CHAPTER ONE

INTRODUCTION

1.0 Overview

In non-English speaking countries, learning English is considered to be of crucial importance to meet the demands of the increasingly globalized world. At the same time, it is a very challenging task to equip learners with the necessary receptive and productive skills to perform competently in a non-mother-tongue setting. They need to acquire an in-depth knowledge of grammar, a wide range of lexical items and excellent pronunciation. Arabic speaking learners of English encounter many problems in achieving accuracy and fluency in English. Rabab'ah (2003) points out that several of the difficulties faced by Arab learners of English, associated with their limited linguistic resources in the target language. They cannot master all the Lexis in English; therefore they do not always succeed in conveying their intended meaning to others while attempting to communicate in English. Their array of linguistic means may fall short in expressing their ideas. Consequently, they use various strategies to overcome communication problems when they lack adequate competence in the target language. They can achieve their communicative goal by either linguistic or non-linguistic strategies, such as, sound imitation, body language, use of fillers, coining new words, paraphrasing, or code switching. These ways are known as communication strategies (CSs). Learners tend to use several different kinds of communication strategies to ease their communication and to overcome their communication difficulties.

In the authentic communicative situations, not only low-proficiency learners but also high language proficiency ones are sometimes faced with the communicative problems. In order to solve their problems, students are inclined to develop communication strategies (CSs) to overcome target language

deficiencies and eventually develop communicative competence (Bialystok, 1990; Dornyei, 1995; Willems, 1987).

According to Canale (1983), communication strategies are helpful tools for both native speakers and foreign language learners to compensate for insufficient competence. The Canal's framework of communicative competences includes four main elements: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Among four types of communicative competence, the notion of communication strategies was adopted and labeled under strategic competence, which is the ability to employ strategies of language use in the attempt to reach communicative goals.

1.1 Statement of the Study

Among Arabic speaking students in Sudan, it has been observed that many learners struggle while communicating in English. They cannot express their ideas or interact with other people freely. Many of them are very hesitant to communicate because of their inadequate competence in the target language. Other learners try their best to overcome their communication problems to convey their messages and intended ideas by employing different types of CSs. These can be regarded as devices used by learners to overcome their communication breakdowns.

1.2 Objectives of the Study

This study aims at:

1- Investigating how EFL students make use of communication strategies during their oral performance.

2- Finding out the role of English of teachers in equipping EFL students with communication strategies to enhance oral communication.

3- Highlighting the role of teachers of English in motivating EFL students to engage in oral communication.

1.3 Questions of the study

This study sets out to answer the following questions:

1- To what extent can EFL students make use of communication strategies during their oral performance?

2-To what extent can teachers of English equip EFL students with communication strategies to enhance oral communication?

3- To what extent can teachers of English motivate EFL students to engage in oral communication?

1.4 Hypotheses of the Study

This study sets out to test the following hypotheses:

1- EFL students make use of communication strategies during their oral performance.

2- Teachers of English equip EFL students with communication strategies to enhance oral communication.

3- Teachers of English motivate EFL students to engage in oral communication.

1.5 Significance of the Study

The significance of this study stems from its attempt to bring up new insight into issue pertaining to the investigation of factors affecting the use of communication strategies among EFL students to develop oral communication. This study will cover the area of communication. It will help the university students to be aware of communication strategies; it will help the teachers in dealing with the points of weakness.

So, it is hoped that the results arrive at in the future will help the curriculum designers to take the right decisions with regards to promoting the students in using communication strategies, which is badly needed in their studies so people need to act globally so as to keep space with the rest of the world.

Therefore, the significance of this study stems from its emphasis on addressing these problems.

1.6 Scope of the Study

This research will be limited to investigation factors affecting the use of communication strategies among EFL students to develop oral communication. It is hoped that it will tentatively cover the period as from (2017-2018). It will be conducted at Sudan University of Science and Technology, College of Languages, and research sample will be exclusively drawn from teachers of English at (SUST) located in Khartoum**.**

1.7 Methodology

The researcher has adopted the descriptive analytical method as well as quantitative method. A questionnaire is used as a primary tool for data collection. The questionnaire will be distributed to teachers of English language at Sudan University of Science and Technology (SUST) to check their point of views in terms of this issue.

CHAPTER TWO

LITERTURE REVIEW AND PRVIOUS STUDIES

Part one: Theoretical Background

2.0 Introduction

This introductory paragraph displays the relevant literature review on investigating factors affecting the use of communication strategies among EFL learners .This chapter is called chapter two which is divided into two parts; the first part is called theoretical background and the second part is called previous studies.

2.1 Communication Strategies

The notion of "communication strategies" (CSs) reflects the concept of communicative competence, proposed by Canale and Swain (1980), which not only involves knowing a syntactic use of language, but also the appropriate use of language in a particular situation, for example, to apologize or make a request. The model of communicative competence is composed of three elements: grammatical competence, sociolinguistic competence, and strategic competence. However, Canale revised this old framework in 1983 by allowing for the inclusion of four main areas of competence: grammatical competence, sociolinguistic competence, strategic competence and discourse competence. Compared with the first three components, strategic competence seems to be the most relevant to CSs since it consists of interlocutor's ability to utilize communication strategies to compensate for lack of knowledge in other competencies. As suggested by Faerch and Kasper (1983), it is perceived as the way learners used to cope with communication breakdown and "manipulate language in order to meet communicative goals" (Brown, 2001, p. 220). Thus, strategic competence is especially required for both native speakers and L2 learners to enhance their communicative competence

Brown (2000) points out that more recent approach seem to take communication strategies as elements of an overall strategic competence. Thus, before mentioning communication strategies, it is necessary to clarify the concepts of communicative competence and strategic competence.

2.1.1 Communicative Competence

Hymes (1972) proposes that the term "communicative competence" in contradistinction to Chomsky's notion of linguistic competence. The latter emphasizes the abilities of speakers to produce grammatically correct sentences, and the former includes linguistic competence and sociocultural dimensions. For Hymes, communicative competence enables learners to "convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (Brown, 2000, p.246).

Canale and Swain (1980) states that further develop this notion, identifying four dimensions of communicative competence: grammatical competence (knowledge of what is grammatically correct in a language), sociolinguistic competence (knowledge of what is socially acceptable in a language), and discourse competence (knowledge of intersentential relationships), and strategic competence (the knowledge of verbal and nonverbal communication strategies).

 In a word, communicative competence includes both the use of the linguistic system itself and the functional aspects of communication. It is a dynamic, interpersonal construct; it is relative and depends on the cooperation of all the involved participants (Savignon, 1983).

2.1.2 Strategic Competence

Strategic competence, the manipulation of language by learners to achieve communicative goals, is the pivotal element in communicative competence. Canale and Swain (1980) claim that it relies on "verbal and nonverbal

communication strategies…to compensate for breakdowns in communication due to performance variables or due to insufficient competence" (p. 30).

Likewise, Yule and Tarone (1990) define it as "an ability to select an effective means of performing a communicative act that enables the listener/reader to identify the intended referent" (p.181). In a later study, they modify the definition to include both the "compensatory characteristics of communication strategies and the enhancement characteristics of production strategies". Bachman (1990) regards strategic competence as a capacity that put language competence into real communication contexts.

Paribakht (1985) suggests that strategic competence is best understood as the skills of a learner to access various solutions to learning and communication problems. These include "both production strategies (oral and written) used to solve lexical, syntactic, and sociolinguistic problems in communicating a message, and reception strategies (aural and written) used to solve similar problems in receiving the message" (p. 142).

In sum, strategic competence refers to language learners' ability to use communication strategies either to solve communication problems or to enhance the effectiveness of communication, which allows speakers to appear more adept than they actually are (Scarcella & Oxford, 1992, p.72). Thus, strategic competence is especially important for ESL/EFL learners with rather limited oral proficiency.

2.1.3 Definitions of Communication Strategies

Selinker (1972) proposes that concept of "communication strategies" (CSs), which he defines as a by-product of a learner's attempt to express meaning in spontaneous speech through a limited target language system. Since he first

used the term, it has been the subject of much discussion but also of little consensus as to its correct definition.

In early work, CSs was regarded as language learners' problem-solving behavior in the process of target language communication. Language learners employed CSs to compensate for their linguistic shortcomings in order to achieve a particular communicative goal. This kind of notion focuses on the language learners response to an imminent problem without considering the interlocutor's support for its resolution. Thus, it is an intraindividual, psycholinguistic view that "locates CS in models of speech production or cognitive organization and processing" (Kasper & Kellerman, 1997, p. 2).

In contrast, Tarone (1980) defines CSs from the inter-individual, interactional view, regarding CSs as the "mutual attempts of two interlocutors to agree on a meaning in a situation where the requisite meaning structures do not seem to be shared" (p.420). Thus, CSs are utilized to bridge the gap between the linguistic knowledge of the foreign language learner and that of the target language interlocutor in real communication situations so as to avoid communication disruptions.

2.1.4 The Classifications of Communication Strategies

Most literature on CSs embodies similar and overlapping taxonomies, which may be divided into avoidance or reduction strategies and achievement or compensatory ones (e.g. Tarone, 1980; Faerch & Kasper, 1983; Dornyei & Scott, 1997).

Using the avoidance or reduction strategies (e.g. topic avoidance, message abandonment, meaning replacement), learners veer away from unfamiliar

topics, avoid solving communication problems, and reduce or abandon the messages they intended to convey.

These behaviors can negatively affect the content of the interaction and are common among low-proficiency learners. Using the achievement or compensatory strategies, learners tackle communication problems by an alternative plan for reaching their original goals. The achievement or compensatory strategies include cooperative strategies (e.g. appeal for help) and non cooperative ones (e.g. L1-bases strategies, such as code switching, foreignizing, and literal translation; interlanguage-based strategies, such as substitution, generalization, exemplification, word-coinage, and restructuring; non-verbal strategies, such as mime and

imitation). Other strategies, such as time-gaining strategies (using fillers to gain time to think), prefabricated patterns (using memorized stock phrases, usually for survival purposes) also belong to the category of achievement or compensatory strategies. Using these strategies helps learners complete or continue an oral communication and is regarded as

good learners' behavior.

