Sudan University of science and Technology

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Investigating the Problems Encountering Students in Developing Oral Communicative Competence

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Dedication

To our mothers …………… our first Teachers

To our Fathers …………….. our Heroes

To our Brothers, Sisters

&

To our Friends

We dedicate this research

Acknowledgement

First of all, thank to Allah who owed us with courage and ability accomplish this study.

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study until its final stage and we benefitted a lot from his valuable instruction.

Abstract

The purpose of the research was to develop of oral communicative competence for English as a Second Language (ESL) students at the college level. This research first reviewed the current literature on the topic of communicative competence from the perspectives of linguistics and sociolingustics, discourse analysis, and speech communication. The

literature on for communicative competence within the ESL and foreign language teaching fields was also reviewed.

It was rated for three separate criteria: intelligibility, grammatical correctness, and appropriateness. Two different rates were used for each criteria; another rather rated for all criteria. A reliability study was conducted on the rates wherein the reliability of the rates was shown to be significantly high. The validity of the test was established by conducting face-to-face interviews with the trial and final subjects prior to their taking the taped tests. The results showed that the degree of association between the overall ratings on the taped test and the overall ratings on the interview was significant, though not significant for individual criteria. A correlation with the CELT listening comprehension test was not significant.

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Proposal

1.0 Background

Teaching English to third year students to develop their oral communication competence which is defined as knowledge as well as skill which we need in order to facilitate the conveying communication meaning for performing academic and profession tasks. Many teachers believe that English oral communication competence is very essential forstudents, while others believe that English oral communication competence is dying out, this study is aiming at highlighting. The reasons go beyond the importance of English oral communication competence for students. Firstly, teaching English oral communication competence for Third year student Secondly the importance of English oral communication competence as foundation for Third year student future careers to communicate professionally moreover, in academic field, English oral communication competence is regarded as the most influential skills. In this study, the researcher discovers variety teaching English oral communication competence techniques that are important for second language researchers uses a scientific approach to help the Third year student unit good command achieve English language oral communication competence. The researcher also shows the key elements of communication skills. Such as pronouncing correctly and the correct grammar are essential.

1.1 Statement of the Problem

It is noticed that in academic field, English oral communication competence plays influential role compared to other skills, so attention should be paid to study for third year students, students have great tendency to be good listeners, readers, speakers and writers in English foreign language.

Those third year students need careful attention towards these skills, however, the general command of third year students' language is reported to be poor, namely in oral communication competence.

1.2 Objectives of the study

The study aims at:

Drawing attention of the third year students as well as teachers to use English oral communication competence effectively.

Developing third year students' ability to communicate fluently and use different methods that help them to avoid errors.

Identifying errors made by third year students' by specifying their different types of oral communication competences.

1.3 The Research Questions

1. To what extent the teachers can improve English oral communication competencefor third year students?

2. To what extent teachers can play an effective role to develop Third year student oral communication competences through classroom interaction?

3. To what extent the mother tongue interference can be considered as the major cause for Third year student English oral communication errors?

1.4 Hypothesis of the study

It's noticed that Sudanese secondary school students of English language poor performance in English oral communication competence is due to:

1. Teachers can improve English oral communication competence for third year students.

2. Teachers can play an effective role to develop Third year student oral communication competences through classroom interaction.

3. Mother tongue interference can be considered as the major cause for Third year student English oral communication errors.

1.5 Significance of the Study

This study will be of great significance in terms of improving the third year students to communicate and to interact positively with English skill.

The study will help the third year students to use different styles which are important for their academic as well as professional life. The study will help to reduce the number of errors committed by students.

1.6 Limitations of the Study

This study will be limited to the third year students at Sudan University of Science & Technology, the academic year 2015-2016.

1.7 Methodology of the Study

The researcher will use the descriptive analytical, quantitative and qualitative methods as well as Questionnaire used as a tool in the collection of relevant data and information in pursuing this study.

Chapter Two

Literature Review and Previous Studies

Literature Review and Previous Studies

Part One: Theoretical Background

2.0 Oral Communication Definition

Oral communication implies communication through mouth it includes individuals conversing with each other's, be it direct conversation or telephonic conversation, speeches discussion, presentation.

It's also defined as the process of expressing information or ideas by word of mouth.

Oral communication implies communication through mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. Oral communication is generally recommended when the communication matter is of temporary kind or where a direct interaction is required. Face to face communication (meetings, lectures, conferences, interviews, etc.) is significant so as to build a rapport and trust.

The effective interpretation, composition, and presentation of information, ideas and values to a specific audience (university of Virginia, oral communication competency report).

The ability to compose, critically, analyses, present, and deliver information through verbal interactions (university of Wyoming university studies program).

Information spoken by mouth ; the use of speech (SIL international).the art of expressing and exchanging ideas in speech .it involves the ability to compose ,critically analyse , and deliver information through visual ,vocal ,and verbal interaction (Old Dominion university office of institutional research and assessment).

Competence in oral communication -in speaking and listening – is prerequisite to student's academic , personal and professional success in life, indeed teachers deliver most instruction for classroom procedures orally to students , students with effective listening and skills fail to absorb much of the material to which they are exposed . Their problems are intensified when they respond incorrectly or inappropriately because of poor speaking skills. Students who cannot clearly articulate what they know may be wrongly judged as uneducated or poorly informed. Additionally, some speech styles of students can trigger stereotyped expectations of poor ability: expectations that may self-fulfil-ing. Of equal concern, students who are unable to effectively ask for help from a teacher will not receive it, and typically reticent students' progress more slowly despite may be a normal level of aptitude.

Why oral communication is important:

Many people owe their success to their ability to give good presentations and to participate confidently in discussion, despite the fact that both are initially a major source of anxiety for most of us. As with any behavior-based skill there are those who are 'gifted', but that doesn't mean that effective discussion techniques, charismatic public speaking and presentation skills can't be learnt. Through learning the techniques you'll also develop the ability to understand how the communication process works, so that you can adjust your approach to suit your purpose. Clarity of oral communication and well-developed interpersonal skills, when interacting in a group or one-to-one, are attributes that make us more successful students, professionals and all round communicators.

Communication skills are essential for the successful future career of a student. In todays competitive world, communication skills in business are the most sought after quality of an educated person. Reading, writing and listening carefully are the three most important communication skills

for students. These skills like most of the communication skills sounds too familiar as a result of which we take them for granted.

As regards reading and writing, the only thing that we need to tackle is to adapt with our growing age and concentration. With these two qualities, it is possible to develop reading, oral communication skills and writing skills.

Apart from reading and writing presentations, reports and speeches are a part of school curriculum. This has been introduced in schools and colleges for the overall development of students. This makes expressive skills and managing skills also important for a student. It is also important to develop communication skills in relationships.

What deserves more attention is that most of the students do not feel confident to make presentations and speeches. But realizing the importance of these skills in modern day life, most good schools have made it a regular part of their curriculum. Here comes the role of expressive skills and managing skills.

Expressive skills are those which are used to express our feelings, thoughts and expressions and thus get across our point successfully to the listener. To develop expressive skills, students need to learn is how to communicate effectively and get the full attention of the listeners.

After this, management is an important part of a student's life so development of management skills is also important for the success of the student.

Listening skills are also an important skill that should be taught to a student. Listening skills should not only be limited to the classroom but also in a normal conversation. Students should be taught as how to give undivided attention to a person with whom a conversation is taking place.

Also, students should be taught as to how to show the other person respect when the other person is speaking. Such etiquette is a part of conversation in every sphere of life, be it professional or personal.

Now that we have learned as to what specific communication skill a student must have, it is important to learn how to develop communication skills in a student.

The first activity to develop communication skill in students is group activities. Teachers should limit group activities not only in the classroom but also ask students to complete assignments in equally divided groups. Also the teacher should continuously change the groups. This is so that there is more interaction among the students. This process helps a lot in the long run.

The next activity is to develop communication skills for students. This is to put in the habit of active listening. For this, the teacher should continuously read out something from newspapers magazines and other sources in order to ask questions from that. Also the teachers should make it a point to encourage active participation of the students.

By infusing a healthy feeling of competition and curiosity in students, it would become possible to develop communication skills for students. With these tips, go ahead with confidence and put them into practice.

Research has found that the important elements of communication identified by small, medium and large enterprises are:

- Listening and understanding.
- Speaking clearly and directly.
- Writing to the needs of the audience.
- Negotiating responsively.
- Reading independently.
- Empathizing.

- Using numeracy effectively.
- Persuading effectively.
- Establishing and using networks.
- Being assertive.
- Sharing information.
- Speaking and writing in languages other than English.

Ref: The Griffith Graduate Site, Oral Communication Toolkit.

