

CHAPTER ONE

INTRODUCTION

1.0 Background of study

This study provides a brief background to the oral communicative competence. It shades light on the barriers of oral communicative competence. It also focuses largely on the problem, questions, hypotheses, and objectives of the study. Moreover, it details the methodology, and justifies the importance of the study. Furthermore, it defines the limits of the study, and provides definition of some vital terms of the study.

1.1 Overview

Language learning in the dynamic sense of linguistics and languages is considered to be the medium whereby human express their thoughts, emotions, attitudes and interact with one another in their everyday life. But certain conditions must be achieved in order for such a dynamic be fulfilled and linguistically accepted to guarantee the reasonable practices of the speech community in which the language used; represents the spine that systematizes the social, intellectual, cognitive and political orientation of that community.

Everybody admits the fact that English nowadays is approximately dominant all the fields of knowledge due to its position as a global language and that the majority of the world population lie in the galaxy of global English. Yet, the involvement in the so-called global English is not a matter of social prestige; it is rather, a comprehensive knowledge of that language components and the perfect use; as this knowledge plays the role as a marker for people position in and out that galaxy of global English.

Due to the worldwide dominance of English, every one run for establishing his/her position in English universality. But, the majority of them experience inevitable challenges in the course of achieving this position in terms of language competence; as competence is the criteria by which the mastery of such language is measured. Since the knowledge of language entailing and constituting the knowledge of the targeted language component such as the semantic component, the syntactical component, the pragmatics component ..., etc. beside, developing competence that is of native speakers which is achieved through assimilating the fifth language skills and the variant types of competence such as: sociolinguistic competence, communicative competence, grammatical competence, textual competence to mention only a few. The development of competence is of importance in viewing to great extent learners' proficiency in foreign language use and their approach towards the ultimate goal to the complete mastery of English as a foreign language that everybody in the English language and linguistics field seek for teachers of English are in need of equipments that raise and increase their awareness through guides, methods and procedures for promoting their students' competence and proficiency in EFL which in its turn contribute in posing competent generation capable of almost solving most of the problematic issues of foreign language learning and teaching. Therefore, the researcher aimed at looking deeply into such an issue wishing the contribution as the previous studies that tackled this area to uproot the barriers and the hindrances as to Sudanese English language students in foreign language learning in the hope that paving the gateway for them towards the pioneer among all nations.

1.2 Statement of the Study Problem

The study stemmed from an observation throughout years of teaching different subjects at University of Sudan, that most of the English language students have been encountered by hindrances when they come to discuss their graduation thesis where lots of language and linguistic problems arise both in speaking and listening. So, It is worth mentioning here that, from the researcher's experience in teaching at the university and accomplishing MA in English language teaching, the majority of students are encountered by barriers in the use of language and share the same weakness and inability to use the language reasonably in presenting seminar, understand and respond to different utterances or speech acts.

However from experience teaching English at the university and institutes, as well as doing MA in English language teaching; the researcher could observe and infer from the environment of teaching English that a number of nearly ignored or not investigated thoroughly factors are behind of such barriers. To put it clearly and concisely, the problems which the present study tries to investigate from certain barriers that hinder oral communication among university students these barriers are:

- (1) Insufficient repertoire to lexis appropriate to the topic of discussion.
- (2) Insufficient skills in using grammatical rules.
- (3) Insufficient knowledge and skills of communications' strategies such as:
 - (a) Body Language.
 - (b) Paraphrasing.
 - (c) Competence' Strategies.

(4) Insufficient knowledge and skills in using conversational conventions such as:

(a) Agreeing / Disagreeing.

(b) Holding / giving the floor.

(c) Polite Interruption.

1.3 Objectives of the Study

The main objectives of the study in question are to investigate and raise awareness towards the hindrance of communicative competence in EFL in the hope that achieves the following:

1. This study aims to investigate how BA students can use the appropriate vocabulary and grammar related to the discussion.
2. This study tries to find out how BA students can use the suitable communication' strategies related to the discussions.
3. It is an attempt to investigate how BA students adopt suitable conversational conventions in discussions.

