may or may not involve the production of language, it usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of task in a language is said to make language learning more communicative.

Lam, (2004:P45) defines an activity as:

" An action which is carried out as a result of processing or understanding language, i e as a response. For example, drawing a map while listening to a tape."

A task usually consists of more than one activity. Willis, (1996: P 88) recommends that, task should be seen as just one component of a large framework, this framework consists of three stages: pre task, task cycle and language focus. The pre task introduces the students to the topic and task. The teacher helps the students recall and activate topic-related words and phrase that will be useful both during the task and outside the classroom. The teacher also makes sure that the students

understand what the task requires what its goals are and what outcomes are required. Next, students are given a few minutes to prepare themselves for the task, once preparation time is finished then, they begin task cycle which, consists of three components: task, planning and reporting. During the task stage, students perform the task, the teacher stops teaching and just monitors and encourages the students. Next the students prepare to report their results to the whole class orally, the teacher acts as a linguistic adviser and helps the students to correct their mistakes. The last stage is the language focus, which, means a research in which students discuss and practice the new words occurring in the data. So we can conclude that, the task-based learning framework provides the three basic conditions for language learning: exposure, use and motivation. Students get exposed to the language during the pre task cycle as they recall and learn topic- related words, listen to recording and read texts. The task cycle offers learners the chance to use whatever language they already know in order to carry out the task and then to improve that language under teacher's guidance while planning their report of the task. Short time motivation is provided through the use of a wide range of interesting topics, texts and task types together with the need to achieve task objectives and to report results to the class.

1.Characteristics of Successful Tasks which Develop Oral Communication:

English teachers are always looking for effective tasks to use in their classes. According to Willis, (1996"p 93) research studies have produced conflict results about the effectiveness of one teaching method over another. However, there are certain basic principles that can help teachers select and design useful classroom tasks that are most likely to stimulate students to learn oral communication. She says: most researchers would agree that in order for anyone to learn a language with reasonable efficiency, essential conditions must be met. These are basic enough to apply to all learners regardless of their individual cognitive styles. These conditions are:

1.The provision of exposure to the target language:

All good language learners benefit from exposure to rich input of real spoken language. Although input is very important, it is not enough if it is not comprehensible that is, students have to be able to understand the messages. There are different ways to make input comprehensible. For example, selecting familiar topics, making use of pictures, realia, body language and gestures. Harmer, (1991: p 67) claims that,

"Comprehensible input is necessary and sufficient criterion for successful language learning. It is important to create a positive,

supportive and low stress atmosphere so that students will feel at ease and participate actively" .

Well-structured pair and group work activities and cooperative learning techniques are a great help because students feel more confident and willing to take risks. Willis, (1996:p 111) recommends teachers to keep in mind that some beginners need an initial silent periods to store words and phrases they can use when they are ready to speak.

2.The provision of motivation for learners:

It is motivation to process the input they receive, and to use the target language as often as possible in order to benefit from exposure and use. It is the willingness to take risk and use the language outside the classroom. Exposure, use and motivation then are the three essential conditions to successful language learning. One without the others, or even two, is not enough. Brinton, (1989:p 66) adds that there is also one additional condition that is desirable though it is not important as the above. This fourth condition is the focused teaching, which is, drawing attention to language form, in order for the students, to improve more rapidly, and to continue improving. If focus on form is neglected, students might become very fluent but at the expense of accuracy, and this lack of accuracy will hinder the comprehensibility.

3.The Task has to be Motivating:

Researchers in general agree that motivation is the most important factor affecting success in language learning. What is motivation? Harmer, (1991:p89) claims that:

"Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and if that goal is sufficient and attractive, we will be strongly motivated to do whatever is necessary to reach that goal"

This means that if students are highly motivated, they will succeed regardless of the method used. Ur, (1996 p. 47) said that:

" Motivation on its own is rather difficult to define. It is easier and more useful to think in terms of the motivated learner, one who is willing or even eager to invest efforts in learning activities"

she adds that, there are many ways to motivate learners, but one of the most important is to make the tasks and lessons interesting. This requires careful choice and planning of topics and tasks, so the teacher should do his best to motivate the students. According to Stryker, (1997: p 17) motivation is one of the essential conditions for effective language learning . He said:

"Motivation is the key to success in language learning, and success and satisfaction are key factors in supporting motivation. If students get good results, they will be more willing to continue participation in class, and use the language outside the classroom."

4. The Task has to Address Students' need:

The second characteristic of successful task mentioned by the researchers is that task has to address the students' needs. It has to be suitable to achieve the goals. It should also be designed according to the proficiency level of the students; that is not too easy and not too difficult but, challenging.

According to Seligson, (1997: P23) it should be based on a careful analysis of the real -world needs of learners. This view is also supported by Nunan, (1999: P48) when he said:

" Rather than fitting students to courses, courses should be designed to fit students".

The Task has to be Meaningful to the Students: 5.

According to Littlewood, (1981:p93), another important characteristic of tasks is that they have to be meaningful to the students. This meaningfulness principle is an important element in communicative language learning. Language that is meaningful to the learner supports the learning process. Consequently learning tasks should be selected according to how well they engage the learner in meaningful language use rather than tasks, which merely promote mechanical practice of language pattern.

6.The Task must Elicit Real Communication and Promote Conversation in English:

A fourth characteristic mentioned by the researchers is that the task must elicit communication and promote conversation in English. This means that there has to be an exchange of information with feedback.

Ur, (1996: p 77 claims that:

"of all the language skills speaking seems the most important. People who know a language are referred to as speakers of that language."

According to her, classroom tasks that develop learners' ability to express themselves orally are, therefore, an important component of a language course. A lot of learner's talk, even participation, high motivation and an acceptable use of language are the characteristics that must be presented in successful speaking tasks. Shyness, nothing to say, low or rough participation and mother-tongue use are some of the problems a teacher may face. To solve the problem, we can use group work, based on the activity with easy language, make a careful choice of topic and task to encourage interest. According to Harmer, (1991:p29) When deciding how to learn or teach English oral communication, we can divide classroom activities into two broad categories: those that give students language input and those which encourage them to produce language output. Input by itself is not

enough. We have to provide chances for the students to activate their knowledge and produce language that they can select from the input they have received. Output activities allow students to practice language use in the classroom and receive feedback from teachers, classmates and themselves.

7. The Task must have a purpose that goes beyond a classroom Exercise:

Ellis, (1985 P: 49) also claims that:

" If a task is to be truly communicative and promote language use, the students should have a desire to communicate. They should have a purpose for using the language."

This purpose should be the most important part of communication therefore; the students' attention should be centered on content.

:Willis, (1996:p39) also supports this idea. He said

"Learners need opportunities to communicate what they want to say and express what they feel and think. Activities that are not meaning focused have been found inadequate to develop communication".