This entry was posted on Saturday, October 18th, 2008 at 18:06 and is filed under

When most people discuss oral communication, they are referring to speeches and presentations. While written communication has become more popular thanks to online communication channels, students in many fields are expected to give oral presentations on occasion Many people suffer from anxiety related to giving speeches.

However, oral communication also involves communicating with other students and teachers. This type of communication is essential in university.

Focusing on oral communication can help students gain an edge. People make judgments about others giving a speech both consciously and subconsciously, and those who stand out are able to capture the attention of listeners. While many believe that great speakers have a knack for it, many renowned speakers have admitted to practicing extensively and studying other famous speakers. A bit of extra preparation can help people make the most of their opportunities to give speeches.

Sources: inc.com lorien.ncl.ac.uk.

Examples of oral communication:

- Common examples of oral communications include public speeches, telephone conversations, face-to-face conversations, radio broadcasts,

classroom lectures and business presentations. Oral communications is the verbal exchange of ideas and information from one person to another person or group. Essentially, any verbal conversation can be considered oral communications.

- Structured classroom discussion.
- Informative presentation.
- Debates.
- Commemorative speech.
- Demonstration or (how to)speech.
- Teaching presentation.
- Interview.
- Press converse.

Existing models of communicative competence

1. Grammatical competence –the knowledge of language code (grammatical rules, vocabulary, pronunciation, spelling, etc.).
2. Sociolinguistic competence –the mastery of sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation).
3. Discourse competence –the ability to combine language structures into different type of cohesive texts (e.g. political speech, poetry).
4. Strategic competence –the knowledge of verbal and nonverbal communication strategies which enhance theefficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdown occur.

The development of oral communication and linguistic competence:

How to start improving Oral Communication Skills?

Oral communication skills start with understanding, reading, writing and then presenting..

General Ways to Improve Your English Oral Skill:

Though there a number of ways to improve the oral skills in English, there are very few that really works and are highly effective. Some of the effective techniques to improve your spoken skill are listed down below:

Kick off your hesitance: Hesitation and thinking about how people perceive you if you commit mistakes while speaking are the greatest fear that almost everyone, especially non-native English speakers experience. However, this fear will haunt you till the last day of your life, on the journey of developing exceptional oral communication skills, these kinds of thinking should not create hindrances.

Practice will make you perfect: Practice is the basic learning process! You cannot improve on your oral communication skills unless you interact more with people. In order to bring out your skills and fluency in speaking, you should practice speaking with your families, colleagues and friends in English!

Effective Techniques to Improve Oral Communication Skills:

Certainly, you cannot become skillful in communicating in English in a single day. The learning process should be started from the scratch and must be completed successfully. Enjoy speaking in English and you would improve rapidly. Overcome all your fears and worries by practicing English speaking and participating in conversations spontaneously.

1. Read as much as you can: Reading is considered to be the best practice that can enhance basic oral communication skills. Reading English literature, newspapers, magazines, novels, fiction, etc. improves vocabulary skills. Also, this will aid you in developing your thinking

process and enhance your sharpness in gathering ideas and expressing them in English.

2. Check out the dictionaries: Dictionary is a wizard of new words with its synonyms, meanings, adjective and noun forms. Also, dictionary explains the word with in-depth explanation and example, helping the readers to learn the word's usage. In your spare time, you can always look for some uncommon words and their meaning with pronunciation in the dictionaries.

3. Listen to learn: Listening is another practice that will help you to train yourself for oral communication. Initially, you will be diverted from the listening as most of the words will appear to be unfamiliar and you might not be able to comprehend everything in one go. Also, the accent of a native English speaker might also be non-understandable as you might find difficulty in understanding the tone and accent of the spoken words and sentences. However, gradually you will learn, but for that you need to have lot of patience and perseverance. Listening to slow English songs, speech, presentations, news, debate or watching movies will help you a lot. Dedication will take you far in improving oral communication skills!

4. Writing the necessary points:While you read, you generally come across some specific words that are tough to spell out. Writing makes it easier to recognize and spell such words properly. Also, writing helps you to become familiar with sentence construction, which will later help you in conversation.

5. Read Out Loud: Reading is indeed a good habit and you need to keep it up. However, murmuring will certainly not help you in getting over your oral communication lags. Read loud so that you can clearly hear your own voice and make out the mistakes while reading. The golden tips for making your communication skills better are to pronounce each and

every word clearly and loudly. Read whatever you get in your hand, whether a torn out page from old book or a column from newspaper.

6. Ask your guide or teacher: The communication issues or errors can be corrected at the bud if you approach your teacher or guide who holds expertise in English. Clearing the doubts related to both grammatical and sentence construction issues will significantly help you become skilled at oral communication.

7. Take help from Google Translator: Google, being the best option for the e-learners, can help you in clearing your doubts. If a particular pronunciation is bothering you, enter the word in Google Translator and click the audio version to listen to the actual accent.

8. Look out for Online Dictionary: Other than Google Translator, you can take the assistance of Oxford online dictionary or other renowned dictionaries. These dictionaries, not only have wide range of words and their meanings, but there is an audio version available. You can listen to the audio version for every word and can practice on your own. Moreover, you would find the phonetic transcription of each and every word which will give you a clear idea of the accent and intonation of the given word.

9. Enhance your vocabulary skills: A good orator has new words in his or her vocabulary and uses them intelligently while speaking. So, when you are on the way to becoming a good oral communicator, you should augment your vocabulary skills as well. Learn at least one word every day and try to implement or use it the next day.

10. Watch movies for learning more: If watching English movies during leisure is your favorite pass time, then you are a lucky one. Your hobby will help you in advancing your communication skills. Good quality movies can help you in improving your accent and sentence

construction. Also, this effective way enhances your self-confidence. The sub-title part helps one to make out the accent.

11. Attend English-activities going around you: How about spending an evening in debate or discussion sessions in your locality? You may find many activities going on especially during the weekends. Surely attend them, just not for the sake of attending, but to learn something.

12. Enroll yourself in conversation clubs: You may find ample of conversation clubs all around the city, where special classes for improving oral communications are held. Local newspaper or internet will give you proper idea about such classes. Enroll yourself and enjoy the perks of conversing in English.

13. Engaging in debates and discussions: If you have few willing friends who also want to boost up their English oral communication skills, then plan a debate or discussion session with them. Contribute your ideas, your thoughts and ask them about their perspectives. A healthy and interactive session once or twice a week will definitely help you in learning and sharing.

14. Find out helping materials from the market: Better to avoid books quoting 'learn to speak English in five days' or similar to this! These are nothing, but some bluff that will not help you much. There are some really inspirational English learning books available in the market that will empower your oral communication skills.

15. Inquisitiveness- the pillar to success: How inquisitiveness helps in improving English oral communication skills is not new to anyone. Curiosity brings in the urge to learn new words, accept the challenges and develop smooth communication skills. Unless you are curious to learn new, you will never develop confidence and knowledge.

How to apply the oral Communication Skills You Have Learnt?

Now, after you came to know about the techniques, you need to find out how to apply the skills that you learnt. Here are a few ideas for you:

1. Become friendly and approachable while speaking: Communication made in friendly tone always gets an upper hand compared to communication done in a formal manner. Engage your listeners as much as possible through your words.

2. A clear speaking: Talk to the point! Stick to the point on which you want the discussion to be done. Be brief and highlight on the points as often too lengthy and enlarged speech becomes monotonous and moves out of track.

3. Apply gestures while speaking: While you speak, try making your point clear by including some gestures with the help of your hands and face. Gestures often create a positive impact on the audiences as well as on the speaker by enhancing his/her understanding.

4. Confident body language: While you are engaged in oral communication, your body posture is a factor that will speak more than your words. A decent and approachable body language engages the audiences, while hunched shoulders and crossed arms reflect your unwillingness in speaking.

5. Optimistic attitude: An oral communication is greatly influenced by confident attitude. A calm and composed attitude shows your patience, sincerity, respect, honesty and value for the work.

6. Control over your words: If you want to get hold of good oral communication skills, you need to follow few things that will give you control over words and language like:

- Speak clearly and do not mumble
- Make the audience understand your voice at the very first go so that you don't need to repeat

- Pronounce the words clearly (know the actual pronunciation of the words)
- Apply right words while speaking
- Use words that are familiar
- Slow down your speech where necessary and again move on to the previous pace

7. Stick to any one accent: While speaking you should apply your skills intelligently and shouldn't mix up the accents. Also, don't mix up the message that you want to deliver to the audiences.

8. Speak with humbleness: Besides patience, you should also work on improving your modesty while speaking. Humbleness is one of the best traits that the listeners appreciate. This enhances your oral communication skills in English.