1.4 Significance of the Study

The significance of this study is stemmed from the fact that Sudanese English learners are still faced by lots of difficulties and hardships over the course of learning English as a foreign language. This study is going to investigate the causes beyond these hindrances; trying as much as possible makes teachers orient themselves from one hand towards approaches, principles and materials that effectively have the profound impact in the promotion of competence; as for learners from the other hand, make the maximum use of the expertise, the guides, the pedagogical and cognitive instructions that assist them over take the barriers of competence development in realm of EFL.

Moreover, the study tries to uncover the veil of the completely ignored issues that might virtually behind such problems and challenges. the study also attempts to foster linguists, language experts and teachers in field of language learning and teaching develop other than those being posed or used; further suggestions, views and materials that necessary for the treatment of the hindrances of competence in English. The last but not the least, the study hopefully contribute valuable results that might help Sudanese learners of English, develop and raise the actual competence in EFL so as to be in line with other English language users in the galaxy of global English.

1.5 Questions of the Study

This research set out to answer the following questions:

1. To what extent can BA students of EFL use the appropriate vocabulary and grammar related to the discussion?
2. To what extent can BA students of EFL use the suitable communication strategies related to the situation?
3. To what extent do BA students of EFL adopt the suitable conversational conventions which enable them to keep the discussion go on?

1.6 Hypotheses of the Study

This study set out to investigate the following hypotheses:

H1. The BA students of EFL cannot use the appropriate vocabulary and grammar.

H2. The BA students of EFL cannot use suitable communication strategies related to the situation.

H3. The BA students of EFL do not use the suitable conversational conventions in discussions.

1.7 Methodology of the Study

Conducting the present study, descriptive method was adopted. For collecting data, to test the hypotheses of the present study, two kinds of instruments were adopted.

A questionnaire was developed and administered to some teachers of English in some Sudanese universities. The second instrument was an observation, which was designed and administered to the students of English at Sudan University (fourth year).

The aim of using different kinds of instruments is to insure the flow of data from different sources. Then the data which obtained from the questionnaire was analyzed statistically by the recognized Statistical Package for Social Science (SPSS0.15), interns of frequencies, percentage, median, and standard deviations. Beside, the data which derived by the BA students, the observation was presented and discussed.

1.8 Limitations of the Study

This study limited to Khartoum State- Sudan University of Science and Technology, fourth year: 2015-2017

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Part (1): Theoretical Framework

2.1 Introduction

Communicating effectively in a language requires the speaker's good understanding of linguistics, sociolinguistics and socio-cultural aspects of that language. This understanding will enable them to use the right language in the right context for the right purpose and then they can be referred to as communicatively competent. However, the realization of this level of knowledge and understanding is always a challenge for foreign language learners. They often struggle through their journey towards the achievement of this goal and often met with many obstacles. Therefore, many arguments have been raised against designing language courses and programmes for foreign language contexts to achieve this goal.

Hymes (1972) asserts that The term 'communicative competence' as a sociolinguistic concept in reaction to the concept of 'linguistic competence' which was proposed by Chomsky in 1965. Chomsky's concept was "concerned with the tacit knowledge of language structure," but "omits almost everything of socio-cultural, significance"

2.2 The Development of Communicative Competence's Term

Hymes (1972) confirms that 'communicative competence' refers to the level of language learning that enables language users to convey their

messages to others and to understand others' messages within specific contexts. It also implies the language learners' ability to relate what is learnt in the classroom to the outside world. From this perspective described the competent language user as the one who knows when, where and how to use language appropriately rather than merely knowing how to produce accurate grammatical structures.

