



Sudan University of Science & Technology

College of Graduate Studies & Scientific Research

Faculty of Education

**Investigating of Problems of Oral Communication
Among**

**Sudanese English Language Students at Secondary
School**

تقصي أسباب مشاكل التخاطب الشفوي وسط طلاب المرحلة الثانوية

A Thesis Presented for the Degree of Ph.D in English Language Teaching

By: Hamid Abdel-Latif Sheikh Eldin Hamid

Supervisor: Prof Ali Khalid Mudawi

May, 2015

Dedication

To my family (patient wife and lovely children). To all those who

love knowledge and are thirsty for getting it.

To those who burn themselves to give continuous encouragement

To learners

Many respect gratefulness and thanks to my brothers and colleagues

at Faculty of Education, secondary schools, English supervision who did

their best to support, encourage and advice me.

Acknowledgement

First, thanks to Allah almighty for his Glorious Face and His Greatest

Might.

Also and foremost I thank my supervisor Prof Ali Khalid Mudawi who

has supported me throughout my thesis with his patience and knowledge

I use this opportunity to express my gratitude to those, who supported

me throughout my study. I am thankful for their aspiring guidance

,invaluably

constructive criticism and friendly advice during my study. I am sincerely

grateful to them for sharing their truthful and illuminating views on a

number of issues related to my study

Abstract

This study aims at “Investigating the Problems of Oral Communication: A Case Study of Sudanese English Language Students at Secondary Schools in Khartoum State”. It concentrates on investigating the diversified views that English language teachers in secondary schools have about these problems as well as testing secondary school students orally inside the classroom so as to see their fluency as well as standing on their common mistakes when they want to communicate orally. However, the study is carried out with great hope that this investigation will help in the diagnosis of these problems.

The data consists of the population, sampling framework, the data collection method, as well as the procedures which the researcher follows to achieve the aim of the study.

The population of the study consists of two hundred secondary school English language teachers in Khartoum state who have differences in their experiences as well as their schools whether they are supervisors, teachers in model or private schools and others are experts.

The study confirms the existence of these problems as far as the hypotheses of the study are concerned. The majorities of the

teachers strongly agree or agree with the problems which are mentioned in the hypotheses of the study. In addition to that, from the oral test, many problems appear from the students' answers.

The study ends by recommendations related to the different views given by the English language teachers at secondary schools in Khartoum state. In addition to that, there are suggestions for further studies in the same field.

مستخلص البحث

هدفت هذه الدراسة الى تقصي مشاكل التخاطب الشفوي: دراسة حالة طلاب اللغة الانجليزية بالمرحلة الثانوية بولاية الخرطوم . تركز الدراسة على تقصي وجهات النظر المختلفة لمعلمي اللغة الانجليزية بالمدارس الثانوية بولاية الخرطوم حول مشاكل التخاطب الشفوي بالاضافة الى اجراء اختبار شفوي الى عينة من طلاب المرحلة الثانوية بولاية الخرطوم للوقوف على اخطائهم التي تم تسجيلها اثناء الاختبار

تتكون بيانات هذه الدراسة من المجتمع الدراسي، بعض العينات والنماذج، جمع البيانات، معامل الصدق والثبات، بالاضافة الى الاجراءات التي اتبعها الباحث لتحقيق الهدف من الدراسة.

يتكون المجتمع الدراسي من مئتي معلم ومعلمة بولاية الخرطوم يختلفون في خبراتهم والمدارس التي يعملون بها حيث منها ما هو نمونجي وما هو حكومي اوخاص ومن المعلمين من هو . ذو خبرة طويلة أو موجه لغة انجليزية أو خبير في هذا المجال

أكدت الدراسة وجود مشاكل في التخاطب الشفوي وفقا لفرضيات الدراسة حيث تراوحت الاجابات الغالبية من المعلمين والمعلمات ما بين (أوافق بشدة / أوافق) كما ظهرت كثير من .مشاكل التخاطب الشفوي عند اجراء الاختبار الشفوي لدى الطلاب

خلصت الدراسة ببعض التوصيات وفق وجهات النظر المختلفة لمعلمي اللغة الانجليزية بالمرحلة الثانوية بولاية الخرطوم والى بعض الاقتراحات لمزيد من الدراسات في هذا المجال.

Tables of Contents

No		page
1-	Dedication	ii
2-	Acknowledgement	iii
3-	Abstract (English version)	iv
4-	Abstract (Arabic version)	v
5-	Chapter One	2
6-	Introduction	3
7-	Statement of the Problem	4
8-	Aims of the Study	4
9-	Questions of the Study	5
10-	Hypotheses of the Study	5
11-	Methods of the Research	6
12-	Importance of the Study	6
13-	Formal & Standard Definitions	7
14-	Limits of the Study	10
15-	Chapter Two	11
16-	The Views of Some Theorists	12
17-	The Development of Oral Communication	15
18-	Oral Communication and Linguistic Competence	15
19-	Phonological Competence	17
20-	Lexical Competence	18
21-	Grammatical Competence	18
22-	Discourse Competence	18
23-	Classroom communicative Competence	18
24-	The Norms Which Regulate Classroom Communicative	19
25-	Communicative Competence	19
26-	Communicative Language Teaching (Background)	22
27-	Communicative Language Teaching	24
28-	Theory of Language	24
29-	Theory of Learning	27
30-	The Syllabus	29

No	Topic	page
31-	Types of Learning and Teaching Activities	29
32-	Students' Role	30

33-	Teachers' Role	30
34-	Why is Oral Communication Necessary?	30
35-	The Importance of Oral Language in the School Curriculum	31
36-	The Importance of Oral Communication in Our Everyday Life	33
37-	Ways to Improve Oral Communication	33
38-	Read	34
39-	Listen	34
40-	Speak	35
41-	Oral Communication Skills	35
42-	General Communication Skills	36
43-	Oral Communication Skills in the Schools or Workplaces	37
44-	Skills Required for Oral Communication	37
45-	Different Settings for Oral Communication	37
46-	Ways to Improve Oral Communication Skills	38
47-	Tips to Improve Oral Communication Skills	40
48-	What Oral Language Skills Do Students Need to Develop?	41
49-	The Role of the Teacher as Facilitator of Oral Language Development	42
50-	Oral Communication Skills Activities	43
51-	Effective Communication Techniques	43
52-	Effective Communication Techniques: Listening	44
53-	Effective Communication Techniques: Expression	44
54-	Effective Communication Techniques: Take Criticism positive	44
55-	Effective Communication Techniques: Avoid Arguments	45
56-	Effective Communication Techniques: Understand the Audient	45
57-	Different Forms of Communication	45
58-	Verbal Communication	46
59-	Non- Verbal Communication	47
60-	Non-Verbal Communication Activities	47
61-	Non-verbal Communication Activities for Groups	47
62-	The Role of Non-Verbal Communication	48
63-	Need for Communication	48
64-	Effective Ways of Communication	48
65-	Speaking Through Eyes	49
66-	Voice Level	49
67-	Audience Awareness	50
68-	Facial Expressions	50
69-	Dress Sense	51
70-	Importance of Eye Contact in Communication	51
71-	Importance of Eye Contact in Speech	52

72-	Importance of Eye Contact in Interviews	52
73-	Impact of Technology on Communication	53
74-	Positive Impact of Technology on Communication	53
75-	Negative Impact of Technology on Communication	54
76-	Impact on International Communication	54
77-	Effect on Non – Verbal Communication	54
78-	Cultural Barriers to Effective Communication	55
79-	Language and Accent	55
80-	Behavior and Nature	55
81-	Religion	56
82-	Overcoming Cultural Barriers to Communication	56
83-	Physical Barriers in Communication	57
84-	Environment	68
85-	Cultural Barriers	58
86-	Linguistic Barriers	58
87-	Inability to Listen	58
88-	Previous Study	59
89-	Strategies for Developing English Oral Communication	59
90-	A communicative Approach Techniques in English Teaching	62
91-	Evaluation of Oral Communication Activities	64
92-	Pair Group Interaction in Oral Skills	66
93-	Communicative Strategies and Message Transmission	67
94-	Exploring Factors Affecting the Use of Oral Communication	68
95-	Speaking Strategies Target Language Situation	69
96-	Training in Oral Communication	69
97-	Summary of Chapter Two	72
98-	Chapter Three	75
99-	Introduction	76
100	Data Collection Methods	76
-		
101	Instruments	77
-		
102	Validity and Reliability of the Research Instruments	77
-		
103	Reliability of The Research Tools	78
-		
104	Chapter Four	81
-		
105	Introduction	82

-		page
106	Data Analysis	82
-		
107	Application of the Study's' Tools	82
-		
108	Frequency Distribution Tables for the Hypotheses	83
-		
109	Test of The Study's' Hypotheses	92
-		
110-	Chapter Five	153
111-	Introduction	154
112-	Summary of the Findings	154
113-	Recommendations	163
114-	Suggestions for Further Studies	163
115-	References	166
116-	Appendices	178

Chapter One

Chapter One

General Framework of the Study

1.1: Introduction:

This study aims at investigating the problems of oral communication: A Case study of Sudanese English Language students at secondary schools in Khartoum state. Oral communication is considered as one of the major skills of English language learning. Sudanese students have different of difficulties when they want to communicate orally with their teachers and with one another. They also find it difficult to converse in English in front of their classmates. They resort to the use of Arabic in communicating orally with their classmates. This has a negative effect on the general standard of learning.

The main objective of this study is to investigate the above mentioned problems to find out whether the cause concerns the lack of confidence, motivation as well as interest on the part of the students. They feel afraid and anxious when they try to talk in English. Some English language teachers participate in these problems especially those who lack experience in teaching English through English and instead of this they teach English in Arabic, therefore, they play a passive role. Also, the techniques of teaching oral communication effectively at secondary schools may need tackling. Beside the cultural differences among the students, weakness in vocabulary, lack of grammatical and socio-linguistic competence are other factors. However, the problem of oral communication among the students aggravates gradually and it comes into existence as a real problem.

No doubt differences in how, when, where, and to whom things are orally communicated can not only create slight misunderstandings, but can also seriously impair effective teaching and learning. Moreover, if the classroom is filled with students from a wide variety of linguistic and cultural backgrounds who possess a range of second language proficiency levels, then teachers cannot assume that their second language students will learn, talk, act, or interact in predictable ways. On the other hand, if teachers understand how the dynamic of classroom communication influence second language students' perceptions of and participation in classroom activities, they may be better able to monitor and adjust

the patterns of oral classroom communication in order to create an environment that is conducive to both classroom learning and second language acquisition.

The researcher investigates these problems seriously in order to help in paving the way for the coming generations through having an updated ways of oral communication to cope with what dominates the world today under what is known as globalization and modern technology in learning effectively

1.2: Statement of the Problem

The theme of this study centers on investigating the problems of oral communication; A Case study of Sudanese English language students at secondary schools in Khartoum state. No doubt, secondary school English language students find many difficulties when they want to talk to each other or to their teachers orally inside the classroom. Sometimes, they lack confidence to do that. Other times, they feel afraid and anxious in addition to the absence of motivation to do that. It hopes that, this investigation will focus on the real and major problems of oral communication. It is supposed to result in an ongoing interdependence in classrooms of teachers and students. It also aims at specifying studying tasks and oral communicative activities to be undertaken during the course as well as seeking the best ways of oral communication according to students' realities and society's demands.

1.3: Aims of the Study

1-To study in depth whether training in oral communication helps in raising the students' standard of oral communication effectively

2-To find out effective ways of enabling English language students to improve and develop their oral communication

3-To facilitate the oral communication problems among all participants in the classroom

4-To identify the role of the textbooks in satisfying the interests of the students through having enough oral communication training activities

5-To see how can technology help in promoting the way of learning oral communication at secondary schools

1.4: Questions of the Study

Main Question

To what extent can training of oral communication help in raising the students' standard of oral communication?

1-Are English language students at secondary schools in Khartoum state able to communicate orally?

2-What speaking problems do English language students face at secondary schools in Khartoum state?

3-To what extent do the textbooks contain enough oral communication training activities?

4-To what extent is technology used to enhance the quality of oral communication through using native speaking oral materials?

1.5: Hypotheses of the Study

1-Training in oral communication can help in creating competent students oral communicative English language learning methods which help in increasing the students' motivation and interest and help to lessen their anxiety

2-English language students at secondary schools in Khartoum state are able to communicate successfully if the relevant skills are well developed and cultivated

3-English language students face many problems in oral communication related to lack of confidence, grammatical and sociolinguistic competence, weakness in vocabulary, as well as pronunciation

4-The textbooks can contain enough oral communication training activities if they overcome the challenges of students' complicated lives including jobs, relationships and personal problems

5-Technology can enhance the quality of oral communication as it helps in learning oral communication actively more than the traditional methods.

1.6: Methods of the research

Two main methods are used in this research

Questionnaire

The researcher designs a questionnaire which has been distributed among secondary school English language teachers. The aim of the questionnaire is to investigate the data concerns the problems of oral communication .

Oral Test

The researcher also designs an oral test which is divided into three parts. The first one is about personal information which aims at testing the fluency of the students. The second part is about questions relate to the hypotheses of the study. The third part is about describing or talking about a picture. Two students are given two pictures, one of them is about Sudanese hospitality and the second one is about the collective work in rural areas and the two students have to ask each other about the two pictures in front of the classroom.

1.7: Importance of the Study

This study is important to English language students who may benefit from it if it is well conducted. The study is also important because it focuses on the major problems of oral communication so as to arrive at finding out new ways of oral communication that cope with the current progress in the world as far as technology is concerned. The researcher tries to explore new methods to help the students in the field of oral communication.

The researcher tries to indicate how his research refines, revises and extends substantive, theoretical and methodological importance. So, when thinking about the importance of this study, it is necessary to take into account the suggestions for subsequent research arise from the findings and what will be changed and improve as a result. The study also hopes the results encourage the participation of the students orally.

It attempts to help educators, designers of the curricula to review the textbooks in a way that secondary level students can be confidently competent in oral communication

1.8: Formal & Standard Definitions

Oral communication is the activity of conveying information. It has been derived from the Latin word “communis”, meaning to share. Oral communication requires a sender, a message, and an intended recipient, although the receiver need not be present or aware of the sender’s intent to communicate orally at the time of oral communication, thus oral communication requires that the oral communicating parties share an area of oral communicative commonality.

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It also refers to “communicative approach to the teaching of foreign languages” or simply the audio-lingual method (ALM), and as an extension or development of the national – functional syllabus. It is based on the idea that studying language successfully comes through having to communicate. It rises to prominence in the 1970s and early 1980s as a result of many disparate developments in both Europe and the United States.

Audio Lingual Method (ALM) is a style of teaching used in teaching foreign languages with the outbreak of world war 11 when armies need to become orally proficient in the languages of their allies and enemies as quickly as possible. This teaching technique was initially called the Army Method, and was the first to be based on linguistic theory and behavioral psychology. It was widely used in 1950s and 1960s and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. Some of its characteristics are drills to teach structural patterns, grammatical explanations, vocabulary to be taught in context as well as focusing on pronunciation. (2014 TJ Taylor BLOG Language Training)

Memo is intended to inform a group of people about a specific issue such as event, policy, or resource and encourage them to take action. The word “memorandum” means something that should be remembered or kept in mind (<http://www.forbes.com/sites/advidteten/2013/08/01/how-to-write-a-memo-that-people-will-actually-read/>)

Agenda is a list of meeting activities in the order in which they are to be taken up, by beginning with the call to order and ending with adjournment. It usually includes one or more specific items of business to be discussed. It may, but is not required to include specific times for one or more activities. It is an abbreviation of agenda *sunt* or agendum *est*, gerundive forms in plural and singular respectively of the Latin verb ago, agree, egi, actum". A simple meeting agenda may be headed with the Calendar date, time and location of the meeting, followed by a series of points outlining the order of the agenda. (Cassell's Latin Dictionary, ed.n Marchant & Chales 11.8.2014)

Group Discussion is a methodology or in a simple language we may call it an interview process or a group activity. It is used as one of the best tools to select the prospective candidates in a comparative perspective. Group discussion may be used by an interviewer at different types of competitions. It is a methodology used to gauge whether the candidate has certain personality traits or skills that it desires in its members. In this methodology, the group of candidates is given a topic, given a few minutes to think about the same and then asked to discuss the topic among themselves for 15 – 20 minutes Group discussion evaluation is done by the subject experts based on the discussions. A report will be prepared on analyzing the facts at the end of the discussion. Some of the traits the group discussion is trying to gauge may include communication skills.

OSc refers to open sound control. It is a kind of communication through computers, sound synthesizers, and other multimedia devices that is optimized for modern networking technology. Bringing the benefits of modern networking technology to the world of electronic musical instruments, OSC's advantages include interoperability, accuracy, flexibility, and enhanced organization and documentation.

EFL refers to English as a foreign or second language. It is the use or study of English by speakers with different native languages. It indicates the teaching of English in non-English – speaking region. It is learned either to pass the exams as a necessary part of one's education, or for career progression while

one works for an organization or business with an international focus. EFL may be part of the state school curriculum in countries where English has no special status.

SC (Strategic Competence), applied linguists have for some time suggested that communicative competence includes a major component, usually termed as strategic competence, the development of which largely determines the students' fluency and conversational skills. It is one of the three components necessary for successful communication through language. Strategic competence refers to a speaker's ability to adapt their use of verbal and nonverbal language to compensate for communication problems caused by the speaker's lack of understanding of proper grammar use or insufficient knowledge of social behavioral and communication norms. Strategic competence, long with grammatical competence and sociolinguistic competence constitute a framework for determining a language students' proficiency in communication as posited by Michael Canale and Merrill Swain in 1980. Any speaker uses techniques intended to preserve communication, repair breakdowns in communication, or prevent miscommunication can be considered to be demonstrating strategic competence. *ELT Journal*, volume 45, Issue 1, pp 16 – 23 Oxford Journals

1.9: Limits of the Study

Whilst the current study has sought to provide insight into investigating the problems of oral communication as a way of language curriculum development process at secondary school, it should, because of its limited scope, be regarded as a research from which theory can reliably be derived. A number of limitations can emerge

Only secondary schools in Khartoum state will be included in this study. A more comprehensive investigation with a larger sample size and gather data from multiple resources which will contribute to the validity of the study

1.10: Scope of the Study

The researcher intends to carry out a study of investigating the problems of oral communication. The study will be carried out in Khartoum state only. It will

be conducted to English language students at secondary schools specifically third year secondary school students both boys and girls.

Chapter Two

Chapter Two

The Theoretical Framework of the Study

This chapter consists of two parts

1-A review of some of the literature on the subjects

2-A survey of some of the previous and related studies

2.1: The views of some theorists as relate to oral communication

Oral communication is characterized as an essential item for discussion and reflection on the life of modern man, referred to his/her sporting, scientific, cultural and developmental analysis of the educational process in English. It is part of everyday life. It covers his social, scientific and cultural life.

Oral communication is a science that has been nourished by contributions from various specialists, who have conducted research in other branches of science, including psychology, sociology, anthropology, linguistics and so on. Many theorists agree that communication is an inherent feature of human nature.

For others oral communication is “A personal interactive and dynamic process that involves sending and receiving messages simultaneously in order to achieve mutual understanding, which is carried out through direct communication channels or media attention.

Much has been written on oral communication and there are diverse trends in the development of it in the process of teaching and learning a foreign language. Many authors have considered the importance of the topic. J. Richards (1985) maintained that the teaching of English language is a complex issue that includes several dimensions of the curriculum cultural, linguistic, and educational. So, effective programme planning and use of methods to develop oral communication are necessary for any programme to make it eligible for consideration. Factors such as motivation, interests, learning style, needs and abilities of the student should also be considered.

P. Lightbown and N. Spada (1991), considered effective to learn to communicate orally in English is related to factors such as motivation, skills, learning style and learning environment conducive to the teacher in the classroom.

D. Freeman (1998). He said that should be taken into account to develop oral communication skills in a foreign language individual difference, age, motivation for language learning, beliefs, emotional states and personality of the student.

Cuba has conducted research on the topic of oral communication and application of communicative approach to develop communicative competence in the teaching and learning of foreign languages. These investigations were conducted by Dr. Romeu A, in Havana (2000), Ruiz M, Villa Clara (2003) and Acosta R, Pinar del Rio (2005). It also consulted books: Communicative Language Teaching in Acosta and others (1997).

These authors reported that in order to communicate orally through the use of a foreign language should implement the communicative approach so that the communication activity designed favors the interaction process, where meanings are exchanged. This interaction is done through written and oral texts, which occur in a context with the use of communicative functions, which facilitate interaction and development of communication competence among students, so this process of communicative interaction, should done using basic communication functions to enable the creation of dialogues, where the interact ants can ask, answer, deny, assert, request and offer information.

The teaching and learning of English is not static over time, but rather, a dynamic and interactive process, which helps to develop oral communication in that language. The method used by the teachers should be the result of their daily interaction with students, communication activities in relation to the context and learning needs, educational polices and attitudes towards learning languages. So, one may not find an ideal method, but should think about the design of those communication activities that work best for students according to their motivations and interests within a particular context.

Oral communication makes it possible for students to develop their skills, express their needs, motivations, interests and aspirations in the communicative act, interacting in the social environment. This is so a social communicating being.

Despite all the advance of the scientific and technological level, human beings continue express their aspiration to achieve their goals through the development of verbal communicative activity. This is so because any human action involves talking, trying to establish communication. The communication activities can become a manifestation of the principle of unity between the activity, communication and personality.

This principle means that the human personality is formed and developed in constant activity and in the process of communication. Since, the birth of man and throughout his life, it performs a number of activities and are constantly engaged in them, these two elements are essential in the process of character education, as there is no communication activity, they constitute a dialectical pair interaction and exert powerful influences on the development of man's personality.

Communicative activities should be attractive and interesting to facilitate better communication. Students learn to listen, to say, to ask questions and interact in situations related to dialogues with their daily activities, their preferences, their views on various topics of promoting the development of oral communication in English.

The researcher thinks that it is important to identify the gaps the students' understanding of texts in English that hinder the development of oral communication in English. Also, it is important to define the theoretical concepts about oral communication and the methods used to improve oral communication skills in English.

Learning to communicate through the use of a foreign language is part of the research of all masters, research projects, PhDs etc. With the acquisition of skills to communicate orally in English, students can relate and interact in everyday situations associated with work, study, college, social life and free time, can use innovative information technologies for the English language scientific part of various programming languages and can use it. For all terms, it is considered that there is more of a scientific reason for solving the problem

mentioned. All of society benefits from the solution of this problem, because the knowledge gained is socialized, is broad, and solve practical problems.

2.2: The Development of Oral Communication and Linguistic Competence

Everyone knows that a big part of teaching is being about to communicate effectively to everyone else in the classroom and in the school. Teaching is effective communication between teacher and his students.

If student wants to develop good communication skills, he has to be a good listener, a good speaker and in turn a good communicator. In fact, communication starts with listening. It is very important to listen to your counterpart carefully, attentively and with an open mind.

The best way for teachers to encourage good communication skill from all students is through classroom discussion or small group work (Rika, 1996). Oral communication begins to develop at a very young age as children and parents interact with one another in the natural surroundings of the home environment (tale, 1978; Yaden; 1988). A child's home environment greatly impacts the rate, quality and ability to communicate with others (Maclean, Bryant and Bradley,1987; Martinze; 1983; National Research Council 1999). Factors related to language growth in the home environment include parent interaction, books, being read to, modeling, home language and literacy routines all closely parallel those of the classroom and school.

The frequency of speaking English inside and outside the classroom and the encouraging in speaking English are the powerful predictors of the use of oral communication strategies among young students. Thus, the inquiry highlights the importance of functional practice and essential motivation in the development of communication strategies and oral competence. The development of oral language is an ongoing natural learning process. Children observe oral communication in many contexts home, preschool, prekindergarten, and being to develop concepts about its purposes (Dyson, 1983; Halliday, 1994; Martinez, 1983)

The researcher thinks teachers have the duty and privilege to shepherd each student in the classroom as well as those that come in contact with them.

Students come in various packages with different needs and abilities. Each of those packages needs to be modeled in different ways and given the opportunity to be a student and to learn with great enthusiasm. As we know, communication is at the heart on interaction and needs to be effective in order for a message to be understood by the audience and the student. Human beings are born to speak and they have a natural gift for figuring out the rules of the language used in their environment. Students need practice and repetition in order to build a good oral communication. A student must be treated as a conversationalist. This will engage him to gain self-confidence and willingness to express himself with such expression such as facial and body language.

Linguistic competence is hindered by many factors such as: Autism, personal focus, culture and social skills. Autism and culture will reflect personal focus. The culture can enable or dampen the excitement and enthusiasm in an individual. Autism on the other hand is part of the child and so communication becomes unique for the child. An environment long with family experiences structures the social skills of a child. (<http://www11.georgetown.edu/>) (<http://www.buzzle.com>).