Sudanese students might not have enough chances of exposure to the target language or opportunities to use it in real communication inside and outside the classrooms, which is partly because of the traditional way of teaching we mentioned before, and mainly because of being de-motivated.

8. The Task should be for Pair or Group work:

A good numbers of researchers believe that successful tasks should be made for pair or group work. They claim that carefully structured interaction between students contributes to develop oral use of language. Group work increases the quantity and quality of student talk. Seligson, (1997: P 22) claims that:

"If language is viewed as interactive tool, then it should be taught interactively. Speaking is an active process rarely carried out in isolation, so it is a natural framework for interaction, i.e. talking to somebody as in real life".

According to him, students learn by doing things for themselves and group work gives them this chance. In Sudanese secondary schools, if students are given a group work and they are not checked by their teachers, the task would not give the required benefit.

Part two:

Speaking skills

1.What is speaking ?

Tarone, (2005:p65) defines speech act as:

"an utterance as a functional unit in communication. If language is a means of communication through many channels, speaking is the first channel for this means".

Speaking is a productive skill in the oral communication, it is like other skills more complicated than it seems at first and involves more than just pronouncing words. There are three kinds of speaking situations in which we find ourselves:

Interactive

1.

2.Partially interactive.

.Non-interactive. 3

Interactive speaking situation include face-to-face conversation in which we are listening and speaking, and in which we have a chance to ask for clarification, repetition or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the audience doesn't interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally non -interactive, such as when recording a speech.

Why should we teach speaking in the classroom? 2.

Motivation 1.

As we have said before, many students equate being able to speak a language as knowing the language and therefore, view learning the language as learning how to speak the language or as Chamot, (2005:p56) said:

"Success is measured in terms of the ability to carry out a conversation in the target language"

which means being able to speak the language. Therefore, if students do not learn how to speak or do not get any opportunity to speak the language in classrooms, they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English classroom a fun and dynamic place to be.

Speaking is Fundamental to Human Communication: 2.

We speak and listen more than we write and read. If we think of all different conversation we have in one day and compare that with how

much written conversation, we have done, we find that speaking and listening occupy most of our day. Some students claim that that they are better in writing and reading skills nevertheless, they are not satisfied that they know the language, yet many English teachers still spend the majority of class time on reading and writing practices, almost ignoring speaking and listening skills.

McDonough, (2006:p11} claims that:

"If the goal of the language course is to enable students to communicate in English, then the speaking skills should be taught and practice in the classroom".

3.Dealing with Common Problems of Speaking in Classroom:

Students won't talk or say anything: 1.

In Sudanese English classes, most of the students do not participate. They do not even pay attention to the lessons because, they feel no interest in learning the language for the reasons we mentioned before.

McCarthy, (2004:P14) states that:

"One way to solve such problem is to find the root of the problem and start from there. If the problem is cultural, that it is unusual for students to talk out loud in class, or if students feel really shy about talking in front of other students. Then, one way to go about breaking this cultural barrier is to create and establish your own classroom culture where speaking out loud in English is the norm".

One way to do this is to distinguish your classroom from other classrooms in your school by arranging the classroom desks differently in groups instead of lines or by decorating the walls in English language and culture posters then, encourage your students to ask for things and to ask questions in English. Giving positive feedback also helps to encourage and relax shy students to speak more. Another way to get students motivated to speak more is to allocate percentage of their final grade to speaking skills and let the students know that they are being assessed continually on their speaking practice in class throughout the term. A completely different reason for students' silence may simply be that the class activities are boring or are chosen at the wrong level. Very often our interesting communicative speaking

activities are not quite as interesting or as communicative as we think they are, and all the students are really required to do is to answer yes or no which they do quickly and then just sit in silence or- worse- talk noisily in their L1. So maybe you need to take a closer look at the type of speaking activities you are using and see if they really capture student interest and create a real need for communication. Another way to encourage your students to speak in English is simply to speak in English yourself as much as possible in class because, we learn to speak by speaking. If you are shy about speaking in English, how can you expect your students to overcome their fears about speaking English?

2. When students work in pairs or groups, they just end up chatting in their own language:

One way of inability to communicate in English is that students start in English but, they soon turn to use their mother- tongue. According to Blundel, (2004:P53) teachers should make sure they give the students all the tools and language they need to complete the task.

If the language seems too high, they may revert to their L1, likewise if the task is too easy they may get bored and revert to their L1. Also, be aware of the fact that some students will often use their L1 in the beginning as an emotional support, translating everything word for word to check they have understood the task before attempting to speak. In case of these students, simply be patient as most likely once their confidence grows in using English, their dependence on using their L1 will begin to disappear. They should make sure that, all the students are involved and the activity is interesting. If students do not have something to do or do not feel the need to speak, it won't be long before they chat away in their L1. It is important to set the timing of speaking activity in the class because, many teachers have discovered that their speaking activity ended up as continuation of the students break-time gossip conducted in the L1. Teachers should also try students' activity that involves groups or pairs of work to calm them down and make them focus before attempting. Another way to discourage students speaking in their L1 is to walk around the classroom monitoring their participation and giving support and help to students as they need. If some students persist in speaking in the L1 then perhaps you should ask them to stay behind. After the class, speak to them individually explaining the importance of speaking in English. They may need just some extra reassurance.

These are some of the problems students face in speaking English classes which, they really contribute to the factors that affect English oral communication

4. Strategies in Speaking:

Speaking as a productive language skill is considered to be a creative and complex process. In Sudan where English is taught mainly as an academic subject, this skill is often neglected which could provide the primary foundation for practical communication. Since all learners use strategies in communication regardless of their being native or non-native, their frequency of interactive language use will account for the proficiency level. Though speakers may adopt strategies while facing some difficulties, conscious knowledge of strategies help more attempt communication problems. Oxford, (1996:p 22) mentions six categories of learning strategies (such as memory, cognitive, compensation, Metacognitive, affective and social) and all these can influence learners speaking skill development as they do in the other three skills. Therefore, it appears that learning strategies and communication strategies contribute to each other and speaking strategies directly fall within the communication strategies.

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Part three:

Listening Skills:

1. Definition of Listening:

According to O'Malley, (1990:p80) listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar , vocabulary and comprehension of meaning. An able listener is capable of doing these four things all together. Rubin's, (1994:p 16) definition of listening includes active listening which goes beyond comprehending as understanding the message content, to comprehension

as an act of sympathetic understanding of the speaker. Furthermore, Tarone, (1989:p 101) argues that:

"Sympathy is essential to listening and claims that it is more than a polite attempt to identify a speaker's views."

Murphy, (1987:p18) define listening as:

"An active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that other skills of language demand."