2.1.4.1 Nakatani's Oral Communication Strategy Inventory (OCSI)

Nakatani's (2006) developed the Oral Communication Strategy Inventory for EFL university students in Japan. According to Nakatani (2010), the term oral communication strategy is used to "highlight interlocutors' negotiation behavior for coping with communication breakdowns and their use of communication enhancers" (p.118). The questionnaire consists of two parts. The first examines strategies for coping with speaking problems and eight categories consisting of 32 specific strategies are identified: social affective, fluency-oriented, negotiation for meaning while speaking, accuracy-oriented, message reduction and alternation, nonverbal strategies while speaking, message abandonment,

and attempt to think in English. With respect to strategies for coping with listening problems, seven categories consisting of 26 specific strategies are identified: negotiation for meaning while listening, fluency-maintaining, scanning, getting the gist, nonverbal strategies while listening, less active listener, and word-oriented.

To sum up, we can say that communicative competence is what one knows; strategic competence is one's ability to employ CSs to handle breakdowns in communication. Effectively utilizing the CSs could allow learners to remain in the conversation, which in turn provides them more opportunities to expose to the target language and produce more utterances.

Factors Affecting the Choice of Communication Strategies

Understanding the CSs that student's employ helps teachers understand their strategic competence so that appropriate strategies could be chosen for pedagogical purposes. However, in guiding students to become competent speakers of English, EFL teachers may need to explore further the influence of other learner variables on the use of OCSs by students. This study investigates, in particular, the effect of five variables—gender, language proficiency, self-perceived oral proficiency, the frequency of speaking English outside the classroom, and motivation in speaking English, on students' OCS use.

Gender

In second/foreign language learning, gender differences are discussed mostly in studies of language learning strategies. Several studies have shown that females use language learning strategies more frequently than males .Besides, females are reported to be more socially interactive than

males. However, some findings reveal that males employ more learning strategies than females (Wharton, 2000) and others that there are no significant

differences between the sexes in their use of language learning strategies. In addition, E-Dib (2004) in a study of the choices of language learning strategies by learners in Kuwait concludes that these may be affected by the culture milieu.

As for communication, Baker and MacIntyre (2000) report that girls possess a greater level of willingness to communicate inside the classroom, whereas boys are more willing to use their L2 outside the school context. In Li's study (2010), female university students in Taiwan are reported to apply CSs more often than male students are.

Language Proficiency

A learner's language proficiency is a potentially influential factor in the choice of CSs. It is found that "learners with different target language proficiency levels drew upon different sources of knowledge to solve their communication problems" (Chen, 1990, p.174).

Paribakht (1985) reports that highly proficient language learners with richer linguistic knowledge of the target language tended to rely on linguistic approach, while those with low proficiency adopted a conceptual approach that does not require specific target language linguistic or cultural knowledge to compensate for their weak linguistic knowledge.

Similar results are found in Chen's study (1990), which investigates the relationship between L2 learners' target language proficiency and their strategic competence. Findings reveal that high proficiency learners were prone to choose linguistic-based and low proficiency learners knowledge-based and repetition CSs. In addition, high proficiency learners employed their CSs more efficiently.

Liskin-Gasparro (1996) indicates that the intermediate high speakers relied mostly on L1-and L3-based CSs, such as language switch, transliteration or foreignizing; while advanced speakers called upon a range of L2-based strategies, including circumlocution. No advanced speakers resorted to message abandonment strategies.

Some studies report an inverse relationship between proficiency level and CS use. Poulisse and Schils (1989) indicate that the most advanced subjects used fewer compensatory strategies than the least proficient ones. The researchers reason that this result is explained by the limited vocabulary of the latter, compelling them to resort more often to compensatory strategies. They also indicate that high proficiency Exploring Factors Affecting the Use of Oral Communication Strategies learners employed fewer CSs to convey meaning. Students with high language proficiency are apt to use specific strategies in oral communication.

In Nakatain's study (2006), students with high oral proficiency tended to use social affective, fluency-oriented, and negotiation of meaning strategies, which are effective for oral communication, since students employed them for keeping the conversation flowing and for maintaining their interaction through negotiation. The low proficiency students relied more on message abandonment and less active listener strategies, which are regarded as ineffective strategies. Chen (2009), who examines the oral communication strategies used by college English majors in Taiwan, maintains that although speaking proficiency is related to the use of oral communication strategies, no direct relationship exists between them. Speaking of the OCS use of students learning English in Taiwan, Li (2010) finds that the highly proficient students utilized CSs more often and relied more on social, negotiation for meaning, and accuracy-oriented strategies than those with mid or low English proficiency.

Generally speaking, high language proficiency students are more likely to resort tom linguistic knowledge to convey meaning and they are able to select appropriate and effective strategies for interaction. In comparison, low language proficiency students tend to rely on knowledge-based or conceptual-based strategies and to call on abandonment strategies.

Self-perceived English Oral Proficiency

Bacon and Finnemann (1990) indicate that speaking is problematic for very deep-seated reasons related to self-concept. A positive view of self can affect the progress of an individual learning. They argue that "It is not the individual's actual skill that counts; rather it is how they perceive their communication competence that will determine WTC" (p.316). Both the willingness to communicate (WTC) and perceived competence have an impact on the frequency of communication. However, Cheng (2007) reveals that the CSs used and the self-report of oral proficiency did not have a statistical relationship. She points out that

> "*effective communication takes more than the ability to talk. It also involves the use of one's mental faculties in the choice of words, the ability to make other person understand what one is saying and vice versa*" (Cheng, 2007, p.99).

2.3.4 Frequency of Speaking English Outside the Classroom

Huang and Van Naerssen's study (1987) find that Chinese EFL students who are successful communicators more often turned to functional practice approaches. These included speaking with native speakers, friends, or other students, and thinking or talking to themselves in the target language. In Bialystok's study (1981), functional practice is shown

to be critical to students' language performance. They indicate that if "foreign language learners lack the opportunity for constant interaction in the L2, they should be less likely to increase their perceived competence, willingness to

communicate, and frequency of communication" (cited in Baker & MacIntyre, 2000, p.312).

Constantly using English also increases one's linguistic outcomes. Piranian (1979) maintains that language learners who have had more exposure to the target language or have acquired it in natural situations are more flexible and successful in using communication strategies. Research suggests that students who actively seek opportunities to speak a second language—both in and out of classroom—become more proficient in second language conversation than students who do not seek them.

According to Clement (1986), "seeking opportunities to communicate would greatly increase the chances for intercultural contact, L2 communication practice and comprehensible input). "The L2 learner's decision to initiate conversation has been linked to the notion of crossing the Rubicon, an irrevocable decision that can lead to success or failure". Thus, habitual exposure to English and interaction with native speakers leads to more successful communication.

Motivation in Speaking English

Schumann (1986) states that motivation is the driving force that initiates learning in the first place and sustains learning until the planned goals are achieved. High motivation may provoke learners to interact with native speakers of the target language, which in turn increases the amount of input to learners.

McIntyre and Noels (1996) report that those who were substantially motivated more likely to adopt more learning strategies and use them more frequently than those with less enthusiasm. Motivation is typically examined in terms of the intrinsic and extrinsic motives of the learners.

Intrinsic motivation refers to the willingness to engage in an activity because it is enjoyable and fulfilling. Extrinsic motivation refers to the desire to do it so as to receive an external reward or avoid punishment. It appears that intrinsic orientations are more powerful learning stimuli. However, in both cases, the degree of motivation that an individual learner possesses is the crucial factor for successful learning (Gardner, 1985).

The term strategies of communication was first appeared in Selinker's (1972) paper entitled "Interlanguage" to expound certain classes of errors made by L2 learners . The most working definition of a CS is provided by Corder (1983, p. 103): "a systematic technique employed by a speaker to express his meaning when faced with some difficulty." In addition, they classifies CSs broadly into two types: avoidance strategies and compensation strategies. First, avoidance strategies can be subdivided into message abandonment and topic avoidance. Using this type of strategy, L2 learners avoid conveying their messages, and these strategies affect negotiation negatively (Nakatani, 2006). Second, compensatory strategies can be subdivided into 10 categories: circumlocution, approximation, use of all-purpose words, word coinage, prefabricated patterns, nonlinguistic signals, literal translation, foreignizing, code-switching, appeal for help, and stalling and time-consuming strategies.

 L2 learners employ this type of strategy to compensate for missing knowledge and to resort to an alternative plan to convey their message (Nakatani, 2006). As to the classification of CSs, the three types of psycholinguistic, cross-cultural, and interactional perspectives have prevailed in the L2 communication strategy literature. The psycholinguistic view has shown interest in the problem-solving mechanisms that L2 learners use to compensate for their deficient lexical knowledge (Dörnyei & Kormos, 1998).

The cross-cultural perspective, however, has acknowledged the influence of L1 on L2, and L1-based strategies such as language switching, foreignizing, and translation have formed a major part of the several taxonomies of CSs . This line of inquiry into the use of CSs has found that less-proficient L2 learners often tend to resort to L1-based strategies. On the other hand, the interactional perspective, besides considering CSs as problem-solving devices to bridge the communication gaps, views CSs as pragmatic discourse functions that emphasize part of the intended message (Dörnyei & Scott, 1995a, 1995b; Tarone, 1980).