2.3: Linguistic Competence

Having gained some knowledge on oral communication and its importance, we can sum up that oral speech impacts us within society. It is through communication that we get things done. What is also important is competent we are when speaking. It is simply not talking informally, but building high level of comprehension of what we say, think or do. This is focused within a community of speaker or in other words linguistic competence.

Linguistic competence is a term used by speech experts to describe how language is defined within a community of speakers. This term applies to mastering the combination of sounds, syntax and semantics known as the grammar of a language. Noam Chmsky defines linguistic competence as an idealized understanding of the rules and construction of a given language. This includes the distinct sounds used in the language, the combination of these sounds, the creation of sentences and the interpretation of a sentence. Once a speaker masters this set of rules, he or she can use this grammar to produce new phrases that will be

understood by all speakers of the same language. It is essential for communication, since the individual will be able to automatically recognize and reject ungrammatical words used in an oral or written sentence.

According to Noam Chomsky, competence is the ideal language system that makes it possible for speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical ones. Linguistic competence is the system of linguistic knowledge possessed by native speakers of a language; it is in contrast to the concept of linguistic performance, the way the language system is used in communication.

2.4: Phonological competence

It involves the rules of combining sounds. Speakers of English, for example, know that an English word can end, but not begin with an “ing” sound.

Phonological and discourse competences reveal the details of individual pronunciation work. Both terms deal directly with the ways how sounds are produced to decode meaning. Pennington (1990:pp549) states that “the acquisition of phonological competence and discourse competence goes hand – in – hand

2.5: Lexical Competence

It is the ability to recognize and use words in a language in the way that speakers of the language use them. Lexical competence includes understanding the different relationships among families of words and the common collocations of words.

2.6: Grammatical Competence

It is the ability to recognize and produce the distinctive grammatical

2.7: Discourse Competence

To know how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, and email messages, newspaper articles? (www.nclrc.org/essentials/goalsmethods/goal.htm)

Competence in the Chomsky original referred to 'Linguistic competence', a set of organized knowledge which consists of several sub-competences, the phonological (sounds), morphological (word formation), syntactic (sentence formation), semantic (the interpretation of words and sentences) and lexical components (Belinchon, Igoay Riviere (1994:261 -262). All of these components function simultaneously to form language in a wide range of context such as speeches, email messages, articles etc.

2.8: Classroom communicative Competence

Classroom communicative competence is defined in terms of students' knowledge of and competence in the structural, functional, social, and interactional norms that govern classroom communication. It is recognized as contributing to successful classroom participation, productive classroom learning, opportunities for second language acquisition, and, of greatest importance, the development of overall communicative

competence in a second language. It is essential in order for second language students to participate in and learn from their classroom experiences.

There are a lot of factors that contribute to the dynamics of oral communication in second language classrooms such as:

1-How the patterns of oral communication are organized in second language classroom?

2-the effect these patterns have on how students participate in classroom events

3-How such participation shapes the ways in which students use language for classroom learning and their opportunities for second language acquisition

4-The availability of the nature of classroom oral communication as it exists between teachers and students, and among students themselves.

5-Promoting oral communication in second language classrooms requires that teachers allow for greater variability in the patterns of communication so as to maximize second language students' linguistic and interactional competences and

create more opportunities for them to participate in and learn from classrooms events. Such participation can help create opportunities for students to use language for classroom learning and second language acquisition.

However, the classroom is a unique communication context; one in which meanings being communicated and the structure of that communication are shaped by the actions and perceptions of both teachers and students, as well as by the social, cultural, and institutional contexts within which classroom exist.

2.9: The Norms Which Regulate Classroom Communicative Competence

1-The structural and functional norms that govern oral classroom communication as the ways in which information is organized in a lesson and the range of purposes for which the language is to be used during the lesson. When the structural and functional norms are rigidly structured and students are expected to fit their communicative behavior into those structures, they end up having limited opportunities to use language for meaningful communication. When teachers are allowed for considerable variation in the structural and functional norms that govern oral classroom communication, this creates a range of ways in which students can participate in and use language within a lesson.

2-The social and interactional norms that regulate oral classroom communication as the social organization of participation, or what Erickson (1982) defines as the allocation of interactional rights and obligations of participants, which regulates who talks and when. Social participation structures can range from highly ritualized to highly spontaneous speech events depending on the ways in which teachers choose to control how, when, why and with whom students are to use language in classroom events.

3-There is a range of historical, cultural and political norms that shape the ways in which second language students perceive and respond to their classroom experiences. These norms can be extremely imposed constraints that exist within the students' socio-cultural community and affect how teachers perceive their students as well as how students perceive themselves, the language they are learning, and their classroom experiences.

4-Mandated curricula as internal imposed constrains within the classroom affect how students perceive and respond to their classroom experiences. However, mandated curricula can not only impact what teachers teach, but how they teach.

To summarize, classroom communicative competence is essential in order for second language students to participate in and learn from their classroom experiences. Moreover, defining classroom communicative competence requires that teachers recognize the norms that govern oral classroom communication, identify the knowledge and competences that are necessary for students to participate in classroom events, and be cognizant of the social and contextual issues surrounding classrooms. Also, classroom communicative competence will enable teachers to adjust the patterns of oral communication so as to maximize students' linguistic and interactional competences, and create opportunities for students to begin to acquire a repertoire of competences so that they can participate orally in a wider range of classroom events. One way to help students establish oral classroom communicative competence is by making the norms that govern oral classroom communication both explicit and predictable. This can be done by demonstrating and labeling the linguistic, social, and interactional norms that regulate student participation in classroom events. For example, using the class meetings as a way to teach small group interaction skills, Enright and McClosky (1988) suggest that teachers "be explicit"

According to El – Nour (2001, pp125 – 146) the situation of English language has become disappointing during the last few decades. One of the factors that have led to the deterioration of English at pre-university schools pointing out that the course is supposed to be communicative. He proceeds to state that the situation seems ideal in that pupils start studying English at an early age and the course teaching approach is a modern one which is termed "communicative". However, he sees the opposite. He argues that:

"One might expect that the early starting of teaching / learning of English and the early introduction of the so – called communicative teaching / learning material would lead to the development of a situation in which large numbers of the students' population may turn to be bilingual, in the sense that they may speak English in almost the same way they speak Arabic. However, this has not happened in Sudan and it will take place at all because of so many

complicated factors. The first and the most important factor which affects adversely the teaching of English in Sudan is that many teachers of English at the school level are neither specialized nor qualified to teach English.” (2001, P: 146)

Another researcher who is dissatisfied with this course is Yahya (2001) who asserts that the course suffers from many problems. He confirmed that:

“The early 1990s course witnessed the introduction of a national course material which has come to be abbreviated as “SPINE” (Sudan Practical Integrated National English). Implicit in the name of the series are two facts. First, the series follows from a communicative language teaching theory. Second, the series incorporates situations emanating from the Sudanese culture.”

An integrated course is one in which an integration of the four skills is implemented. Yahya claims that two of these skills are hard to teach in Sudan. They are listening and speaking. He provides two causes. The first oral skills. The second cause is that most schools do not possess the electronic devices required to teach these two skills. (ibid)

When the course is said to be “national”, this implies that it is based on the local culture of the country. According to Yahya, this would not help to achieve the objectives of the course. He claims that,

“it is doubtful that incorporating Sudanese situations into the new syllabus would train the students for successful communication. Sociolinguistic research reported a variety of case studies where miscommunication had resulted from cultural differences,” (ibid)

According to the researcher, two main difficulties face the teaching of SPINE series. The first one is the teaching of listening and speaking skills because of the lack of teacher training and electronic devices which are required to teach these aural – oral skills. The second one is concerned with culture. The Sudanese culture on which the SPINE series is built differs from the culture of English – speaking nations.

2.10: Communicative Language Teaching (Background)

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British Language teaching tradition dating from the late 1960s. Until then, situational language represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation – based activities.

British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time – the functional and communicative potential of the language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

Another impetus for different approaches to foreign language teaching came from changing educational realities in Europe. With the increasing interdependence of European countries came the need for greater efforts to teach adults the major languages of the European Common Market and the Council of Europe, a regional organization for cultural and educational cooperation. Education was one of the Council of Europe’s major areas of activity. It sponsored international conferences on language teaching, published monographs and books about language teaching. The need to articulate and develop alternative methods of language teaching was considered a high priority.

In 1971 a group of experts began to investigate the possibility of developing language courses on a unit – credit system, a system in which learning tasks are broken down into “portions or units, each of which corresponds to a component of a learner’s needs and is systematically related to all the other portions” (van Ek and Alexander 1980:6). The group used studies of the needs of European language learners, and in particular a preliminary document prepared by a British linguist, D. A. Wilkins (1972), which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins’s contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Rather than describe the core of language through traditional concepts of grammar and

vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language.

The work of the Council of Europe; the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching. (The terms notional – functional approach and functional approach are also sometimes used). Although the movement began as a largely British innovation, focusing on alternative conceptions of a syllabus, since the mid – 1970s the scope of Communicative Language Teaching has expanded, Both American and British proponents now see it as an approach (not as a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

2.11: Communicative Language Teaching

There is, in a sense, a ‘strong’ version of the communicative approach and a ‘weak’ version. The weak version which stresses the importance of providing students with opportunities to use their English for communicative purposes and which has become more or less standard practice in the last ten years characteristically, attempts to integrate such activities into a wider programme of language teaching...The ‘strong’ version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a stimulating the development of the language system itself. If the former could be described as ‘learning to use English’, the latter entails ‘using English to learn it’ (1984:279). Finocchiaro and Brumfit (1983) contrast the major distinctive features of the Audio-lingual Method and the Communicative Approach, according to their interpretation.

2.12: Theory of Language

The communicative approach in language teaching starts from a *theory of language as communication*. The goal of language teaching is to develop what Hymes (1972) referred to as “*communicative competence*” Hymes coined this term in order to contrast a communicative view of language and Chomsky’s theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker – listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (Chomsky 1965:3)

For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes’s theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes’s view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to

- 1-Whether (and to what degree) something is formally possible
- 2-Whether (and to what degree) something is feasible in virtue of the means of implementation available
- 3-Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated
- 4-Whether (and to what degree) something is in fact done, actually performed, and what its doing entails

This theory of what knowing a language entails offers a much more comprehensive view than Chomsky’s view of competence, which deals primarily with abstract grammatical knowledge.

Another linguistic theory of communication favored in CLT is Halliday's functional account of language use. "Linguistic ...is concerned...with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore, all components of meaning, brought into focus" (Halliday 1970:145). In a number of influential books and papers, Halliday has elaborated a powerful theory of the functions of the language, which complements Hymes's view of communicative competence for many writers on CLT (e.g, Brumfit and Johnson 1979, Savignon 1983). He described (1975:11-17) seven basic functions that language performs for children learning their first language:

- 1-the instrumental function: using language to get things
- 2-The regulatory function: using language to control the behavior of others
- 3-The interactional function: using language to create interaction with others
- 4-The personal function: using language to express personal feelings and meanings
- 5-The heuristic function: using language to learn and to discover
- 6-The imaginative function: using language to create a world of the imagination
- 7-The representational function: using language to communicate information

Learning a second language was similarly viewed by proponents of Communicative Language Teaching as acquiring the linguistic means to perform different kinds of functions.

At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language follow

- 1-Language is a system for the expression of meaning
- 2-The primary function of language is for interaction and communication
- 3-The structure of language reflects its functional and communicative uses

4-The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

2.13: Theory of Learning

In contrast to the amount that has been written in Communicative Language Teaching literature about communicative dimensions of language, little has been written about learning theory. Neither Brumfit and Johnson (1979) nor Littlewood (1981), for example, offers any discussion of learning theory. Elements of an underlying learning theory can be discerned in some CLT practices, however. One such element might be described as the communication principle: Activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful tasks promote learning (Johnson 1982). A third element is the meaningfulness principle: language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). These principles, we suggest, can be inferred from CLT practices (e.g; Littlewood 1981; Johnson 1982). They address the conditions needed to promote second language learning, rather than the process of language acquisition.

More recent accounts of Communicative Language Teaching, however, have attempted to describe theories of language learning process that are compatible with the communicative approach. Savignon (1983) surveys second language acquisition research as a source for learning theories and considers the role of linguistic, social, cognitive, and individual variables in language acquisition. Other theorists (e.g; Stephen Krashen, who is not directly associated with communicative language teaching) have developed theories cited as compatible with the principles of CLT. Krashen sees acquisition as the basic process involved in developing language proficiency and distinguishes this process from learning. Acquisition refers to the unconscious development of the target language system as a result of using the language for real communication.

Learning is the conscious representation of grammatical knowledge that has resulted from instruction, and it can not lead to acquisition. It is the acquired system that we call upon to create utterances during spontaneous language use. The learned system can serve only as a monitor of the output of the acquired system. Krashen and other second language acquisition theorists typically stress that language learning comes about through practicing language skills.

Johnson (1984) and Littlewood (1984) consider an alternative learning theory that they also see as compatible with CLT – a skill – learning model of learning. According to this theory, the acquisition of communicative competence in a language is an example of skill development. This involves both a cognitive and behavioral aspect. The cognitive aspect involves the internalization of plans for creating appropriate behavior. For language use, these plans derive mainly from the language system – they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioural aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting plans into performance. Littlewood 1984:74)

This theory encourages an emphasis on practice as a way of developing communicative skills. Piepho (1981) discusses the following levels of objectives in a communicative approach:

1. An integrative and content level (language as a means of expression)
2. A linguistic and instrumental level (language as a semiotic system and an object of learning)
3. An effective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others)
4. A level of individual learning needs (remedial learning based on error analysis)
5. A general educational level of extra – linguistic goals (language learning within the school curriculum). (Piepho 1981:8)

These are proposed as general objectives, applicable to any teaching situation. Particular objectives for CLT cannot be defined beyond this level of

specification, since such an approach assumes that language teaching will reflect the particular needs of the target students. These needs may be in domains of reading, writing, listening or speaking, each of which can be approached from a communicative perspective. Curriculum or instructional objectives for a particular course would reflect specific aspects of communicative competence according to the students' proficiency level and communicative needs.

2.14: The Syllabus

Discussions of the nature of the syllabus have been central in Communicative Language Teaching. We have seen that one of the first syllabus models to be proposed was described as a national syllabus (Wilkins 1976), which specified the semantic – grammatical categories (e.g; frequency, motion, location) and the categories of communicative function that students need to express. The Council of Europe expanded and developed this into a syllabus that included descriptions of the objectives of foreign language courses for European adults, the situations in which they might typically need to use a foreign language (e.g; travel, business), the topics they might need to talk about (e.g; personal identification, education, shopping), the functions they needed language for (e.g; describing something, requesting information, expressing agreement and disagreement), the notions made use of in communication (e.g; time, frequency, duration), as well as the vocabulary and grammar needed. The result was published as Threshold Level English (van Ek and Elexander 1980) and was an attempt to specify what was needed in order to be able to achieve a reasonable degree of communicative proficiency in a foreign language, including the language items needed to realize this “Threshold level”.

2.15: Types of Learning and Teaching Activities

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable students to attain the communicative objectives of the curriculum, engage students in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

2.16: Students' Roles

The emphasis in Communicative Language Teaching on the processes of communication, rather than mastery of language.

2.17: Teachers' Roles

Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT adopted. Breen and Candlin describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning – teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher, first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities....A third role for the teacher is that for researcher and student, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. (1980:99). Other roles assumed for teachers are needs analyst, counselor, and group process manager.

2.18: Why is Oral Communication Necessary?

Because it allows the person to interact with different people and make new friends. This especially required in high school and college when the students do oral reports, this is also really important for those people who are going to be teachers and major in such professions where he / she must be able to orally connect with the audience.

2.19: The Importance of Oral Language in the School Curriculum:

Oral language is the greatest use of language and is the basis of communication – in fact it is the basis of literacy. “Language plays a vital role in the personal and social development of children. It enables them to gain an

understanding of themselves and others and strengthens their social relationships' (Oral Language Resource Book: First Steps, page 45)

Through listening and speaking students learn about themselves and about their world. Learning to express their thoughts, ideas and feelings and being able to respond to the communications of others, enables students in society successfully.

The national Education Monitoring Report 10 states that experiences provided by teachers and at school play a very important role in developing oral language skills in students. What then is the role of the school and the teacher in facilitating growth in students' oral language?

Oral language development in school does not mean teaching students to speak so much as providing them with the skills and opportunities to communicate more effectively. Speech involves thinking, knowledge and skills. Effective communication is developed through practice and training.

While oral language acquisition is a natural process this does not mean that all students will automatically acquire effective communication skills. Attention and constant practice are necessary for optimum development in communication. Holbrook (1983) specifies three criteria for oral language competence: fluency, clarity and sensitivity. The responsibility of the teacher lies in helping students to develop these levels of development.

There is no doubt that there is plenty of oral language used in the classroom. However, much of that "talking" is done by the teacher, rather than by the students, in the course of delivering the classroom programme. Research done by Stabb (1986) reported that there was a steady decline in the use of oral language in the classroom. She claimed there was a link between this and inhibition of students' abilities to reason and to forecast as they moved from lower to higher grades.

Berry (1985) and Gambell's (1988) research indicates that the development of language has a close relationship to thinking abilities. Stabb reminds us that literacy learning is on a continuum and that oral language, the major learning instrument for children before they go to school, needs to continue to be available while students are at school. Her warning is that in the process of

covering the “crowded curriculum” we should not forget “one of our most important goals, that of stimulating thought”

While research done by Stabb (1986) could be dated, it nonetheless holds relevant messages for classroom teachers today. Stab reminds us about the relationship between oral language development and the development of thinking abilities. There is no doubt that as students develop oral communication skills, their critical thinking and reasoning abilities are developed along the way. We see this reflects in the English curriculum document: Oral Language. Listening and speaking are said to be: “essential for language development, for learning, for relating to others, and for living successfully in society” and “as they develop their oral language through these language functions (listening and speaking), students will be using the processes of exploring language, thinking critically and processing information.” (English in the New Zealand Curriculum, page 27)

Oral language then is very important link in the process of students’ learning and thinking development. Oral language provides a foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning to organize their thinking and to focus their ideas (Lyle 1993). It is important to provide opportunities for oral language to continue to grow in the classroom from those foundations. Before students achieve proficiency in reading and writing, oral language is one of the important means of learning and acquiring knowledge. In fact throughout life, oral language skills remain essential for communication of ideas and intelligent conversation.

One of the most effective ways to facilitate the learning of oral language skills is to take into account the background and everyday life experiences of the students. Once students’ prior knowledge and facility with oral language is determined, the classroom programme can be planned to develop necessary skills on the developmental continuum. From this starting point the techniques and skills are taught in the classroom programme need to be further extended and used across the whole curriculum.

Although the oral language programme is delivered at the classroom level, the policy for the development of language skills needs to exist, and be implemented, across the whole school.

2.20: The Importance of Oral Communication in Our Everyday Life:

Some positions require the extensive use of oral communication. The people who fill sensible jobs are hired on the strength of an ability to speak well. Sales associates, administrative assistants, customer – service representatives, paralegals, and medical assistants – all these people must be highly skilled in oral communication. These and other business professionals use oral communication extensively in carrying out their job responsibilities.

The ability to speak clearly, correctly, and convincingly will play a vital role in helping us achieving success in our life. The manner in which we use our oral communication skills in any place can either help or hinder our daily performance on routine tasks as well as on special projects. However, in our daily life contact, oral communication is used to make requests, provide instructions, and give information. Also, good oral communication encourages a flow of information and ideas among the people. Spoken communication from everyone should contribute to effective public relations.

2.21: Ways to Improve Oral Communication

Scientifically, effective communication is described as a two – way process where the information or idea expressed by the speaker is well received by the listener. However, we often find that people mumble and jumble when it comes to conversation. One of the major reasons for this is because of the difference in written and spoken language. Secondly, if that language is not our mother tongue, we will have difficulty in speaking it, due to lack of confidence.

One of the basic principles you need to keep in mind is, the more you are into the language, the more proficient you will be in it. Reading, listening, speaking and tell the time is the best way in learning the language fluently and improving your communication skills. Now, if you are fluent in writing the language, try to gain confidence for speaking it. Here are a few simple yet most efficient rules that will help you to know to improve oral communication skills in English

2.21.1: Read

Reading is undoubtedly the best way of improving the vocabulary, and keeping in touch with the language. Reading aloud will help in improving accent and pronunciation of words. Talking of accent, you should remember to develop and use only one accent and not mix up. For e.g, learn the British or American accent and always speak in the similar one. Secondly, if you come across new words and phrases, look for their meanings and usage in a sentence. Now memorize these words and try to use them while speaking. This will not only make your language rich, but will also create a good impression on the listeners

2.21.2: Listen

Listening to native speakers in order to improve the pronunciation and accent is important. If English is not your mother tongue, you should try to listen to the way English speakers speak. You can even watch English language movies, or listen to songs (without the captions) and try to follow it. Mark the different words and try to pronounce them like the native speakers pronounce. Write down the sentences and try to speak them just like you hear them. There are also several voice and accent software available in the market which can be useful.

2.21.3: Speak:

Now lastly, the most important method is to actually speak. Try to find a native speaker with whom you can practice. Try to communicate in English with the person, even if you make grammatical errors. Do not hesitate if the person points out your faults; you should remember that practice makes a man perfect. Conversing on a daily basis will also improve the confidence? If speaking with a native speaker is not possible, you can form groups with people trying to improve their oral communication, take a topic and speak on it. Doing this everyday will boost the confidence and also enrich the language skills.

2.22: Oral Communication Skills:

The general oral communication skills along with those needed for leading a good professional life are presented below .People with these skills can become good speakers and listeners as well.

Developing the oral communication skills holds great importance in properly interacting with people. The communication process conducted through spoken words is referred to as oral communication. In the University of Virginia, Oral Communication Competency Report, oral communication is defined as the effective interpretation, composition, and presentation of information, ideas and values to a specific audience. In today's world, the emergence of different forms of media word had led to the communication process to take place through different channels like telephones, video conferences, etc. Earlier, face – to – face meetings and speeches were the only forms of communication. Understanding and incorporating different workplace communication skills has become highly important to succeed in today's professional life. Effective listening in the workplace is as important as conveying your thoughts while speaking. So, below are some skills we need to develop for the communication to be effective.

2.23: General Communication Skills

The list of communication skills presented below should be helpful in developing the oral communication skills in business, for presentations and also in general.

1-Pronouncing the word clearly is an important thing to be remembered. The need to repeat a particular word or a sentence affects the flow of presentation

2-To emphasize the importance of a particular thought, words have to be pronounced by changing their tones

3-Avoiding fillers while speaking is necessary. The sound of fillers ('um', 'ah', etc) could be irritating for listeners

4-While in face – to – face communication process, interrupting the speaker is considered a sign of poor pronunciation

5-Careful listening is as important as speaking clearly while in the process of oral communication. It helps respond in a poorer manner

6-One should always make an eye contact with the listeners; this way, the attention of listeners is not lost and their interest is kept intact

7-Asking questions in order to obtain information are one of the important aspects of oral communication. One should keep the questions precise in order to get a clear answer. Same is the case when a person has to answer a question. Answering the question with correct details and also in quick time is of great importance.

8-It is not advisable to carry on the communication process without understanding a particular point

9-In a communication process, body language of a person is considered as important as the spoken words. Body language of the speaker has a great impact on the listener(s). This is because it gives them an idea or indication of the direction in which the communication process is heading. The listener either gets positively or negatively influenced by the body language of the speaker

2.24: Oral Communication Skills in the Schools or Workplace

Schools or workplaces communication is that of formal nature and requires a person to present his thoughts in a precise and concise manner. The quality of speaking in a precise manner proves to be helpful in a telephonic conversation. An interviewer should be capable of retrieving necessary information from the interviewee. Remembering these points should help in the development of effective communication skills.

2.25: Skills required for Oral Presentation

For a good oral presentation, the quality of text and the way it is presented are equally important. An organized text presentation allows the orator to proceed smoothly from point – to – point. Presenting relevant information through a presentation is an important point to be kept in mind. Elaborating on this very core of the presentation is acceptable; however, you shouldn't wander away from the topic of importance. The speech should be interactive in nature. The audience shouldn't feel that the presentation being made is just an activity of reading out a piece of dry, textual information. Understanding the nature of corporate communication should help the working professionals in communicating with their colleagues in a better manner.

2.26: Different Settings for Oral Communication

Interpersonal communication is one of the best ways to start with the process of developing the communication skills. You can speak freely and without getting tensed when you just have to speak to a single person at a time. Through interpersonal communication, a person learns how to phrase his/her ideas clearly and also listen to others carefully.