Hymes' ideas about the 'communicative competence' were later developed by Canale and Swain in 1980 who introduced a theoretical model of 'communicative competence'. Their concept of 'communicative competence' refers to "the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use"

Canale and Swain (1980) point that the model of 'communicative competence' consists of three domains of knowledge and skills.

They are 'grammatical competence', 'sociolinguistic competence' and 'strategic competence'. Grammatical competence refers to accurate knowledge of sentence formation and vocabulary. Sociolinguistic competence refers to the language user's ability to produce and understand language in different social contexts. Strategic competence refers to the ability of using language to achieve communicative goals and enhance the effectiveness of communication. The complexity of the notion of 'communicative competence' Increased by the development of the term ' *Communicative Language Ability*' by Bachman in 1990. This term refers to both "knowledge, or competence, and the capacity for implementing or executing that competence in appropriate contextualized communicative language use"

Bachman (1990) suggests that a framework for *Communicative Language Ability*' consists of three components including 'language

competence’, ‘strategic competence’ and ‘psychological mechanisms’ He classified ‘language competence’ into ‘organizational competence’ and pragmatic competence’.

The former includes ‘grammatical competence’ and ‘textual competence’.

The last two types of competencies “ comprises those abilities involved in controlling the formal structure of language for producing or recognizing grammatically correct sentences, comprehending their propositional content, and ordering them to form texts”

He added that the ‘pragmatic competence’ was divided by Bachman into ‘illocutionary competence’ and ‘sociolinguistic competence’. he explained that ‘illocutionary competence’ can be used for expressing the language to be taken “with certain illocutionary force” and for interpreting these language ‘illocutionary forces’. He defined the ‘sociolinguistic competence’ as the “sensitivity to, or control of, the conventions of language use that are determined by the features of the specific language use context.

In other words, it enables us to use the language appropriately to achieve certain functions in certain contexts. A distinctive feature of this framework is the inclusion of the neurological and psychological factors in language use through the introduction of the component of psychological mechanisms which refers to “neurological and psychological processes involved in the actual execution of language as a physical phenomenon.

Macaro (1997) states that language teachers are able to facilitate the realization of the level of ‘communicative competence’. These beliefs include: giving more attention to speaking and listening skills than reading and writing, practicing more in communicating new

information rather than ‘already known’ information, enhancing students’ involvement to overcome passive learning and focusing on practicing the language in meaningful situations rather than on producing well-formed sentences or in individual words. However, it should be noted that seeking the objective of developing students’ ‘communicative competence’ should not lead to focusing more on speaking and listening than reading and writing skills. The good command of any language requires reaching sufficient understanding of all the language skills.

Moor (2009) claims that the importance of working within the field of language we want to master and pointed out the little research conducted on this aspect of communicative competence. Based on the findings of his research which was conducted in West Africa, he concluded that field language communicative competence “is dependent on more than the knowledge of and ability to use a given field language in ways that are grammatically and socioculturally appropriate.

This argument may put the goal of developing language learners’ communicative competence in terms of native speakers through formal education which does not involve field language experience into question.

2.3 Challenges for Communicative Competence

Despite the popularity of the term ‘communicative competence’ many teachers often find it a far reaching goal for foreign language (FL) contexts.

Sanoetal (1984) shows that many arguments have been raised against designing language programmes for FL contexts to achieve this level of competence. this is due to the challenges that have been encountered by both EFL teachers and students in these contexts since the

introduction of this concept. The language teachers in these contexts will face difficulty in choosing what skills are to be taught for students and in identifying the effective methods for developing students' communicative competence.

Huda (1999) states that another difficulty may result from teachers' misunderstanding of the concept of 'communicative competence'.

Nazari (2007) reports that three Iranian EFL teachers had distinct views about this concept and were not able to distinguish between its 'broader' and 'narrower' meaning.