Meanwhile, unlike earlier studies which tried to identify, define, and classify CSs, later studies were more empirical in nature and have focused on the relationship between CSs and pedagogical issues. By developing an Oral Communication Strategy Inventory (OCSI), Nakatani (2006) used the term oral communication strategy (OCS) instead of communication strategy (CS) "in order to avoid terms that might exacerbate the confusion regarding taxonomies, the term oral communication strategy (OCS) is used instead of communication strategy" (p. 152). The OCSI has 58 items and is divided into two parts. The first eight categories are related to strategies for coping with speaking problems, and the second seven categories are related to strategies for coping with listening problems. The following is a brief description of these strategies (Nakatani, 2006, pp. 155-157):

I. Strategies for Coping with Speaking Problems

- Social-affective strategies involve learners' affective factors in social contexts.

- Fluency-oriented strategies are related to fluency of communication.

- Negotiation for meaning while speaking strategies are relevant to the participants' attempts to negotiate with their interlocutors.

- Accuracy-oriented strategies are concerned with a desire to speak English accurately.

- Message reduction and alteration strategies involve avoiding a communication breakdown by reducing an original message, simplifying utterances, or using similar expressions that can be confidently used.

- Nonverbal strategies while speaking require using eye contact, gestures, or facial expressions to give hints and to help the listener guess the intended meaning.

- Message abandonment strategies are associated with message abandonment by learners in communication.

- Attempt to think in English strategies involve thinking as much as possible in the foreign language during actual communication. The importance of these strategies is that oral communication usually requires a quick response to interlocutors.

II. Strategies for Coping with Listening Problems

- Meaning-negotiation strategies while listening are clearly characterized by negotiating behavior while listening.

- Fluency-maintaining strategies involve paying attention to the fluency of conversational flow.

- Scanning strategies include focusing on specific points of speech, such as subject and verb, the interrogative, and the first part of the speaker's utterance, in which important information is usually contained.

- Getting-the-gist strategies require paying attention to general information contained in speech rather than to specific utterances and considering the context and the speaker's previous sentences to guess overall meaning.

- Nonverbal strategies while listening are related to making use of nonverbal information, such as speaker's eye contact, facial expression, and gestures.

- Less active listener strategies represent negative attitudes towards using active listening strategies for interaction. Students who utilize this strategy translate the message into their native language little by little and depend heavily on familiar words.

- Word-oriented strategies reflect a learner's tendency to capture the meaning of speech by paying attention to individual words.

Although a multitude of research has been done on CSs, there is still an oblique picture of the use of CSs among different L2 learners and the relevant field has witnessed conflicting findings. Huang and Van Naerssen (1987) found that successful L2 learners employ more CSs than less successful ones. In contrast, some studies found that less proficient students use more CSs and also rely on reduction strategies . Low proficiency L2 learners were found to fail to restructure messages as they struggle to find words to express their intended messages (Ting & Lau, 2008). L2 learners were also found to use negotiation or interaction strategies in the form of explicit clarification requests and comprehension checks (Ting & Lau, 2008).

Moreover, Nakatani's (2010) study indicated that L2 learners' use of response for maintenance and signals for negotiation strategies is significantly related to their oral performance. The results further revealed that high proficiency L2 learners are aware of their using strategies to fill communication gaps and meaning-negotiation to enhance mutual understanding.

Chen (2009) investigated the OCSs used by high and low speaking proficiency Taiwanese L2 learners. He found that whereas fluent speakers commonly used social-affective, fluency-oriented, negotiation for meaning while speaking, and accuracy-oriented strategies, less fluent speakers used message reduction and alteration, and message abandonment strategies.

Concerning the effect of strategy instruction, the related literature revealed contradictory results. Some researchers discovered that strategy instruction yielded a significant improvement in the quality and quantity of strategy use. L2 learners receiving strategy instruction use fewer CSs. Moreover, Bialystok (1990) and Kellerman (1991) argue that there is no link between communication strategies and pedagogical issues.

Generally speaking, a review of the studies on L2 learners' strategy use reveals that despite the considerable number of research attempts, the field can still be motivating enough for further research. Researchers have reported conflicting results regarding both the effect of strategy instruction and the amount of strategy use by low and high proficiency L2 learners. Therefore, it can be illuminating to further research in this vary field. As such, the aim of this study was to determine the OCSs that fluent and non fluent Iranian L2 speakers use.

Part two: Previous Studies

Study (1)

Huang (2010) investigates those factors influencing the oral communication strategies of technological university students in Taiwan. Ninety-eight sophomore students of Lunghwa University of Science and Technology participated in it. Nakatani's Oral Communication Strategy Inventory (OCSI) (2006), along with the demographics and English learning backgrounds of students, was used to collect data. Descriptive statistics, a one way ANOVA, the Pearson correlation and multiple regressions using SPSS were applied to analyze the data. The study finds that students most often employed message reduction and alternation strategies and least often employed message abandonment strategies. Students' self-perceived oral proficiency, the frequency of and motivation in speaking English were significantly correlated with the use of oral communication strategies. However, gender and English proficiency did not have any effect on the use of oral communication strategies. Finally, the frequency of speaking English outside the classroom and motivation in speaking English were the powerful predictors of the use of oral communication strategies among this group of learners. Thus, the inquiry highlights the importance of functional practice and intrinsic motivation in the development of communication strategies and oral competence. It is hoped that this study will encourage a more serious reflection on the oral proficiency of technological university students. At the same time, EFL teachers will find more efficient methods to instruct students in effective communication strategies, allowing them to employ the strategies skillfully in their future communication with native and nonnative speakers.

Study (2)

Mirzaei and Heidari (2012) explore that, first, the use of oral communication strategies (OCSs) by fluent and non fluent Iranian L2 speakers and, second, the association between gender and the use of different types of OCSs. To this end, 50 undergraduate EFL students (20 males and 30 females) at Shahrekord University (Iran) were randomly selected as the participants, and their recorded speech samples were rated by two raters. Furthermore, the OCS inventory used which included eight categories of strategies for coping while speaking and seven categories of strategies for coping while listening. The MANOVA results of the data analysis revealed that fluent L2 speakers employed more OCSs than their non fluent counterparts. Specifically, the fluent speakers more frequently used social-affective, fluency-oriented, and meaning-negotiation strategies for coping with speaking problems and employed scanning and getting-the-gist strategies for coping with listening problems. However, non fluent participants significantly utilized more nonverbal and word-oriented strategies for coping with listening difficulties. The findings suggest that non fluent L2 speakers should be familiarized and made aware of the importance of effective OCSs.

Study (3)

Malasit and Sarobol (2011) investigate types of communication strategies (CSs) employed by M.3 (grade 9) English Program students at Joseph Upatham School and the effects of task type and English speaking proficiency: high, middle, and low on their CS use. The data were collected via one-way and two-way speaking tasks. Students' oral performances were recorded and transcribed by the researcher. Data analysis was based on integrated framework comprising avoidance strategies (Tarone, 1980) and compensatory strategies (Faerch and Kasper, 1983; Dornyei and Scott, 1997). Results showed that the students' use of CSs was significantly affected by task type since students were inclined to

employ CSs in two-way task significantly more frequently than in one-way task. However, the three groups did not differ in the total number of communication strategies used, and the most-frequently used CS is fillers/hesitation devices. This study could be of value in providing the significant beneficial implication for foreign language teaching and learning in which the development of strategic competence should be incorporated in ESL/EFL teaching curriculum.

Study (4)

Osman (2015) investigates that Sudanese EFL university learners communication habits to explore the nature of the problem they experience when communicating. To achieve the aim of the study, the researcher employed the analytic descriptive approach. The subjects of the study consisted of 70 Sudanese EFL students drawn from Faculty of Arts at Alneelain University. Two tools were employed for data collection: a questionnaire and an audio-recorded interview with the students. Results showed that the students knew what effective communication entails; proper negotiation of meaning through well constructed message. Result also showed that the students could understand the message addressed to them but they experienced difficulties responding properly. The students reported that the problem they faced in this respect was due to their limited knowledge about the target language and lack of confidence. Furthermore, result proved that the environment in which the students learn and practice English did not encourage the students to develop their communicative abilities. English does not have any communicative functions in the students' community. That is why the students have very poor communication strategies and in turn they fail to express their thoughts clearly and concisely.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter has discussed the following: methods and tools of the study, population of the study, sample of the study, description of the sample and the instruments, reliability, validity and data analysis procedure.

3.1 Methods and Tools of the Study

The researcher has used the descriptive analytical, qualitative and quantitative methods as well as the questionnaire as tool to investigate the following hypotheses as stated in chapter one:

1- EFL students make use of communication strategies during their oral performance.

2- Teachers of English equip EFL students with communication strategies to enhance oral communication.

3- Teachers of English motivate EFL students to engage in oral communication.

 The researcher has used the statistical package for social sciences (SPSS) and the researcher focuses on percentages and frequencies.

3.2 Population of the Study (Questionnaire)

   The populations for this study are teachers in Sudanese Universities. The researcher used the simple random sampling to select the population of the study. The following tables and figures show the number of distributed questionnaires, the number of received questionnaires with full-required information and percentages.

3.3.1 Teachers' Questionnaire

The questionnaires were distributed to the teachers from both sexes. Each questionnaire will include a covering page which introduces the topic of the research and identifies the researcher. It uses Likert 5-point scale (strongly agree, agree, neutral, disagree and strongly disagree). The questionnaire will be designed as a tool for collecting information from the teachers of English language at Sudan University of Science and Technology. The questionnaire includes (12) statements given to (30) Sudanese English teachers from SUST. It will be judged by experienced professors and doctors from Sudan University of Science and Technology. The responses for the questionnaire will be given to an statistician and the findings will be tabulated.

3.3 The Sample of the Study (Questionnaire)

The study sample respondents differ according to the following characteristics:

- The respondents according to gender (Male, Female).
- The respondents according to age
- The respondents according to their experience years
- The respondents according to Academic qualifications (Bachelor, High dip, Master ,Ph.D).