Group discussion exercises play an important role in developing the communication skills. People get to know each others' views and thoughts through such exercises. More importantly, discussing on a particular topic compels the participants to listen to each other carefully. Group discussion exercises can be used both at school or college level and professional level. Speaking in front of a large audience for many of us is quite difficult. It is possible to feel nervous in front of a large audience. However, students can overcome the fear of public speaking completely by making presentations on a regular basis. This form of oral communication is very different from interpersonal communication. Here, the student must speak precisely and present the topic in a concise manner. Holding the attention of listeners is the key to become a proficient public speaker.

It is necessary to develop oral communication skills in order to survive in today's information – oriented world. Dissemination of information can be conducted in a proper manner only if you possess good communication skills> Individual and business relations can be developed and maintained with the use of these skills. The examples of oral communication skills interspersed throughout this article should be of help for business and other forms of communication.

2.27: Ways to Improve Oral Communication Skills

Listen and observe. If you have really poor communication skills and can't seem to get any word across, be it at your school, workplace or even with regards to your personal relationships, you must always remember you need to observe those people who communicate effectively. Look and observe those people around you who make easy and effective conversations. This should give you an insight and an understanding that should open up new ways for effective communication skills.

Communication is not just about speaking effectively and in an impressive manner. If you are looking out for ways to improve your communication skills then remember you also need to be a good listener. This is one factor that is so often overlooked.

Whenever you listen to the person opposite you, remember you need to take time to think before you pass any judgment on what is being said. Always remember to take a few moments before you respond to anything.

Think about your positive points when you are about to start off a great conversation. This will help you overcome the initial hiccups especially if you are going to give a speech before a very large audience.

Having a sense of humor helps to make any conversation light and fun to be in! Develop a sense of humor and use it as an effective way to improve your communication skills. Do not do one important thing in such cases. Always remember you must not hurt sentiments of others in any possible way.

If you wish for ways to improve communication skills, develop love for reading. It could be books or even the newspapers. A well – read person can have loads of intelligent things to talk about.

Avoid thinking that what you say is always right. This may create a certain barrier beforehand in any conversation. Listen to the other viewpoints before you judge anything. This will help you to assess the situation better.

Rethink about the ways you are framing your sentences. Ways to improve communication skills would also need you to frame your sentence in a better manner to avoid offending the person. Sometimes you may reply in such a way that it may seem to make the other person feel aggravated towards the way you speak. Remember, at work, even if you are displeased, sometimes an effective manner of speech can help you to get better results rather than yelling your head off about the same.

Sporting the right kind of body language can also help you to improve your communication skills. Having a good conversation can turn to be more effective when you combine it with the right posture. Maintain eye contact when

you speak. Sit and stand in an erect position and have a firm handshake. All these factors are also very necessary for effective conversations.

A polite manner of conversing can help you improve your communication skills and also earn the respect of others. The manner in which you convey any message across can help you to impress people more effectively if done in a polite way.

Another way to improve communication skills would be to get other people interested in your conversation as well. This will help them to open up and you can have a greater time talking about various topics. Ask questions that would urge others to speak as well. Remember that having good communication skills is not only about talking all the time, it is also about how you get others interested enough to participate in the conversation with you.

Thus we can see how effective communication skills help one to connect with others in every walk of their lives. This would in turn help you to build successful relationships that would create a feeling of harmony and also increase productivity at work.

2.28: Tips to Improve Communication Skills

Apart from the above mentioned methods, following are some tips to improve the oral communication skills:

1-It is important to speak loudly and clearly. Talking very slowly and in an inaudible voice is the biggest hindrance in communication.

2-Talking hurriedly, covering the mouth while speaking, and talking in non-understandable accent leads to failed communication.

3-The intonation and tempo of the speech is also important. It is important to raise or lower the voice when emphasizing some word

4-It is wise to have short and concise speech.

5-In order to have a free flow of communication, it is important to make use of different words. However, it is perfectly normal to use simple words to convey

your thought or ideas to the listener. You do not need to use rich and extensive vocabulary

6-Lastly, another important tip is to use proper body language and facial gestures. Using hands and nodding the head also helps in transmitting a lot of information

Following these simple methods will surely boost the confidence and help in conversing effectively. So, motivate yourself and get going, you will definitely succeed

2.29: What Oral Language Skills Do Students Need to Develop?

Schools are excellent environments in which to develop knowledge of the courtesies and conventions of communication in a wide variety of situation. The environment aims of the National English Curriculum

State that:

1-Be able to talk clearly about experiences and ideas

2-Be able to engage with and enjoy oral language in all its varieties

3-Be able to understand, respond to, and use oral language effectively in a range of contexts

4-Develop skills that enable students to develop their thoughts, ideas and feelings clearly and appropriately and respond to the thoughts, ideas and feelings of others with purpose and courtesy.

In order to develop these skills and strategies students will need structured, planned, meaningful tasks and experiences within the classroom environment to acquire effective listening and speaking skills opportunities to learn how to ‘think critically about what they hear...’ and to ‘Use oral language to gather, process and present information’ English in the New Zealand Curriculum, page 27

Concomitant to the development of communication skills and facility there will be growth in students’ confidence when communicating in a wide variety of social contexts to a wide variety of audiences.

In summary, to be effective communicators students need to be able to adapt and adopt their oral language techniques and content to whatever social context they find themselves in. To ensure students develop these strategies, the skills and processes of listening and speaking must be understood, modeled, taught and practiced within the classroom.

2.30: The Role of the Teacher as Facilitator of Oral Language Development

To act as facilitators of student learning, teachers need to use a process in which students are given the opportunity and encouragement to speak and explore their own thinking. Teachers should:

- 1-Encourage students to bring their ideas and background knowledge into class learning activities
- 2-Be responsive listener to students' talk
- 3-Nuture an accepting environment where students will feel free to express themselves without fear of censure – by adult or by fellow students
- 4-Raise questions concerning the activities or conversations held with students
- 5-Promote robust discussion and exposition amongst class members
- 6-Provide opportunities for speaking, discussion, and expression of ideas, experiences and opinions across the whole curriculum. This will involve a range of experiences in which the size and type of audience, the situation and purpose will all vary
- 7-Present themselves as good models of oral language
- 8-Establish strategies to manage all forms of communication to ensure
- 9-All students should have fair and equitable opportunities to develop their interpersonal speaking and listening skills, e.g.; large and small group discussion
- 10-The goal is not only to get students to speak and share their thinking but also to have them learn and develop through speech

11-As students language skills develop, classroom and talk discussions can be directed towards the goals of exploring ideas and facts found in texts (written and visual) and in the subsequent development of thought and deepening of knowledge

12-Not only do our students develop from learning to read to reading to learn, they also move from learning to speak to speaking to learn. There are ultimate ways and strategies to promote the development of oral language in the classroom programme and these are well known to all teachers. For the purposes of the exemplification project the function that was chosen was interpersonal speaking through discussion. Discussion employs the skills of social interaction.

2.31: Oral Communication Skills Activities

Communication skills activities are organized for kids and teenagers to improve their oral and written aspects of communication, develop confidence and teamwork. There are some exercises that would help students to a great extent.

Communication is one of the essential components of the foundation of the personality. It is needed everywhere and every time so it also becomes an important part of social skills. For kids and teenagers, some most effective ways to learn and master these skills are games, activities and interesting exercises. Through these activities, students improve their verbal as well as written communication along with the fun and enjoyment involved in it. Especially the games and activities that promote teamwork would automatically improve the communication, so the activities should be performed in a group rather than doing it alone for last learning. There are some communication skills activities that would benefit kids and teenagers, and every one alike, to sharpen their skills such as:

2.31.1: Effective Communication Techniques

One of the many important aspects in any organization is effective communication techniques between its most important assets, the employees. The effective communication techniques that are required not only at workplace, but for the development of overall personality in general .No man is exempt from saying silly things, the mischief is to say them deliberately-Montaigne

Communication means transferring thoughts and ideas with an intention of delivering information. This article is going to articulate some of the techniques for

effective communication. If we follow these techniques, surely success will not be far away.

2.31.1.1: Effective Communication Techniques: Listening

This is the first and the foremost commandment for effective communication techniques. It is important to listen to the other part. Do not commit the mistake of thinking that communication is only a one – way street. Apart from speaking your mind out, communication is also about listening and that too very carefully. Focus on what they are saying and reflect on that conversation later. This will send out a message to them that you are grasping their point and they should do the same when you are speaking.

2.31.1.2: Effective Communication Techniques: Expression

Honest is very important. Whenever you are expressing yourself, talking truthfully and honestly will send out a signal that you trust your audience. Speak clearly and properly. Also, try to be precise about the subject you are speaking on.

2.31.1.3: Effective Communication Techniques: Take Criticism positively

If someone comes to you with criticism, it's just a natural human response to defend your stance. Try to take criticism positively and constructively. If the criticism is very hard to take and emotional, then the chances are that the person you are communicating with is in distress. Try to sympathize with the person and resonate your words in a very mild language

2.31.1.4: Effective Communication Techniques: Avoid Arguments

Most often than not, whenever you are trying to have a healthy conversation, it turns into an argument. Arguing does nothing but wastes time. Try to avoid getting into such situations. And even if you get into such a situation, instead of trying to win the argument, find amicable solution in a constructive way.

2.31.1.5: Effective Communication Techniques: Understand the Audience

You need to be able to understand the audience, as they are the ones for whom you are speaking. Do not send out your message before you are absolutely sure that they will grasp what you are saying. For example; suppose the quality of work of a junior employee is really hampering the overall performance of the team, and you are really concerned about his work does not issue an official warning straight away. Try to understand the perception of the employee and then think of taking any action.

2.32: Different Forms of Communication

Forms of communication have developed over a long period of time.

Communication is the key to evolution. Communication evolved ever since it has been known to the living speeches. However, it was human who revolutionized it. Today, communication has gone from individual levels of conversing to mass communication.

Forms of communication evolved as the human brain developed and became more receptive to the sounds and the events around him. Over a period of time, the historic records will show that forms of communication have evolved very gradually, be it written, oral or pictorial communication. We have to understand communication, the forms of communication and need for communication in details.

2.33.1: Verbal Communication

Verbal communication includes sounds, words, language and speaking. Language is said to have originated from sounds and gestures. There are many languages spoken in the world. The bases of language information are: gender, class, profession, geographical area, age group and other social elements. Speaking is an effective way of communicating and is again classified into two types viz, interpersonal communication and public speaking.

Good verbal communication is an inseparable part of business communication. In a business, we come across people from various ages, cultures

and races. Fluent verbal communication is essential, to deal with people in business meetings. Also, in business communication self – confidence plays a vital role when clubbed with fluent communication skills can lead to success.

Public speaking is another verbal communication in which you have to address a group of people. Preparing for an effective speech before you start is important. In public speaking, the speech must be prepared according to the types of audience you are going to face. The content of the speech should be authentic and must have enough information on the topic you have chosen for public speaking. All the main points in the speech must be highlighted and these points should be delivered in the correct order.

There are many public speaking techniques and these techniques must be practiced for an effective speech. Verbal communication is essentially the type of communication which uses words. It uses sounds in addition to the language, gestures and body language, used while communicating. Verbal communication helps in expressing thoughts, emotions and sentiments. A phone conversation, chat with a friend, an announcement made or speeches delivered are all verbal forms of communication. For most of us, it comes with ease. Children or students learn verbal communication through the sounds around them. We soon develop and start understanding the language which helps us to communicate verbally as we grow older.

2.33.2: Non – Verbal Communication

Non – verbal communication involves physical ways of communication, like, tone of the voice, smell and body motion. Creative and aesthetic non – verbal communication includes singing, music, dancing and sculpturing. Symbols and sign language are also included in non-verbal communication. Body posture and physical contact convey a lot of information. Body posture matters a lot when someone is communicating verbally to someone. Folded arms and crossed legs are some of the signals conveyed by a body posture. Physical contact, like shaking hands, pushing, patting and touching expresses the feeling of intimacy. Facial expressions, gestures and eye contact are all different ways of communication. Reading facial expressions can help in knowing a person better.

2.33.2.1: Non – Verbal Communication Activities

Nonverbal activities help in improving the skills in the form of communication. A stranger's continually staring eyes conveys either interest or dislike. Drooping shoulders is a sign of tiredness. A twinkle in the eyes signifies that the person is of the happy-go-lucky and enthusiastic types. A gentle pat on the shoulder conveys acknowledgement and support from the person. Simple nonverbal communication comes naturally to most of us. As we can develop expertise in nonverbal communication techniques with practice and observation. Gestures, body language, and facial expressions, are the major types of nonverbal communication, and form the crux of this kind of communication in our daily life. Studies reveal that we communicate many things non-verbally, and it is an important part of our daily communication. To gain an expertise in this field, below are a few nonverbal communication activities for students that would help develop these skills to a considerable extent.

2.33.2:2 Nonverbal Communication Activities for groups

Nonverbal communication activities can turn out to be fun group activities too. Apart from building the nonverbal communication skills, these techniques also act as team building activities. The activities which we have given focus around creating something in a time limit. All the communication should be done non-verbally.

2.33.2.3: The Role of Nonverbal Communication

In most cases oral communication is probably used more frequently than written communication. Furthermore, both obtaining a good position and succeeding in it depend heavily upon persuasive oral skills. For these reasons, it is important to pay attention to two major factors that determine a person's effectiveness of oral communication, especially in meetings, job interviews, and presentations.

2.34: Need for Communication

The need for communication arises due to the need to express. None of us can live with bottled up feelings. Thus, the basic need to communicate and the

ability to communicate, helps in developing efficient management, organizational skills, laying down plans, establishing a healthy work culture and resolving impending issues.

Forms of communication have been derived as per convenience to simplify the process of communication. Communication is very important to keep the environment in a healthy and peaceful state. So, in a world where no one understands one another would be chaotic.

2.35: Effective Ways of Communication

Communication can be defined as sharing of thoughts, information and intelligence. All the activities that a person performs when he wishes to convey his message to others are nothing but the ways to achieve communication. The effective ways of communication are clarity of message, completeness of message, individual's facial expressions, eye contact, body postures, and external physical appearance.

In today's modern era it may seem silly to see someone creating awareness of communication. Many of us pay less attention towards this but the fact remains, no matter what you are if you cannot communicate properly than no one will listen to you. One must therefore, view this as important asset to add to your personality.

It takes presence of mind and courage to face people with the power to prove what we want to convey through communication. Communication can be said successful only if we are able to convince people for whatever we wanted to convey. Depending on the environment and circumstances the effectiveness of speech changes. It is therefore, a dynamic interaction both affecting and being affected by many variables. It is a basic social process required for the growth and development of individuals, groups, society and people.

Every living being in this earth communicates with other living being through many ways. God has gifted different means of communication for different types of animals. That is we cannot understand how a mother cow calls its calf. Even the well advanced scientific technology has failed to understand their language.

2.35.1: Speaking Through Eyes

The first thing that a good speaker does is first looks at the audience and takes a pause before beginning to speech. This helps to create good impression on the audience. While making the way through speech one must take care that he is not too lengthy. One must break his lengthy speeches to short and interesting ideas. A link should be maintained between consecutive statements. This helps to maintain the rhythm of how to speech and keep the ears of audience towards him. Throughout the speech, the speaker should have maintained eye contact with the audience. Every reaction has equal and opposite reaction. So, if the speaker doesn't maintain eye contact with the listeners, they will feel that they are being ignored and it is quite likely that they also ignore whatever he is trying to convey.

2.35.2: Voice Level

One more important thing while communicating is the level of voice that must be clear and audible to audience. A good voice can be strong point for being an effective speaker, although it's a natural gift but one can improve by skillful training and practice. Generally, a good speaker knows with what tempo he should speak so that it's not too loud or too weak voice while speaking through amplifiers. Proper variation in pitch and tempo of the voice improves the quality of the speech. Accurate pronunciation of words with most of us is that we keep on repeating the words like "I mean", "You see", etc which may distract the audience.

2.35.3: Audience Awareness

To make our communication successful, the following points should be noted:

- 1-Get the rough idea of the strength of the listeners
- 2-Think over the age, sex, background and interest of the listeners
- 3-See whether the audience is patient enough to handle you for hours. Check out if they are friendly or hostile.
- 4-Choose the paragraph that suits the audience

5-Create a feeling that each individual feels that the speaker is trying to talk with him and share the joy and sorrow of events with him

6-Let the audience know depth of your knowledge regarding the subject

7-Show your sincerity and whole heartedness for the subject

8-To keep the communications healthy do keep cracking jokes in between such that the jokes should not be appeared to be deliberately told. They should relate to topic.

9-Concentrate on your ideas and do not get distracted by the activities performed by the audience e.g smiling, whispering

2.35.4: Facial Expressions

Face is mirror of an individual's personality. Facial expressions reveal what thoughts are running through a person's mind. For e.g. a smile expresses friendliness and affection. Raised eye-borrows show surprise and furrowed forehead conveys fear and anxiety. All the emotions and various types of human behavior bring different expressions on face. So, while communicating sees that the facial expressions reveal the interest for the subject on which you are communicating.

2.35.5: Dress Sense

The clothing plays an important role in presenting ourselves to society. The people who wear dress suitable to their body structure look attractive. A person's physical appearance and dress creates a definite impact on the communication process. A dress should be

2.35.6: Importance of Eye Contact in Communication

The importance of eye contact in communication can't be neglected. Studies conducted over the years have affirmed that eyes play an important role in both verbal and nonverbal communication.

Researchers studying human psychology are of the view that nonverbal communication plays an important role in effective communication. Eyes are

known as the “windows of the soul” and express our emotions when words fail us. We all are well aware about the importance of eye contact in communication. It enables us to develop a connection with the person we are speaking to and not making an eye contact can send out signals to others that we are disinterested. Maintaining an eye contact doesn’t mean staring constantly in other person’s eyes, doing this; in fact can send an offensive nonverbal message.

Public speaking still ranks highly on the list of most dreaded things in America, but there are times when we have to come out of our comfort zone and deliver a speech, especially in our professional life. If you are an able orator and impress people with your oratory skills, then listeners are more likely to sit up and take notice. There are a lot of things that make a good speech, but as this article is on the importance of eye contact, our attention must be focused on our on the necessity of engaging our audience through effective eye contact.

2.35.7: Importance of Eye Contact in Speech

While delivering a speech, it is important to make eye contact with several people or groups of people. Fixing the speaker gazes on one particular individual or group may make other members of the audience feel that they do not hold any importance to the speaker and this can cause them to be disinterested. It is important that the speaker knows the appropriate duration till which the speaker is supposed to make eye contact with the members of the audience. There is a difference between making eye contact with friends and loved ones, and members of the audience and it is important that the speaker remembers that. When the speaker is speaking to one particular individual, all his attention is focused on that one person, but in case of an audience, he has to make sure that he makes eye contact with as many people as he can. Successful orators agree that the way they use their body language to put their point across plays an important role in delivering an effective, well-received speech.

2.35.8: Importance of Eye Contact in Interviews

Interviewers often make statements like, “we selected him because he appeared more confident” or “he came across as assured young man, with a lot of potential”. How does an individual make himself appear more positive than others? The answer to this lies in how we communicate both verbally and non-verbally in

an interview. If we fail to make an eye contact in an interview, we will run the risk of being labeled an introvert or the interviewer may get a feeling that there is something not right about us. Making eye contact portrays one in the right way and ensures creating a positive impression on the interviewer.

While we have mentioned the importance of eye contact, it is also very important to know that in various cultures making an eye contact is considered offensive. For example, in China people avoid making eye contact as they consider it as a mark of respect. In middle Asian countries, eye contact between a man and a woman is minimal (unless you are closely related to each other).

All of us know the importance of eye contact, but still sometimes it gets neglected, may be because we are not comfortable with the situation or we take the other person for granted. Our eyes have the power to communicate what we are feeling or how we perceive a situation. It is imperative for us to put in the required effort so that we master the art of making appropriate eye contact to ensure that we are good with our social and interpersonal skills.

2.36: Impact of Technology on Communication

Everything has both positive and negative impact, and the impact of technology on the communication process also comes as mixed baggage. However, the impacts of popular technological elements like emails, telephones, cell phones, etc...on our means of communication. Mobiles and the internet are literally the basic necessities these days. A majority of us would feel something missing in life, if there were no mobiles or internet.

Take the daily routine of a person in this tech-savvy world. The day begin with “good morning message” on social networking sites and ends with “good night” on the same website. The social networking websites are a world in themselves, like a virtual world. There is the incessant use of mobiles and the internet for communication, the whole day. To ease the communication process, there are models like emails, teleconferencing, video conferencing, networking sites, etc, among other tools. Mobiles, emails, and social networking sites are the most popular means of communication among the current generation.

2.36.1: Positive Impact of Technology on Communication

Technology has transformed the once big and far world into a tiny global village. According to technology, we now have the power to communicate with anybody on the other side of the world. The points below summarize the positive effects of technology on communication.

1-No barriers: Communication is now easy; in case of situations when you want to convey something urgently to someone; mobiles and emails come in handy

2-Strengthened relations: Communication has made it easy to keep in touch with old contacts, and has also helped strengthen relationships.

3-Better solutions: communication has brought the world closer and promoted exchange of thoughts to find better solutions to any problem

4-E-schools: Technological elements of communication like video-conferencing has made it possible to give best education to students via expert faculty on the web

5-Impact on relations: Finding someone to date was never so easy, thanks to the dating and chatting websites! No one would disagree if we say technology is the rationale behind the success of long distance relationships, video chats and social networking sites have played a big role in keeping people in touch

6-Development: last but not least. Technological elements of communication have promoted faster decision-making -, and led to the development and progress of the world. Video conferencing has played a considerate role in promoting faster decision making. Most of the business depends on technology for communication

2.36.2: Negative Impact of Technology on Communication

Most negative effect of technology – the charm of the good old world is missing. The letters and lengthy face – to – face conversations have gone away, and have been replaced by texting or chatting.

2.36.3: Impact on International Communication

The current generation lacks essential interpersonal skills (the ability to express the ideas and thoughts to others face – to – face). A major reason for this tendency is increased frequency of communication through texting and chatting websites

2.36.4: Effect on Nonverbal Communication

Technological means of communication has also affected nonverbal communication. Lack of face – to – face interaction has reduced the nonverbal grasping power of individuals.

2.37: Cultural Barriers to Effective Communication

Owing to cultural differences between people, communication is not always effective. Cultural barriers in communication ought to be dealt with efficiently, in order to enable healthy communication. Most conversations are simply monologues delivered in the presence of a witness

It is a fact that effective communication is the key to success in both personal and business relationships. In the absence of proper communication between two people, actions will not be in tandem with the actual motive. Many times, the reason behind the lack of effective communication between two people individuals is the cultural differences between them.

People coming from different countries may not find comfort in communicating or coordinating easily with one another. When people from different countries come together, their way of thinking varies. Some might be shy to communicate, while others open for communication. Owing to the difference in their cultural backgrounds, there is a difference in their upbringing, due to which there's a difference in their views and beliefs.

Even the communication etiquette differs across the different countries, thus making it difficult for communication to even start.

2.37.1: Language and Accent

Language is one cultural barrier that is observed in people coming from different parts of the world. Many of us hesitate to communicate with a foreigner because we are unable to understand his language or accent. For example, an Asian may not feel comfortable talking to an Australian, owing to his/her heavy English accent.

2.37.2: Behavior and Nature

Behavior and human nature can be barriers in communication. Culture influences one's personality and the person in turn impacts the way one thinks, behaves and communicates. For example, egoistic people may keep themselves away from communicating with the others around. Similarly, people with an inferiority complex may find it difficult to communicate freely. Also, a difference in personalities can lead to a communication gap in people. Extroverts can initiate communicate with no difficulty while introverts cannot. Good communication is possible only if both parties are ready to communicate, are able to understand the differences in their personalities and keep their personal differences aside.

2.37.3: Religion

Being from different religions or casts can act as a barrier to communicate on a personal or professional level. Sometimes, a person may feel uncomfortable communicating with people from other religions. This is mainly because of the difference in the beliefs they share. Religious views impact the way one thinks and can lead to differences of opinion. But one must understand the reasons behind these differences and tackle them carefully. If this is done, religion would no longer remain a cultural barrier to communication. However, due to globalization and spread of education, the negative impact of this kind of barrier seems to be decreasing. Living values, priorities in life, trust levels, age difference and moods are some of the other factors that hinder effective communication

2.37.4: Overcoming Cultural Barriers to Communication

1-While communicating with an individual or a group, use a language they are familiar with

2-Have respect for people from other cultures and their values and beliefs

3-While communicating, do not include terms or references which are exclusively related to a specific culture

4-Knowledge of different cultures and traditions helps you get along with people from other cultures.