Butler (2005) points out the lack of clear definition about 'what constitutes 'communicative competence' for FL and about what teaching for achieving this aim constitute. He argued that implementing communicative activities in classrooms would not necessarily lead to enhance students' learning . Another significant challenge which may encounter EFL teachers in teaching language programmes aiming at developing students' communicative competence is the high proficiency level required for the effective teaching of these programmes. In line with this argument, EFL teachers' low proficiency level is always reported as an impediment for implementing communication methods for language teaching and learning. Another relevant issue could be related to the difficulty of measuring language learners 'communicative competence or communicative language ability as there are many factors more than the language ability we intend to measure can affect the language user's performance.

Bachman (1990) stats that The difficulties and challenges led Alptekin to criticize the validity of the conventional model of 'communicative competence' in terms of native speaker norms for non-native contexts. He suggested redefining the concept of 'communicative competence' in

terms of its use in FL settings into “intercultural communicative competence, this argument was later advocated by Sowden . It seems that complexities of the skills and the high proficiency level required for achieving communicative competence make it unrealistic objective for non-native speakers. These arguments suggest that course designers for EFL contexts have to be realistic in their expectations and aims when they design language courses and or plan learning programmes. The formulation of the aims of these courses in terms of Alptekin (2002) concept of “intercultural communicative competence” can be a successful model. Through setting attainable goals and selecting appropriate methodologies we can enhance the likelihood of the success of language learning programmes in FL contexts

Segovia and Hardison (2009) show that Reflecting on these arguments, the development of the communicative competence for foreign contexts in terms of the native speaker’s level seems to be a far-reaching goal. This could be due to the low language proficiency level of students and teachers’ in these contexts which is often reported as a major challenge. Setting the objectives of language learning in these contexts should be guided by the realities and specifications of these contexts. The complexity of the tasks which the FL learner needs to perform in learning the language through communication should be considered.

Klein (1986) explains that the language learner “must learn the language by which he intends to communicate” and “must communicate by means of the language he intends to learn”. however, integrating communication and learner-centeredness as two complementary aspects of FL instructional strategies may lead to improving students’ communication skills. The active participation of FL students in carrying out communication activities such as pair and group work, role-plays, games

and problem-solving independently can develop their communication skills in order to be able to apply what they learn in classrooms in the outside world.

2.4 Communication Skills

Although there is great interest in the notion of communicative competence in science and real-life application, the concept is not easy to define in a general way. The reasons lie in the complexity of communication, the wide variety of related cognitive and social abilities, and also the huge situational variability. What we need in the field of communication, similar to the field of intelligence, is the specification of domain specific abilities. A recent handbook devoted to communication and social interaction skills.

John and Burleson (2003) point out that a number of fundamental interaction skills, such as nonverbal communication skills, discourse and conversation skills, message production and reception skills, and impression management skills. The volume also discusses functional skills such as informing, explaining, arguing and persuasion, as well as specific skills in personal relationships and in public and professional contexts. Specifying communication skills for a rather narrow range of particular behaviors and situations makes it easier to define them and to analyze methods for assessment and intervention. A certain skill is related to specific knowledge, emotion and, of course, sensory-motor behavior. In accordance with this conception,

Brian and Spitzberg (2003) remark that the proposes of the following definition of skills: therefore, are generally thought to be manifestations of some underlying ability, which is a capacity for action. This capacity is typically conceptualized as a function of numerous motivations (e.g., confidence, goals, reinforcement potential, etc.) and knowledge (e.g.,

content and procedural knowledge, familiarity, etc.) components as any social behavior, communication skills are not independent of functional and situational influences. It often occurs that people manifest very different skill qualities in different situations, be it self presentation, empathy or conflict management.

2.5 Effectiveness

Given that communication is enacted to reach a certain goal, a central criterion for communicative competence is effectiveness. This is a functional attribute, which may relate to the ability to achieve or to infer a speaker's meaning (e.g. that an utterance is meant ironically), or to the achievement of the goal behind this intent (e.g., that this irony is meant as a critique or as a joke; see 4.1).