By now, you have got the ways to improve the oral communication skills. As a newbie, you might come across various hurdles, but keep your calm, dedication and patience and carry on! By practicing hard, you can reach greater heights and might end up becoming an English orator one day!

The art of communication involves listening and speaking as well as reading and writing. Teachers need to be highly skilled in all these areas to excel in their profession. Proficient communicators receive information, understand and synthesize it and express themselves at a high level. They make excellent teachers because they are able to transmit knowledge, skills and values at the same time they communicate their caring for the students entrusted to their care. They help motivate students to learn.

Teaching Individuals and Groups

Communication is both receptive and expressive. Teachers must be skilled at listening to their students as well as explaining things clearly. Teachers need clarity of thought to present the material. They must be

able to break down complex ideas into simpler parts and smaller steps to transmit to their students. They must be able to adapt their methods of communication to all students regardless of ability or learning style. They are able to "read" their students and adapt to the needs of the individual. Effective communication includes transforming the boring into the interesting and having good presentation skills.

Communicating Caring

In addition, good teachers communicate concern and caring by their tone of voice and use of body language. They transmit genuine commitment and affection for their students. Good teachers care about their students' progress and let their students know it at all times. They learn their students' names early in the school year and use their names when addressing them. They get to know their students' hopes, fears and preferences and communicate this knowledge to their students. They communicate their appreciation for what their students do by celebrating their successes and constantly encouraging them. This helps students feel recognized and validated.

Communicating to Parents

Teachers must be able to express themselves both verbally and in writing in order to report student progress to parents. They need to explain the strengths and weaknesses of their students so that parents will understand the message and be receptive rather than defensive. This is especially important when the teacher conveys a difficult message about the student's misbehavior or learning problems. The message must be delivered clearly and with tact. Teachers should be comfortable communicating with parents regularly, with phone calls and informal notes in addition to formal report cards.

Interacting with Colleagues and Supervisors

Although teaching is often done in the isolation of a classroom without the presence of other adults, good teaching involves consultation with colleagues. Schools that see themselves as professional learning communities encourage teachers to plan lessons together and learn from one another. They take a team approach when problem-solving, especially for difficult students. This all requires excellent communication. Teachers stay abreast of new developments in education by reading journals, listening to new ideas from their administrators and school board consultants, and sharing and discussing these ideas with colleagues.

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

If students want 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's 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 students and parents interact with one another in the natural surroundings of the home environment (tale, 1978, yaden, 1988). A student's home environment greatly impacts the rate, quality and ability to communicate with others (Maclean, Bryant and Bradley, 1987, Martinez, 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 university.

The frequency of speaking English inside and outside 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.

1.3   FORMS OF ORAL COMMUNICATION

Oral communication has been described as:

The process of people using verbal and non-verbal messages to generate meanings within and across various contexts, cultures, channels and media. It encompasses various sets of skills including the ability to speak coherently and persuasively, understanding of communication theory and processes, knowledge of verbal and non-verbal cues, audience analysis, listening skills as well as communication ethics.

In this section, we will describe seven forms that oral communication often takes:

  a. Intrapersonal communication
  b. Small group communication
  c. Public communication
  d. Mass communication
  e. Corporate communication
  f. Intercultural communication

1.3.1   Intrapersonal Communication

Intrapersonal communicationis self-talk or a conversation you hold with yourself under certain circumstances – for example, when you need to make an important decision or learn something about yourself. You may wonder whether intrapersonal communication is just another way of

describing the thinking process. In a way, that would be correct.Intrapersonal communication is a form of thinking that goes on inside us which relies on language to express itself. It is similar to the Shakespearean "soliloquy" where the character in question engages in self-talk to reflect on events that have transpired (please refer to Figure 1.6). Intrapersonal communication often increases self-awareness and mindfulness, and hones critical thinking skills.

1.3.2   Interpersonal Communication

Interpersonal communication is communication between several people. This form of communication may range from the impersonal to the very personal. Impersonal communication is when you talk with a person you do not really care about – there is often coldness or indifference in your attitude when you engage in this kind of communication.

Then, there is social communication where you engage in niceties with people you meet in a social context. The most personal type of communication occurs when you talk with people who are close to you, for example, your best friend, family members and colleagues. Such relationships are interdependent, meaning that the actions of one party very often directly affect the other party. Interpersonal communication can take place face to face as well as through electronic channels like video-conferencing, chat rooms, e-mail and Twitter

1.3.3 Small Group Communication

Small group communication takes place in a group, usually comprising five to 10 people (please refer to Figure 1.7). This form of communication serves relationship needs (like companionship, family bonding and affection or support) as well as task-based needs, for example, deciding on disciplinary action or resolving conflict in the workplace.

In academic institutions, students often form small groups which meet regularly for study discussions or to work collaboratively on projects. At the workplace, small groups may meet to discuss issues related to work, or for problem-solving or team-building purposes. Learning to communicate effectively in teams contributes to success and advancement in many careers. Small group communication allows you to interact with others, be it at home, in school, at the workplace or in public. You learn to exchange ideas, solve problems and share experiences.

1.3.4   Public Communication:

Public communication, also known as public speaking, involves communication between a speaker and an audience. This audience may range from just a few people to thousands or even millions of people. The aim of the speaker is usually to inform or to persuade the audience to act, buy, or think in a certain way. A teacher may address an assembly of students on codes of behavior or school rules. A politician may make speeches on how he will be dealing with certain issues in order to win their votes. An executive may give a business presentation to get more sales. It is important to understand some of the basic principles of effective public speaking so that you are able to influence, persuade as well as entertain your audience when you communicate with them.

1.3.5   Mass Communication:

Mass communication is communication that is sent out from a source to many receivers all over the world. It takes place through media like films, radio, videos and television. Modern avenues of mass communication like the Internet and blogs can be very powerful indeed as information is disseminated instantly.

1.3.6   Corporate Communication:

Corporate communication is communication that takes place among members of an organization, within that organization. Interacting in teams, conferencing with co-workers, talking with a supervisor or manager, giving students explanations and directions, interviewing and making presentations are some examples of corporate communication. Effective corporate communication skills enhance corporate image and impact positively on morale, commitment, and productivity in corporations.

Is corporate communication compatible with morality and ethics? Please view the following thought-provoking video and form your own opinions on this matter:

1.3.7   Intercultural Communication:

Intercultural communication is communication between people of diverse cultures and ethnicity. The world is increasingly becoming a global village and every country has people of various ethnicities. Thus, it is important to note differences in the communication practices of different cultures if intercultural harmony and understanding is to be maintained. For example, in many Asian countries, students will seldom contradict or disagree with a teacher in the classroom as this shows disrespect. In Western academic institutions, however, it is the norm for students to think for themselves and engage their teachers in debate and discussion. It is important to make efforts to recognize and respect the communication practices of people from different cultures and nationalities.

Principles of effective oral communication:

Prepare:
- Leave plenty of time for researching the topic.
- Take time to draft, and redraft.

- Develop slides or OHTs that support, rather than summarize the presentation.
- Narrow the topic so it is manageable in the giving time.

Identify the audience:

- Find out who they will be.
- Find out about their level of knowledge or experience in the topic area.
- Decide what you will have to do to convince or persuade them.

Structure the presentation so it

- Follow logically.
- Proceeds through an introduction body and conclusion.
- Hangs together, with transitions between ideas and sections.
- Builds to strong conclusion.
- Stays within the time limit.

Practice

- In front of a minor.
- Into a tape recorder or onto a video.
- Before a group of family or friends.

Engage with the audience by

- Using eye contact.
- Establishing credibility.
- Using simple words.
- Emphasizing and repeating the main points.
- Using sign posts.
- Smiling.

Effective communication

Effective communication is essential to the success of any organization. In order to practice good communication skills, you need to be able to

understand what makes up good communication, and then make that part of your corporate culture through policies and practice.

Presentation:

When a message has too much information, or when it is conveyed in a way that the receiver cannot understand, then that message is ineffective, according to the online employment resource Mind Tools. Communication needs to be condensed down to essential facts and then put into a form that the receiver can understand in order for it to be effective. Once the message is received and understood, then a detailed discussion regarding the topic can begin. People are sent a variety of messages all day long. In order to help your message be understood you need to learn how to properly format it and present it.

Channels:

A communication system is only as effective as its ability to deliver the message, according to the educational resource Management Study Guide. The structure of an organization has a profound effect on the effectiveness of organizational communication. By creating clear communication channels that are understood and upheld by the entire organization, you can significantly increase the effectiveness of your company's communication.