The following is a detailed description for study sample individuals according to the above characteristics:
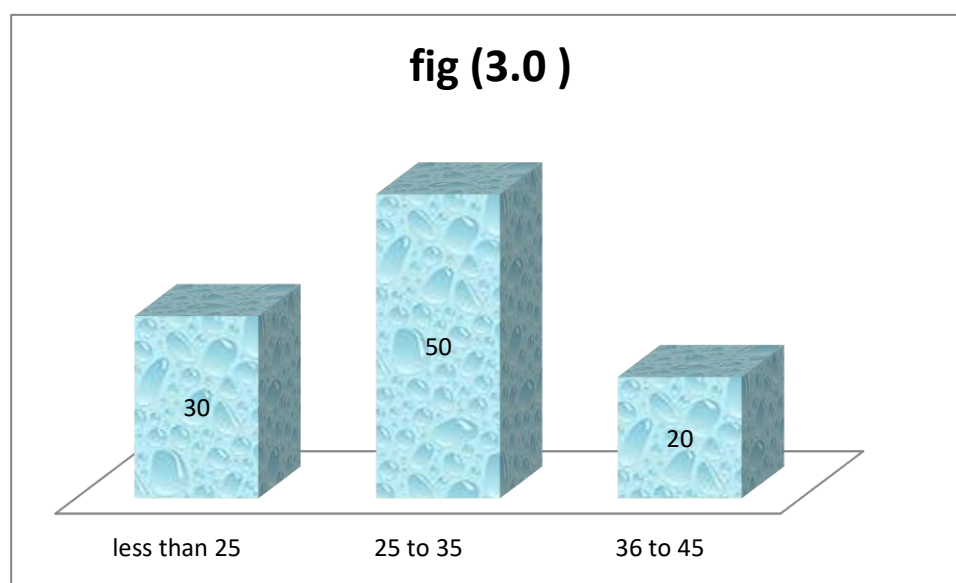
The Age

Table No.(3.0)

The Frequency Distribution for the Study Respondents According to Age

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
less than 25	9	30.0	30.0	30.0
25 to 35	15	50.0	50.0	80.0
36 to 45	6	20.0	20.0	100.0
Total	30	100.0	100.0	

fig (3.0)

It is noticed from the above table No.(3.0) and the figure No.(3.0) that, most of the sample's respondents have Age between (25) and (35) years, their number was (15) persons with percentage (50.0%). The number of sample's respondents who have Age between (36) and (45) years was (6) persons with percentage (20.0%). The number of sample's respondents who have Age less than (25) was (9) percentage (30.0%).

The Sex

Table No.(3.1)

The Frequency Distribution for the Study Respondents According to Sex:

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Male	24	80.0	80.0	80.0
Female	6	20.0	20.0	100.0
Total	30	100.0	100.0	

fig (3.1)
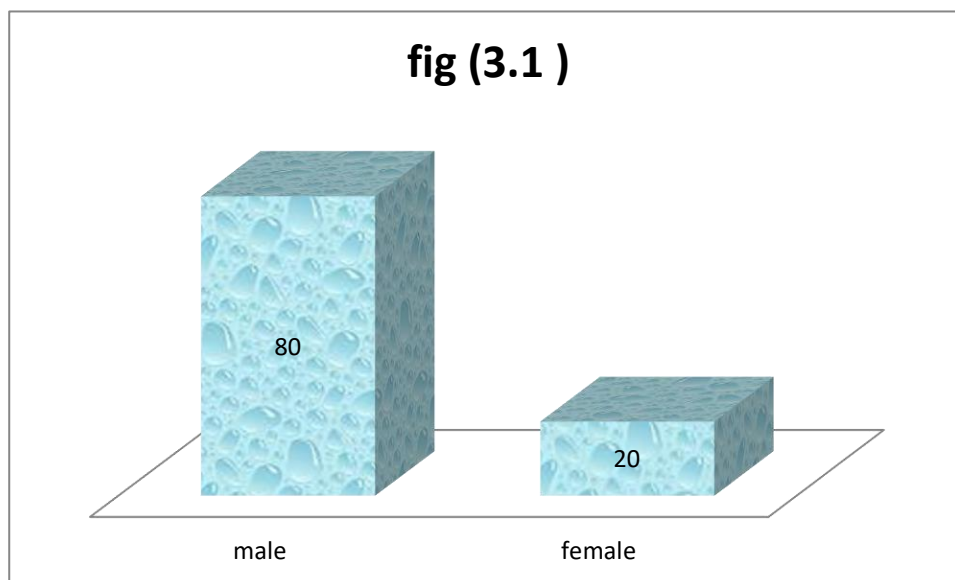
From the above table No (3.1) and figure No.(3.1), it is shown that most of the study's respondents are males, the number of those was (24) persons with percentage(80.0%)   The female respondents number was (6) persons with (20.0%). This indicates that the willingness of males towards education.

The Academic Qualifications

Table No.(3.2)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Ph.D	2	6.7	6.7	6.7
MA	8	26.7	26.7	33.3
BA	19	63.3	63.3	96.7
High Dip.	1	3.3	3.3	100.0
Total	30	100.0	100.0	

fig (3.2)
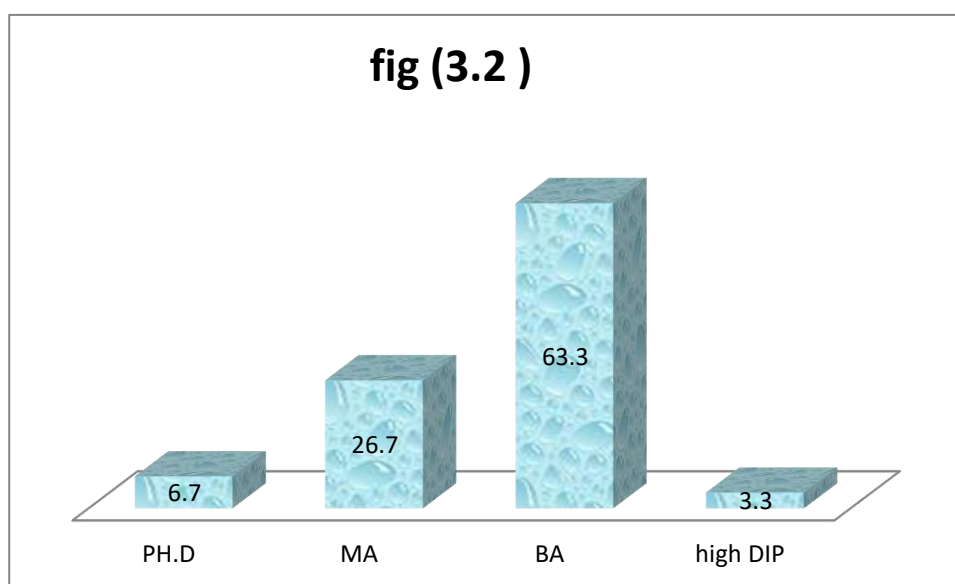
From the above table No. (3.2) and figure No. (3.2), it is shown that most of the study's respondents have BA as qualification, the number of those was (19) persons with percentage (63.3%). The respondents who have MA as qualification were (8) persons with (26.7%). The respondents who have Ph.D as qualification were (2) persons with (6.7%).

Years of Experience

Table No.(3.3)

The Frequency Distribution for the Study Respondents According to their Years of experience:

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
from 1 to 5	20	66.7	66.7	66.7
from 6 to 10	6	20.0	20.0	86.7
more then 10	4	13.3	13.3	100.0
Total	30	100.0	100.0	

fig (3.3)

66.7 | 20 | 13.3

from 1 to 5 | from 6 to 10 | more then 10
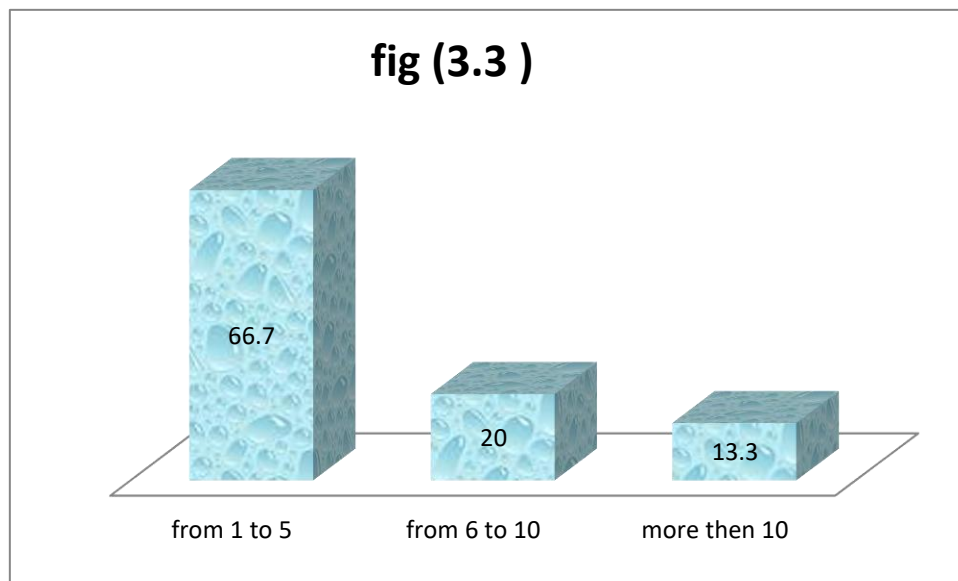
It is noticed from the above table No.(3.3) and the figure No.(3.3) that, most of the sample's respondents have experience between (1) and (5) years, their number was (20) persons with percentage (66.7%). The number of sample's respondents who have experience between (6) and (10) years was (6) persons with percentage (20.0%). The number of sample's respondents who have experience more than (10) was (4) percentage (13.3%).

3.4 Validity of the Questionnaire

By examining the validity for the study questionnaire and validation of its statements according to the layout and illustrations, the questionnaire was judged by three Ph.D. holding referees who have wide experience in teaching English. Some of the referees made some amendments, and others recommended that the questionnaire was reasonable in terms of items . In this case , the researcher made all amendments, and some of typing mistakes on his questionnaire have been corrected.