Spitzberg and Cupach (1989) point that the effectiveness derives from control and is defined as successful goal achievement or task accomplishment. In cases where functions and goals of communicative actions are not clear, or if there are multiple functions, the analysis of effectiveness is problematic. In some situations, it is important to know not only that a certain action is accomplished, but also, how much time and energy consumption this has taken. The notion of efficiency refers to such a higher level of effectiveness.

2.6 Appropriateness

Hymes (1972) remarks that a communicative competent should be judged as appropriate according to the social factors in a given situation. Yet, here we should be very careful in not equating social factors with no rules, because in some situations it may be very appropriate to alter existing norms and rules or to establish new rules. Thus, the criterion of appropriateness is flexible enough to cover a vast variety of relations between communicative actions and their social environments. Following Spitzberg and Cupach, (1989) claim that a appropriateness reflects tact or politeness and is defined as the avoidance of violating social rules, because in some situations it may be very appropriate to alter existing norms and rules or to establish new rules. Thus, the criterion of appropriateness is flexible enough to cover a vast variety of relations between communicative actions and their social environments. Following appropriateness reflects tact or politeness and is defined as the avoidance of violating social or interpersonal norms, rules, or expectations. After having reviewed several other criteria of communicative competence proposed in the scientific literature.

Brian and Spitzberg (2003: 98) conclude that combining appropriateness and effectiveness provides a framework that most competence theorists accept as generally viable. Competence, according to the dual criteria of appropriateness and effectiveness, is the extent to which an interactant achieves preferred outcomes in a manner that upholds the emergent standards of legitimacy of those judging the interaction. or interpersonal norms, rules, or expectations. After having reviewed several other criteria of communicative competence proposed in the scientific literature however, combining appropriateness and effectiveness provides a framework that most competence theorists accept as generally viable.

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2.7 Processes Implying Communicative Competence

Communication is social interaction and can therefore be described and studied in terms of collective action and cooperation. The primary unit of analysis in this type of studies is the dyad or the social group an approach allowing for analyzing mutuality.

Montgomery and Baxter (1998) state that group processes, and the dialectics involved. At the same time, communication is happening in terms of the cognitive processes involved, such as those underlying the production of messages to accomplish goals, the understanding of others intentions, as well as the generation and interpretation of nonverbal behaviors. These cognitive processes have implications for the communicative competence of an individual; they determine largely the ability to communicate effectively and appropriately. Importantly, these cognitive processes are intertwined with emotional and motivational processing. Research fields devoted to the internal mental states and processes as- associated with communicative competence include the psycholinguistics of dialogue

Tirassa and Wilson (2002) stress that some processes are specific for message production, others for message reception; while many underlying representations and knowledge structures are used for both conveying and reading intentions. In face-to-face communications, both are influenced by nonverbal behaviors. Additional processes are involved in situations where social problems arise, which require to be solved by

communicative means and require particularly good communication skills. They will be addressed at the end of this section.

2.8 Deepening Sociolinguistic Competence

A student of English need not have achieved total communicative and linguistic competence to be able to start acquiring sociolinguistic competence. A particularly propitious time to begin could occur during the teaching of the Ministry's Aural/Oral Communication courses (started in 1994 to increase students' communicative language skills). These courses place emphasis on the use of communicative language rather than the acquisition of linguistic competence. Under language-use activities in the Aural/Oral C Course of Study, for example, it is encouraged that activities in speaking and listening be conducted, "To understand a speaker's intentions, etc. and respond to them appropriately", and, "To express ideas etc. positively in accordance with the given situation and purpose of discussion." For Oral Communication courses at the university level (first year), the following objectives were set by the author:

- 1- To understand media segments.
- 2- To grasp the main idea of a spoken passage.
- 3- To converse with native speakers on a variety of everyday topics.
- 4- To give effective presentations.
- 5- To respond quickly in impromptu situations.
- 6- To describe an event in detail.
- 7- To paraphrase or use circumlocution (i.e., *using more words than necessary to explain something instead of being direct*).
- 8- To understand a greater number of references in literature and media.
- 9- To know what language is used for.
10. To think about the culture attached to the language. In order to

achieve objectives number 3, 8, 9, and 10, students will need to deepen their knowledge of the language as it is connected to the culture or other cultures.