Completeness:

According to Entrepreneur.com, in order for a message to be effective it needs to be complete. While it is important to keep your message concise, you also need to be certain that all pertinent information is included each time you communicate. Prepare to have a discussion with someone by studying the topic at hand. This will allow you to be able to present all of the information needed to get a resolution.

Medium:

Effective communication is done through the right mediums. If it is a short and quick message, then a written medium such as a memo or email would be sufficient. Topics that require longer and more detailed discussion should be done in person or over the phone. Choosing the wrong medium can cause problems with message retention. Discussing the details of a contract in person without using a written back-up means that the information may get lost or forgotten. Selecting the right communication medium has an influence on the effectiveness of a communication

Communication skills include the mix of verbal, interpersonal and physical strategies needed to interact confidently and effectively with a range of audiences. A skillful communicator draws on a number of different means (e.g., graphical, visual, statistical, audio-visual and technological) to get the point across.

Effective oral communication skills help people to:

- improve their own academic performance;
- increase their employment options;
- enhance their subsequent professional competence; and
- Improve their own personal effectiveness.

How to develop your student's oral communication skills:

Tutorial Groupcan be structured to allow dialogue between students and tutor, and between student and student to encourage students to use oral skills.

Seminar presentation provides opportunity for students to practice presentation using a range of presentation skills.

Conference presentation instead of students giving individual presentation for assessment considers grouping presentation into conference session.

Meeting scenarios use (round- table) discussion for oral skills assessment and development

Visual aids:

Use of visual aids

Some tips for students when using visual aids:

> Have everything you will need arranged in front of you.
>
> Check the technology beforehand.
>
> If using PowerPoint, makes sure you have the slides on duplicate disk and as OHTs –it's amazing how often technology doesn't work.
>
> Only include five or six bulleted line per slide.
>
> Use each slide to demonstrate one idea.
>
> Allow about two minutes per slide to explain the main points (longer, if statistics need to be explained).
>
> Provide hard copy handouts so that the audience has a record of the presentation after wards.
>
> Check that the audience can read the slider or OHT.
>
> Use a large font size e.g. 24 or 28, 36.

ADVANTAGES AND DISADVANTAGES OF ORAL/VERBAL COMMUNICATION AND WRITTEN COMMUNICATION.

Oral communication has several advantages and disadvantages, compared to written communication, which has several advantages too and a few disadvantages. When we look at the way these two types of communication, in relation to our day to day lives interrelate with each other, and then basic communication skills will be much more efficient and effective.

Looking first at the advantages and disadvantages of the oral communication, we will know more about it. For its good side, this kind of communication is less time consuming as compared to written

communication. For instance, when the speaker is giving out the speech, he/she is able to answer the questions of audience freely and give great ideas. The speaker does not waste time referring to a particular book or text.

Secondly, the speaker and audience are closer to each other, in terms of individual personality and ideas. This is common in seminars, lectures and research meetings. As it is a direct communication process, the audience respects the speaker for he/she is the one who has the ideas and knowledge of a particular subject.

Thirdly, when we look at the world of entertainment, singers and actors are able to reach the hearts of the audience, due to the art they perform either through singing, dramatizing or giving a short speech. Just a few years ago, international artists organized a concert which was supposed to help people who were dying of hunger in Somalia and Ethiopia. By just singing about hunger and poverty, the concerts raised millions and millions of dollars which were used to buy food and medical equipment and medicines for the hungry.

Fourthly, when we look at the countryside and remote areas, people inhibiting these places have been able to get vital information through audio communication machines, the most common one being the radio. By just receiving news from such devices, the listeners get the picture or idea quickly of what is being talked of/about.

Verbal communication has negative aspects also. The first aspect concentrates on the confusion of the real and false in history and religion. Looking at religion, we will realize that the life story and upbringing of Jesus Christ and Muhammad some similarities reveal themselves. Today's Muslims will tell us that Muhammad's mother, Amina was visited by an angel called angel Gabriel. Looking at Christianity, Jesus' mother, Mary was visited too by the same angel. If it is not for the written

texts or scriptures such s the Bible and Koran, these two religions would be at war.

For legends and stories about the lost kingdoms, empires and cities are told by grandparents and parents orally, an audience or listener is skeptical about the real existence of the ancient lands together with their last glory. Let us look at Greece, as a good example. Some Greek citizens claim that a city called Atlantis once existed. It had endless supply of gold, precious stones and food. Then one day it sank to the ground, never to be seen again. Without written scrolls, scripts or tablets supporting this fact, then it is very hard to prove of its existence to some people like literary scholars.

Oral communication, as a means of sending messages, is known of its notoriety in distorting or exaggerating a message or messages. Like in business, some businesses have collapsed because of giving the wrong information, either from superior to the sub-ordinates or from the sub-ordinates to the superior. Because of such dangerous mistakes, several businesses have opted to modern devices such as computers, telefax and fax to communicate. In social life, friends and families have become slaves of rumors, which have split their friendship and relationship to pieces without knowing the source or cause of the rumor.

Due to the same risky occupations such as the military, police and secrete service, this kind of communication has been limited in that area because of dangers like plugging of the listening devices or being overheard by the enemies. Just by looking at the cold war era, we will come to learn how the Soviet Union states suffered politically and socially because of their agents relying mainly on wired communication devices as a means of sending delicate information. On the side of military, some civil wars have also been received by careful spies and eavesdroppers.

Institutions like campuses, universities and colleges have difficulties in teaching and training students due to relying heavily on verbal communication. Because of this, lecturers and teachers who teach courses concentrating mainly on theory in form of speech realized that the only way to drive a point home from any of these courses is by using hands, heads and legs in expressing a reaction, rate, mood, size and even shape. As today's world becomes more sophisticate, verbal communication in training institutes is becoming confusing more and more , as materials for study and teaching increase.

Written communication has got advantages and disadvantages too. First we look at the advantages which affect people's minds, making them to opt for this kind of communication, rather than the oral communication. In the first point, intellectual classes of people have really benefited from this kind of communication by just going through a book, newspaper, journal or sheets of a paper printed by a computer, this kind of communication method has really helped readers to acquire more knowledge about a particular subject or situation.

The second factor is that is has expanded the horizon of education all over the world. With the availability of reading materials for all students and pupils in school, campuses and colleges, the effectiveness of learning has really improved in almost every part of world. Second world and third world countries have really benefited from this kind of learning skill, through written materials.

The other factor is that unlike in telecommunication and other modern forms of communication, written communication is much cheaper in terms of expenses. To send a message to someone living far away from his/her home, a person can just write a letter and take it to post office,

where one is charged less. But modern machines such as the computers, telefax and fax have proved to be much more expensive.

Fourthly, as this kind of communication concerns the writing of information on various materials, the writing of information on various materials, the written information can be kept for future reference, especially in libraries. Unlike in oral communication where information is distorted or forgotten, the written information can't change its meaning or fade. Man has managed to unravel many ancient mysteries through the use of scrolls, tablets, scripts and booklets which show what really happened in a particular place with its date and name indicated. These materials have really helped us to learn and understand more about the historical Bible lands.

The last advantage is that concerning general facts, written communication is not exaggerated. Unlike in the oral traditions and customs where myths, fables and parables were used to convey a particular message in the past by ancestors, ancient libraries like the light house of Alexandria stored information, which was very important and fulfilling to the human race.

During that age, a historian or philosopher usually narrated his experience to a group of writers, who wrote the message they heard in scroll and scripts. If it was not for these libraries, we wouldn't know about the life story of great leaders, such as Alexander the Great and Ptolemy the first.

Even though written communication is supported by several advantages, it can't lack a few negative factors which make people's decision to be harder on judging the best communication method to use.

The first disadvantage is that if written information is not well stored or cared for, the information is lost or distorted. For example, if we look at the loss several libraries and archives have suffered, the number of vital information which vanished is unthinkable. In this modern world, fires have spread havoc in the shelves and cabinets which vital information.

Secondly, literates are the only people who can apply this kind of communication almost everywhere. Looking at illiterates, we will come to realize that reading materials such as newspapers or writing a letter and filling in a cash book is their major problem in this kind of communication, focusing on this situation we will notice that a boundary has been created separating literates from the illiterates.

Lastly, written communication is a slow method, if we look at the way people send letters to distant people. For instance, a letter from Nairobi to New York will possibly take days to arrive as compared to telephones, telefax and mobile phones, which take a few minutes to complete a conversation or message.

Advantages of oral communication:

- There is high level of understanding and transparency in oral communication as it is interpersonal.
- There is no element of rigidity in oral communication. There is flexibility for allowing changes in the decisions previously taken.
- The feedback is spontaneous in case of oral communication. Thus, decisions can be
- Oral communication is not only time saving, but it also saves upon money and efforts.