2. Significance of Listening:

Oral communication depends partly on listening since it provides the hearing input that serves as the basis for interaction and enables communicator to interact in spoken communication. Listening is the first language form that man acquires. It provides the foundation for all aspects of language and cognitive development; it also plays an important role in the processes of communication. A research by Goh, (2002: p 27), found that people listen 45 % of the time they spend in communicating. That finding confirmed what Rankin discovered in 1928, that people spent 70 % of their waking time in communicating and those three-fourths of this time was spent in listening and speaking.

According to Ellis, (1989: p 39), listening is the fundamental language skill. It is the means through which people gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals and sense of values so it is of very importance that students should be taught to listen effectively and critically. You cannot communicate well in a language unless you learn it and you cannot learn it without listening. According to second language learning theory, language input is the most essential condition of language learning. As an input skill, listening plays an important role in students' language development.

Field, (1998:p52) argues that:

"People learn language by understanding the linguistic information they hear. Thus language learning is achieved mainly through receiving understandable input and listening ability is the vital component in achieving understandable language input."

Given the importance of listening in language learning and teaching which consequently results in oral communication, it is essential for language teachers to help students to become effective listeners. In the communicative approach of language teaching suggests modeling listening strategies and providing listening practice in real situations specially, the situations which learners are likely to encounter when they use the language outside the classroom.

3. Nature of Listening Comprehension:

According to Wendy ,(2006:P 12) listening is the most important component in the five aspects of overall English competence he suggests as listening, speaking, reading, writing and translation, it deserves particular attention. Therefore, he advises teachers to explore the nature and process of listening comprehension and research the theory and methodology of listening comprehension in order to improve listening teaching outcomes and make students recognize that listening comprehension is the important aspect of oral communication learning. A functional linguistic expert defines language as a communicative tool, but not an isolated structure system. Consequently, the teaching of listening is not simply intended to make students hear a sound, a word or a sentence, rather, the goal is to develop students' abilities to understand speakers' intentions accurately and communicate with each other effectively.

4. The Process of Listening Comprehension:

Listening is an invisible mental process, making it difficult to describe.

However, it is described by Wu, (2003:P56) that:

"Listeners must differentiate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention and keep and interpret this within the larger socio-cultural context of the utterance."

Rost, (2002:P 111) defines listening process, in its broadest sense as:

"A process of receiving what the speaker actually says; (receptive orientation) constructing and representing meaning; (constructive orientation) negotiating meaning with the speaker and responding; (mutual orientation) and creating meaning through involvement, imagination and sympathy; (transformative orientation)."

Listening then, is a complex, active process of interpretation in which listeners match what they hear with what they already know.

5-Definition of Listening Strategies:

Rost, (2002: p 134) said :

"Strategies are conscious steps or actions by which learners can guide and evaluate their own comprehension and responses".

Quite similarly, Wu, (2003:P71) claims that:

"learner strategies are the thinking activities consciously selected by learners in order to understand or grasp the language materials".

Listening strategies are the strategies used by learners while listening to language materials. Harunur, (1998: p 76) explains that:

"Strategies are efforts to compensate for uncertainties in understanding, and could include making inferences, realizing where misunderstandings have occurred, and asking for clarification"

My understanding of listening strategies is that, they are some techniques used by listeners consciously while listening to help understanding. The definitions of listening strategies serve as the basis for understanding the following part:

6. The Major Listening Strategies:

Field, (1998: p 49) divided listening strategies into two types:

1. Psycholinguistic:

Psycholinguistic strategies are unseen actions that are in the head. They involve the listener's conscious use of their personal comprehension resources. For example, the listener might use contextual clues and background knowledge to guess meaning on the basis of a word's structure. Lynch, (1996: p 93) refers to these strategies as "***internal strategies***".

2. Behavioral:

Behavioral strategies, on the other hand, are visible actions in the world. They include negotiation with the speaker, making general requests e.g. (I do not understand), specific requests e.g. (What does X mean?) and admitting ignorance e.g. (I do not know the word).

Lynch, (1996: p 105) call them "***interactive strategies***" as they depend on collaboration with other person or people.

3. Listener based strategies:

In which the listener relies on background knowledge of the topic, the situation or context, the type of message and the language being communicated. This background knowledge activates a set of

expectations that help the listener to interpret what is heard and predict what will come next. Listener based strategies include:

1. Listening for the main idea.
2. Predicting.
3. Drawing inferences.
4. Summarizing.

4. Text based strategies:

In which, the listener relies on the language in the message; that is the combination of sounds, words and grammar which creates meaning.

Text based strategies include:

1. Listening for specific details.
2. Recognizing cognates (similar words or words of one origin).
3. Recognizing word-order patterns.

Listening comprehension tends to be an interactive and interpretive processes in which listeners use previous knowledge and linguistic knowledge in understanding messages...

7. Lack of Listening Tasks in Sudanese Secondary Schools:

Since the last decades of English teaching in Sudan, Grammar-Translation Method became dominant in school English teaching. Teachers of English focused on passing on knowledge; their attention was on written examination scores and they paid much less attention to develop students' listening and speaking abilities. In this kind of education, students tended to rely greatly on their teachers. If they are compared with European students, they would be considered very passive learners. Although Sudanese students have often learned significant amounts of grammar and memorized some English words, they have commonly been unable to communicate in English. Generally, they have found it difficult to make themselves understood in spoken conversation. Understanding what is said to them is often a challenge. There are problems in listening teaching that resulted clearly in oral communication. Students are unable to understand what is taught in listening classes because they do not understand the spoken content of the lessons. Consequently, such students lose all confidence as second language communicators. During their years of school education in English, the problem of listening deficiency is not particularly noticeable since language teaching at this level tends to focus on grammar lessons. However, if they are put in a situation to listen, they may struggle to grasp each word and the meaning of every sentence. When the listening task will complete, they will be

disappointed to find that they have been unable to understand. Although they might hear every word, they are often unclear about speakers' intention. The stress of the situation will result in the fact that student will forget the first sentence when they hear the second one. It is important to note that the only listening chance they are sometimes exposed to, is the talk of the teacher when he explains in English.

8. Grammar Knowledge Affects Listening Comprehension:

According to O'Malley, (1990: p 77) language knowledge is the foundation of learning English. This means that if students' knowledge of pronunciation, grammar, and vocabulary is insufficient, it is probable that their English listening comprehension will be negatively affected by lack of language knowledge. However, the most basic external covering of language is pronunciation and intonation. Therefore, the first step of listening comprehension is learning how to identify and select sounds according to pronunciation; therefore pronunciation knowledge must be developed. When students' pronunciation knowledge is inadequate their skill to discriminate the sounds of words will be weak and will affect listening.