5-With regards to corporate communication, the management can arrange for cross-cultural training sessions, which contribute to clear communication in people from different cultures.

6-Be it a hobby class or workplace training, make sure the training material has an easy – to – understand language for any group of individuals.

7-Having the working knowledge of an additional language is also an effective way to reduce the impact of cultural barriers in communication

8-Treat people from other cultures with respect, doing so will enable healthy communication.

The whole idea of communication is based on transfer of information from a sender to a receiver and communication is said to be complete only when the recipient understands what the sender had to say. Thus; it is obvious that communication cannot take place in the presence of any kind of barriers that hinder healthy interaction between the communicators. Cultural barriers hamper effective communication at both personal and professional levels. Removing these barriers would certainly encourage healthy and effective communication.

2.37.5: Physical Barriers in Communication

There are different types of barriers that can pose challenges to effective communication. Oral communication is one of the most effective ways of

expressing our thoughts and emotions. Communication can be verbal or nonverbal. Both these forms of communication are important in ensuring that we are able to put across our message clearly. However, there are times when there might be some hindrances to communication, which can merit its effectiveness, resulting in miscommunication or lack of clarity.

Researchers have studied the various forms of barriers to effective communication. There are a host of physical factors that can prevent individuals from having an effective communication. Physical barriers relate to disturbance in the immediate milieu which can interfere in the course of an effective communication. Some of these physical factors are:

2.37.5.1: Environment

Some barriers are due to the existing environment. If someone is standing in adverse weather conditions, his conversation would be hampered because he would not be able to pay full attention to what the other person is saying. The ambiance in which he is having a conversation also plays an important part in the quality of a conversation. If the place is too noisy, or too crowded, he may not be able to clearly listen to the speaker. For example, if you are having a conversation with someone along the roadside, the honks and noise of the passing vehicles can make it difficult for the person to concentrate on what is saying, apart from interfering in effective listening. Similarly, if the speaker is talking to someone in scorching heat, then the physical discomfort can easily cause the speaker to be distinguished in the conversation.

2.37.5.2: Cultural Barriers

Cultural barrier is one of the widely seen barriers in communication. Ignorance about each others' cultures may make us skeptic and we may shy away from expressing ourselves freely.

2.37.5.3: Linguistic Barriers

Linguistic barrier also affects conversation and this is not limited to difference in people's first language. English, which is one of the widely spoken languages of the world, is spoken differently in England, America, Australia, South Africa etc. This can cause lack of understanding and confusion.

There were some types of physical barriers that can prove detrimental to effective communication. It is important that these barriers are recognized and corrective steps are taken to prevent or reduce their impact on communication.

2.37.5.4: Inability to listen

One of the main barriers in the communication process is that of listening, or the lack of it. People have the habit of not listening to what is

being said with an objective of understanding it. They also keep interrupting when the other person speaks or do not let him complete what is being said by starting out on a tangent about themselves. Similarly, their gestures could also suggest that they are not interested in what is being said.

2.2: Previous Studies

2.2.1: Al-Rafeea Suleiman Al-fadil, (2010) “Strategies for Developing English Oral Communication in Sudanese Secondary School” PhD, Faculty of Education. Sudan University of Science and Technology

This research confirms that communication is the main focus in English language learning and that it is very important for the students to be competent communicators so as not to lose motivation and interest in learning the language.

Objectives:

1-To know the common strategies Sudanese English language teachers use when they teach speaking and listening skills.

2-To know about the common strategies Sudanese English teachers use when they teach new vocabulary

3-To know the common strategies Sudanese secondary school students use when they learn speaking and listening skills

4-To know the effect of teaching some listening strategies in developing English oral communication

5-To know the effect of teaching some listening strategies in developing English oral communication

6-To suggest ways to enhance command of spoken English so that, Sudanese secondary school students could be competent communicators.

Results:

According to the responses to the questionnaires and tests held to investigate and answer the above stated questions, the researcher comes out with the following results:

1-Teachers do not use most of the recommended strategies when they teach English speaking skills. Lack of using proper strategies for teaching English speaking skills is obviously reflected in the students' inability to say even a single correct English sentence. It also provides reasons for the poor standard of the students' oral communication which was the general assumption of the research

2-Teachers do not use effective listening strategies because they do not teach listening lessons. The only one strategy they use is a general strategy which could be used for all skills. This result also justifies the poor standard of the students' oral communication, since listening is an essential part of it.

3-Teachers do not use the proper strategies when they introduce new English words.

4-There are more than eighteen speaking strategies of which, Sudanese secondary school students apply only two. Most of the neglected strategies are really effective in enriching the students' 'repertoire' of English vocabulary which is the base of oral communication

5-Sudanese secondary school students do not use listening strategies because they do not learn listening – listening is neglected from both sides teachers and students.

6-lack of use of proper strategies in teaching and learning English language represents the factor that justifies the deterioration of oral communication

7-The results of training students on certain applicable listening strategies proved on evident development in listening skill.

The similarities between this study and the researchers’

In this study the researcher confirms that oral communication is very important for the students so as not to lose motivation and interest in learning the language and both them are the main focus of the researchers’ study as problems of oral communication.

What attracts the attention in this study as far as the literature review is concerned, is that the researcher talks about factors affecting English oral communication. He summarizes these factors as follows:

Communicative competence includes grammatical, socio-linguistic, discourse and strategic competence, weakness in vocabulary, lack of grammatical and socio-linguistic competence, oral communication fear in doing conversation because of being anxious to participate, the cultural differences on a variety of factors around oral communication, the role of the teacher since most of the time oral language in classroom is used more by teachers rather than students as well as lack of confidence.

All of the above factors represent the core of the researchers’ study as problems of oral communication and they are related to the sixth hypothesis of the researchers’ study.

The differences between the two studies

The researcher concentrates on finding out the common strategies Sudanese secondary school students use when they learn speaking and listening as well as knowing the effect of teaching some listening and speaking strategies in developing English oral communication. Nothing in this study is said about the role of oral communication in our everyday life. Also, it neglected the effective role of technology in improving the oral communication side.

The benefits which the researcher gains from the study

It encourages the researcher to investigate the problems of oral communication because that will help a lot in finding suitable and healthy

environment for oral communication to be a new addition to the previous researchers in this field.

2.2.2: Ahmed (2009) “A Communicative Approach Techniques in English Language Teaching in Sudanese Schools” M.A. Applied Linguistic. Faculty of Education. University of Khartoum.

Objectives:

The study investigates the nature of the techniques used in teaching English 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.

Results

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 relations with the teachers
- 5-Sudanese learners are less motivated

The correlation between the two studies

Sudanese learners are less motivated. There is no close relation between the teachers and students which means teachers are not facilitators and their role inside the classroom is not effective. Moreover, both of the techniques and activities are lacked. All of these points are related to the researchers' study.

The major differences between the two studies

The study concentrates on the communicative techniques and activities and their effective role in improving the oral communication side. The researchers'

study is an extended one as it focuses on the different kinds of the problems related to oral communication

The benefits which the researcher gains from the study

The results of this study encourages the researcher to add to them something new and hopeful for the students especially whenever we remember that effective oral communication techniques as well as oral communication activities and skills develop the personality of the student.

2.2.3: Khalid Ahmed Hassan. (2004) “Receptivity, Defensive and Certain Affective Factors in Communicative Language Learning and Teaching” PhD Thesis, University of Khartoum, Faculty of Arts. English department.

The purpose of the research is to investigate the factors that enhance the learning and teaching of English communicatively.

Objectives:

1-To examine the relation of motivation and receptivity

2-To discover if the students’ attitudes measured by instruments in this research towards the English language speakers, the English language classroom and the English language teachers, are predictors of students’ receptivity and defensiveness

4-To find out if a low – level of anxiety is related to receptivity

Results:

The researcher has come out with the following results

1-Students have a great desire to learn the language and exert efforts inside and outside classrooms. This means that they are highly motivated.

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

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

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

The correlation between the two studies

This research concentrates on investigating the factors that enhance learning and teaching English communicatively. It focuses on self-esteem, anxiety, motivation, and the classroom physical environment, English language teachers in addition to social and cultural factors. Absolutely, the factors cope with the researchers' study in term of the sixth hypothesis of the study.

The major differences between the two studies

Nothing in this study is said about the role of technology in enhancing the oral communication side.

The benefits which the researcher gains from this study

It encourages the researcher to add something new in term of technology and its effective role in improving the oral communication side

2.2.4: Ali, 2009 "Evaluation of Oral Communication Activities in Spine Series," "A Case Study of Sudanese Secondary Schools in Khartoum State" M.A. Applied Linguistic of English Language Teaching. Sudan University of Science and Technology

Objectives:

The researchers' study focuses mainly on the oral communicative activities provided by the SPINE Series at the secondary school level and the different aspects of teaching to find out whether they are conducive to developing the students' oral communicative competence. The study aims at finding out whether these oral communicative activities contain the three features that characterize the communicative activities and whether the SPINE Series provides variety of oral communicative activities.

Findings:

The main findings of the study are

1-The oral communicative activities provided by the SPINE Series are often communicative since the analysis of these activities shows that 75.8% of these activities contain the three features that characterize the communicative activities

2-The SPINE Series at the secondary school level does not provide a variety of oral communicative activities

3- Most of the students do not listen to English tapes in their classes and they do not have chances to listen to English outside the classrooms

The similarities between the two studies

The reasons behind the deterioration of the standard of oral communication which are mentioned by this researcher are part of the problems of oral communication related to the study of the researcher. Also, this study confirms the importance of using modern ways of teaching oral communication such as tapes and other uses of technology. So, these points are the main focus of the researchers' study.

The difference between this study and the researchers'

The study focuses on the activities as well as the aspects of teaching English mainly and their relation with oral communication but nothing is said about motivation, interest, anxiety, weakness in vocabulary, cultural differences as major problems related to oral communication.

The benefits which the researcher gains from this study

Some positive points can be added in the researchers' study for the sake of covering the problems of oral communication in a comprehensive way.

2.2.5: Imam Al-ddin Awad Mohammed (2000) "Pair/Group Interaction in Oral Skills Courses for ESL University Students. M.A. Research, Khartoum University. Faculty of Arts

It is an empirical research in which the researcher tries to find suitable techniques for teaching oral skills for students of English as a second language.

Objectives:

1-Finding out how pair/group work activities attract students, motivate them to orally participate and give them self-confidence

teaching, increases the rate of participation. Thus, increases the amount of talk and improve students' interactive competence.

3-Providing an atmosphere for the learners to practice oral skills (listening and speaking)

Results:

The researcher comes 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

2-Students could be active participants if they find the chance to work

3-Pair and group work encourages the students to initiate conversation

The similarities between the two studies

This study looks for suitable techniques for teaching oral communication effectively. The point is related to the last hypothesis of the researchers' study.

The differences between the two studies

In this study, the researcher focuses on pair and group work as effective technique in teaching oral communication effectively while the researcher concentrates on the techniques , the activities as well as the skills of teaching oral communication

2.2.6: Ghaleb Rababah, (2004) "Communicative Strategies and Message Transmission with Arab Learners of English in Jordan" University of Newcastle upon Tyne / UK. Ph.D Dissertation.

Objectives

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

1-Are The English language majors at Yarmouk University successful in getting their message across to achieve their use of communication strategies?

2-Can low level learners transmit comprehensible messages?

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 to pass comprehensible messages to the listeners.

2-There is a relationship between the learners' proficiency level and the message comprehension.

The relation between the two studies

The researcher maintains that Arab students of English language encounter problems in speaking. He adds Arab students find it difficult to communicate freely in the target language due to the methods of teaching

The main differences between the two studies

In this study the researcher focuses on the use of communicative strategies helps the subjects to communicate their messages effectively and successfully only.

The benefits which the researcher gains from the study

This study helps the researcher to investigate the problems of innovative environment and oral communication effectively

2.2.7: Exploring Factors Affecting the Use of Oral Communication strategies. Chiu-Ping Huang. (2006) Department of Applied foreign Languages. Lunghwa University of Science and Technology

Objectives:

To answer the following questions

1-What kinds of oral communication strategies do technological university students use during communication tasks?

2-Do learner variables (gender, English proficiency, self-perceived oral proficiency, frequency of speaking English) outside the classroom and motivation in speaking English influence the use of oral communication strategies?

Results:

As to frequency of speaking English outside the classroom, it was found that there was a relationship between the frequency of speaking English outside the classroom and the use of oral communication strategies. Most important of all, the results indicate a significant relationship between oral communication strategies use and two accounted for by the independent variables (motivation in speaking English and the frequency of speaking English outside the classroom).

The relation between the two studies

The study investigates the kinds of oral communication strategies the students use during communication task and the influence of motivation and English proficiency on the use of oral communication strategies. The study finds out that improved strategic competence would benefit students' communication fluency and skills. It also suggests that teachers should encourage students in communication activities related to computer-mediated such as online chat rooms or teleconferencing with native speakers as a new vision.

The researcher thinks all of the above mentioned is part of the researchers' interests in the field of the study. In addition to that, all the points are related to the first, third, fifth as well as the sixth hypotheses of the study.

The major differences between the two studies:

This international research highlights on explaining the factors affecting the use of oral communication strategies. The researcher in this study thinks if oral communication strategies are used as they are needed, that will make a shift in improving the oral communication side among the learners. While the researcher study focuses on the problems of oral communication in a general way.

The benefits which the researcher gains from this study

Some of the factors affecting the use of oral communication strategies are part of the researchers' study.

2.2.8: Harunur Rashid Khan (1998) "Speaking Strategies Target Language Situation: Master of Arts in Applied Linguistic. Victoria University of Wellington

Objectives:

1-Surveying some features of speaking strategies in coping with communication difficulties in the target language situation

2-Investigating how students cope with the target language communication, and specifically in speaking, what strategies they employ when faced with some difficulties

Results:

1-The participants do face some difficulties while speaking to the native speakers of English

2-As identified by the respondents, the most difficult areas in speaking are pronunciation, phrase and idioms, communicative sentence structures and many other colloquial expressions

3-Sometimes certain psychological and cultural factors restrict the possibility of having more communicative interaction.

The similarities between this study and the researchers'

This study focuses on finding out the role of speaking strategies in different social and work situations to tackle communication problems. It also focuses on knowing the kind of speaking difficulties the Bangladeshi people face in communicating with the native speakers of English. It concludes that these difficulties are related to pronunciation, communicative sentence structures and cultural factors. Most of these points agree with the researchers' hypothesis number six

The major differences between the two studies: This study tends to tackle the problems of oral communication by using certain kinds of strategies while the researchers' study focuses on investigating the problems only. Nothing in this study is said about the role of technology in enhancing the quality of oral communication and the role of oral communication in increasing competent learners

The benefits which the researcher gains from this study:

It increases the researchers' knowledge in term of knowing these problems as effective factors on oral communication

2.8.9; YASUO NAKATANI (2002) *The Effects of Awareness – Raising training on Oral Communication Strategy Use*. Nakamura Gakuen Junior College. Japan

This study examines the current patterns of oral communication use, to what degrees these strategies can be explicitly taught, and the extent to which the strategy use can lead to improvements in oral communication ability.

Objectives:

1-To examine the applicability of awareness training in order to develop communication strategies for interaction

2-To examine the effects of met cognitive strategy training on conversation tasks.

The Findings

The findings indicate that the students in the strategy training group significantly improved their oral test scores as compared to the students who did not have the training. The transcription analysis of the discourse also revealed that the students in the strategy training group came to make longer utterances and use more successful strategies, such as modified interaction, modified output, time-gaining, and maintenance strategies than the control group. At the same time, this group used fewer reduction strategies, such as message abandonment. A though we recognize that training does not always improve learning for all students, the retrospective protocol data indicated that the students at least became aware of specific strategies that they could use to improve their discourse. It can be concluded that training focused on conscious practice in using oral communication

strategies is likely to improve Japanese female EFL learners' communication during simulated tasks.

The similarity between this study and the researchers'

This study concentrates on studying the role of communication strategy training in improving oral communication. It indicates that the students in the strategy training group significantly improved their oral communication. According to that, training is part of oral communication skills. However, in the researchers' study both of skills and techniques are the main focuses of the study as effective factors in improving oral communication among the students.

The main differences between the two studies

This study focuses on training in relation to strategic competence. The researchers' study is extended as it focuses on training, techniques, skills as well as activities of oral communication

The benefits which the researcher gains from the study

The study helps the researcher in terms of training as an effective factor in improving the oral communication side.

2.2.2 Summary of Chapter Two:

The researcher divides this chapter into two parts. The first one is related to the theoretical framework. It concentrates on the most important subjects which connect with the study as well as going through the theories of oral communication with focus on linguistic theories especially the updated ones.

Many views on oral communication are introduced and the researcher thinks it is important to identify the gaps in students' understanding of texts in English that hinder the development of oral communication. The researcher also thinks in teaching a foreign language, teachers should consistently encourage students to develop oral communication skills, reading, speaking and listening because these skills are acquired over time. The researcher also notes that the development of oral communication and linguistic competence begins to develop at a very young age as children and parents interact with one another in the natural

surroundings of the home environment. The researcher also notes that exposure to language plays a big role in a child's linguistic development. At the same time the linguistic competence is hindered by many factors such as cultures, social skills and personal focus. In addition to that, in investigating linguistic competence, linguists focus on the mental system that allows human beings to form and interpret the words and sentences of their language under what is known as grammar which consists of four components phonological competence, lexical competence as well as grammatical and discourse competence. The theoretical part also goes through classroom communicative competence as contributing to successful classroom participation, productive classroom learning, opportunities for second language acquisition, and of greatest importance the development of overall communicative competence in second language. Moreover, many theories of language and learning are discussed as general objectives allocable to teaching situation. Above all, students and teachers roles especially the last ones as facilitators of the communication process in the classroom as well as the role of the instructional materials which should be used to support communicative approaches to language teaching. Most important of all, the importance of oral language in the school curriculum if we take into account the techniques and skills which are taught in the classroom programme need to be further extended and used across the whole curriculum and although the oral language programme is delivered at the classroom level, the policy for the development of language skills needs to exist, and be implemented, across the whole school. Not only this, but also ways to improve oral communication is another point with great concentration on reading, listening beside speaking as the best way of improving the vocabulary and keeping in touch with the language listening especially to native speakers . Speaking is a very useful method when trying to communicate in English with others. Besides that, oral communication skills through which people can become good speakers and listeners can be developed in schools, workplaces or anywhere. On the other hand, what oral language skills do students need to develop should be considered such as being able to talk clearly about experiences and ideas, being able to understand, respond to, and use oral language effectively in a range of contexts. Above all, oral communication skills activities are the best ways to improve the oral and written aspects of communication and through these activities. Students can improve their verbal as well as written communication and here there are different kinds of activities such as story forming, identifying the objects, listening

and drawing, role play, diary writing, group discussion as well as body language and eye contact. Bearing in mind, effective communication techniques are something important and if we put them into practice, success in communication will not be far away. There are different kinds of techniques such as listening to the other part by focusing on what will be said. Moreover, other techniques are like expression, taking criticism positively, avoiding arguments, understanding the audience, feedback and avoiding conflict. The theoretical framework also sheds light on the different forms of communication whether verbal communication which includes sounds, words, language and speaking. Also, this verbal communication has many styles such as expressive, authoritative, narrative and preaching styles. The other form is nonverbal communication which involves physical ways of communication, like, tone of the voice, touch, smell and body notion, symbols, as well as sign and body language. This nonverbal communication contributes significantly to the effectiveness of oral communication especially the meetings, job interviews, and presentations. The last type of communication is visual communication which is visual display of information like topography, photography, signs, symbols and designs. No doubt, there are some effective ways of communication such as speaking through eyes, voice level, audience awareness, facial expressions postures and eye contact in term of speech and interviews. As we know, the world is dominated nowadays by technology and globalization. Therefore, this technology has obvious impact on communication whether positively or negatively. Oral communication faces many barriers especially the cultural ones in term of cultural differences among people because people coming from different countries may not find comfort in communicating easily with one another and here language and accent are observed in people coming from different parts of the world. Also, behavior and human nature can be other effective barriers to be followed by religion. In addition to that, there are physical barriers such as environment, distance, ignorance of medium, physical disability, emotional and linguistic barriers as well as social and economic conditions.

The second part is related to the previous studies. It aims at reviewing the objectives as well as the findings to see whether they support what the current research tries to find out. Most important of all, to see the similarities between this study and the previous ones as well as the benefits which the researcher gains from each study. Also, to see what distinguishes the current research from the previous ones and to find out what can be added.

The researcher finds that, the majority of the researchers concentrate on oral communication strategies and their effective role in improving the way of oral communication. Some of the researchers link between oral communication strategies and activities, techniques, training and teachers' role. None of the previous studies concentrates on the major problems of oral communication except one study which mentions motivation, vocabulary, lack of confidence, anxiety, and curriculum, sociolinguistic as well as socio-cultural problems in term of research questions and hypotheses. Instead of that, it sheds light on these problems in term of

literature review only but it focuses on solving these problems through thirteen oral communication strategies. The researcher thinks it is high time to investigate the problems of oral communication for the sake of finding updated ways which enhance learning oral communication effectively. So, the absence of talking about the problems of oral communication is a real gap which the current study tries to fill.

Chapter Three

Chapter Three

Research Methodology

3.1: Introduction

This chapter introduces the research methodology used for this study and how it has guided data collection, analysis and development of theory. It provides information about the specific steps or procedures taken by the researcher to evaluate the data. In general, the goal of a methodology section is to explain what analytical tools are to be employed in the dissertation to answer the initial research questions

3.2: The Data Collection Methods

The researcher uses a questionnaire for English language teachers because they are the central part of the educational process. The reason for choosing it is to reach out a large number of teachers. Questionnaires are often used in schools and other situations when a large number of informants are required (Troost, 2001:10). The questionnaire is in English language with multiple choice questions. The answers in the questionnaire have been compiled in a quantitative way and the results are shown in diagrams. Two hundred English language teachers at secondary schools participate in this questionnaire, of these teachers, 147 (73.5%) are males and 53 (26.5%) are females. The teachers are selected from different categories, some of them are supervisors, and others are well experts. Some of them work in governmental schools whether model or geographical schools while the others work in private schools. The researcher believes that through these experiences, these teachers can provide more justified responses to the questionnaire.

The questionnaire consists of seventy three items. The respondents indicate their degrees of agreement on a 5-point likert scale that range from strongly disagree (1) to strongly agree (5). It consists of two parts. The first one is about background information for the English language teachers; part two is about teachers' views on the problems of oral communication.

The second data collected method is an oral test (see the appendix) for students at secondary schools in Khartoum state. It consists of three parts. The first one is about personal information which aims at testing the fluency of the students. the second part is about the questions relate to the hypotheses of the study while the third part is about describing or talking about a picture. Two students will be given two pictures with some information and here student (A) asks and student (B) answers.

3.3: Instruments

In general, the procedures which are used for collecting the data and all the needed information in this study, are the observations that are taken form the questionnaire as well as the oral test. The process and the steps of collecting the data, which services the study, are conducted accurately under suitable conditions. All the data is analyzed later on by depending on statistical and descriptive basis. The main used instruments in this study are structures questionnaire as well as oral test which are prepared by depending on the previous study and literature review, and both of them are checked and justified by well experienced and professional referees.

3.4: Validity and Reliability of the Research Instruments

Vital and Jansen (2001:32-33) argue that validity is an attempt to “Check out whether the meaning and interpretation of an event is sound or whether a particular measure is an accurate reflection of what you intend to rating”. The questions have been formulated after a thorough review of the relevant literature and other studies that have carried out surveys for similar purposes.

To assess the validity of the questionnaire and the oral test, they are evaluated by experts in the areas of educational research and TEFT for their comments and recommendations. All of them are Ph.D holders except one who is M.A holder. These experts are prof: Mahmoud Ali, Prof. Abdella Yasin, Dr. Mohammed Eltayeb, Dr. Alshefa Abdelgadir Hassan. All of them have been working at Sudan University of Science and Technology while the M.A. holder is from Ahfad University. The experts are supplied with copies of the questionnaire as well as the oral test to judge the instrument validity and suggest any changes that they consider necessary.

3.5: Reliability of Research Tools

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

1-Split – half by using Spearman – Brown equation

2-Alpha – Cronach Coefficient

3-Test and retest method

4-Equivalent images method

5-Guttman equation

The 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 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 deigned for. The researcher calculates the validity statistically uses the following equation

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

The researcher calculates the reliability coefficient for the measurement,

which is used in the questionnaire using (split – half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e items of the odd numbers e.g (1,3,5.....) and even the answers of the numbers e.g (2,4,6.....). Then Pearson correlaton coefficient between the two parts is

calculated. Finally, the (reliability coefficient) is calculated according to Spearman – Brown Equation as the following

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributes about (20) questionnaires to the respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation is used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table

Table No (3 – 1)

The statistical reliability and validity of the pre-test sample about the study questionnaire

Validity	Reliability	
0.89	0.80	Overall questionnaire

Source: The researcher from applied study, SPSS Package, 2014

We notice from the results of above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's hypothesis, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

Chapter Four

Chapter Four

4.0: Introduction

In this section, data analysis for the study and test of its hypotheses will be carried out. To do that, the researcher considers the instruments of applied study, which contains the description of the study's population and its sample, method of data collection, reliability of the study tool, and the statistical treatments that use the methodology of the study will be done.