3.5 Statistical Reliability

Reliability refers to the reliability of any test, to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Re liability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Cronbach's Alpha	N of Items
.86	12

Summary

This chapter has drawn the road map for the study. It described the different aspects of the research (population, samples, tools, reliability and validity). It also describes in details the questionnaire and the procedures for data analysis.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' population in Sudan University of Science and Technology.

4.2 The Responses to the Questionnaire

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.3 Analysis of the Questionnaire:

The researcher   distributed the questionnaire on the determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly agree, agree, neutral, disagree, and strongly disagree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

Statement No (1): Students do not use fluency oriented strategy to develop their oral communication

Table No (4.1)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	9	30.0	30.0	30.0
Agree	11	36.7	36.7	66.7
Neutral	5	16.7	16.7	83.3
Disagree	2	6.7	6.7	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

fig (4.1)
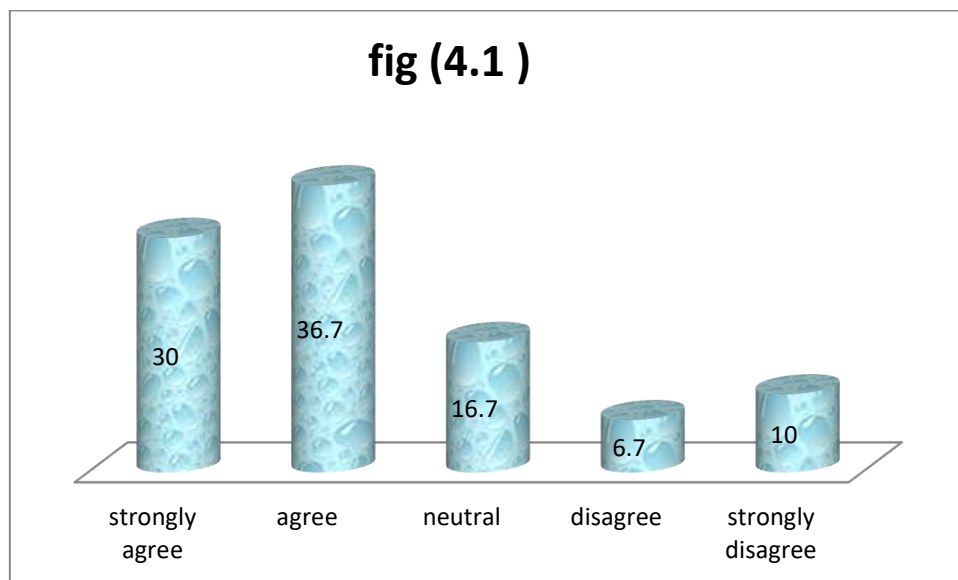
It is clear from the above table No.(4.1) and figure No (4.1) that there are (9) respondents in the study sample with percentage (30.0%) strongly agreed with " Students do not use fluency oriented strategy to develop their oral communication ". There are (11) respondents with percentage (36.7%) agreed with that and (5) respondents with percentage (16.7%) were not sure about that and (2) respondents with percentage (6.7%) disagreed, while (3) respondents with percentage (10.0%) are strongly disagreed. This indicates students should be well-trained in fluency oriented strategies so as to improve communication orally.

Statement No (2): Students are not engaged in negotiation with their interlocutors (i.e. partner in oral**).**

Table No (4.2)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	5	16.7	16.7	16.7
Agree	11	36.7	36.7	53.3
Neutral	8	26.7	26.7	80.0
Disagree	3	10.0	10.0	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

fig (4.2)
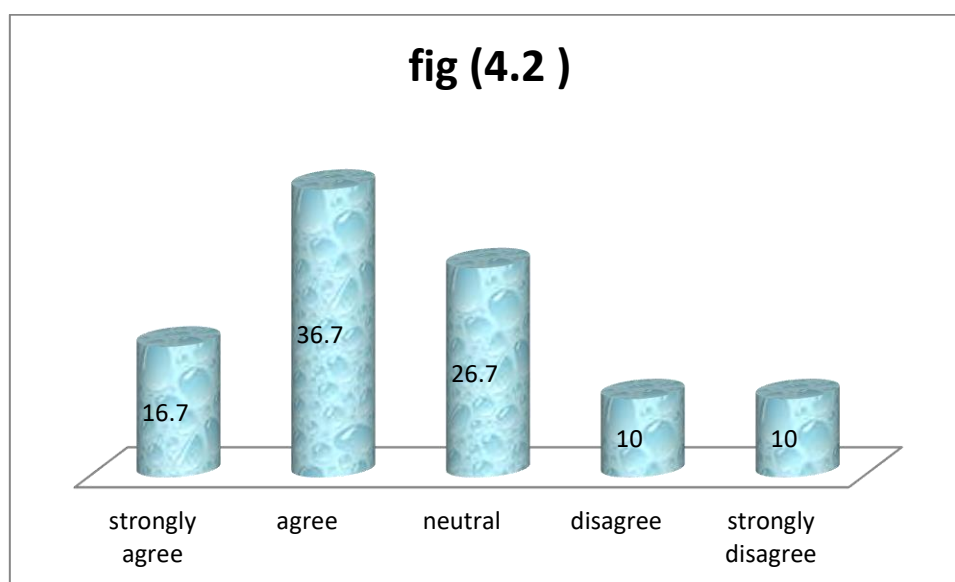
It is clear from the above table No (4.2) and figure No (4.2) that there are (5) respondents in the study sample with percentage (16.7%) strongly agreed with "Students are not engaged in negotiation with their interlocutors (i.e. partner in oral) ". There are (11) respondents with percentage (36.7%) agreed with that and (8) respondents with percentage (26.7%) were not sure about that and (3) respondents with percentage (10.0%) disagreed, while (3) respondents with percentage (10.0%) are strongly disagreed. this justifies that teachers should engage students in negotiating with their interlocutors.

Statement No (3): Students do not adopt accuracy – oriented strategy to improve their oral communication.

Table No (4.3)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	5	16.7	16.7	16.7
agree	9	30.0	30.0	46.7
neutral	5	16.7	16.7	63.3
disagree	7	23.3	23.3	86.7
strongly disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

fig (4.3)
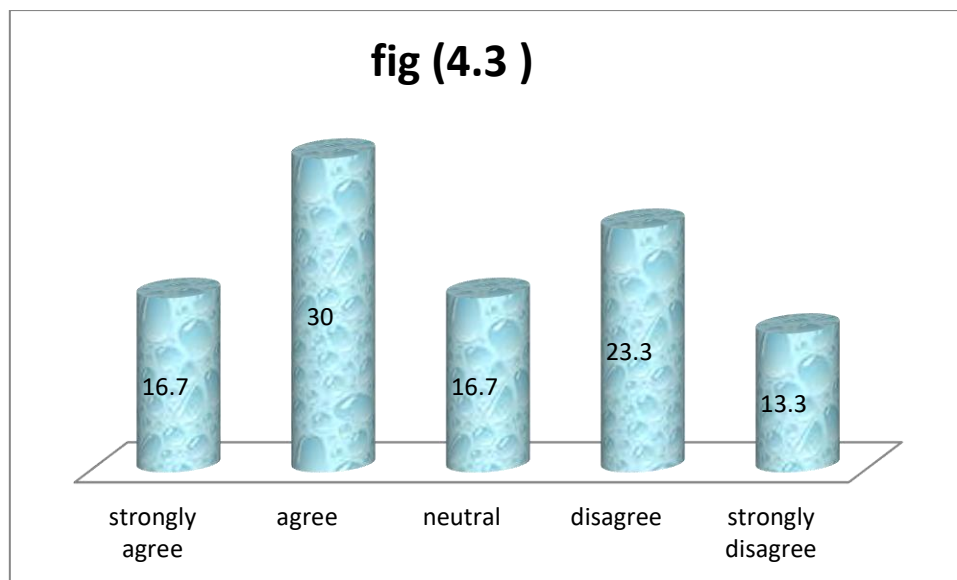
It is clear from the above table No (4.3) and figure No (4.3) that there are (5) respondents in the study sample with percentage (16.7%) strongly agreed with " Students do not adopt accuracy – oriented strategies to improve their oral communication ". There are (9) respondents with percentage (30.0%) agreed with that and (5) respondents with percentage (16.7%) were not sure about that and (7) respondents with percentage (23.3%) disagreed, while (4) respondents with percentage (13.3%) are strongly disagreed. This proves that students should adapt accuracy-oriented strategies so as to develop oral communication.