9. Cultural background Knowledge and Thinking Affect Listening:

According to Gallagher, (2001: p 13) language is relatively like a mirror that reflects the national culture of its speakers. Cook, (1993: p-90) maintains that:

“Language cannot exist without culture...Culture can be explained as what the society thinks and does, and the language is the expression of the ideas of the society.”

Consequently, the relation between language and culture is undividable. Language is the carrier of culture and the capsule that holds a way of thinking. Thus culture is represented in even the simplest act of language.

As found by Robbins, (1999:p 44):

" The effective listener was the one who is able to communicate competently, understanding even the cultural aspect of the language" .

Therefore, the student with no background knowledge of culture in English, American or other English speaking countries, is unlikely to

success in English oral communication, Marianne (2001:P 35) maintains that:

"every time we speak we perform a cultural act".

Accordingly, there is now an emphasis in modern language teaching on cultural knowledge as a basis for language learning. An important requirement then, for learning spoken English is the learning of cultural knowledge. Thus if students' pronunciation, grammar, vocabulary and cultural knowledge are to develop, they must be based in a strong knowledge of the cultural norms of the target language.

10. Developing Students' Listening Skills:

Developing students' listening skills is one of the most difficult tasks for any ESL teacher. This is because; successful listening skills are acquired over time and with lots of practice. The demands of the task are often frustrating for students because there are no specific rules, as in grammar teaching. Speaking and writing also have very

specific exercises that can lead to improvement. Teachers must develop students' skills of listening comprehension. Brown, (1987:p118) identifies seventeen listening comprehension skills. Some of the most important of these skills have been discussed. For secondary school students, the most important listening skill is discrimination in English pronunciation, intonation and language flow. They need to learn the important skill of identifying the main information. This will be gained through teaching them the general aim and background before they practice listening (guided listening).

Rossiter, (2003:p144) said that:

"When students learn basic discrimination ability, they can select and analyze the meaning of what they hear and grasp the main content."

In the teaching process, teachers should develop students' ability to select main information and instruct students to control the general meaning of listening materials on the whole. In class, for example, teachers can ask students to listen to the general meaning of the passage, and then sum up key points and main information. Predictive

ability is also an extremely important listening skill. In everyday communication, people continually make unconscious predictions about what speakers will say, and these predictions are made on the basis of their knowledge of the context in which the communication is made. The development of predictive ability has many aspects. Before listening training, teachers might ask students questions related to listening materials or introduce relevant background knowledge to enlighten students' thinking to give students a clear recognition of the goals and requirements of listening training. The ability to guess the meaning of words is also an important listening skill. Listening comprehension does not mean understanding every word, but some words do play an essential part in listening comprehension. It is a normal phenomenon not to understand every word that is uttered. However, students may guess the meaning of new words on the basis of the topic being discussed and gain some understanding of the probable linguistic items on the basis of the context of discourses, grammatical structure and the background knowledge of the topic.

11. Teaching Processes in-Class and Outside-Class:

According to Ellis, (1994:p119) the new teaching model of listening comprehension has three stages. Stage one is preparation before class. Stage two is classroom teaching .Stage three is learning after class.

1- Pre listening Activities:

The activities chosen during pre-listening may serve as preparation for listening in several ways. During pre-listening the teacher may:

1. Set a purpose or decide in advance what to listen for.
2. Decide if more linguistic or background knowledge is needed.
3. Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases).
4. Make students aware of the type of text they will be listening to, the role they will play and the purpose for which they will be listening to.
- 5- Provide opportunities for group work and background reading or class discussion activities.

2. Activities While-Listening:

Activities while-listening relate directly to engagement with text, and students do them during or immediately after the time they are listening. These points are kept in mind when planning while- listening activities:

1. Decide what is and is not important to understand.
2. Use prediction to encourage students to check their comprehension as they listen.
3. Use questions to draw students' attention to the elements of the text which are important for comprehension of the whole.

4. Organize activities to guide listeners through the text...
5. Give an immediate feedback whenever possible to encourage students
- .

3. Post-Listening Activities:

1. The teacher writes questions on the board and asks students to answer them. Students are also motivated to talk and actively participate in the task.
2. Tell students to compare their notes and discuss what they understood in pairs or in small groups.
3. Encourage students to respond to what they heard. For example, where it is possible, ask questions like “Do you agree?” And encourage debate.
4. Tell pairs to write a summary of the main points. Then, ask them to compare their summaries and check if they have covered all the main points.

5. Evaluate comprehension in a particular task or area.
6. Decide if the strategies used were appropriate for the purpose and for the task, modify strategies if necessary by raising students' awareness of listening as a skill that requires active engagement, and by clearly teaching listening strategies. Teachers help their students to develop both the ability and the confidence to deal with communication situations they may encounter beyond the classroom. In this way, they give their students the foundation for communicative competence in the new language.

12.Strategies for Helping Students Develop their Listening Ability:

Many researchers stress on the fact that students couldn't be competent communicators in a language unless they develop their listening ability of that language. According to Ellis, (1985:p178) the following aspects would help students develop their listening ability:

1. Level-Based Listening Teaching:

In English listening teaching, there is a need to test students' listening comprehensive ability in order to develop their listening skills according to individual differences. According to Seedhouse, (1996:p16), a student of English language needs to experience five stages in listening comprehension.. First, hearing a series of sounds,

students cannot understand the content at all. In this stage, teachers should encourage students to listen frequently, so that they develop a natural feel for the pronunciation and intonation of English. This will benefit students' pronunciation and more importantly, students will gradually get used to the regular language flow. In stage two, students can distinguish some isolated and content-related words. At this point, the greatest achievement for students is the formation of good habits of listening. If students encounter new words in the process of listening, teachers should tell them not to worry about that but let students grasp the general idea and guess the meaning from the context. At stage three, students can distinguish phrases and sentence patterns from the language flow and have general understanding of the topic. Teachers should concentrate on developing students' ability to control sentences or the content of a whole text. The fourth stage occurs when students can distinguish clauses or sentences in the language flow, knowing their implications, and having a reasonable understanding of the whole content. At this point, students' difficulties are likely to be that they have inadequate vocabulary related to particular texts. Students need to listen to recorded materials about subjects that are not familiar to them so that they can learn to guess at meanings successfully accordingly enlarging their vocabulary and skills of prediction. In the fifth stage students can generally understand

most spoken texts coherently. However, when students' listening ability has reached the fifth stage, it will only take a change of content for students to return to the third and the fourth stages. Even if students reach the fifth stage, they will still need constant help to understand new words and texts.

2. Recorded-based Learning and Other Listening Contexts:

When we were at secondary school, we were never told that this class is devoted to listening lessons. Although it is not difficult to have recorded materials, we never listened to native English. Listening lessons require listeners to concentrate on the content and make fast responses to what they hear. If students are passive and anxious during listening training, they will probably feel nervous and cautious of taking chances. Teachers need to take a less-corrective approach in the first stage. The lessons should be varied, dramatic and interesting. Teachers need to select a wide range of materials to increase listening content besides using textbooks. Students need to listen to different levels of English in order to be exposed to natural, lively and rich language such as listening to recorded native English, watching films in English. In this way, it is possible to raise students' interest,

develop their listening skills, and achieve the goals of learning English.