4.1: Data Analysis

To satisfy the objectives of the study and to test its hypotheses, the researcher uses the following statistical instruments.

- .Graphical figures .1
- .Frequency distribution .2
- .Person correlation coefficient .3
- .Spearman-Brown equation for calculating Reliability coefficient .4
- .Median .5
- .Non-parametric Chi-square test .6

To obtain accurate results, Statistical Package for Social Sciences (SPSS) is used. In addition, to designing the graphical figures, which are needed for the .study, the computer program (Excel) is also used

Application of the Study's Tool:

After the step of checking the questionnaire reliability and validity, the researcher distributes the questionnaire to determine study sample (200) teachers, and the researcher analyzes the data collected constructed the required tables for data collection. This step consists of transformation of the qualitative (nominal) variables (Strongly agree, Agree, Undecided, Disagree, strongly disagree) to (quantitative variables (5, 4, 3, 2,1

Table (4-1): Frequency distribution table for the first hypothesis

Number &Percent					Statements	No
Strongly disagree	Disagree	Undecided	Agree	Strongly agree		
1 0.5%	7 3.5%	2 1.0%	56 28.0%	134 67.0%	The teacher should give enough oral, communication to improve students' .oral communication skills	1
2 1.0%	5 2.5%	4 2.0%	83 41.5%	106 53.0%	Training helps students in satisfying their needs, attitudes and knowledge.	2
14 7.0%	45 22.5	28 14.0%	42 21.0%	71 35.5%	Many teachers are interested in training students how to speak very well.	3
1 0.5%	10 5.0%	9 4.5%	69 34.5%	111 55.5%	Training usually chances to exchange ideas and experiences.	4
0 0.0%	6 3.0%	4 2.0%	65 32.5%	125 62.5%	Training makes teachers update their knowledge and skills in language teaching and learning.	5

1 0.5%	2 1.0%	7 3.5%	70 35.0%	120 60.0%	Training helps teachers in acquiring effective teaching techniques that could be applied in schools.	6
3 1.5%	6 3.0%	8 4.0%	73 36.5%	110 55.0%	Through training teachers help students to be able to speak well.	7
3 1.5%	5 2.5%	6 3.0%	51 25.5%	135 67.5%	Active speaking, watching T.V and listening to the radio in English are ways of raising the students' standards in oral communication.	8
1 0.5%	2 1.0%	4 2.0%	56 28.0%	137 68.5%	Living where English is spoken raises students standards of oral communication.	9
2 1.0%	3 1.5%	8 4.0%	81 40.5%	106 53.0%	Training teachers helps them to update their knowledge of language teaching.	10
1 0.5%	4 2.0%	10 5.0%	90 45.0%	95 47.5%	Training in oral communication encourages students to use and develop their English language proficiency.	11
0 0.0%	4 2.0%	12 6.0%	91 45.5%	93 46.5%	Through training students can reap educational benefits.	12
1 0.5%	1 0.5%	5 2.5%	83 41.5%	110 55.0%	Training in oral communication helps in enhancing verbal communication skills.	13
1	1	3	73	122	Training raises the students' standard	14

0.5%	0.5%	1.5%	36.5%	61.0%	by encouraging them to express themselves without fear.	
------	------	------	-------	-------	---	--

Source: The researcher from applied study, SPSS Package, 2014

Table (4-2): Frequency distribution table for the second hypothesis

Number & Percent					Statements	No
Strongly disagree	Disagree	Undecided	Agree	Strongly agree		
2 1.0%	32 16.0%	6 3.0%	78 39.0%	82 41.0%	Most of oral communication inside the classroom is done by teachers rather than students.	1
2 1.0%	11 5.5%	9 4.5%	74 37.0%	104 52.0%	The majority of teachers do not use listening materials.	2
8 4.0%	38 19.0%	24 12.0%	94 47.0%	36 18.0%	The teacher provides feedback that helps students to improve their oral communication skills.	3
3	12	19	96	70	Students can improve their oral communication through public speaking.	4

1.5%	6.0%	9.5%	48.0%	35.0%		
4	18	8	106	64	Students can improve their oral communication through story telling.	5
2.0%	9.0%	4.0%	53.0%	32.0%		
2	5	10	93	90	Students' oral communication skills can be improved through small group discussion.	6
1.0%	2.5%	5.0%	46.5%	45.0%		
2	9	5	89	95	Communication skills are important for the students' everyday life.	7
1.0%	4.5%	2.5%	44.5%	47.5%		
0	19	19	89	73	Students do not know the right word to use when speaking orally in English. .	8
0.0%	9.5%	9.5%	44.5%	36.5%		
1	7	10	71	111	Students are able to communicate when they feel self-confident.	9
0.5%	3.5%	5.0%	35.5%	55.5%		
1	5	8	86	100	Students are able to communicate in a better way when motivated.	10
0.5%	2.5%	4.0%	43.0%	50.0%		
2	11	14	101	72	Students will able to communicate through listening to their classmates in English.	11
1.0%	5.5%	7.0%	50.5%	36.0%		
1	8	11	89	91	Students will be able to communicate through improving their	12

0.5%	4.0%	5.5%	44.5%	45.5%	communication skills.	
1	4	4	86	105	Students will be able to communicate if oral communication inside the classroom is used by teachers and students	13
0.5%	2.0%	2.0%	43.0%	52.5%		

Source: The researcher from applied study, SPSS Package, 2014

Table (4 – 3): Frequency distribution table for the third hypothesis

Number & Percent					Statements	No
Strongly disagree	Disagree	Undecided	Agree	Strongly agree		
7 3.5%	16 8.0%	14 7.0%	75 37.5%	88 44.0%	The techniques used in learning oral communication are not interesting and .motivating	1
1 0.5%	14 7.0%	7 3.5%	89 44.5%	89 44.5%	Dialogues which are good techniques to practice the spoken language are not enough.	2
5 2.5%	16 8.0%	10 5.0%	72 36.0%	97 48.5%	Students don't like to speak because they are very weak in vocabulary.	3
4 2.0%	38 19.0%	16 8.0%	82 41.0%	60 30.0%	A simple way to improve students' vocabulary is to use the dictionary.	4
2	12	13	105	68	Using vocabulary learning strategies can improve students' vocabulary.	5

1.0%	6.0%	6.5%	52.5%	34.0%		
7	22	13	84	74	Teachers neglect the teaching of pronunciation.	6
3.5%	11.0%	6.5%	42.0%	37.0%		
2	4	10	87	97	Good pronunciation will increase students' self confidence and improve their understanding.	7
1.0%	2.0%	5.0%	43.5%	48.5%		
8	18	11	79	84	Teachers lack the necessary materials to teach pronunciation.	8
4.0%	9.0%	5.5%	39.5%	42.0%		
3	10	8	94	85	Incorrect pronunciation leads to occasional misunderstanding.	9
1.5%	5.0%	4.0%	47.0%	42.5%		
5	31	20	84	60	Confidence in grammar is major factor in speaking.	10
2.5%	15.5%	10.0%	42.0%	30.0%		
52.5%	21	14	88	72	Secondary school students think about grammar before they speak.	11
	10.55	7.0%	44.0%	36.0%		
3	19	22	91	65	Grammar anxiety hinders English speaking.	12
1.5%	9.5%	11.0%	45.5%	32.5%		
5	21	15	81	78	Visual aids and handouts are not used by teachers.	13
2.5%	10.5%	7.5%	40.5%	39.0%		
19	55	25	67	34	Teachers do not read the conversation.	14

9.5%	27.5%	12.5%	33.5%	17.0%		
5	20	12	83	80	The number of English speaking lessons in the class is small.	15
2.5%	10.0%	6.0%	41.5%	40.0%		
2	8	5	96	89	During school years students do not have enough speaking activates.	16
1.0%	4.0%	2.5%	48.0%	44.5%		
5	19	14	87	75	Teaching methods and techniques used by teachers do not encourage students to use English.	17
2.5%	9.5%	7.0%	43.5%	37.5%		
0	9	10	83	98	Frequently criticizing speaking mistakes demotivate students	18
0.0%	4.5%	5.0%	41.5%	49.0%		

Source: The researcher from applied study, SPSS Package, 2014

Table (4-4): Frequency distribution table for the fourth hypothesis

Number & Percent					Statements	No
Strongly disagree	Disagree	Undecided	Agree	Strongly agree		
7	19	11	84	79	The contents of the textbooks are not sufficiently interesting	1
3.5%	9.5%	5.5%	37.5%	39.5%		
15	79	21	60	25	The contents of the textbooks are too difficult.	2
7.5%	39.5%	3.5%	30.0%	12.5%		

1 5%.	30 15.0%	9 4.5%	95 47.5%	65 32.5%	Textbooks do not have classroom activities that encourage students to speak English.	3
2 1.0%	24 12.0%	7 3.0%	101 50.5%	66 33.0%	The contents of the textbooks used do not focus sufficiently on speaking	4
6 3.0%	38 19.0%	17 8.5%	84 42.0%	55 27.5%	Textbooks do not reflect students' own life experience	5
0 0.0%	13 6.5%	11 5.5%	94 46.0%	84 42.0%	The number of hours for speaking English in the textbook is not enough.	6
1 5%.	23 11.5%	9 4.5%	91 45.5%	76 38.0%	Textbooks do not help students in developing oral language proficiency.	7
5 2.8%	21 10.5%	18 9.0%	79 39.5%	77 38.5%	Textbooks do not provide students with the skills and opportunities to communicate effectively.	8
4 2.0%	20 10.0%	19 9.0%	105 52.5%	52 26.0%	Textbooks generally lack meeting the needs of the students	9
3 1.5%	25 12.5%	19 9.5%	94 47.0%	59 29.5%	Textbooks do not encourage students to work in groups as an ideal way to exchange information socially and meaningfully.	10
11	43	24	73	49	Textbooks offer useful vocabulary based on semantic groups and context.	11

5.5%	21.5%	4.0%	36.5%	24.5%		
17	48	28	60	47	The current communicative school textbooks help the teacher to develop communicative competence.	12
8.5%	24.0%	14.0%	30.0%	23.5%		

Source: The researcher from applied study, SPSS Package, 2014

Table (4-5): Frequency distribution table for the fifth hypothesis

Number & Percent					Statements	No
Strongly disagree	Disagree	Undecided	Agree	Strongly agree		
1 5%	7 3.5%	7 3.5%	63 32.0%	121 60.5%	Technological aids can improve students skills and make school fun	1
1 0.5%	12 6.0%	15 7.5%	80 40.0%	91 45.5%	Students can learn good pronunciation through the computer	2
8 4.0%	24 12.0%	39 19.5%	62 31.0%	67 33.5%	Students like listening to the computer better than listening to the teacher	3
3 1.5%	14 7.0%	12 6.0%	94 47.0%	77 38.5%	computer can help students in learning and improving vocabulary	4
5 2.5%	19 9.5%	24 12.0%	79 39.5%	73 36.5%	Computer can help students in having fluency	5

1 5%.	5 2.5%	16 8.0%	95 47.5%	83 41.5%	Some software programmes provide students with a rich resource for listening and speaking	6
2 1.0%	8 4.0%	15 7.5%	90 45.0%	85 42.5%	Video is a good way for students' oral communication	7
1 5%.	6 3.0%	17 8.5%	88 44.0%	88 44.0%	Video encourages students to improve their oral skills	8
0 0.0%	6 3.0%	19 9.5%	82 41.0%	93 46.5%	Some web sites offer chances for students to listen to dialogues and respond to real life situation	9
3 1.5%	13 6.5%	17 8.5%	91 45.5%	76 38.0%	Computer can help students in improving their spoken English	10
6 3.0%	19 9.5%	32 16.0%	69 34.5%	74 37.0%	Teachers usually obtain much of the information electronically	11
8 4.0%	24 12.0%	36 18.0%	82 41.0%	50 25.0%	Computer usually provides highly motivational activities for students	12
1 5%.	9 4.5%	34 17.0%	81 40.5%	74 37.0%	Technology helps the students in obtaining much of the information electronically	13
6	16	33	80	65	Students usually prefer using the internet to communicate with others via E-mail	14

3.0%	8.5%	16.5%	40.0%	32.5%		
7	13	33	89	57	Technology enhances the quality of oral communication because the students spend much of the time on the computer	15
3.5%	6.5%	16.5%	44.5%	28.5%		
5	15	37	86	54	Technology enhances the quality of oral communication because students enjoy using a video camera during speaking	16
2.5%	7.5%	18.5%	43.5%	27.0%		

Source: The researcher from applied study, SPSS Package, 2014

Test of the Study’s Hypotheses:

To answer on study's questions and to check its hypotheses, the median will be computed for each question from the questionnaire that shows the opinions of the study respondents about the study investigates the problem of oral communication facing Sudanese English language students in secondary schools in Khartoum. To do that, five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer " undecided", two degrees for each answer "disagree", and one degree for each answer "strongly disagree".. This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, the non-parametric chi-square test is used to know if there are statistical differences amongst the respondents' answers about the hypotheses questions.

1- Results of the First Hypothesis:

The first hypothesis in this study states the following:

“Training in oral communication can help in creating competent students with an acceptable standard of oral communication by using updated ways of oral communicative English language learning methods which help in increasing the students’ motivation and interest and help to lessen their anxiety”

To test this hypothesis, it is important to know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. The median is computed, which is one of the central tendency measures, that is used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table No.(4-6): The median of respondents’ answers about the questions of the first hypothesis

No	Question	Median	Result
1	The teacher should give enough oral, communication to .improve students’ oral communication skills	5	Strongly agree
2	Training helps students in satisfying their needs, attitudes and knowledge.	5	Strongly agree
3	Many teachers are interested in training students how to speak very well.	5	Strongly agree
4	Training usually gives chances to exchange ideas and experiences.	5	Strongly agree
5	Training makes teachers update their knowledge and skills in language teaching and learning.	5	Strongly agree

6	Training helps teachers in acquiring effective teaching techniques that could be applied in schools.	5	Strongly agree
7	Through training teachers help students to be able to speak well.	5	Strongly agree
8	Active speaking, watching T.V and listening to the radio in English are ways of raising the students' standards in oral communication.	5	Strongly agree
9	Living where English is spoken raises students' standards of oral communication.	5	Strongly agree
10	Training teachers helps them update their knowledge of language teaching.	5	Strongly agree
11	Training in oral communication encourages students to use and develop their English language proficiency.	5	Strongly agree
12	Through training students can reap educational benefits.	5	Strongly agree
13	Training in oral communication helps in enhancing verbal communication skills.	5	Strongly agree
14	Training raises the students' standard by encouraging them to express themselves without fear.	5	Strongly agree
	Overall	5	Strongly agree

Source: The researcher from applied study, SPSS Package, 2011

The table shows the following:

The calculated value of the median for the respondents' answers of the 1st question is (5). This value means that, most of the respondents' "strongly agree" with "The teacher should give enough oral, communication to improve students' oral communication skills".

The calculated value of the median for the respondents' answers of the 2nd question is (5). This value means that, most of the respondents' "Strongly agree" that "Training helps students in satisfying their needs, attitudes and knowledge".

The calculated value of the median for the respondents' answers of the 3rd question is (5). This value means that, most of the respondents' "Strongly agree" that "Many teachers are interested in training students how to speak very well".

The calculated value of the median for the respondents' answers of the 4th question is (5). This value means that, most of the respondents' "strongly agree" that "Training usually gives chances to exchange ideas and experiences".

The calculated value of the median for the respondents' answers of the 5th question is (5). This value means that, most of the respondents' "Strongly agree" that "Training makes teachers update their knowledge and skills in language teaching and learning".

The calculated value of the median for the respondents' answers of the 6th question is (5). This value means that, most of the respondents' "Strongly agree" that "Training helps teachers in acquiring effective teaching techniques that could be applied in schools".

The calculated value of the median for the respondents' answers of the 7th question is (5). This value means that, most of the respondents' "Strongly agree" that "Through training teachers help students to be able to speak well".

The calculated value of the median for the respondents' answers of the 8th question is (5). This value means that, most of the respondents "Strongly agree" that "Active speaking, watching T.V and listening to the radio in English are ways of raising the students standards in oral communication".

The calculated value of the median for the respondents' answers of the 9th question is (5). This value means that, most of the respondents "Strongly agree" that "Living where English is spoken raises students' standards of oral

communication”.

The calculated value of the median for the respondents’ answers of the 10th question is (5). This value means that, most of the respondents “Strongly agree” that “Training teachers helps them to update their knowledge of language teaching”.

The calculated value of the median for the respondents’ answers of the 11th question is (5). This value means that, most of the respondents “Strongly agree” with “Training in oral communication encourages students to use and develop their English language proficiency”.

The calculated value of the median for the respondents’ answers of the 12th question is (5). This value means that, most of the respondents “Strongly agree” that “Through training students can reap educational benefits”.

The calculated value of the median for the respondents’ answers of the 13th question is (5). This value means that, most of the respondents “Strongly agree” that “Training in oral communication helps in enhancing verbal communication skills”.

The calculated value of the median for the respondents’ answers of the 14th question is (5). This value means that, most of the respondents “Strongly agree” that “Training raises the students’ standards by encouraging them to express themselves without fear”.

The calculated value of the median for the respondents' answers about the all questions that are related to the first hypothesis is (5). This value, in general, means that most of the respondents' “Strongly agree” with what is mentioned in the first hypothesis. The above results do not mean that all the respondents in the sample agree with the questions because as it is mentioned in the table, there are some respondents who disagree with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the first

hypothesis, the chi-square test is used to indicate the differences for each question of the first hypothesis. The following table No (4-6) explains the results of the test for the questions as follows:

Table No.(4-7): Chi-square test results for respondents' answers about the questions of the first hypothesis

Chi-square value	Degree of freedom	Questions	No
328.65	4	The teacher should give enough oral, communication to .improve students' oral communication skills	1
338.80	4	Training helps students in satisfying their needs, attitudes and knowledge.	2
45.25	4	Many teachers are interested in training students how to speak very well.	3
231.60	4	Training usually gives chances to exchange ideas and experiences.	4
198.04	3	Training makes teachers update their knowledge and skills in language teaching and learning.	5
281.40	4	Training helps teachers in acquiring effective teaching techniques that could be applied bin schools.	6
238.45	4	Through training teachers help students to be able to speak well.	7
322.40	4	Active speaking, watching T.V and listening to the radio in English are ways of raising the students' standards in oral communication.	8
348.15	4	Living where English is spoken raises students' standards of oral communication.	9
246.05	4	Training teachers helps them update their knowledge of language teaching.	10
231.05	4	Training in oral communication encourages students to use and develop their English language proficiency.	11
141.80	3	Through training students can reap educational benefits.	12
275.40	4	Training in oral communication helps in enhancing verbal communication skills.	13
305.60	4	Training raises the students' standard by encouraging them to	14

		express themselves without fear.	
--	--	----------------------------------	--

Source: The researcher from applied study, SPSS Package, 2011

According to the table, the results can be demonstrated as follows:

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question is (328.65) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that "The teacher should give enough oral, communication to improve students' oral communication skills".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question is (338.80) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that "Training helps students in satisfying their needs, attitudes and knowledge".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd question was (45.25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who

strongly agree that “Many teachers are interested in training students how to speak very well”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 4th question is (231.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Training usually gives chances to exchange ideas and experiences”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 5th question is(198.04) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Training makes teachers update their knowledge and skills in language teaching and learning”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 6th question is (281.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Training helps teachers in acquiring effective teaching techniques that could be applied bin schools”.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 7th question is (238.45) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that "Through training teachers help students to be able to speak well".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 8th question is (322.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that "Active speaking, watching T.V and listening to the radio in English are ways of raising the students standards in oral communication".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 9th question is (348.45) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that "Living where English is spoken raises students' standards of oral communication".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 10th question is (246.05) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the

significant value level (1%) which is(13.28). According to what mentioned in table No.(6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that “Training teachers helps them update their knowledge of language teaching”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 11th question is(231.05) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Training in oral communication encourages students to use and develop their English language proficiency”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 12th question is(141.80) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table no.(3-1), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Through training students can reap educational benefits”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 13th question is (275.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is(13.28). According to what mentioned in table No.(6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who

strongly agree that “Training in oral communication helps in enhancing verbal communication skills”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 14th question is (305.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is(13.28). According to what mentioned in table No.(4-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who strongly agree that “Training raises the students’ standards by encouraging them to express themselves without fear“

From above mentioned, it is noticed that the first hypothesis is achieved for each question that is related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (14), and for each question there are (200) answers, so the total number of answers will be (2800) answers. However, the following table summarizes these answers:

Table No.(4-8)

The frequency distribution for the respondents’ answers about all questions of the first hypothesis

Answer	Number	Percent
Strongly Agree	1543	55.1
Agree	1014	36.2
Undecided	110	3.9
Disagree	101	3.6
Strongly disagree	31	1.1

Total	2800	100.0

Source: The researcher from applied study, 2014

Figure No.(4-1)

Frequency distribution for the respondents' answers about all questions of the first hypothesis

Source: The researcher from applied study, Excel Package, 2013

It is clear from table No.(4-8) and figure (1) that there are (1543) answers with percentage (55.1%) strongly agree about all questions that are related to the first hypothesis, (1014) answers with percentage (36.2%) agree on that, (110) answers with percentage (3.9%) undecided about that, while (101) answers with percentage (3.6%) disagree; also (31) answers with percentage (1.1%) strongly disagree about that. The value of chi-square test for the significant differences among these answers is (4551.96) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is(13.28). According to what is mentioned in table No.(4-8), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree with the first hypothesis.

From above results, we see that the first hypothesis which states “Training in oral communication can help in creating competent students with an acceptable standard of oral communication by using updated ways of oral communicative English language learning methods which help in increasing the students’ motivation and interest and help to lessen their anxiety” is fulfilled

2- Results of the Second Hypothesis

The second hypothesis in this study states the following:

“English language students at secondary schools in Khartoum state are able to communicate successfully if the relevant skills in them are well developed and cultivated”

To test this hypothesis, it is important to know the trend of the respondents' opinions about each question from the hypothesis's questions, and for all questions. The median is computed, which is one of the central tendency measures, that is used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table No.(4-9): The median of respondents' answers about the questions of the second hypothesis

No	Question	Median	Result
1	Most of oral communication inside the classroom is done by teachers rather than students	5	Strongly Agree
2	The majority of teachers do not use listening materials.	5	Strongly Agree
3	The teacher provides feedback that helps students to improve their oral communication skills.	4	Agree
4	Students can improve their oral communication through public speaking.	4	Agree
5	Students can improve their oral communication through story telling.	4	Agree
6	Students' oral communication skills can be improved through small group discussion.	4	Agree
7	Communication skills are important for the students' everyday life.	5	Strongly Agree

8	Students do not know the right word to use when speaking orally in English. .	4	Agree
9	Students are able to communicate when they feel self-confident .	5	Strongly Agree
10	Students are able to communicate in a better way when motivated .	5	Strongly Agree
11	Students will be able to communicate through listening to their classmates in English.	4	Agree
12	Students will be able to communicate through improving their communication skills.	5	Strongly Agree
13	Students will be able to communicate if oral communication inside the classroom is used by teachers and students.	5	Strongly Agree
	Overall	4	Agree

Source: The researcher from applied study, SPSS Package, 2014

Table No (4-9), shows the following:

The calculated value of the median for the respondents' answers of the 1st question is (5). This value means that, most of the respondents strongly agree that "Most of oral communication inside the classroom is done by teachers rather than students".

The calculated value of the median for the respondents' answers of the 2nd question is (5). This value means that, most of the respondents strongly agree that "The majority of teachers do not use listening materials".

The calculated value of the median for the respondents' answers of the 3rd question is (4). This value means that, most of the respondents agree that "The teacher provides feedback that helps students to improve their oral communication skills".

The calculated value of the median for the respondents' answers of the 4th question is (4). This value means that, most of the respondents agree that students can improve their oral communication through story telling”.

The calculated value of the median for the respondents' answers of the 5th question is (4). This value means that, most of the respondents agree with that “Students can improve their oral communication through story telling”.

The calculated value of the median for the respondents' answers of the 6th question is (4). This value means that, most of the respondents agree that “Students oral communication skills can be improved through small group discussion”.