Statement No (4): Students do not use message reduction and alteration strategy to enhance their oral communication

Table No (4.4)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	23.3	23.3	23.3
agree	11	36.7	36.7	60.0
neutral	5	16.7	16.7	76.7
disagree	3	10.0	10.0	86.7
strongly disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

fig (4.4)
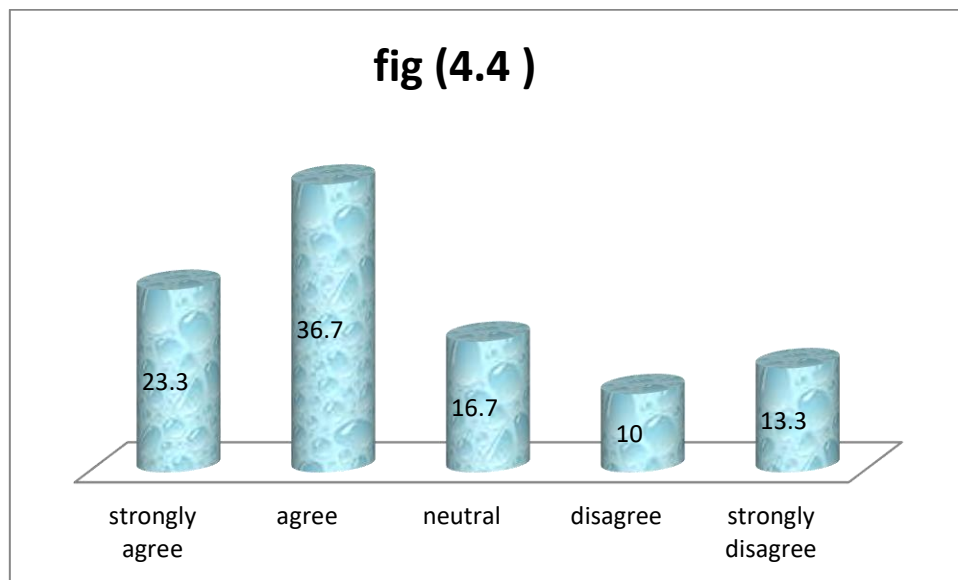
It is clear from the above table No (4.4) and figure No (4.4) that there are (7) respondents in the study sample with percentage (23.3%) strongly agreed with "Students do not use message reduction and alteration strategy to enhance their oral communication ". There are (11) respondents with percentage (36.7%) agreed with that and (5) respondents with percentage (16.7%) were not sure about that and (3) respondents with percentage (10.0%) disagreed, while (4) respondents with percentage (13.3%) are strongly disagreed. This observes that should use message and reduction strategies to improve communication.

Statement No (5): Teachers do not help students with verbal communication so as to guess the intended meaning.

Table No (4.5)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	4	13.3	13.3	13.3
agree	9	30.0	30.0	43.3
neutral	4	13.3	13.3	56.7
disagree	8	26.7	26.7	83.3
strongly disagree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

fig (4.5)
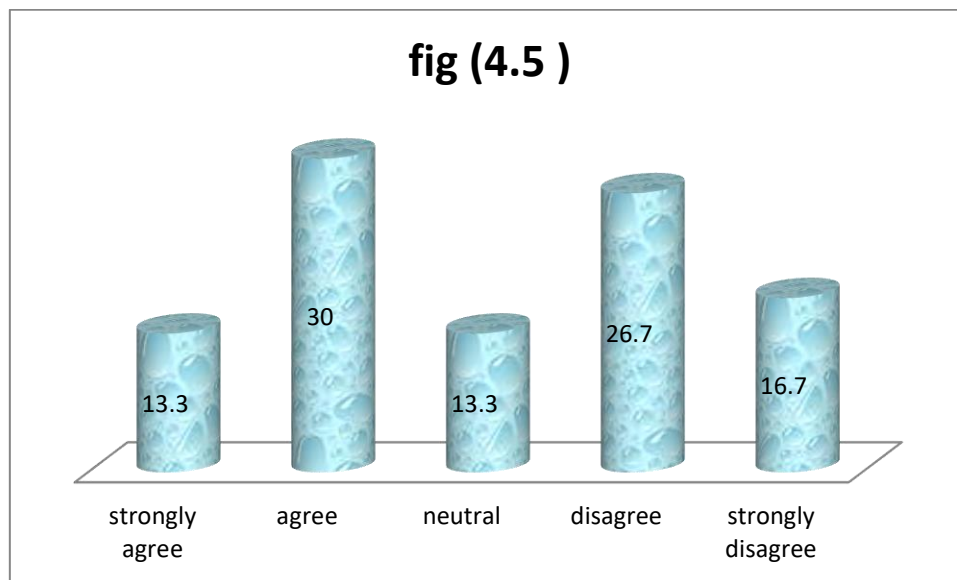
It is clear from the above table No (4.5) and figure No (4.5) that there are (4) respondents in the study sample with percentage (13.3%) strongly agreed with " Teachers do not help students with verbal communication so as to guess the intended meaning ". There are (9) respondents with percentage (30.0%) agreed with that and (4) respondents with percentage (13.3%) were not sure about that and (8) respondents with percentage (26.7%) disagreed, while (5) respondents with percentage (16.7%) are strongly disagreed. This indicates teachers should help students with verbal communication.

Statement No (6): Teachers do not help students with the scanning strategy i.e. focusing on specific point of speech to develop EFL students oral communication.

Table No (4.6)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	7	23.3	23.3	43.3
neutral	8	26.7	26.7	70.0
disagree	6	20.0	20.0	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

fig (4.6)
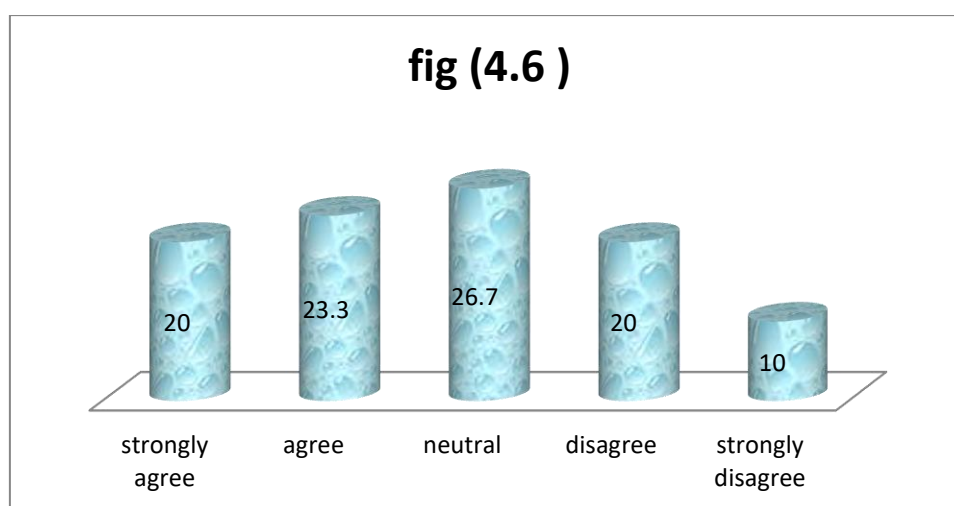
It is clear from the above table No (4.6) and figure No (4.6) that there are (6) respondents in the study sample with percentage (20.0%) strongly agreed with " Teachers do not help students with the scanning strategy (i.e. focusing on specific point of speech to develop EFL students oral communication ". There are (7) respondents with percentage (23.3%) agreed with that and (8) respondents with percentage (26.7%) were not sure about that and (6) respondents with percentage (20.0%) disagreed, while (3) respondents with percentage (10.0%) are strongly disagreed. This justifies that teachers should help students with scanning strategy.

Statement No (7): Teachers do not help students to pay attention to the general information contained in speech.

Table No (4.7)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	3	10.0	10.0	10.0
agree	5	16.7	16.7	26.7
neutral	2	6.7	6.7	33.3
disagree	11	36.7	36.7	70.0
strongly disagree	9	30.0	30.0	100.0
Total	30	100.0	100.0	

fig (4.7)
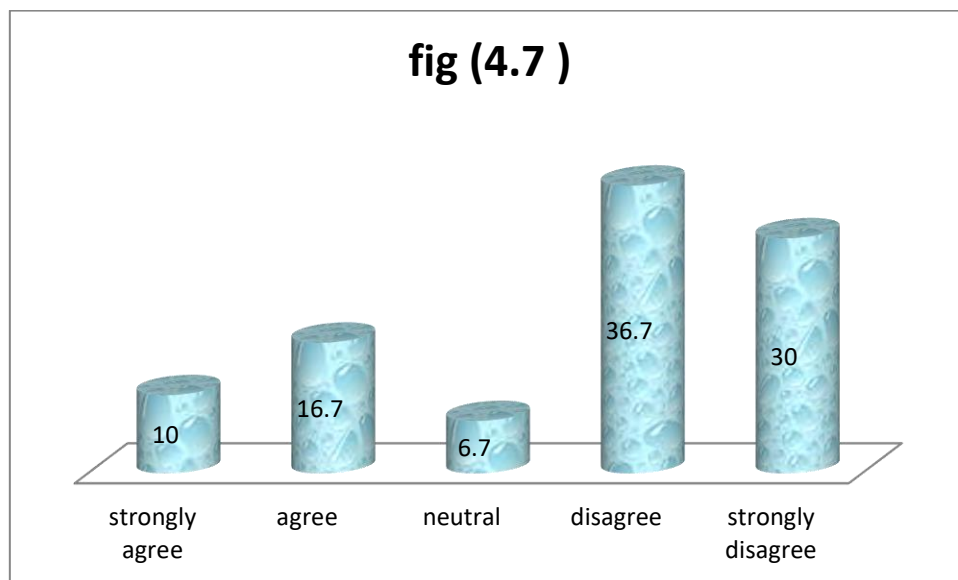
It is clear from the above table No (4.7) and figure No (4.7) that there are (3) respondents in the study sample with percentage (10.0%) strongly agreed with "teachers do not help students to pay attention to the general information contained in speech.". There are (5) respondents with percentage (16.7%) agreed with that and (2) respondents with percentage (6.7%) were not sure about that and (11) respondents with percentage (36.7%) disagreed, while (9) respondents with percentage (30.0%) are strongly disagreed. This indicates that teachers should help students to pay attention to the general information contained in speech.

Statement No (8): Teachers do not help students with non-verbal strategy such as eye contact and facial expression related to oral communication.