3. Combining “Intensive Listening” with “Extensive Listening”:

Intensive listening requires students to understand the meaning of each discourse and almost understand every sentence and word. Generally, intensive listening requires students to listen to a text several times or divide the text into paragraphs and sentences to understand each one or by doing dictation word by word. The goal for the students is, to understand every sentence. On the other hand, extensive listening does not require students to understand every sentence and every word instead; students are encouraged to understand the general meaning of the text. The important point of listening is to understand the content. The purpose of intensive listening is to build basic listening skills while extensive listening is to strengthen and enlarge effectiveness of intensive listening in order to improve overall listening ability. In listening teaching, both intensive

and extensive listening should be combined to develop students' basic skills. Teachers must encourage students to engage in intensive listening in class, ask them to understand the general meaning and also to become familiarized with English pronunciation, intonation and the changes in language flow. In activities outside the class students need to engage in extensive listening; they can make use of many recorded materials in English. For instance, they may listen on TV programs, radio, the Internet and many other kinds of exposure to listening training they can find. Exposure to listening materials should include aspects of everyday life. Teachers must create language-learning environments that motivate students' interests and raise their passion and keenness for learning English.

4. Combining Listening with Other Skills:

In order to improve listening ability, it is better to listen frequently to native language speakers. Students need to practice speaking the language amongst themselves. Through this activity students will learn to combine the act of listening with speaking. Students must be actively engaged in producing language of high quality if they are to improve their English oral communication level. Teachers should combine listening activities with speaking in ways that reveal the basics of oral communication. No doubt, listeners will lose the information resources if they do not practice speaking the language.

Speaking will lose its objective without careful listening. Listening and speaking rely on and regulate each other. It is important to strengthen listening through speaking and to improve speaking through listening. Students need to retell and discuss the material they have just heard in order to stress their understanding. In this way, they learn to combine listening with speaking properly. Students who are able to do this, are able to communicate easily, overcome their passive response to the situation and gradually they learn to feel safe when they respond. In order to achieve this goal, a truly interactive and penalty-free listening class is required. Teacher/student and students/student exchanges should be emphasized as opportunities for a free exchange of opinions. Through a variety of listening and speaking activities, students can not only strengthen their language skills but also develop their oral communication and raise their motivation to improve their learning competence.

PART FOUR

Previous Studies

First Research 1.

Ahmed Gasim Al-seed Ahmed. "A communicative Approach Techniques in English Language Teaching in Sudanese Schools," M.A. Applied Linguistic. Faculty of Education. University of Khartoum. (1993)Unpublished.

Objectives: 1-

The study is carried to investigate the nature of the techniques used in English teaching in Sudanese schools, focusing on the communicative techniques. It suggests techniques and activities through which, the elements and communicative skills of language can be taught. It tries to answer the following questions:

- 1.Are the methods applied, enough to develop the communicative abilities?

2. Are the activities, enough to motivate the learners?
- 3.What is the nature of the communicative techniques?

2.Methods:

The researcher has used two kinds of tools which are questionnaire and observation check lists. The first questionnaire is distributed to teachers' trainers. It deals with what they give during their courses. The second questionnaire is distributed to the teachers. It deals with their practices and the methodological concepts .The third questionnaire is designed to test the application of more developed courses. The second tool the researcher has used was an observation checklist. It was designed to check what the teachers have studied and whether they applied it in real teaching?

Twenty samples were chosen for the questionnaires and checklists.

Results: 3.

The researcher has come out with the following results:

- 1.Sudanese learners of English are rarely exposed to the target language.

2.Sudanese students learn English language in artificial situation. (Classrooms are not like real world).

3.Sudanese learners do not have strong reasons for learning English language. One reason is that, teaching is an exam-oriented .It doesn't serve their needs.

4.Sudanese learners do not have close relation with the teachers.

5.Sudanese learners are less motivated.

6.They used the L1 more than the L2, even their accent is Arabic accent.

7.The number of students and the limit of time, give the students less chance to practice the language.

Recommendations: 3.

1.The researcher has advised the used of eclectic approach provided that , it should be based on communicative side.

2.He recommended motivation of the students.

3.He recommended dividing the class into groups because; it encourages communication, cooperation and more language use.

4.He also recommended that, teachers should speak English in the classrooms. They should not over correct the learners' mistakes.

5. Teachers should encourage external English practice.

6. He recommended learners -centered approach teaching.

2. Second Research :

Khalid Ahmed Hassan Ahmed. "Receptivity, Defensiveness and Certain Affective factors in Communicative Language Learning and Teaching"

PhD Thesis. University of Khartoum, Faculty of Arts. English Department (2004). Unpublished.

Objectives. 1.

The purpose of the research is to investigate the factors that enhance the learning and teaching of English communicatively with the following objectives:

1. To examine the relation of motivation and receptivity
2. To discover if the students' attitudes measured by instruments in this research toward the English language speakers, the English language classroom and the English language teachers, are predictors of students' receptivity and defensiveness.
3. To find out if self-esteem is related to receptivity.

4. To find out if a low –level of anxiety is related to receptivity.
5. To find out whether attention is related to receptivity.

Methods: 2.

The researcher has used two types of tool to collect data.

1.Questionnaire.

2.Motivational intensity scale.

The questionnaire is based on Albusairi self –esteem, it is designed for twenty university students. It consists of 46 questions divided into six scales, which are:

1.Self –esteem scale.

2.Motivational intensity scale .

3.Anxiety scale.

4.Attention scale .

5.eceptive scale.

Results: 3.

The researcher has come out with the following results:

1. Students have desire to learn the language and exert efforts outside and inside classrooms which, stresses the importance of motivation.

2. Learners have positive attitudes toward the language itself and its speakers, the classroom physical environment, the English language teachers, communication in English and toward the social factors related to the fellow learners.

3. Positive attitudes toward the language, its people and culture have also been proved as predicator of achievement. 4.

Low -level of anxiety is correlated with high level of self –esteem and receptivity.

5. Anxiety was proved in previous research to be related to self-esteem but not as aspect of achievement.

6. Attention is an indicator of increased students' enthusiasm and interest to learn the language.

Recommendations: 4.

The researcher has recommended the following point as further study:

1.Relation between receptivity and defensiveness in factors like job and academic needs orientation, cognitive factors such as intelligence competitiveness.

3.Third Research:

Imam Al-ddin Awad Mohammed. "Pair\Group Interaction in Oral Skill Courses for ESL University Students "M.A. Research. Khartoum University. Faculty of Arts. May (2000).Unpublished.

