

# الآية

قال تعالى:

بسم الله الرحمن الرحيم

﴿اللَّهُ نُورُ السَّمَاوَاتِ وَالْأَرْضِ مَثَلُ نُورِهِ كَمِشْكَاةٍ فِيهَا  
مِصْبَاحٌ مِّمَّ الْمِصْبَاحُ فِي زُجَاجَةٍ ۖ الزُّجَاجَةُ كَأَنَّهَا كَوْكَبٌ  
دُرِّيٌّ يُوقَدُ مِنْ شَجَرَةٍ مُبَارَكَةٍ زَيْتُونَةٍ لَا شَرْقِيَّةٍ وَلَا غَرْبِيَّةٍ  
يَكَادُ زَيْتُهَا يُضِيءُ وَلَوْ لَمْ تَمْسَسْهُ نَارٌ ۖ نُورٌ عَلَى نُورٍ ۗ  
يَهْدِي اللَّهُ لِنُورِهِ مَنْ يَشَاءُ ۗ وَيَضْرِبُ اللَّهُ الْأَمْثَالَ لِلنَّاسِ  
وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ﴾

صدق الله العظيم  
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## **Dedication**

**This effort is dedicated to my beloved mother,  
wife, son and my family members.**

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## **Abstract**

This study aimed to investigate awareness of barriers that hinder oral communicative competence. The study focused on fourth year students at Sudan University. The study employed descriptive and analytical method. It also used questionnaire and check list observation to collect data .The data collected via questionnaire and observation were subjected to statistical analysis using the SPSS package program. The data analysis was presented in percentage forms. Also the results of Chi-square were included. The study concluded that BA students of EFL cannot use the appropriate vocabulary and grammar and those students of EFL cannot use suitable communication strategies related to the situation. Also they do not use the suitable conventional communication in discussions. The study recommended that the university teachers should be aware of communication strategies while teaching oral communication. And they should concentrate on conversational conventions which take place in discussions when teaching oral communication. The study suggested carrying out similar study on an inability of using idiomatic expressions in oral communication.

## مستخلص البحث

هدفت الدراسة لتقصي الإلمام بالعقبات في التواصل الشفهي في أوساط الطلاب السودانيين في اللغة الانجليزية .حيث ركزت الدراسة علي طلاب اللغة الانجليزية بجامعة السودان .كما استخدمت استبانة أساتذة ,والملاحظة .خضعت البيانات المتحصل عليها عن طريق الملاحظة والاستبانة لتحليل إحصائي دقيق باستعمال برنامج التحليل الإحصائي للعلوم الاجتماعية . حيث وضعت البيانات في شكل نسب مئوية . خلصت الدراسة إلي ان طلاب اللغة الانجليزية لا يستطيعون استخدام المفردات والقواعد المناسبة في اللغة كما لا يستطيعون استخدام الاستراتيجيات المرتبطة بالموضوع, ولا يستخدمون قواعد المحادثة في اللغة. أوصت الدراسة ان أساتذة الجامعات لا بد ان يركزوا علي استراتيجيات التواصل أثناء تدريس التواصل الشفهي .اقترحت الدراسة بإجراء دراسة مماثلة في عدم القدرة في استخدام استراتيجيات التواصل الشفهي بين طلاب اللغة الانجليزية السودانيين.

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## **Definition of terms**

**Applied linguistics:** the study of a large range of practical issues involving language in general and **second language learning** in particular.

**Communication strategy:** a way of overcoming a gap between communicative intent and a limited ability to express that intent, as part of **strategic competence**.

**Communicative approach:** An approach to language teaching that is based on learning through using language rather than learning about language.

**Communicative competence:** the general ability to use language accurately, appropriately and flexibly.

**Competence:** the implicit system of rules that constitutes a person's knowledge of a language.

**Conversion:** the process of changing the function of a word, such as a noun to a verb, as a way of forming new words, also known as 'category change' or 'functional shift' (e.g. *vacation* in *They're vacationing in Florida*).

**Cultural transmission:** the process whereby knowledge of a language is passed from one generation to the next.

**Culture:** socially acquired knowledge.

**Generative grammar:** a set of rules defining the possible sentences in a language.

**Grammar:** the analysis of the structure of phrases and sentences.

**Grammatical competence:** the ability to use words and structures accurately as part of **communicative competence**.

**Learning:** the conscious process of accumulating knowledge, in contrast to **acquisition**.

**Linguistic variable:** a feature of language use that distinguishes one group of speakers from another.

**Monolingual:** having, or being able to use, only one language, in contrast to **bilingual**.

**Phonology:** the study of the systems and patterns of speech sounds in languages.

**Physical context:** the situation, time or place in which words are used.

**Pidgin:** a variety of a language that developed for a practical purpose such as trade, but which has no native speakers, in contrast to **creole**.

**Politeness:** showing awareness and consideration of another person's public self-image.

**Positive transfer:** the use of a feature from the **L1** that is similar to the **L2** while performing in the **L2**, in contrast to **negative transfer**.

**Second language (L2) learning:** the process of developing ability in another language, after L1 acquisition.

**Second Language:** is the language that is not one's native language, that is, a language that one learns as an adult, rather than as a child.

**Second Language Acquisition:** is the acquisition of second language which is also called "L2 acquisition."

**Sociolinguistic competence:** the ability to use language appropriately according to the social context as part of communicative competence.

**Sociolinguistics:** the study of the relationship between language and society.

**Speech act:** an action such as 'promising' performed by a speaker with an utterance, either as a direct speech act or an indirect speech act.

**Speech community:** a group of people who share a set of norms and expectations regarding the use of language.

**Strategic competence:** the ability to use language to organize effective messages and to overcome potential communication problems as part of the communicative competence.