The calculated value of the median for the respondents' answers of the 7th question is (4). This value means that, most of the respondents strongly agree that “Communication skills are important for the students' everyday life”.

The calculated value of the median for the respondents' answers of the 8th question is (4). This value means that, most of the respondents agree that “Students do not know the right word to use when speaking orally in English”.

The calculated value of the median for the respondents' answers of the 9th question is (4). This value means that, most of the respondents agree that “Students are able to communicate when they feel self-confident”.

The calculated value of the median for the respondents' answers of the 10th question is (4). This value means that, most of the respondents agree that “Students are able to communicate in a better way when motivated”.

The calculated value of the median for the respondents' answers of the 11th question is (4). This value means that, most of the respondents agree that “Students will be able to communicate through listening to their classmates in English”.

The calculated value of the median for the respondents' answers of the 12th question is (5). This value means that, most of the respondents strongly

agree that “Students will be able to communicate through improving their communication skills”.

The calculated value of the median for the respondents’ answers of the 13th question is (5). This value means that, most of the respondents strongly agree that “Students will be able to communicate through improving their communication skills”.

The calculated value of the median for the respondents' answers about the all questions that are related to the second hypothesis is (4). This value, in general, means that most of the respondents agree with what is mentioned in table No (4-9), there are some respondents who disagree with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the second hypothesis, the chi-square test is used to indicate the differences for each question of the second hypothesis. Table No (4-5) explains the results of the test for the question as follows:

Table No.(4-10): Chi-square test results for respondents' answers about the questions of the second hypothesis

Chi-square value	Degree of freedom	Questions	No
146.80	4	Most of oral communication inside the classroom is done by .teachers rather than students	1
212.45	4	The majority of teachers do not use listening materials.	2
105.40	4	The teacher provides feedback that helps students to improve their oral communication skills.	3
165.75	4	Students can improve their oral communication through public speaking.	4
193.40	4	Students can improve their oral communication through story telling .	5
221.95	4	Students' oral communication skills can be improved through small group discussion.	6
226.40	4	Communication skills are important for the students' everyday life.	7
79.44	3	Students do not know the right word to use when speaking orally in English. .	8
237.80	4	Students are able to communicate when they feel self-confident.	9
237.15	4	Students are able to communicate in a better way when motivated.	10
192.65	4	Students will be able to communicate through listening to their classmates in English.	11
209.70	4	Students will be able to communicate through improving their communication skills .	12
261.35	4	Students will be able to communicate through improving their communication skills.	13

Source: The researcher from applied study, SPSS Package, 2014

The above table shows the following results:

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question is (146.80) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that "Most of oral communication inside the classroom is done by teachers rather than students".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question is (212.45) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that "The majority of teachers do not use listening materials".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd question is (105.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that "The teacher provides feedback that helps students to improve their oral communication skills".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4th question is (165.75) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree with "The teacher provides feedback that helps students to improve their oral communication skills".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5th question is (193.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.2281). According to what mentioned in table No.(4.10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that "Students can improve their oral communication through story telling".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 6th question is (221.95) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4.10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that "Students can improve their oral communication through story telling".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 7th question is (226.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-10), this indicates that, there are statistically significant differences at the level (1%) among

the answers of the respondents, which support the respondents who strongly agree that “Communication skills are important for the students’ everyday life”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 8th question is (76.44) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which is (11.34). According to what mentioned in table No.(4-10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Students do not know the right word to use when speaking orally in English”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 9th question is (237.80) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which is (9.21). According to what mentioned in table No.(4-10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Students are able to communicate when they feel self-confident”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 10th question is (237.15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Students are able to communicate in a better way when motivated”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 11th question is (192.65) which is

greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that “Students are able to communicate in a better way when motivated”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 12th question is (107.90) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Students will be able to communicate through improving their communication skills”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 13th question is (51.74) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which is (9.21). According to what is mentioned in table No.(4-10), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Students will be able to communicate through improving their communication skills”.

From above, we notice that the second hypothesis is achieved for each question that is related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (13), and for each question there is (200) answers, so the total number of answers will be (2600) answers. The following table summarizes these answers:

Table No.(4-11)

The frequency distribution for the respondents' answers about all questions of the second hypothesis

Answer	Number	Percent
Strongly Agree	1093	42.0
Agree	1152	44.3
Undecided	147	5.7
Disagree	179	6.9
Strongly disagree	29	1.1
Total	2600	100.0

Source: The researcher from applied study, 2014

Figure No.(4-2)

Frequency distribution for the respondents' answers about all questions of the second hypothesis

Source: The researcher from applied study, Excel Package, 2014

It is clear from table No.(4-11) and figure (4-2) that there are (1093) answers with percentage (42.0%) strongly agree about all questions that are related to the second hypothesis, (1152) answers with percentage (44.3%) agree on that, (147) answers with percentage (5.7%) fairly agree about that, while (179) answers with percentage (6.9%) disagree; also (29) answers with percentage (1.1%) strongly disagree about that. The value of chi-square test for the significant differences among these answers is (2354.32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is

(13.28). According to what is mentioned in table No.(4-11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree with the second hypothesis.

From the above results, we see that the second hypotheses which states:

“English language students at secondary schools in Khartoum state are able to communicate successfully if the relevant skills in them are well developed and cultivated: is fulfilled.

3- Results of the Third Hypothesis:

The third hypothesis in this study states the following:

“English language students face many problems in oral communication related to the lack of confidence, grammatical and socio-linguistic competence, and weakness in vocabulary as well as pronunciation”

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that is to describe the phenomena, and it represents the **centered** answer for all respondents' answers after ascending or descending order for the answers.

Table No.(4-12): The median of respondents' answers about the questions of the third hypothesis

No	Question	Median	Result
1	The techniques used in learning oral communication are .not interesting and motivating	5	Strongly Agree
2	Dialogues which are good techniques to practice the spoken language are not enough.	5	Strongly Agree
3	Students don't like to speak because they are very weak in vocabulary.	5	Strongly Agree
4	A simple way to improve students' vocabulary is to use the dictionary.	4	Agree
5	Using vocabulary learning strategies can improve students' vocabulary.	4	Agree
6	Teachers neglect the teaching of pronunciation.	4	Agree

7	Good pronunciation will increase students self confidence and improve their understanding.	5	Strongly Agree
8	Teachers lack the necessary materials to teach pronunciation.	4	Agree
9	Incorrect pronunciation leads to occasional misunderstanding.	4	Agree
10	Confidence in grammar is major factor in speaking.	4	Agree
11	Secondary school students think about grammar before they speak .	4	Agree
12	Grammar anxiety hinders English speaking.	4	Agree
13	Visual aids and handouts are not used by teachers.	4	Agree
14	Teachers do not read the conversation.	4	Agree
15	The number of English speaking lessons in the class is small.	5	Strongly Agree
16	During school years students do not have enough speaking activates.	5	Strongly Agree
17	Teaching methods and techniques used by teachers do not encourage students to use English.	5	Strongly Agree
18	Frequently criticing speaking mistakes demotivate students.	4	Agree
	Overall	4	Agree

Source: **The researcher from applied study, SPSS Package, 2011**

Table No (4-12) shows the following:

The calculated value of the median for the respondents' answers of the 1st question is (5). This value means that, most of the respondents' strongly

agree that “The techniques used in learning oral communication are not interesting and motivating”.

The calculated value of the median for the respondents’ answers of the 2nd question is (5). This value means that, most of the respondents strongly agree that “Dialogues which are good techniques to practice the spoken language are not enough”.

The calculated value of the median for the respondents’ answers of the 3rd question is (5). This value means that, most of the respondents strongly agree that students don’t like to speak because they are very weak in vocabulary”.

The calculated value of the median for the respondents’ answers of the 4th question is (4). This value means that, most of the respondents agree that “A simple way to improve students’ vocabulary is to use the dictionary”.

The calculated value of the median for the respondents’ answers of the 5th question is (4). This value means that, most of the respondents agree that “Using vocabulary learning strategies can improve students’ vocabulary”.

The calculated value of the median for the respondents’ answers of the 6th question is (4). This value means that, most of the respondents agree that “Teachers neglect the teaching of pronunciation”.

The calculated value of the median for the respondents’ answers of the 7th question is (5). This value means that, most of the respondents strongly agree that “Good pronunciation will increase students’ self confidence and improve their understanding”.

The calculated value of the median for the respondents’ answers of the 8th question is (4). This value means that, most of the respondents agree that “Teachers lack the necessary materials to teach pronunciation”.

The calculated value of the median for the respondents’ answers of the 9th question is (4). This value means that, most of the respondents agree that

“Incorrect pronunciation leads to occasional misunderstanding”.

The calculated value of the median for the respondents’ answers of the 10th question is (4). This value means that, most of the respondents agree that “Confidence in grammar is major factor in speaking”.

The calculated value of the median for the respondents’ answers of the 11th question is (4). This value means that, most of the respondents agree that “Secondary school students think about grammar before they speak”.

The calculated value of the median for the respondents’ answers of the 12th question is (4). This value means that, most of the respondents agree that “Grammar anxiety hinders English speaking”.

The calculated value of the median for the respondents’ answers of the 13th question is (4). This value means that, most of the respondents agree that “Visual aids and handouts are not use by teachers”.

The calculated value of the median for the respondents’ answers of the 14th question is (4). This value means that, most of the respondents strongly agree that “Teachers do not read the conversation”.

The calculated value of the median for the respondents’ answers of the 15th question is (5). This value means that, most of the respondents strongly agree that “The number of English speaking lessons in the class is small”.

The calculated value of the median for the respondents’ answers of the 16th question is (5). This value means that, most of the respondents strongly agree that “During school years students do not have enough speaking activates”.

The calculated value of the median for the respondents’ answers of the 17th question is (5). This value means that, most of the respondents strongly agree that “Teaching methods and techniques used by teachers do not encourage students to use English”.

The calculated value of the median for the respondents’ answers of the

18th question is (4). This value means that, most of the respondents agree that “Frequently criticizing speaking mistakes demotivate students”.

The calculated value of the median for the respondents' answers about all questions which are related to the third hypothesis is (4). This value, in general, means that most of the respondents agree what is mentioned about the third hypothesis

The above results do not mean that all the respondents in the sample agree with the questions because as it is mentioned in the tables N0.(4-12) there are some respondents who disagree with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the third hypothesis, the chi-square test is used to indicate the differences for each question of the third hypothesis. Table No.(4-12) explains the results of the test for the questions as follows:

Table No.(4-13): Chi-square test results for respondents’ answers about the questions of the third hypothesis

Chi-square value	Degree of freedom	Questions	No
146.75	4	The techniques used in learning oral communication .are not interesting and motivating	1
202.20	4	Dialogues which are good techniques to practice the spoken language are not enough.	2
174.35	4	Students don’t like to speak because they are very weak in vocabulary.	3
101.00	4	A simple way to improve students’ vocabulary is to use the dictionary.	4
199.15	4	Using vocabulary learning strategies can improve students’ vocabulary.	5
130.85	4	Teacher neglect the teaching of pronunciation.	6

227.45	4	Good pronunciation will increase students' self confidence and improve their understanding.	7
145.15	4	Teachers lack the necessary materials to teach pronunciation.	8
205.85	4	Incorrect pronunciation leads to occasional misunderstanding.	9
101.05	4	Confidence in grammar is major factor in speaking.	10
139.75	4	Secondary school students think about grammar before they speak.	11
134.00	4	Grammar anxiety hinders English speaking.	12
133.40	4	Visual aids and handouts are not used by teachers.	13
41.40	4	Teachers do not read the conversation.	14
210.82	4	The number of English speaking lessons in the class is small.	15
229.12	4	During school years students do not have enough speaking activities.	16
142.78	4	Teaching methods and techniques used by teachers do not encourage students to use English.	17
132.84	4	Frequently criticizing speaking mistakes demotivate students .	18

Source: The researcher from applied study, SPSS Package, 2014

According to the table, the results can be demonstrated as follows:

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question is (146.75) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-13),

this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “The techniques used in learning oral communication are not interesting and motivating”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 2nd question is (202.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Dialogues which are good techniques to practice the spoken language are not enough”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 3rd question is (174.35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is(13.28). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Students don’t like to speak because they are very weak in vocabulary”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 4th question is(101.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the

respondents who agree that “A simple way to improve students’ vocabulary is to use the dictionary”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 5th question is (199.15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree with “Using vocabulary learning strategies can improve students’ vocabulary”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 6th question is (130.85) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is(13.28). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Teachers neglect the teaching of pronunciation”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 7th question is (227.45) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Good pronunciation will increase students’ self confidence and improve their understanding ”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 8th question is (145.15) which is

greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.2821). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that Teachers lack the necessary materials to teach pronunciation”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 9th question is (205.85) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table no.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that “The English language syllabus focuses on practice only”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 10th question is(101.05) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Confidence in grammar is major factor in speaking”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 11th question is (139.75) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level

(1%) among the answers of the respondents, which supports the respondents who agree that “Secondary school students think about grammar before they speak”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 12th question is (134.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents agree that “Grammar anxiety hinders English speaking”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 13th question is (133.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (133.40). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Visual aids and handouts are not used by teachers”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 14th question is (41.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Teachers do not read the conversation”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 15th question is(210.82) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in

table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “The number of English speaking lessons in the class is small”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 16th question is (229.12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table no.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “During school years students do not have enough speaking activates”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 17th question is (142.78) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Teaching methods and techniques used by teachers do not encourage students to use English ”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 18th question is (132.58) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the

respondents who agree that “Frequently criticizing speaking mistakes demotivate students”.

From the above mentioned, we notice that the third hypothesis is achieved for each question that is related to this hypothesis, and to check the achievement of the hypothesis for all questions, we see that the number of the questions is (18), and for each question there are (200) answers, so the total number of answers is (3600) answers. The following table summarizes these answers:

Table No.(4-14)

The frequency distribution for the respondents’ answers about all questions of the third hypothesis

Answer	Number	Percent
Strongly Agree	1393	38.7
Agree	1527	42.4
Undecided	239	6.6
Disagree	353	9.8
Strongly disagree	88	2.4
Total	3600	100.0

Source: The researcher from applied study, 2014

Figure no.(4-3)

Frequency distribution for the respondents’ answers about all questions of the third hypothesis

Source: The researcher from applied study, Excel Package, 2014

It is clear from table No.(4-14) and figure (4-3) that there are (1393)

answers with percentage (38.7%) strongly agree about all questions that are related to the third hypothesis, (1527) answers with percentage (42.4%) agree that, (239) answers with percentage (6.6%) fairly agree, while (353) answers with percentage (9.8%) were disagreed; also (88) answers with percentage (2.5%) strongly disagree about that. The value of chi-square test for the significant differences among these answers is (3824.94) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-14), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree with the third hypothesis.

From above results, we see that the third hypothesis which states

“English language students face many problems in oral communication related to lack of confidence, grammatical and socio-linguistic competence, and weakness in vocabulary as well as pronunciation” is fulfilled,

4- Results of the fourth Hypothesis:

The fourth hypothesis in this study states the following:

“Textbooks can contain enough oral communication training activities if they overcome the challenges of students’ complicated lives including jobs, relationships and personal problems”

To test this hypothesis, it is important to know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that is

used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table No.(4-15): The median of respondents' answers about the questions of the fourth hypothesis

No	Question	Median	Result
1	The contents of the textbooks are not .sufficiently interesting	4	Agree
2	The contents of the textbooks are too difficult.	2	Disagree
3	Textbooks do not have classroom activities that encourage students to speak English.	4	Agree
4	The contents of the textbooks used do not focus sufficiently on speaking	4	Agree
5	Textbooks do not reflect students' own life experience	4	Agree
6	The number of hours for speaking English in the textbook is not enough.	4	Agree
7	Textbooks do not help students in developing oral language proficiency.	4	Agree
8	Textbooks do not provide students with the skills and opportunities to communicate effectively.	4	Agree
9	Textbooks generally lack meeting the needs of the students.	4	Agree
10	Textbooks do not encourage students to work in groups as an ideal way to exchange information socially and meaningfully.	4	Agree
11	Textbooks offer useful vocabulary based semantic groups and context.	4	Agree
12	The current communicative school textbooks help the teacher to develop communicative competence.	4	Agree
	Overall	4	Agree

Source: The researcher from applied study, SPSS Package, 2011

Table (4-15) shows the following:

The calculated value of the median for the respondents' answers of the 1st question is (4). This value means that, most of the respondents agree that "The contents of the textbooks are not sufficiently".

The calculated value of the median for the respondents' answers of the 2nd question is (2). This value means that, most of the respondents disagree that "The contents of the textbooks are too difficult".

The calculated value of the median for the respondents' answers of the 3rd question is (4). This value means that, most of the respondents strongly agree that "Students don't like to speak because they are very weak in vocabulary".

The calculated value of the median for the respondents' answers of the 4th question is (4). This value means that, most of the respondents agree that "The contents of the textbooks used do not focus sufficiently on speaking".

The calculated value of the median for the respondents' answers of the 5th question is (4). This value means that, most of the respondents agree that "Textbooks do not reflect students' own life experience".

The calculated value of the median for the respondents' answers of the 6th question is (4). This value means that, most of the respondents agree that "The number of hours for speaking English in the textbook is not enough".

The calculated value of the median for the respondents' answers of the 7th question is (4). This value means that, most of the respondents strongly agree that "Textbooks do not help students in developing oral language proficiency".

The calculated value of the median for the respondents' answers of the 8th question is (4). This value means that, most of the respondents agree that

“Textbooks do not provide students with the skills and opportunities to communicate effectively”.

The calculated value of the median for the respondents’ answers of the 9th question is (4). This value means that, most of the respondents agree that “Textbooks generally lack meeting the needs of the students”.

The calculated value of the median for the respondents’ answers of the 10th question is (4). This value means that, most of the respondents agree that “Textbooks do not encourage students to work in groups as an ideal way to exchange information socially and meaningfully ”.

The calculated value of the median for the respondents’ answers of the 11th question is (4). This value means that, most of the respondents agree that “Textbooks offer useful vocabulary based semantic groups and context”.

The calculated value of the median for the respondents’ answers of the 12th question is (4). This value means that, most of the respondents agree that “The current communicative school textbooks help the teacher to develop communicative competence”.

The calculated value of the median for the respondents’ answers about all questions which are related to the fourth hypothesis is (4). This value in general means that most of the respondents agree with what is mentioned about the fourth hypothesis.

The above results do not mean that all the respondents in the sample agree with the questions because as it is mentioned in the table No.(4-15) there are some respondents who disagree with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the fourth hypothesis, the chi-square test is used to indicate the differences for each question of the fourth hypothesis. Table No.(4-15) explains the results of the test for the questions as follows:

Table No.(4-16): Chi-square test results for respondents' answers about the questions of the fourth hypothesis

Chi-square value	Degree of freedom	Questions	No
145.70	4	.The contents of the textbooks are not sufficiently	1
78.30	4	The contents of the textbooks are too difficult.	2
155.80	4	Textbooks do not have classroom activities that encourage students to speak English.	3
179.65	4	The contents of the textbooks used do not focus sufficiently on speaking	4
96.25	4	Textbooks do not reflect students' own life experience	5
116.20	4	The number of hours for speaking English in the textbook is not enough.	6
166.70	4	Textbooks do not help students in developing oral language proficiency.	7
124.00	4	Textbooks do not provide students with the skills and opportunities to communicate effectively.	8
162.65	4	Textbooks generally lack meeting the needs of the students.	9
132.80	4	Textbooks do not encourage students to work in groups as an ideal way to exchange information socially and meaningfully.	10
56.90	4	Textbooks offer useful vocabulary based on semantic groups and context.	11
29.65	4	The current communicative school textbooks help the teacher to develop communicative competence.	12

Source: The researcher from applied study, SPSS Package, 2011

According to the table, the results can be demonstrated as follows::

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question is (145.70) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that "The contents of the textbooks are not sufficiently.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question is (78.30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who disagree that "The contents of the textbooks are too difficult".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd question is (155.80) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that "Textbooks do not have classroom activities that encourage students to speak English".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4th question is (179.65) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “The contents of the textbooks used do not focus sufficiently on speaking”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 5th question is (96.25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Textbooks do not reflect students’ own life experience”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 6th question is (116.20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “The number of hours for speaking English in the textbook is not enough”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 7th question is(166.70) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the

respondents who strongly agree that “Textbooks do not help students in developing oral language proficiency ”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 8th question is(124.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.2821). According to what mentioned in table No.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Textbooks do not provide students with the skills and opportunities to communicate effectively ”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 9th question is (162.65) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who disagree that “Textbooks generally lack meeting the needs of the students ”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 10th question is (132.80) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Textbooks do not encourage students to work in groups as an ideal way to exchange information socially and meaningfully ”.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 11th question is (56.90) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that "Textbooks offer useful vocabulary based on semantic groups and context".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 12th question is(29.65) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "The current communicative school textbooks help the teacher to develop communicative competence".

From the above mentioned, we notice that the fourth hypothesis is achieved for each question that is related to this hypothesis, and to check the achievement of the hypothesis for all questions, we see that the number of the questions is (12), and for each question there are (200) answers, so the total number of the answers is (2400) answers. The following table summarizes these answers:

Table No.(4-17)

The frequency distribution for the respondents' answers about all questions of the fourth hypothesis

Answer	Number	Percent
Strongly Agree	728	30.3

Agree	1024	42.7
Undecided	193	8.0
Disagree	383	16.6
Strongly disagree	72	3.8
Total	2400	100.0

Source: The researcher from applied study, 2014

Figure No.(4-4)

Frequency distribution for the respondents' answers about all questions of the fourth hypothesis

Source: The researcher from applied study, Excel Package, 2014

It is clear from table No.(4-16) and figure (4-4) that there are (728) answers with percentage (30.3%) strongly agree about all questions that are related to the fourth hypothesis, (1024) answers with percentage (42.7%) agree on that, (193) answers with percentage (8.0%) agree about that, while (383) answers with percentage (16.0%) disagree; also (72) answers with percentage (3.8%) strongly disagree about that. The value of chi-square test for the significant differences among these answers is (1282.67) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-17), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree with the third hypothesis.

From the above results, we see that the fourth hypothesis :

“The textbooks can contain enough oral communication training activities if they overcome the challenges of students’ complicated lives including jobs, relationships and personal problems” is fulfilled.

Results of the fifth Hypothesis:

The fifth hypothesis in this study states the following:

“Technology can enhance the quality of oral communication as it helps in learning oral communication actively more than the traditional methods”.

To test this hypothesis, it is important to know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that is used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table No.(4-18): The median of respondents’ answers about the questions of the fifth hypothesis

No	Question	Median	Result
1	Technological aids can improve students’ skills and make school fun	5	Strongly Agree
2	Student can learn good pronunciation through the computer	5	Strongly Agree
3	Student like listening to the computer better than listening to the teacher	5	Strongly Agree
4	computer can help students in learning and improving	4	Agree

	vocabulary		
5	Computer can help students in having fluency	4	Agree
6	Some software programmes provide students with a rich resource for listening and speaking	4	Agree
7	Video is a good way for learning oral communication	4	Agree
8	Video encourages students to improve their oral skills	4	Agree
9	Some web sites offer chances for students to listen to dialogues and respond to real life situation	5	Strongly Agree
10	Computer can help students in improving their spoken English	4	Agree
11	Teachers usually obtain much of the information electronically	5	Strongly Agree
12	Computer usually provides highly motivational activities for students	4	Agree
13	Teaching helps the students in obtaining much of the information electronically	4	Agree
14	Students usually prefer using the internet to communicate with others via E-mail	4	Agree
15	Technology enhances the quality of oral communication because the students spend much of the time on the computer	4	Agree
16	Technology enhances the quality of oral communication because students enjoy using a video camera during speaking	4	Agree

Source: The researcher from applied study, SPSS Package, 2011

Table No (4-18) shows that:

The calculated value of the median for the respondents' answers of the 1st question is (5). This value means that, most of the respondents strongly agree that "Technological aids can improve students' skills and make school fun".

The calculated value of the median for the respondents' answers of the 2nd question is (5). This value means that, most of the respondents strongly agree that "Students can learn good pronunciation through the computer".

The calculated value of the median for the respondents' answers of the 3rd question is (5). This value means that, most of the respondents strongly agree that "Students like listening to the computer better than listening to the teacher".

The calculated value of the median for the respondents' answers of the 4th question is (4). This value means that, most of the respondents' agree that "computer can help students in learning and improving vocabulary".

The calculated value of the median for the respondents' answers of the 5th question is (4). This value means that, most of the respondents agree that "Computer can help students in having fluency".

The calculated value of the median for the respondents' answers of the 6th question is (4). This value means that, most of the respondents agree that "Some software programmes provide students with a rich resource for listening and speaking".