It is an empirical research in which, the researcher tried to find a suitable techniques for teaching oral skill for learners of English as a second language.

1.Objectives:

1.inding out how pair\group work activities attract the students, motivate them to orally participate and give them self-confidence.

2-Investigating how pair and group work when compared with other models of teaching (whole-class technique), increases the rate of participation and thus increases the amount of talk and improves students' interactive competence.

3.Providing an atmosphere for the learners to practice oral skills i.e. (listening and speaking) concentrating on the

message and to interact the ideas in English and develop the ability to initiate and sustain conversation.

4. Encouraging teacher to be as a facilitator rather than sensor and foster a more positive classrooms' atmosphere.

2. Tools:

The researcher has used two major tools with a third minor one. He used picture description test and experimental work to collect data. He also used lectures and reports with observations.

The picture description test is composed of fifteen colored pictures to be described by the students for two minute preparation and three minutes for the answers .The test is composed of two sections. In each section, there are five questions and pictures descriptions.

In the experimental group, the researcher has used the pair and group work methods on his subject .Tasks were also conducted to test the group.

The idea of picture description was adopted from Salih Nimer, (1998). It was used before by Ellis, (1985:p 22) to check the students' language ability, fluency and self-confidence.

Results: 3.

The researcher has come out with the following results:

1. There was a sort of anxiety that, the use of pair and group work invites the students to make much noise and use much of mother -tongue when the students are out of the teacher monitoring.
- 2.Students ' reluctance to work in English reduces with the activities.
- 3.Students could be active participants if they find the chance to work.
- 4.Pair and group work encourages the students to initiate conversation.
- 5.Pair and group work guarantee more students' talk and participation.

Recommendations: 4.

The researcher has recommended the following:

- 1.Teachers should consider pair and group work as effective technique for teaching oral skills.
2. Activities should be prepared. It should be suitable for all levels if they are used in pair and group work.
- 3.Presentation of the activity should be made before any move of the students to start the work.
- 4.Using a group of good students to show the activity for the rest is a good way.

Fourth Research: 4.

Ibrahim Bushra Medani."Certain Factors in the Selection and Implementation of Communication Strategies" M.A. Thesis in English language, University of Khartoum, Faculty of Arts (1995). Unpublished.

Objectives: 1.

The research aims to investigate the following:

1. How level of proficiency affects selection and implementation of communication strategies of Sudanese learners at tertiary level?
2. To investigate the learners' language production and how this can contribute to the development of L2 teaching and learning?

Tools: 2.

The researcher has used two means of data collection:

- 1.Questionnaire.
- 2.Writing tasks.

The questionnaire is divided into two sections; one questionnaire is composed of eleven questions about biographical side .The other is composed of twelve questions about the communication strategies.

The researcher has conducted communicative writing tasks to collect data. He asked the subjects to write composition about aids.

Results: 3.

The researcher has come out with the following results:

- 1.Level of proficiency is found as a real factor that affects learners' selection and implementation of communication strategies, in addition to other factors.
- 2.Teaching methodology should therefore, account for such factors in its attempts to develop the target language learning.

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The researcher has recommended the following:

- 3.Researchers should focus their attention on investigating learners' strategic competence with the underlying factors and how this can contribute to the development of their linguistic competence.
- 4.Questionnaire is less effective and limited tool in collecting data about communication. Investigation should be based on learners ' language production.

Fifth Research: 5.

Abdelkarim Hassan kakoum."Message Adjustment Strategy of Communication in Language Learner Performance." Master Research.. Unpublished. (1995).University of Khartoum. Faculty of Arts, Department of English.

Objectives: 1.

The research aims at:

1. Investigating message adjustment in different context. Varadi, (1993) has carried out an experiment for the investigation of this phenomenon with nineteen Hungarian adult learners of English at an intermediate level. The present research investigates the written performance of sixty five Sudanese first year university students.
- 2- Testing the theoretical assumption put forward by Varadi in his new context with the aim of verifying them or at least showing their strengths and weakness. Varadi, (1983: p 96).
- 3- Testing the utility of the technique; -pictured story - which, is used by Varadi, (1993) for the elicitation of message adjustment strategies.

Methodology: 2.

The researcher has used pictured story as a tool to collect data. He asked the subjects to describe the pictures in their own language to identify the optimal meaning. The reason behind the first phase is, to know what they want to communicate in writing. Then he collected the papers and asked the subjects to describe the same pictures in English. Subjects were asked to look at the pictures and put what they wish to convey into words with no dictionary and no help. Every subject was on his own. Then, comparisons were made between the presumed optimal message and the actual subject's message.

Results: 3.

The researcher has come out with the following results:

1. The same experimental technique of relating pictures of story in written production, could be reapplied in other contexts, may be with little modification in the procedures in order to have a wide range of experience about strategic behavior of learners during communication.
2. When faced with problems of expressing certain communicating goals or intended meaning, learners back to adjusting their message.

Recommendations: 4.

The researcher has recommended the following:

1. Giving more attention to basic English vocabulary by both syllabus designers and teachers. (Subjects were ignorant of basic words)
2. Attention to vocabulary should not only include presentation but, it should include practice as well.
3. Teachers should focus on teaching literature in their programs because; it will enrich the learners' repertoire.
4. Learners resort to circumlocution rather than paraphrasing for their low competence.
5. To improve proficiency of the learners, the teaching of Paraphrasing is seemed to be very important.

Recommendation for Further Studies: 5.

1. There should be an investigation of message adjustment in the spoken or oral performance.
2. There should be an investigation of the receptive aspect of communication. Studies concentrated on productive aspects, neglected the receptive side, that is how a learner responds to the message and interact with it?

Sixth Research: 6.

Salah Nimer Mohammad abu-Nawas."Influence of Certain Affective Factors on the Choice and Implementation of Interlanguage Communication Strategies " PhD Research.. Unpublished. University of Khartoum, Faculty of Arts, English Department. (1998).

Objectives: 1.

The aim of the research is to investigate the communication strategies Jordanian learners used in conveying their oral message. It also investigates the possible influence of certain affective factors, (motivation, attitudes, anxiety and self-esteem) on the choice and use of the communication strategies.

Methodology: 2.

The researcher has used two major tools of data collection.

Questionnaire.

1.

2. Picture description test.

The questionnaire is meant to investigate the affective factors meanwhile, the picture description test is meant to find out the type and frequency of the communication strategies that the learners employ. However, a third tool of data collection is used that is, structured interviews to find out other factors that could influence the use of communication strategies. All questionnaires measures made use of items that were rated on five-point Linkert scale ; (agree, strongly agree, disagree, etc).

Results: 3.