Table No (4.8)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	7	23.3	23.3	43.3
neutral	8	26.7	26.7	70.0
disagree	6	20.0	20.0	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

fig (4.8)
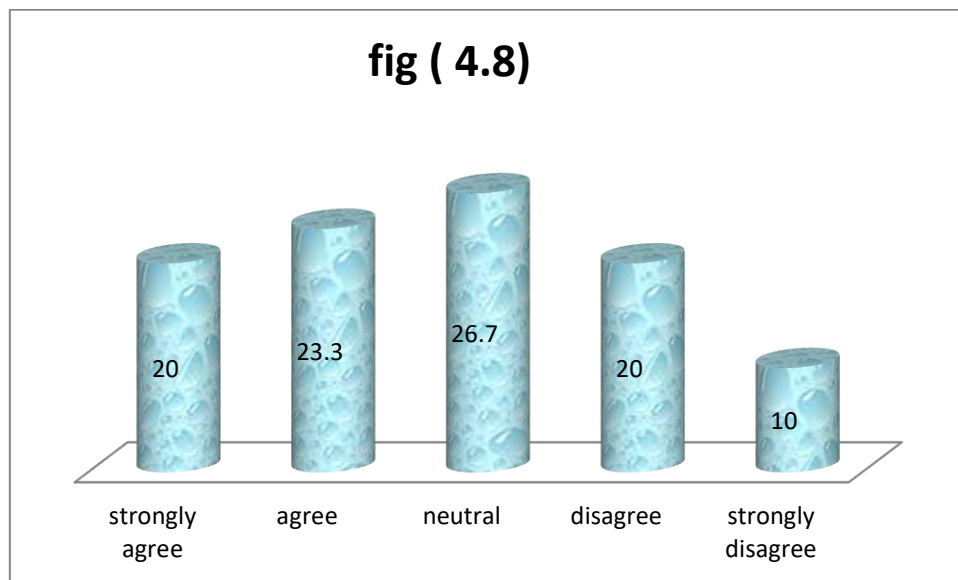
It is clear from the above table No (4.8) and figure No (4.8) that there are (6) respondents in the study sample with percentage (20.0%) strongly agreed with " Teachers do not help students with non-verbal strategy such as eye contact and facial expression related to oral communication ". There are (7) respondents with percentage (23.3%) agreed with that and (8) respondents with percentage (26.7%) were not sure about that and (6) respondents with percentage (20.0%) disagreed, while (3) respondents with percentage (10.0%) are strongly disagreed. This proves that teachers should help students with non-verbal strategy.

Statement No (9): High motivation among teachers can provoke students to interact with the native speakers with the target language.
Table No (4.9)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	12	40.0	40.0	40.0
agree	7	23.3	23.3	63.3
neutral	8	26.7	26.7	90.0
disagree	2	6.7	6.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

fig (4.9)
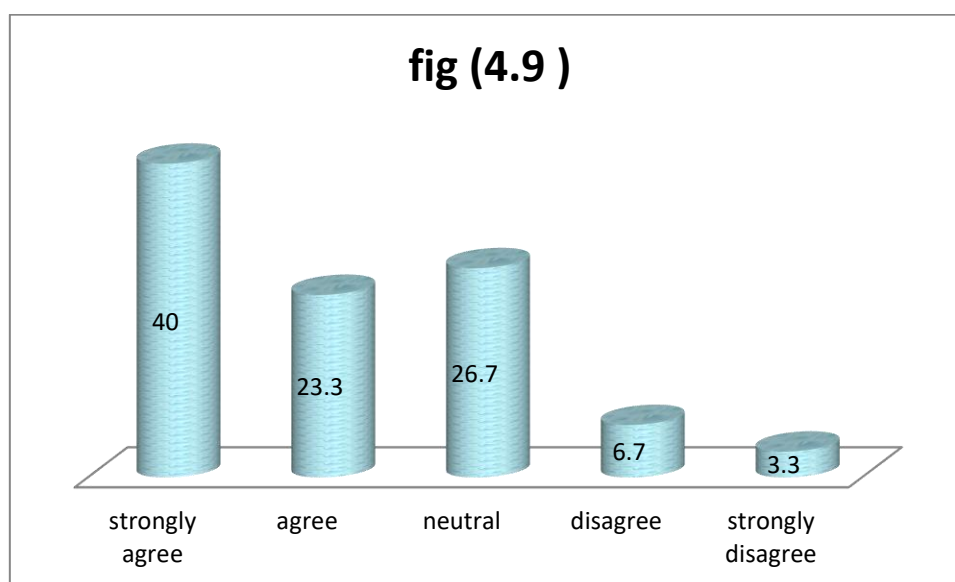
It is clear from the above table No (4.9) and figure No (4.9) that there are (12) respondents in the study sample with percentage (40.0%) strongly agreed with "High motivation among teachers can provoke students to interact with the native speakers with the target languages ". There are (7) respondents with percentage (23.3%) agreed with that and (8) respondents with percentage (26.7%) were not sure about that and (2) respondents with percentage (6.7%) disagreed, while (1) respondent with percentage (3.3%) are strongly disagreed. This justifies that teachers should be in high motivation so as to help students' interaction.

Statement No (10): Teachers do not adopt lively topics to discussion to motivate students.

Table No (4.10)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	9	30.0	30.0	30.0
agree	9	30.0	30.0	60.0
neutral	3	10.0	10.0	70.0
disagree	3	10.0	10.0	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

fig (4.10)
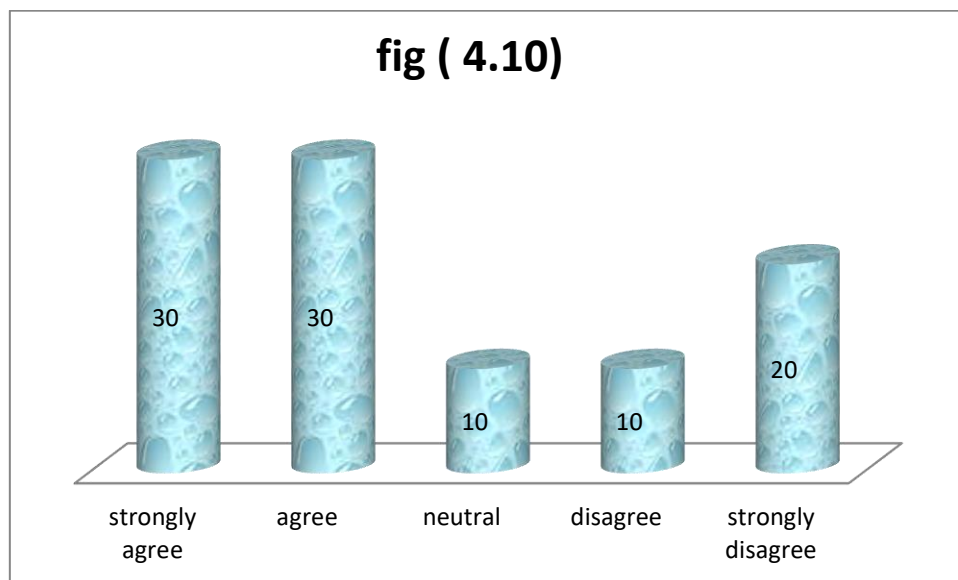
It is clear from the above table No (4.10) and figure No (4.10) that there are (9) respondents in the study sample with percentage (30.0%) strongly agreed with "Teachers do not adopt lively topics to discussion to motivate students ". There are (9) persons with percentage (30.0%) agreed with that, and (3) respondents with percentage (10.0%) were not sure about that, and (3) respondents with percentage (10.0%) disagreed, while (6) respondents with percentage (20.0%) are strongly disagreed. This indicates that teachers should adopt lively topics to discussion so as to motivate students learning.

Statement No (11): The use of realia by teacher can encourage student to speak fluently.
Table No (4.11)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	13	43.3	43.3	43.3
agree	9	30.0	30.0	73.3
neutral	3	10.0	10.0	83.3
disagree	4	13.3	13.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

fig (4.11)
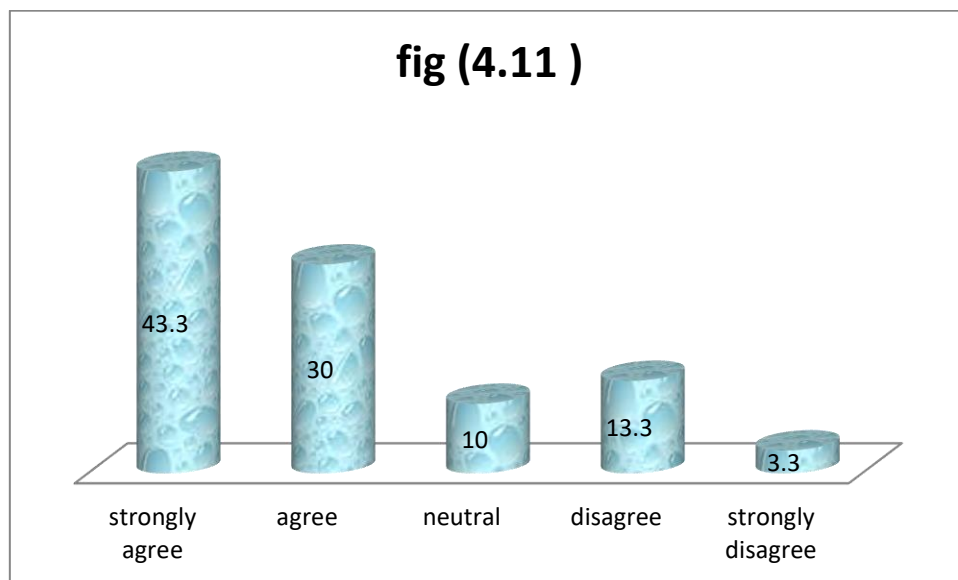
It is clear from the above table No (4.11) and figure No (4.11) that there are (13) respondents in the study sample with percentage (43.3%) strongly agreed with "The use of realia by teacher can encourage students to speak fluently ". There are (9) persons with percentage (30.0%) agreed with that and (3) respondents with percentage (10.0%) were not sure about that and (4) respondents with percentage (13.3%) disagreed while (1) respondents with percentage (3.3%) are strongly disagreed. This observes that teachers should encourage students to use realia so as to speak fluently.