- Oral communication is best in case of problem resolution. The conflicts, disputes and many issues/differences can be put to an end by talking them over.
- Oral communication is an essential for teamwork and group energy.
- Oral communication promotes a receptive and encouraging morale among organizational employees.
- Oral communication can be best used to transfer private and confidential information/matter.

Part Two: Previous studies

According to ELsadig AliElsadig, 2007, evaluated ways of teaching English for communicative purpose to sundaes learners at secondary schoolthe studyevaluated how English can be taught from the pedagogies perspective ,he used evaluative style and analytical approach to evaluate ways of teaching English.

Also attempts to discuss the difficulties that face both teachers and learners in applying the method of teaching for communicative purpose Elsadig concluded that there is mismatch between the methods of teaching used at secondary school level and the communicative level of secondary school.Most of Sudanese teachers focus on structural aspects of language rather than functional.Most of English teachers in Sudan waste many hours in teaching students how to pass the exam rather than how to communicate in English.English teachers in Sudan neglect classroom activities that maximize opportunities for learners to use target language in communicative way. Most of the English teachers do not use cooperative learning .Most of the English teachers neglect the non-linguistic aspect of communication. Most of the English teachers focus on error correction rather than communicative ability.

Accordingly, Sami Hussein Abd El -Rahman, 2008, Evaluated teaching speaking in the SPINE series, books 1,2,3 , the activities the material and teaching strategies used ,also examined whether the traditional classroom conductive to stimulate speaking in terms of size and group dynamic ,an quality and adequacy of speaking activities in spine . He used 4 instruments of data collection 2 questionnaires for teachers and students, in addition to classroom observation and textbook analysis. those the exercises and activities provided by spine where not beneficial enough to promote that these in a need for further modification of speaking activities in spine and be developed the findings as follow :

- Students are not able to express them self in English due to the poor and in adequate speaking activities.
- There is a lack of authentic materials in teaching speaking.
- The syllabus at does not provide a variety of oral communication activities.

Oral Communication Skills in Higher Education: Using a Performance-Based Evaluation Rubric to Assess Communication Skills

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Article

ABSTRACT

This study used *The Competent Speaker*, a rubric developed by the National Communication Association (S. P. Morreale, M. R. Moore, K. P. Taylor, D. Surges-Tatum, & R. Hulbert-Johnson, 1993), to evaluate student performance in general education public speaking courses as a case study of student skills and programmatic assessment. Results indicate that students taking the general education public speaking course are below satisfactory standards on five of the eight competencies defined by the National Communication Association and are above satisfactory standards on two of the eight competencies. Implications for this particular program, other communication departments, and communication across the curriculum in general education are discussed. We also offer suggestions for those in other disciplines or educational settings in the use of performance

An earlier version of this paper was presented at the 2004 meeting of the Western States Communication Association in Albuquerque, New Mexico.

Norah Dunbar received her Ph.D. in Communication Studies from the University of Arizona and is currently an Associate Professor in the Department of Communication Studies at California State University, Long Beach. Her primary research interests include interpersonal communication, power, deception, and conflict; she is also focused on curriculum development, assessment, and reform. Catherine Brooks is a Ph.D. student in Education at the University of California, Riverside with an emphasis in Curriculum and Instruction. She is also a Lecturer in the Department of Communication Studies at California State University, Long Beach. Her primary research interests include issues of gender and computer-mediated communication in instructional settings. Tara Kubicka-Miller received her Master's degree from the Department of Communication Studies at California State University, Long Beach and is currently an Assistant Professor in the Department of Communication at Santiago Canyon College. Her primary research interests include competitive public speaking, interpersonal and small group communication. The videotaped student speeches used in this research were collected in classrooms as part of Tara Kubicka-Miller's Master's Thesis (Kubicka, 2003).

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Chapter Three

Methodology of the Study

Chapter Three

Methodology of the study

3.0 Introduction

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

3.1Methods and Tools of the Study

The researchers have used the descriptive analytical, quantitative and qualitative methods as well as the questionnaire and the testas tools to investigate the following hypotheses:

1. Individual student of the 3rd year can communicate fluently and correctly when they have conversation.
2. Students of 3rd year well not communicate effectively.
3. Students of 3rd year well not understand speech.

The researchers have used the statistical package for social sciences (SPSS) namely; the researchers focuses on percentage and frequencies.

3.2Population and Sample of the Study

The population of this study is drawn exclusively from third year students of college of education at Sudan University of science and technology locality, the academic year 2015-2016.

The researchers have chosen 1 sample to represent this study as such:

Third year students of college of education at Sudan University of science and technology locality, the academic year 2016-2017(from both sexes).

3.3 Tools of the study

The researchersused one tool to collect the information of this study. One includes the questionnaire which was given to hundred (35)Third year students of college of education at Sudan university of science and technology whom were selected randomly.

3.3.1 Questionnaire

a questionnaire which is distributed to the students from both sexes. This questionnaire. It uses Likert 5-point scale (StronglyAgree, Agree, Neutral, Disagree,and StronglyDisagree). The statements are about the oral communication competence.

The questionnaire was designed as a tool for collecting information about the problems encountered third year students of college of education at Sudan University of science and technology, the academic year 2015-2016. The questionnaire included 12statements given to Third year students of college of education at Sudan University of science and technology. It was judged by experienced doctors from Sudan University of Science and Technology. The responses for the questionnaire were given to an expert in statistics and the results are as in the tables of analysis.

3.1 Subjects

3.1.1 Students

The subject of this study were (35) students at Sudan University of science and technology collage of education. These students were selected randomly. They have the same educational background. Arabic language is the mothers tongue of most these young learners. These young learners included both (male and female).

3.2 Instrument of data collection:-

3.3 Procedures

Third year students of college of education at Sudan university of science and technology, the academic year 2015-2016(35) were asked to answer a guided questionnaire during the class, the students were allowed one hour to finish the task.

3.4 Validity and Reliability:

3.4.1 Validity of the Test

The questionnairewas administrated to expert judges who related their relevance.

3.4.2 Reliability of the test

To estimate reliability, the researchers considered the questionnaire. The students were asked to answer it. They were allowed only to ask the researchers

3.5 StudyPiloting

3.5.1 Introduction

Nunan (1992-145) points out that all research instruments should have piloting phase. Bell (1993-48) also believes that, "all data gathering instrument should be piloted to test how long it takes recipient to complete them to check that all questions and instructions are clear and enable you remove any items which do not yield usable data".

The questionnaireitems were piloted priors to the main study. Students of college of education at Sudan University of science and technology participated in the pilot study.

The studypiloting was conducted for the following aims:

1. Give the researchers a clear idea about the time needed for the questionnaire.

2. Determine whether the questions and instructions were clearly written.

3. Identify any problems.

4. Identify any adjustment that may be needed.

5. After conducting the pilot study, the researchers note that some student did not understand all the questions; therefore, the researchers further explained these questions.

6. The following part presents the analysis the studypiloting, which is the student's questionnaire.

Chapter Four

Data Analysis

Chapter Four

Data Analysis

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire. Questionnaire was given to (35) respondents who represent the third year students, who represent the community of students of collage of education at Sudan university of science and technology.

4.1. The Responses to the Questionnaire

The responses to the questionnaire of the (35) students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

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

Analyze Data

Table (1)

Students confused between their mother tongue rules and English language rules:

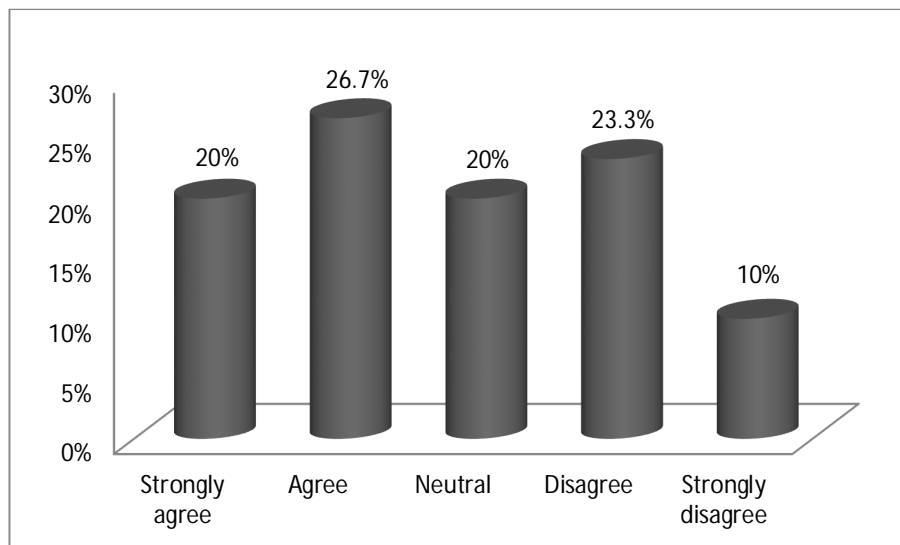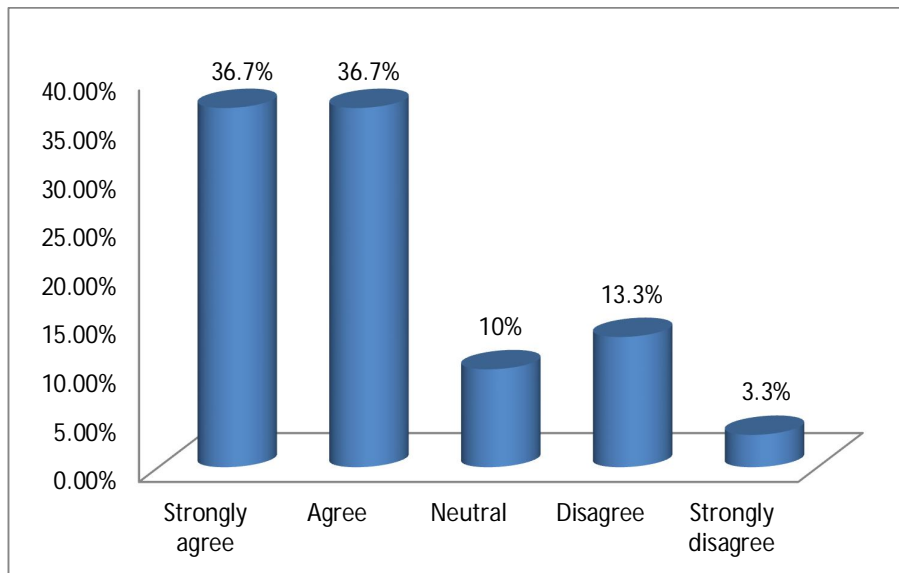| Statement	Frequency	Percentage
Strongly agree	8	26.7
Agree	9	30
Neutral	4	13.3
Disagree	6	20
Strongly disagree	3	10
Total	30	100
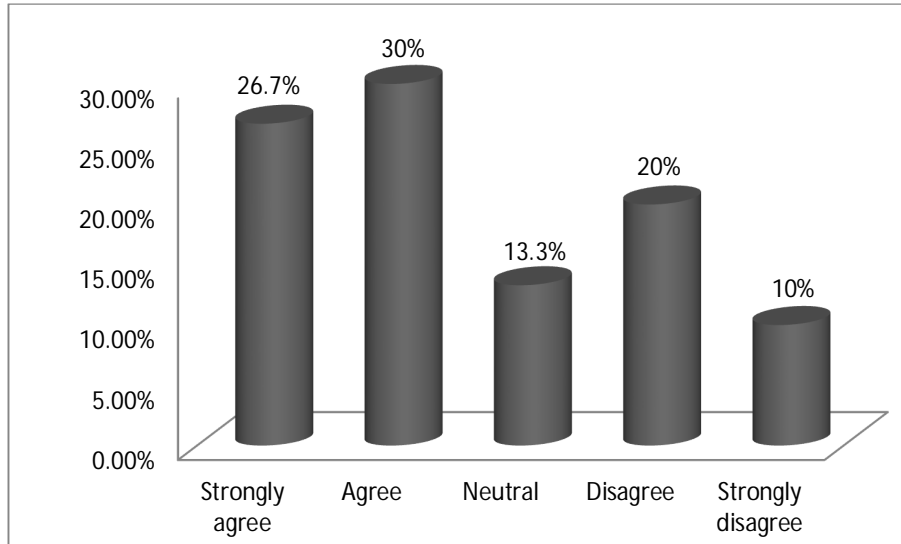
The above table and figure illustrate the percentage of the respondents to the statement of students confused between their mother tongue rules and English language rules is estimated by (56.7%) and those who disagree with the statement an estimated by (30%)

Table (2)

Students participate in activities in classroom that helps them to develop oral communication skills:

Statement	frequency	Percentage
Strongly agree	12	40
Agree	9	30
Neutral	1	3.3
Disagree	3	10
Strongly disagree	5	16.7
Total	30	100
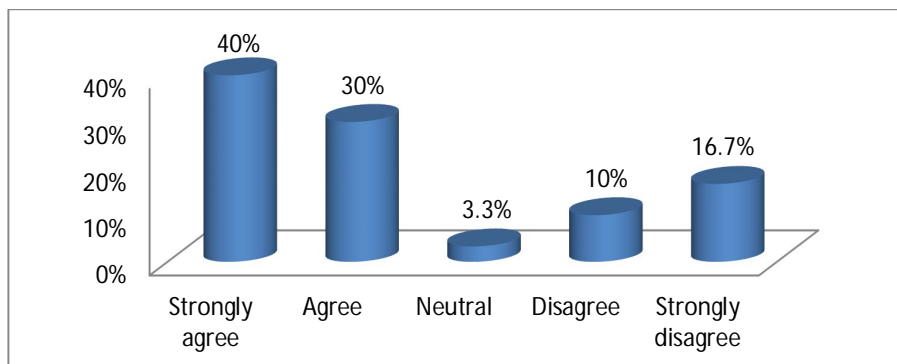
The above table and figure illustrate the percentage of the respondents to the statement of students participate in activities in classroom that helps them to develop oral communication skills is estimated by (70%) and those who disagree with the statement an estimated by (26.7%)

Table (3)

Students communicate with each other in English language inside the classroom:

Statement	frequency	Percentage
Strongly agree	6	20
Agree	8	26.7
Neutral	6	20
Disagree	7	23.3
Strongly disagree	3	10
Total	30	100

The above table and figure illustrate the percentage of the respondents to the statement of students communicate with each other in English language inside the classroom is estimated by (46.7%) and those who disagree with the statement an estimated by (33.3%)

Table (4)

Syllabuses focus on students writing and reading skills more than speaking and listening skills:

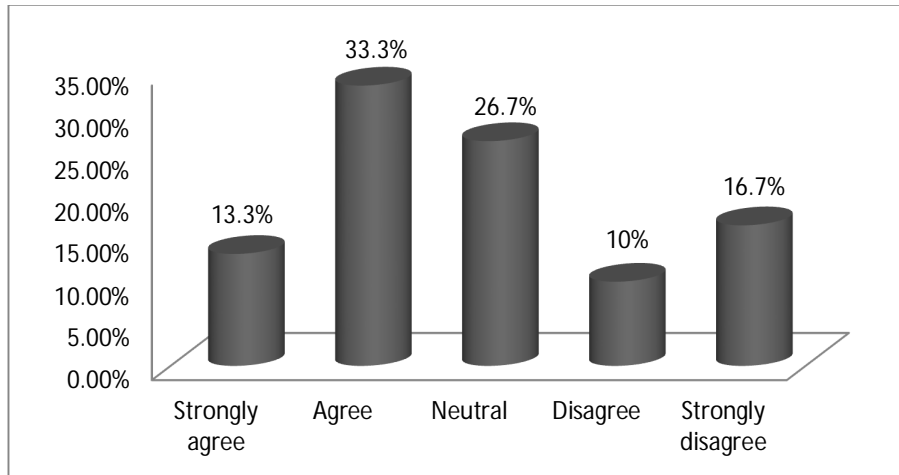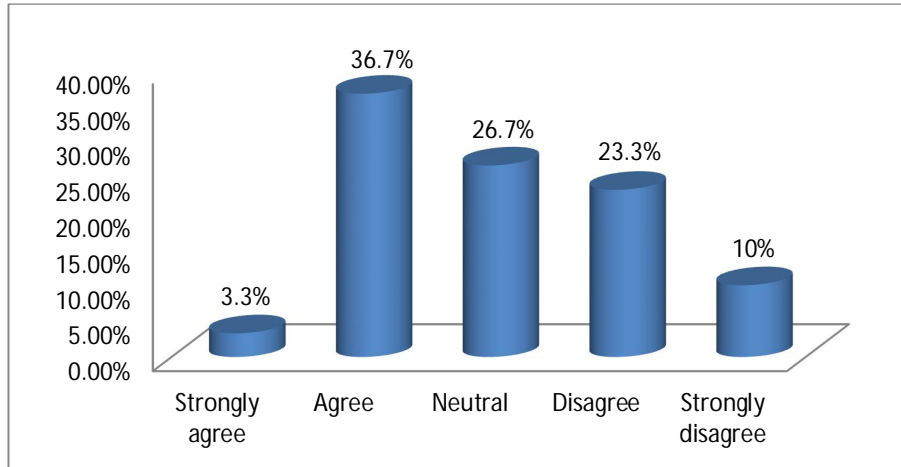| Statement	frequency	Percentage
Strongly agree	11	36.7
Agree	11	36.7
Neutral	3	10
Disagree	4	13.3
Strongly disagree	1	3.3
Total	30	100