Based on the statistical analysis of the data, the following results are drawn:

1. The results reveal that, there are strategies used by the students and there are factors affect their use.
2. Learners use communicative strategies mainly (approximation and circumlocution) .
3. Intermediate and high level learners use more communication strategies.
4. High level students use more achievement strategies.
5. Students who use more literal translation use mimes. 6.
- Students have intense desire to learn English.
7. Most of the students practice facilitating anxiety which, facilitates and promotes communication.
9. There is a correlation between self -esteem and topic avoidance.
10. Students who have positive attitudes towards English, have parents who have the same attitudes.
11. The majority of the students preferred communication with English people.

Recommendation: 4.

1. Teachers should consider students affective state and respond to it.
2. Concern should be taken to decrease the amount of anxiety via providing relaxed atmosphere in the classroom.
3. To develop strategic competence, teachers should speak and encourage their students to speak in English.
4. Teachers should use life like communicative activities to help students learn the language.
5. Teachers should motivate the students to practice the language.
6. To help students build up strategic competence, teachers should focus on teaching oral communication.
7. Passive, present progressive and relative clause should be more stressed through more practice because, students avoid them.

7. Seventh Research:

Ghaleb Rababah. "Communication Strategies and Message Transmission with Arab Learners of English in Jordan" University of Newcastle upon Tyne/UK. PhD Dissertation November (2004).Published.

This article reports on empirical research into the relationship between L2 learners' target language proficiency and their ability to transmit comprehensible messages to their listeners. In order to test the assumption that even low-level English learners can transmit comprehensible messages despite their limited linguistic resources by using communication strategies. A sample of 30 Arab English majors at Yarmouk University in Jordan were asked to perform 3 'communicative' tasks: Picture storytelling, Object-identification and Role-play. The performance of the subjects was transcribed and analysed. The results indicate that transmission of comprehensible messages varies according to the learner's proficiency level and the task type. These results lend further support to the hypothesis that even low level English proficiency learners can communicate and pass comprehensible messages to the interlocutor by resorting to communication strategies (CSs) despite linguistic errors.

Objectives: 1.

The major objective of this research is to answer the following questions:

- 1.Are the English majors at Yarmouk University successful in getting their message across to achieve their communicative goals by means of their use of communication strategies (CSs) and despite the linguistic errors committed?
- 2.Are advanced learners of English better at transmitting comprehensible messages?
3. Can low-level learners transmit comprehensible messages?
4. Does the task being performed have effect on message transmission and comprehension?

Methodology: 2.

To collect data, a sample was obtained of 30 English majors (freshmen, seniors and graduates) who were researching English at the Department of English at Yarmouk University. To make the classification of English majors reliable, an adapted TOEFL test of 60 items was used to identify the subjects' proficiency level (low, intermediate and advanced). Ten subjects were randomly selected to represent each proficiency level. The purpose of having three different levels in the sample was to enable the researcher to examine the effect of proficiency on the learners' ability to transmit comprehensible messages.

3.Tools:

The following three tasks were given to the sample in order to answer the research questions. A detailed rationale for task selection and design is provided in Rababah, (2001). Briefly, three different tasks were used to cover different degrees of control over the content of subjects' oral production, ranging from controlled to free. Tasks were designed according to principles of communicative language teaching to be suitable for classroom implementation as part of a communicative language teaching programme. The interaction was audio-recorded and transcribed.

1. Object-identification / Naming Task:

This task consisted of 15 pictures of different objects taken from everyday real life such as: escalator, lift, vacuum cleaner, etc. These objects were chosen because they represent real-life objects that learners encounter. Now the subjects were asked to say what the objects were and if it was not possible to name the exact target items, they were asked to describe them in any way they like to get their message across to the listener. First, the subjects were asked to name the objects in their native language i.e. Arabic. Then, they were asked to look at the photographs one by one and to make it clear in English which object they saw either by naming it, or in any other way, so that anyone who would read their description later would be able to identify the objects or name them.

2 .Picture story-telling task:

This task was a series of six pictures that tell the story of an accident. The learners were asked to tell the story, imagining that the researcher was their friend. The purpose of using pictures was to restrict the content of the learners' production without affecting the language used to tell the story. This task represents what we do in our daily life, since we generally tell our friends about what has happened to us or to others at work, while driving to work, etc.

3. Role-play task:

A foreigner (learner A) who has just arrived in London for the first time is having some problems he has to solve. He has met someone who has been in London for a long time (learner B) and knows it very well. The foreigner wants to solve his problems with the help of the resident. The two speakers were guided with a Table that explained their roles. The purpose of this task was to see how English majors perform language functions and how successful they are at passing and comprehending messages. The learners were given a Table that showed each partner the speech acts that he was supposed to perform. This was also done to control the content, not the language used. Learner A was given a Table to fill in the messages that received from his partner. The purpose was to measure message comprehension.

4.Results:

The research has had the following five major results:

1. English language majors at Yarmouk University make use of communication strategies, such as literal translation, circumlocution, code-switching and avoidance to help them pass comprehensible messages to the listeners.
2. Even weak learners were good at transmitting comprehensible messages due to their use of communication strategies.
3. There is a relationship between the task being performed and message comprehension. For example, in the picture identification task, there were 133 instances of incomprehensible messages whereas there were 7 cases in the story-telling task and about 4 cases in the role-play task. Because the picture-identification task requires difficult vocabulary, many of the transmitted messages were incomprehensible.
4. There is a relationship between the learners' proficiency level and message comprehension. For example, low-level learners in the object identification task registered 75 incomprehensible cases, whereas intermediate learners 47 cases and the advanced 11 cases. Most of the registered unsuccessful attempts were produced by low-level subjects, 50% whose attempts were a failure.

5.Recommendations:

1.This research suggests that about 90 percent of the messages transmitted can be comprehensible and successful because of the learners' use of CSs.

2.The use of CSs is a means of solving communication problems with the aim of passing comprehensible messages to the interlocutor.

3.About 97 per cent of transmitted messages in the role-play and story-telling tasks were judged as comprehensible and successful as a result of the use of CSs, but this depended on the learners' proficiency level.

4.The use of communication strategies helped the subjects to communicate their messages effectively and successfully.

5.About 73 per cent of the subjects' descriptions in the object-identification task were judged as comprehensible and successful.

6. The teachers should orient the learners and focus their attention on the strategies that help learners to communicate. This can be done by explaining the nature and types of CSs to their learners and illustrating them with examples.

7. Students should also be encouraged to take risks and to use CSs. This means that learners should use all their available resources to communicate language resources without being afraid of making errors.

8.The use of a communication strategy also is not an indication of communication failure; on the contrary, it can be very successful in compensating for the lack of linguistic knowledge.

9.Students can be asked to perform communicative tasks and have it video-taped to be viewed later on to see their performance.