The calculated value of the median for the respondents' answers of the 7th question is (4). This value means that most of the respondents agree that "Video is a good way for learning oral communication".

The calculated value of the median for the respondents' answers of the 8th question is (4). This value means that, Video encourages learners to improve their oral skills".

The calculated value of the median for the respondents' answers of the 9th question is (5). This value means that, most of the respondents strongly agree that "Some web sites offer chances for students to listen to dialogues and respond to real life situations".

The calculated value of the median for the respondents' answers of the 10th question is (4). This value means that, most of the respondents agree that "Computer can help students in improving their spoken English"

The calculated value of the median for the respondents' answers of the 11th question is (5). This value means that, most of the respondents' strongly agree that "Teachers usually obtain much of the information electronically".

The calculated value of the median for the respondents' answers of the 12th question is (4). This value means that, most of the respondents' strongly agree that "Computer usually provides highly motivational activities for students".

The calculated value of the median for the respondents' answers of the 13th question is (4). This value means that, most of the respondents' agree that "Technology helps the students in obtaining much of the information electronically".

The calculated value of the median for the respondents' answers of the 14th question is (4). This value means that, most of the respondents' agree that "Students usually prefer using the internet to communicate with others via E-mail".

The calculated value of the median for the respondents' answers of the 15th question is (4). This value means that, most of the respondents agree that "Teaching enhances the quality of oral communication because the students spend much of the time on the computer".

The calculated value of the median for the respondents' answers of the 16th question is (4). This value means that, most of the respondents agree that "Teaching enhances the quality of oral communication because students enjoy using a video camera during speaking".

The calculated value of the median for the respondents' answers about all questions which are related to the fifth hypothesis is (4). This value in general

means that most of the respondents agree with what is mentioned about the fifth hypothesis.

The above results do not mean that all the respondents in the sample agree with the questions because as it is mentioned in the tables No.(4-18) there are some respondents who disagree with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the fifth hypothesis, the chi-square test is used to indicate the differences for each question of the fifth hypothesis. Table No.(4-18) explains the results of the test for the questions as follows:

Table No.(4-19)

Chi-square test results for respondents' answers about the questions of the fifth hypothesis

Chi-square value	Degree of freedom	Questions	No
126.44	4	Technological aids can improve students skills and make school fun	1
150.70	4	students can learn good pronunciation through the computer	2
149.56	4	Students like listening to the computer better than listening to the teacher	3
129.11	4	computer can help students in learning and improving vocabulary	4
127.17	4	Computer can help students in having fluency	5
102.80	4	Some software programmes provide students with a rich resource for listening and speaking	6
141.80	4	Video is a good way for learning oral communication	7
132.10	4	Video encourages students to improve their oral skills	8

151.30	4	Some web sites offer chances for students to listen to dialogues and respond to real life situation	9
32.001	4	Computer can help students in improving their spoken English	10
106.7	4	Computer can help students in improving their spoken English	11
178.90	4	Computer usually provides highly motivational activities for students	12
140.78	4	Technology helps the students in obtaining much of the information electronically	13
63.70	4	Students usually prefer using the internet to communicate with others via E-mail	14
70.60	4	Teaching enhances the quality of oral communication because the students spend much of the time on the computer	15
38.00	4	Technology enhances the quality of oral communication because students enjoy using a video camera during speaking	16

Source: The researcher from applied study, 2014

According to the table, we can demonstrate the results as follows:

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st question is (126.44) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that "Technological aids can improve students' skills and make school fun".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question is (150.70) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what mentioned in

table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Students can Learn good pronunciation through the computer”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 3rd question is (149.56) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Students like listening to the computer better than listening to the teacher”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 4th question is (129.11) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “computer can help students in learning and improving vocabulary”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 5th question is (127.17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Computer can help learners in having fluency”.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 6th question is (102.80) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that "Some software programmes provide students with a rich resource for listening and speaking".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 7th question is(141.80) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that "Video is a good way for learning oral communication".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 8th question is (132.10) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that "Video encourages students to improve their oral skills".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 9th question is (132.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the

significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Computer can help students in improving their spoken English”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 10th question is (63.70) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Computer can help students in improving their spoken English ”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 11th question was (106.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Teachers usually obtain much of the information electronically”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 12th question is (178.90) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the

respondents who agree that “Computer usually provides highly motivational activities for students ”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 13th question is (140.78) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Technology helps the students in obtaining much of the information electronically”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 14th question is(63.70) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Students usually prefer using the internet to communicate with others via E-mail”.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 15th question is (70.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Teaching enhances the quality of oral communication because the students spend much of the time on the computer”.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the 16th question is (38.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that "Teaching enhances the quality of oral communication because students enjoy using a video camera during speaking

From above, we note that the four hypothesis was achieved for each question that related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (16), and for each question there is (200) answers, so the total number of answers will be (3600) answers. The following table summarizes these answers:

Table No.(4-20)
The frequency distribution for the respondents' answers about all questions of the fifth hypothesis

Answer	Number	Percent
Strongly Agree	1220	38.1
Agree	1320	36.7
Undecided	386	10.7
Disagree	210	5.8
Strongly disagree	58	1.6
Total	3600	100.0

Source: The researcher from applied study, 2014

Figure No.(4-5)

Frequency distribution for the respondents' answers about all questions of the fifth hypothesis

Source: The researcher from applied study, Excel Package, 2014

It is clear from table no.(4-14) and figure (4-5) that there are (1220) answers with percentage (38.1%) strongly agree about all questions that are related to the fifth hypothesis, (1323) answers with percentage (36.7%) agree on that, (386) answers with percentage (10.7%) agree about that, while (210) answers with percentage (5.8%) disagree; also (58) answers with percentage (1.6%) strongly disagree about that. The value of chi-square test for the significant differences among these answers is (4307.18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). According to what is mentioned in table No.(4-20), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree with the fifth hypothesis.

From above results, we see that the fifth hypothesis which states:

“Technology can enhance the quality of oral communication as it helps in learning oral communication actively more than the traditional method” is fulfilled.

Chapter Five

Chapter Five

5.0 Introduction:

This chapter includes the summary of the results, recommendations as well as suggestions for further studies. It shows the final harvest of the study.

5.1: Summary of the findings:

As far as the answers about the questions of the first hypothesis are concerned, the results show the following:

1-The teacher should give enough oral communication to improve students' oral communication skills.

2-Training helps students in satisfying their needs, attitudes and knowledge

3-Many teachers are interested in training students how to speak very well.

4-Training usually gives chances to exchange ideas and experiences

5-Training makes teachers update their knowledge and skills in language teaching and learning

6-Training helps teachers in acquiring effective teaching techniques that could be applied in schools.

7-Through training teachers can help students be able to speak well

8-Active speaking, watching T.V and listening to the radio in English are good ways of raising the students' standards in oral communication

9-Living where English is spoken raises students' standards of oral communication

10-Training teachers helps them update their knowledge of teaching oral communication

11-Training in oral communication encourages students to use and develop their English language proficiency.

12-Through training students can reap educational benefits

13-Training in oral communication helps in enhancing verbal communication skills

14-Training raises the students' standards by encouraging them to express themselves without fear.

The overall strongly agree and from the results the researcher sees that the first hypothesis that states: "Training in oral communication can help in creating competent students with an acceptable standard of oral communication by using updated ways of oral communicative English language learning methods which helps in increasing the students' motivation and interests and helps lessen their anxiety, is fulfilled. In other words, about (1543=55.1%) strongly agree, and 1014=36.2% agree, 110=3.9%) undecided, while (101=3.6% disagree and only (31=1.1%) strongly disagree. The value of chi-square test for the significant differences among these answers is (4551.96) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). however, there are statistically significant differences at the level (1%) among the answers of the hypotheses, which supports the respondents who strongly agree with the first hypothesis. So, the result is fulfilled.

The answers about the questions of the second hypothesis show the following results:

1-Most of oral communication inside the classroom is done by teachers rather than students.

2-The majority of teachers do not use teaching materials

3-Communication skills are important for students' everyday life

4-Students are able to communicate when they feel self-confident

5-Sudanese are able to communicate in a better way when motivated

6-Students will be able to communicate through improving their communication skills

A great number of the teachers strongly agree with the items of the questionnaire (1093=42%)

1-The teacher provides feedback that helps students to improve their oral communication skills

2-Students can improve their oral communication skills through public speaking

3-Students can improve their oral communication through story telling

4-Students' oral communication skills can be improved through small group discussion

5-Students do not know the right word to use when speaking orally in English

6-Students will be able to communicate through improving their communication skills.

A great number of the teachers agree (1152=44.3%), (147=5.7%) fairly agree (Undecided), (179=6.9%) disagree and only (29=1.1%) strongly agree. The value of chi-square test for the significant differences among these answers is (2354.32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). However, this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree with the second hypothesis.

From the above results, the researcher sees that the second hypothesis that states “ English language students at secondary schools in Khartoum state are able to communicate successfully if the relevant skills in them are well developed and cultivated, its results are fulfilled.

The answers about the questions of the third hypothesis show the following results:

1-The techniques used in learning oral communication are not interesting and motivating

2-Dialogues which are good techniques to practice the spoken language are not enough

3-Students don't like to speak because they are very weak in vocabulary

4-Good pronunciation will increase students' self-confidence and improve their understanding

5-The number of English speaking lessons in class is small

6-During school year students do not have enough speaking activities

7-Teaching methods and techniques used by teachers do not encourage students to use English

A great number of teachers strongly agree (1393=38%)

1-A simple way to improve students' vocabulary is to use the dictionary

2-Using vocabulary learning strategies can improve students' vocabulary

3-Teachers neglect the teaching of pronunciation

4-Teachers lack the necessary materials to teach pronunciation

5-Incorrect pronunciation leads to occasional misunderstanding

6-Confidence in grammar is a major factor in speaking

7-Secondary school students think about grammar before they speak

8-Grammar anxiety hinders English speaking

9-Visual aids and handouts are not used by teachers

10-Teachers do not read the conversations

11-Frequently criticizing speaking mistakes demotivate students

A great number of them agree (1527=42.4%), (239=6.6%) fairly agree (Undecided), (353=9.8%) disagree and only (88=2.5%) strongly disagree. The value of chi-square test for the significant differences among these answers is (3824.94) which is greater than the tabulated value of chi-square at the degree

of freedom (4) and the significant value level (1%) which is (13.28) which indicates that there are statistically significant differences at the level (15) among the answers of the respondents, which supports the respondents who agree with the third hypothesis.

From the above results, the researcher sees that the hypothesis that states: “English language students face many problems in oral communication related to lack of confidence, grammatical and Scio-linguistic competence, weakness in vocabulary as well as pronunciation, the results are fulfilled.

The answers about the questions of the fourth hypothesis show the following results:

1-The contents of the textbooks are not sufficiently interesting

2-Textbooks do not have classroom activities that encourage students to speak English

3-The contents of the textbooks used do not focus sufficiently on speaking

4-Textbooks do not reflect students’ own life experience

5-The number of hours for speaking English in the textbooks is not enough

6-Textbooks do not help students in developing oral language proficiency

7-Textbooks do not provide students with the skills and opportunities to communicate effectively

8-Textbooks generally lack meeting the needs of students

9-Textbooks do not encourage students to work in groups as an ideal way to exchange information socially and meaningfully

10-Textbooks offer useful vocabulary based on semantic groups and context

11-The current communicative school textbooks help the teacher develop communicative competence

A great number of them agree (1024=42.7%), (728=30.3% strongly agree, 193=8.0%) undecided, (383=16.0%) disagree and only (72=3.8%) strongly agree. The value of chi-square test for the significant differences among these answers is (1282.67) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28) which indicates that, there are statistically significant differences at the level (15) among the answers of the respondents, which supports the respondents who agree with the fourth hypothesis.

From the above results, the researcher sees that, the fourth hypothesis that states: “The textbooks can contain enough oral communication training activities if they overcome the challenges of students’ complicated lives including jobs, relationships and personal problems, its results are fulfilled.

The answers about the questions of the fifth hypothesis show the following results:

1-Technological aids can improve students’ skills and make school fun

2-Learners can learn good pronunciation through the computer

3-Students like listening to the computer better than listening to the teacher

4-Some websites offer chances for students to listen to dialogues and respond to real life situation

5-Teachers usually obtain much of the information electronically. All of these respondents are strongly agree (1220=38.1%)

1-Computer can help students learn and improve vocabulary

2-Computer can help students have fluency

3-Some software programmes provide students with a rich resource for listening and speaking

4-Video is a good way for learning oral communication

5-Video encourages students to improve their oral skills

6-Computer helps students improve their spoken English

7-Computer usually provides highly motivational activities for students

8-Technology helps students obtain much of the information electronically

9-Students usually prefers using the internet to communicate with others via E-mail

10-Technology enhances the quality of oral communication because the students spend much time on the computer

11-Technology enhances the quality of oral communication because the students enjoy using video camera during speaking

The number of those who agree are (1320=36.7), (386=10.7) undecided, (201=5.8) disagree, only (58=1.6) strongly disagree. The value of chi-square test for the significant differences among these answers is (4307.18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28) which indicates that,

there are statistically significant differences at the level (1%) among the answers of the respondents who agree with the fifth hypothesis.

From the results of the fifth hypothesis that states: “Technology can enhance the quality of oral communication as it helps in learning oral communication actively more than the traditional methods the researcher sees that the results are fulfilled.

5:3 Recommendations:

According to the results the researcher suggests the followings:

1-Oral communication at secondary schools should be taught through effective means of technology rather than the traditional methods of teaching

2-Textbooks should be revised to be updated so as to cope with the current deed of development. It is very important to devote reasonable spaces in the textbooks for oral communication side

3-Teachers should be well trained in how to teach oral communication effectively as well as giving them chances to activate the techniques of teaching oral communication

4-The skills of learning oral communication in students’ personality should be raised and encouraged

5-It is important to put confidence in English language students when they want to talk orally

6-Teachers have to encourage their students to talk freely irrespective of their mistakes

5.4: Suggestions for further studies:

1-Investigaating the effective role of the current technology in enhancing oral communication at secondary schools

2-The role of syllabus designers in satisfying the needs of secondary school students orally

3-Investigating the best ways through which oral communication can be developed inside and outside classrooms

REFERENCES

References

- Abbad Aziza, A.1988 An Analysis of Communicative Competence Features in English Language Texts in Yemen Arab Republic, PhD Dissertation, University of Illinois at Urbana – Champaign (IL)
- ALAN Review <http://scholar.lib.vt.edu/ejournals/ALAN/alan-review.html>
- American School Board Journal <http://www.asbj.com/>
- ASCD Journals <http://www.ascd.org/readingroom.html>
- Bachman, L.F.(1990).Fundamental considerations in language testing. Oxford : Oxford University Press
- Bacon, L.F; & Palmer,A.S (1996). Language testing in practice. Oxford: Oxford University Press
- Bacon, S,M. & Finnemann,M.D (1990). A study of the attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input. The Modern Language Journal,74(4),459-473
- Baker ,S .C & MacIntyre, P.D. (2000).The role of gender and immersion in communication and second language orientations. Language Learning, 50 (2),311-341
- Bejarano, Y; Levine, T; Olshtain, E;& Steiner, J. (1997). The skill use of interaction strategies: Creating a framework for improved small –group communication interaction in the language classroom. System 25,203-213
- Berry, Kathleen S (1985) . Talking To Learn Subject Matter/Learning. Subject Matter Talk. Language Arts, 62(1),34-42{EJ3009762}
- Bialystok, E. (1978). A theoretical model of second language learning. Language LEARNING , 28, 69 – 83 .
- Bialystok, E. (1981). The role of conscious strategies in second language learning. The Modern Language Journal, 65 (2) , 24 – 35
- Bialystok, E. (1983). Inferenceing : Testing the “hypothesis – research in second language acquisition (pp.104 – 123). Rowley, MA: Newbury House
- Bialystok, E. 1983 Some factors in the selection and implementation of communication strategies in Faerch, C/Kasper, G (eds) Strategies in Interlanguage Communication, London
- Bialystok, E.(1990). Communication Strategies: A Psychological Analysis of Second Language Use. Oxford: Basil Blackwell
- [http://www.bing.com/reference/semhtml/Curriculum?Fwd = & SRC =a...FDNF](http://www.bing.com/reference/semhtml/Curriculum?Fwd=&SRC=a...FDNF)
- [http://www.bing.com/reference/semhtml /Lifelong - learning - programme – 2007%.....](http://www.bing.com/reference/semhtml/Lifelong-learning-programme-2007%.....)

<http://www.bing.com/reference/semhtml/literature> -review ? fwd = 1 & src=mtoc & qpvt = 1.....

<http://www.bing.com/reference/semhtml/> Case – Study

[http://www.bing.com/reference/semhtml/Computer - data - processing?](http://www.bing.com/reference/semhtml/Computer-data-processing) Src=mtoc & fwd =

<http://brent.tvu.ac.uk/dissguide/hmlu3tex3.htm>

Brown, A.L; & Palincsar, A.S. (1982). Inducing strategies learning from texts by means of informed, self – control training. *Topics in Learning and Learning Disabilities*, 2, 1-17

Brown, H. 1987 *Principles of Language Learning and Teaching*, Englewood Cliffs (NJ)

Brown, H.D. 1993. Requiem for Methods. *Journal of Intensive English Studies*, 7, pp. 1 – 12

Brown, H.D. (2000). *Principles of language learning and teaching* (4th ed.) New York : Longman

Brown, Glenys (2001). *Oral language Course: Notes and Activities* Education Department of Western Australia (1977). *First Steps Oral Language Resource Book*, Rigby Heineman

Canale, M. & Swain, M (1980). Theoretical bases of communicative approaches to second language teaching and testing *Applied Linguistics*, 1, 1-7

Canale, M. (1983) . On some dimensions of language proficiency. In J.W.Oller, Jr. (Ed), *Issues in Language testing research* (pp.333 – 342). Rowley, proficiency. In J.W.Oller, Jr. (Ed), *Issues in language*, MA, Newbury House, MA

Canale, M. 1983 From communicative competence to communicative language pedagogy, in: Richards, J.C/Schmidt, R.W. (eds) *English for Cross- Cultural Communication*, New York

Cassell's Latin Dictionary, ed.n Marchant & Charles 2014,

<http://www.forbes.com/sites>

Chou, Y. (2002). An exploratory study of language learning strategies and the relationship of these strategies to motivation and language proficiency among EFL Taiwanese technological and vocational college students. Unpublished doctoral dissertation. University of low

Classroom Connect <http://www.classroom.net/>

Creative Classroom Online <http://creativeclassroom.org/>

Current Issues in Education <http://cie.ed.asu.edu/>

Clennel, C (1995). Communication strategies of adult ESL learners: A discourse perspective. *Prospect*, 10, 4 -20

Cohen, A.D; Weaver, S.J. & Li, T- Y. (1998). The impact of strategies based instruction on speaking a foreign language. In A.D. Cohen (Ed), *Strategies in learning and using a second language* (pp.107 – 156) Essex, England: Longman

Cook, V. 1993 *Linguistics and Second Language Acquisition*, London

Crookes, G & Schmidt, R. W. (1991). *Motivation: Reopening the research agenda*. *Language Learning*, 41, 469-51

Dahiyat, E./Ibrahim, M. (eds) *Papers from the First Conference on the problems of teaching English Language and literature at Arab Universities*, Amman, University of Jordan. 1985 *Formulating objectives for the English departments in Arab Universities*
<http://www.des.emory.edu/mfp/proposal.html>

Diza –Rico & Weed 2006, *ELT Journal*, volume 45 Issue 1, pp 16 – 23 *Oxford Journal*

Dirasat: A research Publication of the University of Jordan, 12/3

Dornyei, Z./Thurrell, S. 1991 *Strategic competence and how to teach it*, *ELT Journal* 45 /1: 16 – 23

Dornyei, Z. (1995). *On the teach ability of communication strategies*. *TESOL Quarterly*, 29, 55-85

Dornyei, S & Scott, M. L (1997). *Communication strategies in a second language: Definitions and taxonomies*. *Language Learning*, 47, 173-210

Dornyei, Z. (1998) *Motivation in second and foreign language learning*. *Language teaching*, 31, 117-135

Dubian, F, and E Olshtain. 1986. *Course Design*. Cambridge : Cambridge University Press
<http://www.duke.edu/tlove/cyberclass/syll.html>

education week on the Web <http://edweek.org>

E School News <http://www.eschoolnews.com/>

Ehrman, M. E & Oxford, R. L (1989). *Effects of sex differences, career choice, and psychological type on adult language learning strategies*. *The Modern Language Journal*, 73, 1-13

El-Dib, M. A. B (2004). *Language learning strategies in Kuwait: Links to gender, language level, and culture in a hybrid context*. *Foreign Language annals*, 37, 85-95

Elizabeth, Hanson – Smith and Sarah, Rilling (Ed) *Learning Languages Through Technology*

Ellis, G; & Sinclair, B. (1989). *Learning to learn English*. Cambridge: Cambridge University Press

Elsworth, S. *Communication Among Students*. Books 11 and 111. New Edition. Longman, 2008
<http://www.edarticle.com/classroom-management/neuron-linguistic-programming-and-...>
<http://www.edarticle.com/school-improvement/the-future-of-educational-technology-e.....>

Emmert, P. H. *Methods of research in communication*. Mifflin Co. Boston, 2008

Engelhardt, Helga. Methodological Foundations for Integral Practice
[http://www. En.wikipedia.org/wiki/qualitative – research](http://www.en.wikipedia.org/wiki/qualitative_research)
 Foreign Language School Adult Education . Educational People and Education, La Habana. 2000
[http:// en. Wikipedia.org/wiki/ Secondary – data](http://en.wikipedia.org/wiki/Secondary_data)
[http:// en. Wikipedia.org/wiki/ Qualitative – Research](http://en.wikipedia.org/wiki/Qualitative_research)
 Enriquez, 1. Analysis of the Critical Reading valuation. Grade Option thesis in Scientific Pedagogical Sciences. Havana, 2007
 Enriquez O ‘Farril,1. English course at the university of All. Editorial . People and Education Havana,2005
 Exploring Factors Affecting the Use of Oral Communication Strategies of language learning strategies by Persian EFL learners. CJAL, 11 (2), 31-60
 Faerch, C; & Kasper; G (eds) Strategies in Inter language communication London: Longman
 Faerch ,C./Kasper,G1983 plans and strategies in foreign language communication. Faerch, C. & Kasper, G (eds), Strategies in Inter language Communication (pp.20-60) London: Longman
 Farace, R. Communication System and higher Education. Atlanta,2008.
 Farr, Denise (2001). Assessment, Evaluation Schedules and Activities
 Kasper,G.(eds) Strategies in Interlanguage Communication London
 1983b On identifying communication strategies in interlanguage production, in: Figueredo Reyes, M. At your pace 1 and 11. General English Course. Editorial Felix Varela, 2005
<http://www.fileinfo.com/extension/data?qpvt=data>
 Freeman, D.The Teaching of Ingles as International language. Cambridge University Press, 2008
 Gee, J, P. Reading as Situated Language: A Perspecctive Sociognoscitive. Journal of Adollesent and Adult Literacy. Newark,2001
 Galindo Caceres, J. About Communicology and Communication Methodology. Editorial de Guadalajara. Mexico, 2005
 Gambell, Trevor J. (1988). Linguistics and Literacy Teaching. Paper of Applied presented at the World Conference Linguistics (Sydney, Australia) {ED299816}
 Garcia, B.et al. Fundamentals of Educational research. Caribbean Latin American Pedagogical Institute. Part 11. La Habana. 2006
 Garcia, G.E Assessment and Diversity. Review of Research in Education. Washington D. C; 2005
 Garcia Gaspar, J. Categories of Dialectical Materiaalism. Editoriaal Felix Varela,2004
 Garcia Inza, M. Toward a Profile of Professional Education in communication skills.1.S.

P.E.J. Varona. Havana, 2008 – Teacher Researcher, E.University. J. Varona Havana, 2008

Garcia, Lisa and others. The Challenges of Educational Change. Editorial people and Education. Havana, 2006

Gardner, R.G. (1985). Social Psychology and Second Language Learning: The Role of attitude and motivation. London, Ontario: Edward Arnold

Gass, S.M. (1998) The role of interaction in native speaker comprehension of nonnative speaker speech. *Modern Language Journal*, 82, 308 – 319

Green, J.M & Oxford, R (1995). A closer look at learning strategies, L2 proficiency, and gender. *TESOL Quarterly*, 29(2), 261 -297

Gutierrez, P. Communicology of Education. Material in electronic form. Havana, 2007

Halliday, M.A./ McIntosh, A/Stevens, P 1972/1984 (8th impression) Learning Foreign Languages, in Nasr, R.