The above table and figure illustrate the percentage of the respondents to the statement ofsyllabuses focus on students writing and reading skills more than speaking and listening skills is estimated by (73.4%) and those who disagree with the statement an estimated by (16.6%)

Table (5)

Teachers can promote students academic achievements:

Statement	frequency	Percentage
Strongly agree	4	13.3
Agree	10	33.3
Neutral	8	26.7
Disagree	3	10
Strongly disagree	5	16.7
Total	30	100

The above table and figure illustrate the percentage of the respondents to the statement of teachers can promote students academic achievements is estimated by (46.6%) and those who disagree with the statement an estimated by (26.7%)

Table (6)

Teachers can promote communication inside the classroom:

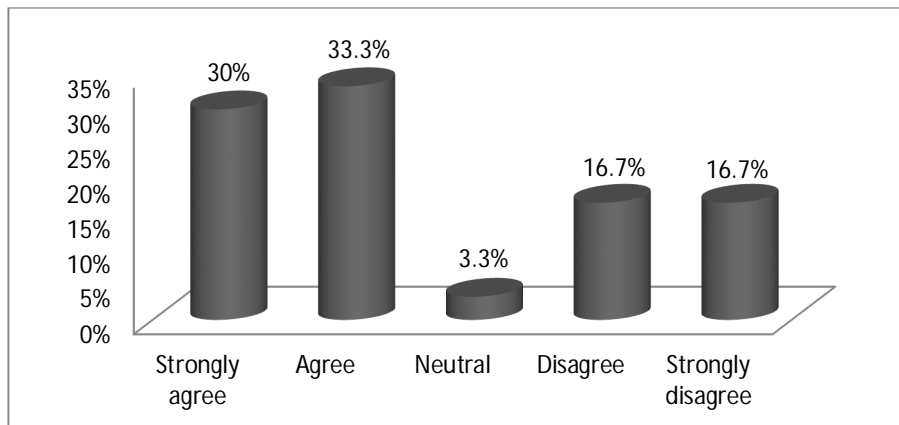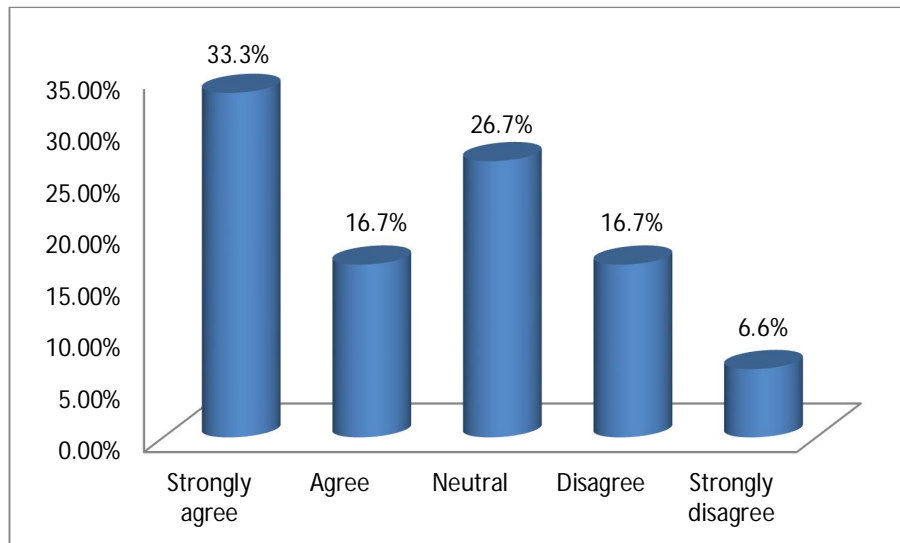| Statement	frequency	Percentage
Strongly agree	1	3.3
Agree	11	36.7
Neutral	8	26.7
Disagree	7	23.3
Strongly disagree	3	10
Total	30	100

The above table and figure illustrate the percentage of the respondents to the statement of teachers can promote communication inside the classroom is estimated by (40%) and those who disagree with the statement an estimated by (33.3%)

Table (7)

Teachers help their students to communication skills:

Statement	frequency	Percentage
Strongly agree	9	30
Agree	10	33.3
Neutral	1	3.3
Disagree	5	16.7
Strongly disagree	5	16.7
Total	30	100

The above table and figure illustrate the percentage of the respondents to the statement of teachers help their students to communication skills is estimated by (63.3%) and those who disagree with the statement an estimated by (33.4%)

Table (8)

Teaching techniques help students to develop their oral communication skills:

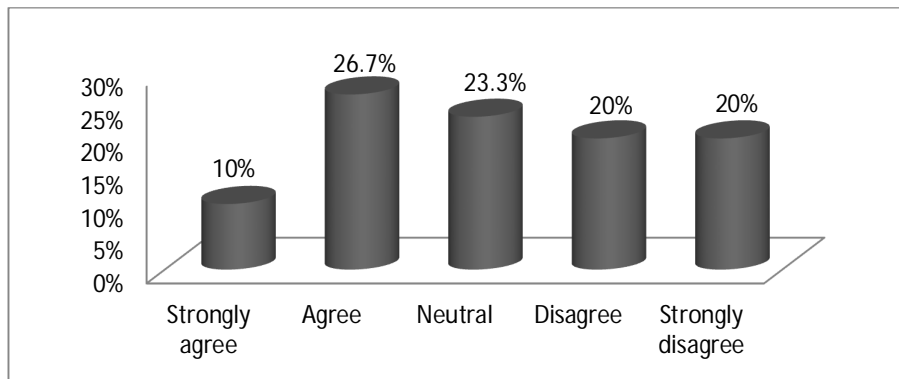| Statement	frequency	Percentage
Strongly agree	10	33.3
Agree	5	16.7
Neutral	8	26.7
Disagree	5	16.7
Strongly disagree	2	6.6
Total	30	100

The above table and figure illustrate the percentage of the respondents to the statement ofteaching techniques help students to develop their oral communication skills is estimated by (50%) and those who disagree with the statement an estimated by (23.3%)

Table (9)

Teachers do not give students enough chances to practice speaking in the classroom:

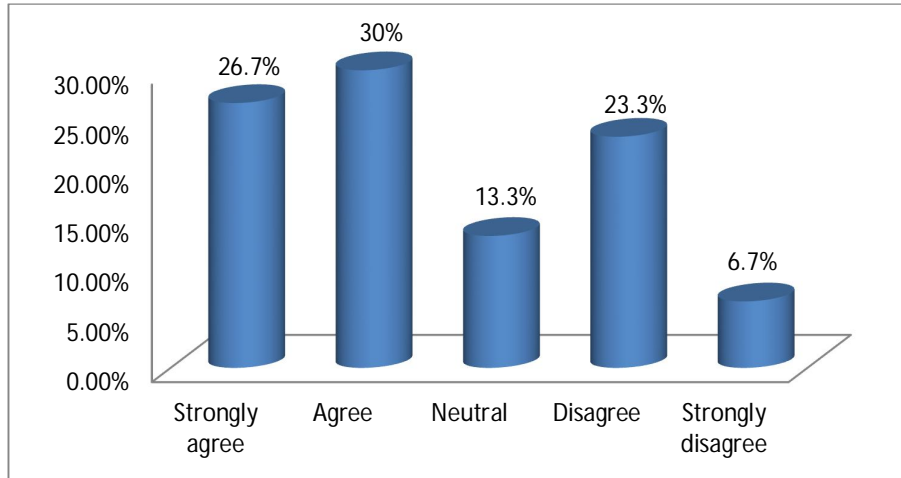| Statement	frequency	Percentage
Strongly agree	3	10
Agree	8	26.7
Neutral	7	23.3
Disagree	6	20
Strongly disagree	6	20
Total	30	100

The above table and figure illustrate the percentage of the respondents to the statement ofteachers do not give students enough chances to practice speaking in the classroom is estimated by (36.7%) and those who disagree with the statement an estimated by (40%)

Table (10)

Classroom is an effective environment to develop students thinking:

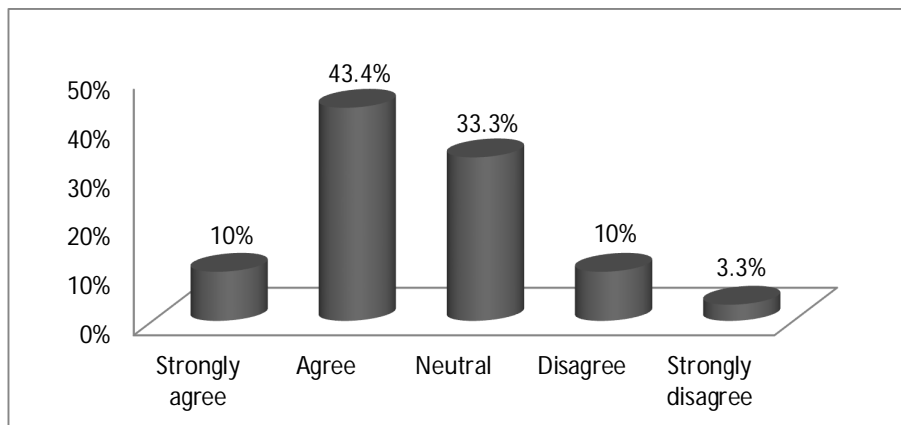| Statement	Frequency	Percentage
Strongly agree	8	26.7
Agree	9	30
Neutral	4	13.3
Disagree	7	23.3
Strongly disagree	2	6.7
Total	30	100

The above table and figure illustrate the percentage of the respondents to the statement ofclassroom is an effective environment to develop students thinking is estimated by (56.7%) and those who disagree with the statement an estimated by (30%)

Table (11)

Teachers can develop student's initiatives to a large extent and improve their abilities in oral communication skills:

| Statement	Frequency	Percentage
Strongly agree	3	10
Agree	13	43.4
Neutral	10	33.3
Disagree	3	10
Strongly disagree	1	3.3
Total	30	100

The above table and figure illustrate the percentage of the respondents to the statement ofteachers can develop student's initiatives to a large extent and improve their abilities in oral communication skills is estimated by (53.4%) and those who disagree with the statement an estimated by (13.3%)

Table (12)

Teachers encourage their students to engage themselves in oral communication practices:

Statement	Frequency	Percentage
Strongly agree	9	30
Agree	14	46.7
Neutral	6	20
Strongly disagree	1	3.3
Total	30	100
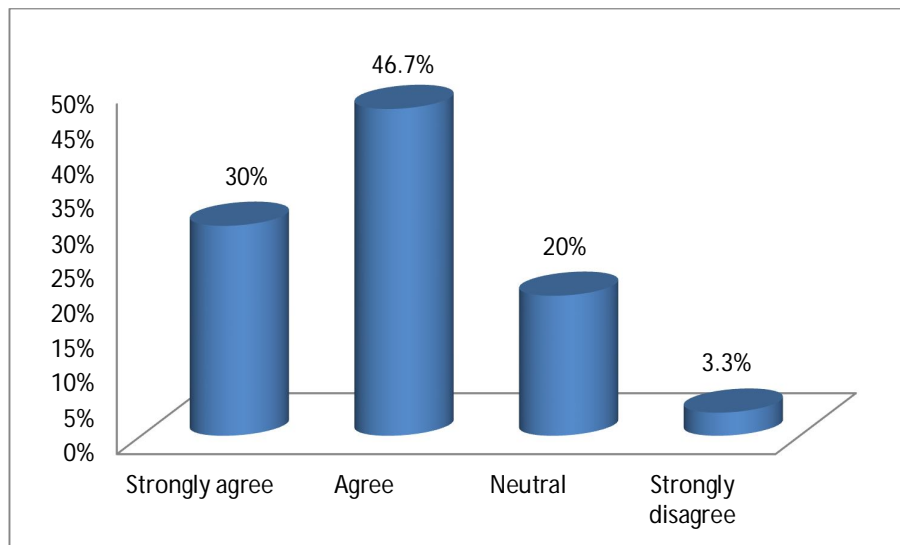
The above table and figure illustrate the percentage of the respondents to the statement ofteachers encourage their students to engage themselves in oral communication practices is estimated by (76.7%) and those who disagree with the statement an estimated by(3.3)

Table (13)

Statistics :

No	Statements	Mean	Median	Chi-square	Sig	Results
1	Students confused between their mother tongue rules and English language rules	2.6	2	4.3	0.363	Agree
2	Students participate in activities in classroom that helps them to develop oral communication skills	2.3	2	13.3	0.010	Agree
3	Students communicate with each other in English language inside the classroom	2.8	3	2.3	0.675	Neutral
4	Syllabuses focus on students writing and reading skills more than speaking and listening skills	2.1	2	14.7	0.005	Agree
5	Teachers can promote students academic achievements	2.8	3	5.7	0.225	Neutral
6	Teachers can promote communication inside the classroom	3	3	10.7	0.031	Neutral
7	Teachers help their students to communication skills	2.6	2	8.7	0.070	Agree
8	Teaching techniques help students to develop their oral communication skills	2.5	3	6.3	0.176	Neutral
9	Teachers do not give students enough chances to practice speaking in the classroom	3.1	3	2.3	0.675	Neutral
10	Classroom is an effective environment to develop students thinking	2.5	2	5.7	0.225	Agree
11	Teachers can develop students initiatives to a large extent and improve their abilities in oral communication skills	2.5	2	18	0.001	Agree
12	Teachers encourage their students to engage themselves in oral communication practices	2	2	11.9	0.008	Agree

From the table above we observe that the question indicates that all the probable values in chi-square was a little or than less of significant standard (0.05) that stand for the many different has statical evidences among the view of researchable except the question No (1&3 &5 &7 &8 &9 10) because the proper significant has too large (0.05) there for there is no statical differences .

Chapter Five

Findings, Recommendations, and Conclusion

Chapter Five

Results, Recommendations and Conclusion

Findings:

This study aimed at raising learners' awareness towards oral communication. The following are some of the major findings of the study:

1- Watching films can improve students' oral communication competence.

2- Teachers can encourage students to practice oral communication.

3- Pair works and group works develop students' oral communication.

4- English clubs can help students to develop their oral communication competence.

5- Students can benefits when practicing oral communication.

6- Oral communication is neglected in Sudanese secondary schools curriculums.

5.3 Recommendations:

Based on the findings the researcher recommends the following:

1- Students should be practice orally.

2- Teachers should give students sufficient time so as to practice communication.

3- Teachers should be well-trained in teaching oral communication.

5.4 Conclusion

1. Competence in oral communication -in speaking and listening – is prerequisite to student's academic , personal and professional success in life, indeed teachers deliver most instruction for classroom procedures orally to students , students with effective listening and skills fail to absorb much of the material to which they are exposed .

Their problems are intensified when they respond incorrectly or inappropriately because of poor speaking skills. Students who cannot clearly articulate what they know may be wrongly judged as uneducated or poorly informed. Additionally, some speech styles of students can trigger stereotyped expectations of poor ability: expectations that may self-fulfil-ing. Of equal concern, students who are unable to effectively ask for help from a teacher will not receive it, and typically reticent students' progress more slowly despite may be a normal level of aptitude.

2. The goal of communicative language teaching is "communicative competence," which is achieved through the use of the foreign language for actual communicative purposes. Common pedagogical practices such as reading dialogues aloud or performing oral drills (e.g., "I like to play tennis. She likes to play tennis. We like to...") all have their place, but should never be confused with oral communication. Guided oral practice simply doesn't possess the sine qua non for communication: communicative intent and creative use of the language.

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4- Abbad Aziza, A. (1988) An analysis of communicative Competence Features in English Language Texts in Yemen Arab Republic, PhD Dissertation, University of Llion at Urbana Champaign (IL).

5- Baker, S.C and Macintyre, P.D. (2000) the role of Gender an immersion in communication and second language orientation language learning, 50c2, 311-341.

Questionnaire

Questionnaire:

NO.	Statement	Strongly agree	agree	neutral	disagree	Strongly disagree
1	Students confused between their mother tongue rules and English language rules.					
2	Students participate in activities in classroom that helps them to develop oral communication skills.					
3	Students communicate with each other in English language inside the classroom.					
4	Syllabuses focus on students writing and reading skills more than speaking and listening skills.					
5	Teachers can promote students' academic achievements.					
6	Teachers can promote communication inside the classroom.					
7	Teachers help their students to develop their oral communication skills.					
8	Teaching techniques help students to develop their oral communication.					
9	Teachers do not give students enough chances to in the classroom.					
10	Classroom is an affective environment to develop student's critical thinking.					
11	Teachers can develop students initiative to a large extent and improve their abilities in oral communication skills.					
12	Teachers encourage their students to engage themselves in oral communication practices.					