10.University students and school learners should be aware of communication strategies and understand their value.

Eighth Research: 8.

Wendy Y.K. Lam."Gauging the Effects of ESL Oral Communication Strategy Teaching: A Multi-method Approach" Electronic Journal of Foreign Language Teaching Vol. 3, No. 2, pp. 142-157, (2006), University of Singapore. Published.

The article presents the results of a research designed to examine the effects of Oral Communication Strategy Teaching (OCST) on learners'

performance and on strategy use. Two classes in the secondary ESL classroom in Hong Kong participated in the research.

1.Objectives:

The research aims to achieve two purposes:

1.The first purpose is to assess the effects of strategy instruction on task performance and learners' strategy use for oral language tasks in the ESL classroom.

2.The other purpose is to argue for a multi-method approach to investigate the impact of strategy teaching. It tries to find answers for the two following questions:

3. Does training in the use of the target strategies lead to improved performance (English proficiency and task effectiveness) in L2 oral tasks?

4. Does training in the use of the target strategies lead to greater use of these strategies in L2 oral tasks?

2.Methodology:

The researcher has used four methods of investigation, which, are:

1.Task rating:

To rate students' performances on group work discussions

2.Strategy questionnaire:

A questionnaire is designed to assess students' perceptions of their own strategy use over the intervention period. A six-point Linkert-scale response ranging between 1 = 'very low' and 6 = 'very high' was used to measure frequency. There were eight questions on the target strategies, with each question focusing on one strategy.

3.Observations:

It is necessary to research observed strategy use when students are engaged in a task so, in addition to the strategy questionnaire, observation was used. It aimed to research whether the OCST changed observable strategic behavior in terms of frequency

4.Stimulated recall:

Stimulated recall as a reflective method employed to elicit data about thought processes involved in carrying out a task or activity.

3.Results:

The research has come out with the following results:

- 1.The OCST might have a positive effect on enhancing the self-efficacy of the learners, thereby supporting the importance of strategy training in promoting positive affect in the ESL classroom.

2. The OCST had different impacts on the frequency of strategy use of the whole sample of target strategies.

3.The explicit focusing of strategies in the training may have a persistent impact on students' strategic awareness, thereby enabling students to identify and report the use of strategies in the interviews.

4. The value of raising L2 learners' strategic awareness in conducting oral communication tasks has been confirmed in recent students.

5.The OCST appears to have a positive impact on students' declarative knowledge 'about' strategy use.

6. It was found that learners of different cognitive styles used different types of CS.

Recommendations: 4-

The researcher has suggested the following points:

1. It is desirable to employ research instruments that can measure both observable and unobservable changes in order to get a full picture of the impact of strategy intervention.

2.The triangulation of results was made possible by a combination of research methods, may therefore be desirable to measure both the process and product of oral communication or language learning as a whole.

3.The target strategies taught to the learners need to be carefully investigated (how they might interact with learners.)

4. Trying out more task types may facilitate the investigation of OCSST on strategy use across different task types, as the strategy use may partially be dependent on task type.

Ninth Research: 9.

Harunur Rashid Khan." Speaking Strategies to Overcome Communication Difficulties in the Target Language Situation" Master of Arts in Applied Linguistics. Victoria University of Wellington. (1998) Unpublished.

Objective: 1.

The research investigated speaking strategies used in different social and work related situations to tackle communication problems with the following objectives:

1. Surveying some features of speaking strategies in coping with communication difficulties in the target language situation.
2. Investigates how they are coping with the target language communication, and, specifically in speaking, what strategies they are employing when faced with some difficulties.

The research tries to answer the following questions:

- 1.What kind of speaking difficulties do the Bangladeshi people face in communication with the NSE?
- 2.What kind of strategies do they adopt in tackling these difficulties or carrying on communication?

Methodology: 2.

The researcher has used two types of tools to collect data:

- 1.Questionnaire which was developed in two parts. The first part involves 10 questions relating to the respondents' background information and the second part has 15 questions based mostly on difficulties and strategies in communication. The respondents are in most cases required to choose one answer out of three, four or five choices. All of the items in the questionnaire are, either yes/no or multiple choice type questions as they seemed to be easier for the subjects to respond to. The researcher has chosen 20 adult people on the basis of their age and sex.
2. The researcher has also conducted four interviews, in order to obtain more information mainly to support the responses found in the questionnaire. All these interviews took place at the interviewee's residence. They were given a list of points to be discussed 15 minutes before we started our conversation. They also filled in a list of 10

yes/no type questions at the beginning of the interview. This interview was tape-recorded in two parts. The first part consisted of open discussion on the 10 key points using mostly L1 and in the second part there were 5 role play situations in English. Here the interviewer acted as the conversation partner in the role play sessions. Each interview took about 30-40 minutes on average.

3.Results:

The researcher has come out with the following results:

1. The participants do face some difficulties while speaking to the native speakers of English (NSE) and everybody uses some common strategies in communication to cope with the target language situation.
2. As identified by the respondents, the most difficult areas in speaking are pronunciation (of accent and stress), phrase and idioms, communicative sentence structures, slang and many other colloquial expressions.
- 3.The common strategies used by them to overcome these difficulties are paraphrasing, approximation, circumlocution, repetition, asking for clarification, checking comprehension, gestures, filler words and some other non-linguistic hesitation devices.
4. Sometimes certain psychological and cultural factors restrict the possibility of having more communicative interaction in the target language.

4.Recommendations:

The following are the recommendation suggested by the researcher:

- 1.Recognizing the difficulties and overcoming them can be very effective with the help of particular NSE friend.
- 2.During phone conversation sometimes, it is better to jot down the necessary points for a good comprehension.
- 3.Talking to the children is a great source of communication adjustment and strategy use as low amount of inhibition and anxiety work there.
- 4.Reading children's books can play an effective role as they are written in a simplified way with much more useful vocabulary of the target language use.

What Use have I Made Out of the Previous Studies?

Having finished scanning these studies, I came to know that:

1. The best way to judge communication strategies is to test real language production. This means; the tools should be; tasks, observations, picture description test or checklists.
2. Questionnaire proved to be impractical in assessing language communication.
3. Results of some of the studies clarify the reasons for why Sudanese learners avoid participating in English classes, which will consequently support and pave the way for the use of the communication strategies.
4. The recommendations of some studies show some ways of encouraging English use which, will also help us to find ways for developing oral communication.

5. Motivation, attitudes, anxiety and self-esteem are the most effective factors in learning English language.

6. The common strategies used by learners to overcome difficulties of communication are: paraphrasing, approximation, circumlocution, repetition, asking for clarification, checking comprehension, gestures, filler words and some other non-linguistic hesitation devices.

7. Encouraging external use of English is stressed in all studies. It should be taken into consideration as a way of developing English communication.