Harlow, L L, Flint – Smith, W & Grafinker, A (1980) ‘ Student – perceived communication needs: infra –structure of the functional – notional syllabus’ *Foreign Language Annals* Vol 13 Harrison, W./Prator, C/Tucker, G) Teaching and Learning English, Harlow

Harvard Education Letter <http://edletter.org/>

H. Byrd, Donald R. Spectrum 4 . Textbook and Workbook. Diane Warshawsky/Anna Veltford. Edit Revolution, Havana. 2007

Holbrook, Hilary Taylor (1983). ERIC/RCS Report: Oral Language: A Neglected Language Art? *Language Arts*, 60 (2), 255 -58 {E} 276124)

Huang, A.C. (2006). An investigation of communication strategy use in intercultural videoconferencing: A case study of Tamkang University English majors. Master’s thesis, Tamkang University, Taipei, Taiwan

Huang, X.H & Van Naerssen, M. (1987). English Language for specific purposes. Cambridge: Cambridge University Press

Hutchinson, T. Ingles for Specific Purpose. A LAEARNING Centered Approach. Cambridge University Press, 2005

Hsieh, H.H. (2005). A Study of communication strategies in Taiwan EFL College Learners’ Spoken Language and Written Language. Master thesis, National Chengchi University, Taipei, Taiwan

Hymes, D (1972). On Communicative Competence. In j.Pride & J. Holmes (eds), *Sociolinguistics: Selected readings* (pp.269-93). Harmondsworth: Penguin.

Brahim, M. 1983 The Role of English Departments in Arab Universities, in: Dahiyat, E./ Ibrahim, M (eds) Papers from the first Conference on the problems of teaching English language and literature at Arab Universities, Amman, University of Jordan.

Jablins R. Putnam Handbook of Communication Ed Sage. California, 2007

Instructor magazine [http://teacher.scholastic.com/products/instructor .htm](http://teacher.scholastic.com/products/instructor.htm)
<http://www.triangle.co.uk/vae/index.htm>
 Jayyusi ,S .et al . 1990 English language Curriculum and its Basic Principles
 Joe, A,P. National, and J.Newton.1996.Vocabulary learning and speaking activities
 Jhon, M. The Power of Communication. New Edition. Longman, 2006 Jordan, R.
 The Oral Communication Among the Students .Book 11.New Journal of Vocational
 Education and Training Edition .Longman,2005
 Kulikowich, J,M. Interrelationships of Knowledge, Interest and Recall: Assessing a
 Model of domain learning. Washington D. C:Journal of Educational Psychology,
 2005 Written by Lee Timlin. Filed Under online education, reference and education
 968 views
 Kairos: Journal of Rhetoric, Technology, and Pedagogy
[http://english .ttu.edu/kairos](http://english.ttu.edu/kairos)
 Kambal,M.1980 An Analysis of Khartoum University Students' Composition
 Errors with Implications for Remedial English in the Context of Arabicization,PhD
 Dissertation, University of Texas at Austin (tX)
 Kasper,G.(eds) Strategic in Interlanguage Communication, London: 61-74
 Kasper,G & Kellerman,E.(1997)>Communication Strategies Psycholinguistic and
 sociolinguistic perspective.Longman :New York
 Kasper, G (eds) Strategies in Interlanguage Communication, London. 1983b On
 identifying communication strategies in interlanguage production, in:Kempler &
 W.Wang (Eds), Individual differences in Language ability and language behavior
 (pp.203-228)New York Academic Press
 King,J (2001). Communication Strategies for cross-cultural Interaction. The Crane
 Publishing Co.Ltd.Taiwan
 Kitajima,R. (1997). Influence of learning context on Jearners' use of
 communication strategies.JALT Journal,19,7-23
 Krashen,S.1981.Second Language Acquisition and Second Language
 Learning.Oxford:Pergamon
 Kulikowich, J.M.Interrelationships of knowledge, Interest and Recall: Assessing a
 Model of domain learning.Washington D.C:Journal of Educational
 Psychology,2005
<http://www.learnerassociates.net/dissthes> Written by Lee Timlin.Field Under
 Online Education, Reference and Education. 968 views
 Leading & Learning With Technology (ISTE)<http://www.iste.org/LL>
 Lyle, Susan, (1993). An Investigation into Ways in Which Children Talk
 Themselves into Meaning. Language and Education,7(3),181-87{EJ485985)
 Madonald – Ross, M.1975. 'Behavioral objectives a critical review'
 M.Gobly (ed): Curriculum Design. London: Croom Helm

Mackay, R & Palmer, J D (eds) (1981) English for Specific Purpose: Program Design and Evaluation Newbury House

MacIntyre, P.D. & Noel, K. A. (1996). Using Social Psychological variables to predict the use of language learning strategies. Foreign language Annals,29,272-286.

Mc Donough ,S.H(1995). Strategy and skill in learning a foreign language. London: Edward Arnold use of language learning strategies. Foreign Language Annals, 29,272 – 286

McDonough, S.H.(1995). Strategy and skill in learning a foreign language. London:Edward Arnold

Mashlow,A.H.(1970). Motivation and personality. Second Edition. New York:Harper & Row

McDonough,S.1981.Psychology in Foreign Language Teaching. London:Allen and Unwin

Meridian: A Middle School Technology Journal
<http://www.ncsu.edu/meridian>

Milich, Joanne (2001) Oral Language Activities and Students' Learning Outcomes

Mukattash,L.1983 The problem of difficulty in foreign language learning, in Dahiyat, E/Nakahama,Y,Tyler,A & Van Lier, L (2001).Negotiation of meaning in conversation and information gap activities: Acomparative discourse analysis.TESOL Quarterly,35,377-405

Multimedia Schools <http://infotoday.com/MMSchools>

Nakatani, Y. (2002) Improving Oral Proficiency Through Strategy Training. Unpublished doctoral dissertation, The University of Birmingham England

Nkatani, Y (2005) The effects of awareness –raising training on oral communication strategy use. The Modern Language Journal,89(1),76-91

Nakatani, Y. (2006) Developing an oral communication strategy inventory. The Modern Language Journal, (2), 151 – 168

Nakatani, Y. (2010). Identifying strategies that facilitate EFL learners' oral communication: A classroom study using multiple data collection procedures. The Modern Language Journal, 4 (1), 116 – 136

NEA Today Online <http://www.nea.org/neatoday/>

New Horizons for Learning <http://www.newhorizons.org/>
<http://www.nsmi.nsm.iup.edu/rgendron/proposal.shtml>

Nunan,D.1978. The Teacher as Curriculum Developer. Adelaide: National Curriculum Resources Centre

Nunan, D.and J.Burton.1985. Using Learner Data in Designing Language. Courses: Workshop Guide. Adelaide: National Curriculum Resource Centre

Nunan,D.1985. Language Teaching Course Design: Trends and Issues. Adelaide: National Curriculum Resources Centre

Nunan, D. and G. Brindley. 1986. 'A practical Framework for Learner – Centered Curriculum Development, paper presented at the Twentieth Annual TESOL Convention, California

O'Malley, J./Chamot, A. 1990 Learning Strategies in Second Language Acquisition, Cambridge

O'Malley, J.M.; Chamot, A.U.; Stewner –Manzares, G.; Russo, R.P

Kupper L (1985), Learning Strategies applications with students of English As A second language. TESOL Quarterly, 19, 557-584

Oxford, R.L (1990). Language Learning Strategies: What every teacher should know. New York: Newbury House

Oxford, R.L (1996). Language Learning Strategies around the world: Cross – Cultural Perspective. Honolulu, :Second Language Teaching and Curriculum Centre

[http://people.uwec.edu/piercech/Research Methods? Data%collection 20% methods/D](http://people.uwec.edu/piercech/Research%20Methods/Data%20collection%20methods/D)

[http://www.oncourseworkshop.com/On%20 Course%20\(The%20Book\).html](http://www.oncourseworkshop.com/On%20Course%20(The%20Book).html)

<http://papyr.com/hypertextbooks/compl/sy1101.htm>

<http://www.phys.unsw.edu.au/jw/thesis.html>

Pica, T. (1996). The essential role of negotiation in the communicative classroom. JALT Journal, 18, 241 – 268

Pirani, D. (1979). Communication Strategies of Foreign Language Learners: A pilot Study > Unpublished Manuscript, Department of Slavic Linguistics, University of Washington

Politzer, R.L (1983). An exploratory study of self reported language learning behaviors and their relation to achievement. Studies in Second Language Acquisition, 6, 54 – 68

Poulisse, N & Schils, E. (1989). The influence of task-and-proficiency-related factors on the use of compensatory strategies: A quantitative analysis. Language Learning, 39 (1), 15-48

Poulisse, N. (1990). The use of compensatory strategies by Dutch Learners of English, N. (1990). Enschede, the Netherlands :Sneldruk.

<http://www.prm.nau.edu/prm447/methods> - of - data – collection – lesson.ht

<http://wps.prenhall.com/chet> - airasian -edresearch - 8 / 38 /9870/2526922.cw/content /inde

Rababah, G. 2001 An Investigation into the Strategic Competence of Arab Learners of English at Jordanian Universities, PhD Dissertation, University of Newcastle upon Tyne, UK

Rahimi,M;Riazi,A, & Saif,S. (2008). An investigation into the factors affecting the use of Oral Communication Strategies of Language Learning Strategies by Persian EFL Learners.CJAL,11(2),31-60
 Reading Online <http://www.readingonline.org/>
 Rethinking Schools <http://www.rethinkingschools.org/>
 Rost,M; & Ross, S, (1991). Learner use of Strategies in interaction: Typology and teachability. Language Learning,41,235 – 273
 Rubin,J. (1975). What the “Good language learner” can teach us? TESOL Quarterly,9(1),41 – 51
 Savignon, S.J. (1983). Communicative Competence. Theory and Classroom Practice. Reading, MA :Addison – Wesley
 Salih,M.1980 The relationship Between the Attitude and Proficiency in EFL of Public School Students in Amman,MA, thesis American University of Beirut
 Scarcella, Andersen & Krashen (Eds). 1990. Developing Communicative Competence in a Second Language. New York. Newbury House
 Scarcella, R.C. & Oxford, R.L. (1992). The Tapestry of Language Learning: The Individual in the Communicative Classroom, Boston:Heinle & Heinle Schmidt, R. (1990). The role of consciousness in second language learning. Applied Linguistics, 11, 129 – 158 . Publishers
 School Library Journal <http://slj.com>
 Schumann,J.H. (1986).Research on the acculturation model for second language acquisition. Journal of Multilingual and Multicultural Development acquisition. Journal of Multilingual and Multicultural Development, 7 (5), 379 – 392
www.seirtec.org (PDF) English Language Learners and Technology
 Selinker, L. (1972). Interlanguage. International Review of Applied Linguistics, 10, 209 – 231
 Seedhouse,P.1996 Classroom interaction: possibilities and impossibilities, ELT Journal 50/1:16 – 24
<http://www.sportsci.org/jour/9901/wghreview.html>
 Special Education News <http://www.specialednews.com>
 Stabb,Claire (1986). What Happened To the Sixth Graders: Are Elementary Students Losing Their Need to Forecast and to Reason? Reading Psychology,7(4),289 – 96 (EJ348985) 23 – Stenhouse,L,1975,An introduction to curriculum Research and Development. London: Heinemann
 Suleiman, S. 1983 Teaching English to Arab students at the university level, in:Dahiyat,E./
 Swain, M. (2000). The output hypothesis and beyond: Mediation acquisition through collaboration dialogue. In J.P.Lantolf (Ed), Sociocultural theory and second language learning. (pp:97 – 114).Oxford University Press

SY,B.M. (1994). Sex differences and language learning strategies. Paper presented at the 11th Conference of Teachers of English to Speakers of Other Language of the Republic of China, Taiwan, Fu Jen Catholic University, Taiwan

Tarone,E.1977 Conscious Communication Strategies in Interlanguage: A progress report, in: Brown, H/Yario,C/Crymes,R(EDS). On TESOL 77, Washington (DC):194-203

Tarone,E./Yule,G.1989 Focus on Language Learner, Oxford.

Tarone, E. (1980). Communication strategies, foreigner talk, and repair in interlanguage. *Language Learning*, 30,417 – 431

Tarone, E. (1981). Some thoughts on the notion of communication strategy. *TESOL Quarterly*, 15 (3), 285 – 295

Tarone, E. (1983). On the variability of interlanguage systems. *Applied Linguistics*,4,143 – 163

Teacher Magaazine <http://www.teachermagazine.org/>.

Teacher Talk <http://education.indiana.edu/cas/tt/tthmpg.html>

Technology and Learning <http://www.techlearning.com/index1.html>

Tech,et,al. (2009)

A closer look at gender and Arabic language learning strategies use. *European Journal of Social Sciences*, 9 (3), 399 – 407

T.H.E. Journal (Technology Horizons in Education)
<http://www.thejournal.com/>

TESL Journal (for ESL/EFL teachers)<http://iteslj.org/>

Tuan, H.J (2001) Is extroversion – introversion tendency a variable in the choice of strategies in communication? Proceedings of the Eighteenth Conference on English Teaching and Learning in the Republic of China (pp.306 – 324)Taipei:Crane

TJ Taylor BLOG Language Training (2014)

Valdman, A (1980) ‘Communicative ability and syllabus design for global foreign language courses’ in Muller (Ed) (1980)

Van EK,J.G, and L.G. A lexander.1975.Threshold Level English. Oxford Pergamon Press

Van ELK,JA (1976)The Threshold Level for Modern Language in School longman

Wahba,E.1998 Teaching Pronunciation – why ?, *Language Teaching Forum* 36/3:32

Wenden,A.(1991)Learner Strategies for learner outonomy. New York: Prentice – Hall International

Wenden, A. (1999). An introduction to metacognitive knowledge and beliefs in language learning : Beyond in basics. *System*,27,435 -441

Weng, F.R. (2007). An investigation of oral communication strategies of college English majors in Taiwan. Master thesis, National Normal University, Kaoshiung,Taiwan

Wharton,G. (2000).Language Learning strategy use of bilingual foreign language learners in Singapore.Language Learning, 50,203 – 243 .

Widdowson,H.G.1979. Explorations in Applied Linguistics. Oxford : Oxford University Press

Widdowson,H.G.1984. ‘Educational and pedagogic factors in syllabus design in C.J Brumfit (ed)1984a

Wilkins,D.1976.National Syllabus. London: Oxford University Press

Willems,G.M. (1987) Communication strategies and their significance in foreign language teaching. Syatem,15(3),351 – 364

Wong-Fillmore,L (1979). Individual differences in second language acquisition.In C. Fillmore.D

APPENDICES

Letter to Participants

Part One: Background Information

Dear English Language Teacher;

I am a teacher of English language working on my PhD thesis at the College of Graduate Studies & Scientific Research, Sudan University of Science & Technology

This study investigates the problems of oral communication. Based on your experience in English Language Teaching, please indicate whether you agree or disagree with the statements in the following questionnaire. Your answers will be used for scientific enquiry only. Thank you for your co-operation

Yours faithfully,

Hamid Abdel-Latif Sheikh Eldin Hamid

PhD Candidate

College of Graduate Studies & Scientific Research, Sudan University of Science & Technology

The Teachers' Questionnaire

The teachers' questionnaire consists of two parts:

Part One: Background Information

Part Two: Teachers' views on the problems of oral communication.

Please read all the items in part TWO thoroughly and then indicate your view by choosing the answer that suits you best.

This part consists of (73) items suggested to show your views on the problems of oral communication. You are provided with a scale ranging from STRONGLY AGREE to STRONGLY DISAGREE

No	To what extent can training in oral English communication help in raising the students' standard of oral communication?	Strongly A gree	Agree	Undecided	Dis a gree	Strongly
1-	The teacher should give enough oral communication training to improve students' oral communication skills					
2-	Training helps students satisfy their needs, attitudes and knowledge					
3-	Many teachers are interested in training students how to speak very well					
4-	Training usually gives chances to exchange ideas and experiences					
5-	Training makes teachers updates their knowledge and skills in language teaching and learning					
6-	Training helps teachers acquire effective teaching techniques that could be applied in schools					
7-	Through training teachers help students be able to speak well					
8-	Active speaking, watching TV and listening to the radio in English are good ways of raising the students' standards in oral communication					

9-	Living where English is spoken raises students' standards of oral communication					
10-	Training teachers helps them update their knowledge of language teaching					
11-	Training in oral communication encourages students to use and develop their English language proficiency					
12-	Through training students can reap educational benefits					
13-	Training in oral communication helps in enhancing verbal communication skills					
14-	Training raises the students' standard by encouraging them to express themselves without fear					

No	(A)To what extent are English Language students at secondary schools able to communicate orally	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1-	Most of oral communication inside the classroom is done by teachers rather than students					
2-	The majority of the teachers do not use listening materials					
3-	The teacher provides feedback that helps students to improve their oral communication skills					

4-	Students can improve their oral communication through public speaking					
5-	Students can improve their oral communication through story telling					
6-	Students' oral communication skills can be improved through small group discussion					
7-	Communication skills are important for the students' everyday life					
8-	Students do not know the right word to use when speaking orally in English					
9-	Students will be able to communicate when they feel self-confident					
10-	Students are able to communicate in a better way when motivated					
11-	Students will be able to communicate through listening to their classmates in English					
12-	Students will be able to communicate through improving their communication skills					
13-	Students will be able to communicate if oral communication inside the class is used by teachers and students					

No	(B)Students at secondary schools face speaking problems in English language	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
----	---	----------------	-------	-----------	----------	-------------------

1-	The techniques used in learning oral communication are not interesting and motivating					
2-	Dialogues which are good techniques to practice the spoken language are not enough					
3-	Students don't like to speak because they are very weak in vocabulary					
4-	A simple way to improve students' vocabulary is to use the dictionary					
5-	Using vocabulary learning strategies can improve students' vocabulary					
6-	Teachers neglect the teaching of pronunciation					
7-	Good pronunciation will increase students' self-confidence and improve their understanding					
8-	Teachers lack the necessary materials to teach pronunciation					
9-	Incorrect pronunciation leads to occasional misunderstanding					
10-	Confidence in grammar is a major factor in speaking					
11-	Secondary school students think about grammar before they speak					
12-	Grammar anxiety hinders English speaking					
13-	Visual aids and handouts are not used by teachers					
14	Teachers do not read the conversation					

-						
15	The number of English speaking lessons in class is small					

No	(C)To what extent do the textbooks contain enough oral communication training activities?	Strongly A gree	Agree	Undecided	Dis a gree	Strongly Dis a gree
1-	The contents of the textbooks are not sufficiently interesting					
2-	The contents of the textbooks are too difficult					
3-	Textbooks do not have classroom activities					
4-	The contents of the textbooks used do not focus sufficiently on speaking					
5-	Textbooks do not reflect students' own life experience					
6-	The number of hours for speaking English in the textbooks is not enough					
7-	Textbooks do not help students in developing oral language proficiency					
8-	Textbooks do not provide students with the skills and opportunities to communicate effectively					
9-	Textbooks generally lack meeting the needs of students					
10	Textbooks do not encourage students to work in groups as an ideal way to exchange					

	information socially and meaningfully					
11	Textbooks offer useful vocabulary based on semantic groups and contexts					
12	The current communicative school textbooks help the teacher develop communicative competence					

No	(D)Technology is used as a motivating tool to enhance the quality of oral communication through using native speaking oral materials	Strongly A gree	Agree	Undecided	Dis a gree	Strongly Dis a gree
1-	Technological aids can improve students' skills and make school fun					
2-	Students can learn good pronunciation through the computer					
3-	Students like listening to the computer better than listening to the teacher					
4-	Computer can help students learn and improve vocabulary					
5-	Computer can help students have fluency					
6-	Some software's programmes provide students with a rich resource for listening and speaking					
7-	Video is a good way for learning oral communication					
8-	Video encourages students to improve their oral skills					

9-	Some websites offer chances for students to listen to dialogues and respond to real life situations					
10-	Computer can help students improve their spoken English					
11-	Teachers usually obtain much of the information electronically					
12-	Computer usually provides highly motivational activities for students					
13-	Technology helps the students in obtaining much of the information electronically					
14-	Students usually prefer using the internet to communicate with others via e-mail					
15-	Technology enhances the quality of oral communication because the students spend much of the time on the computer					

Part (B) The Oral Test:

(1) Personal Information (Testing Fluency)

1-Greeting to allow students relax and “Warm up”

2-Exchanging introduction

3-Full name (What is your full name? Spell it?)

4-What is your address?

5-What is your phone number?

6-What nationality are you?

7-What is your first language? (Which first language do you speak?)

8-Where do you live?

9-What do you like and dislike about the area where you live?

10-What other languages do you speak?

11-What is your educational background? (Pre-school – Basic level – Secondary)

12-How long have you been learning English?

13-Why are you studying English?

- 14-Tell me about your family?
- 15-How many brothers and sisters do you have?
- 16-What is your father's job?
- 17-Describe your relationship with your family?
- 18-Where did you go for your last holiday?
- 19-Where do you plan to go for your next holiday?
- 20-What do you usually do at the weekend?
- 21-What do you do in your free time?
- 22-Which sports do you find good?
- 23-How often do you watch TV?
- 24-How do you come to school?
- 25-What is your favourite food?

Part (2) Questions according to the hypotheses of the study

- 1-Do your English teachers train you on speaking very well?
- 2-Can watching the television and listening to the radio help you speak very well?
- 3-Does your English teacher give you chances to speak inside the classroom?
- 4-Does your teacher use listening materials inside the classroom?
- 5-Why are you afraid of speaking in English?
- 6-Do the contents of the textbooks focus on speaking in a good way?
- 7-Do you use the dictionary during the English lessons?
- 8-Is the number of hours for speaking English in the books enough?
- 9-Are there enough speaking activities used by the teachers?
- 10-Is grammar a real problem for you when you want to speak in English?
- 11-Are the conversations in the textbooks easy for you to understand?
- 12-Do the English books encourage you to work in groups?
- 13-How can the computer help you improve your spoken English?
- 14-Can you learn good pronunciation through the computer?
- 15-How can the internet help you speak very well?

Part (3) Describing or talking about a picture:

Two students have two pictures with some information. Then, the first student (A) asks the second one about the picture which is about Sudanese hospitality. In the other picture which is about collective work (Nafeer) student (B) asks and student (A) answers

Picture (A) Sudanese hospitality



- 1-What do we do to visitors who come to our home?
- 2-What are Sudanese customs of hospitality?
- 3-How can we entertain our guests?
- 4-Why do you think the ways of hospitality are not the same all over the Sudan?
- 5-Which people do you think are more hospitable: Urban or rural people? Why?
- 6-What do Sudanese offer to their guests?
- 7-Tell the class about your own favourite experience of Sudanese hospitality
- 8-Do you think Sudanese hospitality is still an important custom in Sudan?
- 9-How do Sudanese treat their guests?
- 10-What kind of food some people contribute to help the host?

Picture (B) Collective Work (Nafeer)

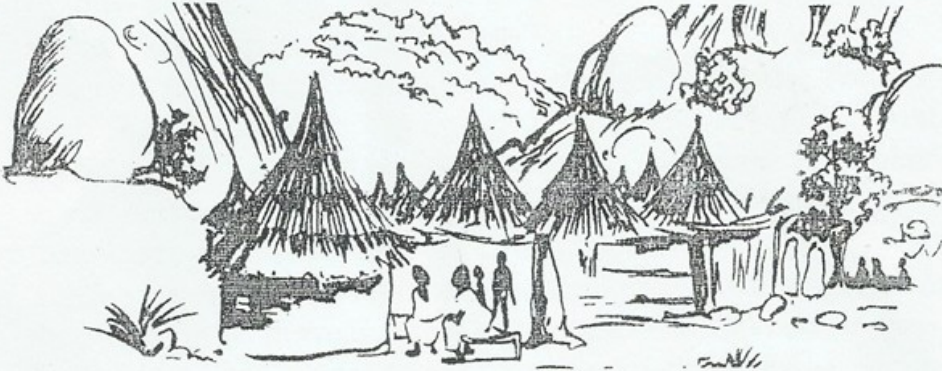
(7) Tell the class about your own favourite experience of Sudanese hospitality?

(8) Do you think Sudanese hospitality is still an important custom in Sudan?

(9) How do Sudanese treat their guests?

(10) What kind of food do some people contribute to help the host?

(Picture (B))



1-What can you say about this picture?

2-Where do you think this place is?

3-Which would you like to live in a town or a village? Why?

4-What are the main activities of the people who live in this place?

5-How can people who live in this place go to their work?

6-How can they spend their free time?

7-What are the houses built from?

8-How do they amuse themselves?

9-Who rule them?

10-Do you think there is air and noise pollution in this area?

Hamid Abdel-Latif Sheikh Eldin Hamid

hamid.hamid78@yahoo.com