Statement No (12): Teachers can set a good example (i.e. extrinsic motivation) to encourage students in oral communication

Table No (4.12)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	53.3	53.3	53.3
Agree	8	26.7	26.7	80.0
Neutral	4	13.3	13.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

fig (4.12)
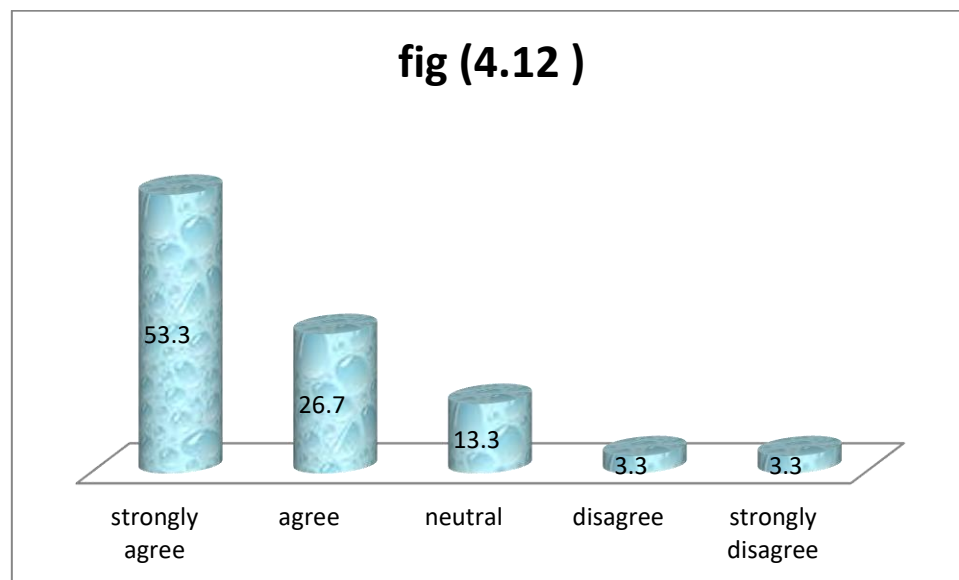
It is clear from the above table No (4.12) and figure No (4.12) that there are (16) respondents in the study sample with percentage (53.3%) strongly agreed with "Teachers can set a good example (i.e. extrinsic motivation) to encourage students in oral communication ". There are (8) respondents with percentage (26.7%) agreed with that and (4) respondents with percentage (13.3%) were not sure about that and (1) respondents with percentage (3.3%) disagreed while (1) respondent with percentage (3.3%) are strongly disagreed. This justifies that teachers should encourage students to enhance their oral communication.

Table (4.13) test of hypothesis of the study by using chi-square

No.	Statement	mean	SD	Chi square	p-value
1	Students do not use fluency oriented strategy to develop their oral communication	2.7	2.8	27	0.000
2	Students are not engaged in negotiation with their interlocutors (i.e. partner in oral communication	2.4	0.5	25	0.000
3	Students do not adapt accuracy – oriented strategy to improve their oral communication	2.3	0.7	23	0.006
4	Students do not use message reduction and alteration strategy to enhance their oral communication	2.5	3.8	15	0.046
5	Teachers do not help students with verbal communication so as to guess the intended meaning	2.4	2.5	22	0.000
6	Teachers do not help students with the scanning strategy (i.e. focusing on specific point of speech to develop EFL students oral communication	2.8	1.7	12	0.000
7	Teachers do not help students to pay attention to the general information contained in speech	2.9	4.8	34	0.000
8	Teachers do not help students with non-verbal strategy such as eye contact and facial expression related to oral communication	2.7	0.5	22	0.000
9	High motivation among teachers can provoke students to interact with the native speakers with the target languages	2.9	0.7	32	0.023
10	Teachers do not adopt lively topics to discussion to motivate students	2.6	0.5	22	0.036
11	The use of realia by teacher can encourage student to speak fluently	2.4	0.6	31	0.000
12	Teachers can set a good example (i.e. extrinsic motivation) to encourage students in oral communication	2.3	1.6	16	0.000

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically

significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students do not use fluency oriented strategy to develop their oral communication.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) statement was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students are not engaged in negotiation with their interlocutors (i.e. partner in oral communication.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) statement was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students do not adapt accuracy – oriented strategy to improve their oral communication.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) statement was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students do not use message reduction and alteration strategy to enhance their oral communication.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers do not help students with verbal communication so as to guess the intended meaning.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) statement was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers do not help students with the scanning strategy (i.e. focusing on specific point of speech to develop EFL students oral communication.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) statement was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers do not help students to pay attention to the general information contained in speech.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically

significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers do not help students with non-verbal strategy such as eye contact and facial expression related to oral communication.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) statement was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "High motivation among teachers can provoke students to interact with the native speakers with the target languages.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers do not adopt lively topics to discussion to motivate students.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (11) statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "the use of realia by teacher can encourage student to speak fluently.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (12) statement was (16) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "teachers can set a good example (i.e. extrinsic motivation) to encourage students in oral communication.

CHAPTER FIVE
MAIN FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0. Introduction:

Communication strategies have been described as the most difficult aspect of a foreign language to acquire and are held responsible for numerous instances of miscommunication between native and non-native speakers. This study sheds the light on the communication strategies which are considered to be one of the crucial topics in the field of English language. The researcher has attempted to outline a roadmap to reveal the factors affecting the use of communication strategies among EFL students to develop oral communication. To fulfill the purpose of the study, the researcher applied one tool, namely, questionnaire. When one diagnoses the problems and the difficulties, it becomes easier to cure and remedy it as soon as possible by using the best strategy and technique. This chapter includes a summary of the research, discussing the results gained when applying the tools. Moreover, a brief recommendations and conclusion were given at the end of the chapter.

5.1. Summary of the results

The results of this research study have proved that there are factors affecting the use of communication strategies among EFL students to develop oral communication. The results indicated that these factors vary when it comes communication strategies. In following, the researcher summarizes these results:

1- Students do not use fluency oriented strategy to develop their oral communication.

2- Students are not engaged in negotiation with their interlocutors (i.e. partners) in oral communication.

3- Students do not use message reduction and alteration strategy to enhance their oral communication.

4- High motivation among teachers can provoke students to interact with the native speakers in the target language.

5- Teachers do not adopt lively topics for discussion to motivate students.

6- The use of realia by teachers can encourage students to speak fluently.

7- Teachers can set a good example (i.e. extrinsic motivation) to encourage students in oral communication.

8- Students do not adapt accuracy – oriented strategy to improve their oral communication.

5.2. Recommendations

In the light of the results of the present study, the following recommendations are presented. Those seem to be pertinent to EFL students and English teachers:

1. Teachers should raise students' awareness about the importance of communication strategies.

2. EFL students in Sudan should be encouraged to develop their language skills and to give more attention to the communication strategies.

3. EFL teachers in Sudan should use communication strategies inside the classroom. It is very important to teach communication naturally, especially through dialogue and situational-based texts designed for role play.

4. Teachers should help students with non-verbal communication so as to guess the intended meaning.

5. Students should be informed by their teachers about the different types of communication strategies so as to practice in producing them.

6. Communication strategies are highly recommended to be integrated in the English curriculum at universities. Sudanese education policy should

recommend students to learn English based on a communicative approach instead of adopting the structural approach.

7. Teachers should help students to pay attention to the general information contained in speech.

9. Teachers should help students with non-verbal strategy such as eye contact and facial expression related to oral communication.

10. In any case, it is perhaps most crucial to practice oral communication after a native English speakers model. In this case, the voices of different people should be introduced.

11- Communication strategies should be developed by teacher's role inside the classroom.

5.3. Suggestions for Further Studies

The present study presents the following suggestions for further research:

1- The effect of communication strategy teaching on EFL learners' oral production in content-based courses.

2- Communication problems among Sudanese EFL University learners.

3-Exploring the use of oral communication strategies by Sudanese EFL critical thinkers.

5.4. Conclusion

As we have seen above, the researcher has summarized the chapter including summary of results, recommendations, suggestions for further research and conclusion. Learners should be well- trained in using communication strategies. On the other hand, teachers of English should be exposed to real life of students when teaching communication strategies.

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APPENDICES

Appendix (i)

Teachers' Questionnaire

Dear ………………………………..

This questionnaire is a part of M.A in English Language (Linguistics) entitled "**Investigating Factors Affecting the Use of Communication Strategies among EFL Students to Develop Oral Communication**

So, I would be thankful for your assistance by applying your opinion about the questionnaire statements. For doing so, **please Put "√" in front of your choice**. Your assistance is highly appreciated.

Part One:

1- Age:

 (a) Less than 25 ☐   (b) 25-35 ☐   (c) 36-45 ☐
(d) 46-60 ☐   (e) 60 above ☐

2- Gender:

 (a) Male ☐   (b) Female ☐

3- Qualifications

 (a) Ph.D ☐   (b) M.A ☐   (c) B.A ☐   (d) Hig ☐ ip

4- Years of experience as language teacher:

(a) 1-5 ☐   (b) 6-10 ☐   (c) 11-15 ☐   (d) 16 -above ☐

Part Two:

	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Students do not use fluency oriented strategy to develop their oral communication.					
2	Students are not engaged in negotiation with their interlocutors (i.e. partners) in oral communication.					
3	Students do not adapt accuracy – oriented strategy to improve their oral communication.					

4	Students do not use message reduction and alteration strategy to enhance their oral communication.					
5	Teachers do not help students with non-verbal communication so as to guess the intended meaning.					
6	Teachers do not help students with the scanning strategy (i.e. focusing on specific point of speech) to develop EFL students oral communication.					
7	Teachers do not help students to pay attention to the general information contained in speech.					
8	Teachers do not help students with non-verbal strategy such as eye contact and facial expression related to oral communication.					
9	High motivation among teachers can provoke students to interact with the native speakers in the target language.					
10	Teachers do not adopt lively topics for discussion to motivate students.					
11	The use of realia by teachers can encourage students to speak fluently.					
12	Teachers can set a good example (i.e. extrinsic motivation) to encourage students in oral communication.					