2.9 The Main Research Areas in Sociolinguistics

Since the 1960s, a very fruitful coalition has developed among scholars in linguistics interested in the relation between social phenomena and language, while sociologists and social scientists became increasingly aware of the centrality of language in any social and cultural phenomenon. Ferguson and Fishman (1968) state that some linguists have become concerned with socially conditioned linguistic phenomena and some social scientists have become more aware of the social nature of language. The term sociolinguistics refers to this mutual convergence.’ In the early days, sociolinguistics was an interdisciplinary, loosely defined field of research in which scholars, mainly in linguistics and sociology but also in anthropology, psychology, philosophy, education, gender study and so on, developed a wide variety of lines of research focusing on language and, mainly, on talk in interaction. Certainly, some perspectives in sociology and in philosophy have contributed greatly in creating an interest in language within the human sciences, in particular with regard to the importance given to discourse and situated practices.

Berger and Luckman, (1966) say that For example, an interest in and a focus on language was developed within sociology and it converged with the interest in sociology and other human sciences that had independently developed in linguistics. In analyzing talk in interaction, conversation analysts study the problem of order in ordinary conduct: the sociological problem *par excellence*.

Accordingly to Sacks (1984: 21), defining the field of conversation analysis, states:

"I want to propose that a domain of research exists that is not part of any had no interest in language , but language was of interest in as much as it could be informative in relation to the machinery that holds the social other established science"

The domain is one that those who are pursuing it have come to call ethno methodology/conversation analysis. That domain seeks to describe methods persons use in doing social life.' The interest in language fell within the disciplinary boundaries; in other words, conversation analysts world together. It is evident that conversation analysis can be very interesting and useful to linguists; moreover, their investigations practically converge with those in pragmatics, but this is a sort of extra bonus. Nowadays, some of these lines of research, born at the boundaries of various disciplines in the human sciences, constitute defined fields of enquiry that are closely interrelated, such as linguistic anthropology.

Duranti and Verschueren (2009) state that in discursive psychology looking back, the fertility of this interdisciplinary research area, based on discursive approaches to human sciences, is incredibly impressive. In language studies, variationist linguistics had a very important role. In fact, in the USA, variationist sociolinguistics and quantitative approaches to linguistics.

Labov (2001) says that to become prevalent in the field of sociolinguistics. While urban ethnography was at the start of Labov's work in language variation, its approach is substantially quantitative, therefore methodologically quite different from most other approaches in sociolinguistics.

Accordingly , Figueroa (1994: 71) points out that :

" Labovian sociolinguistics is not a theory of parole, nor is it a study of language use for descriptive purposes, but a study of language use for what it reveals about linguistic structure."

For Labov, language and social context are two separate entities and sociolinguistics correlates linguistic facts (phonology, morphology and syntax) with social facts (class, gender, age).’ He studied how language changes in relation to specific cultural patterns and functional uses. Variants that have no linguistic significance have important social meaning and implications and they can mark a person as belonging to a definite social class, age group, or gender category; there can be very material consequences in terms of access to education, employment and so on tied to the use of different language varieties. Variationist sociolinguistics conceptualizes language as: ‘An object possessing orderly heterogeneity.

The most innovative aspect of Labov (1966 1972) work was to quantify the incidence of variants in different speech samples using largescale quantitative studies based mainly on interview data. Studies in language variation nowadays draw on theoretical and methodological approaches developed in sociology, such as discourse analysis and conversation analysis, in order to show how linguistic forms are socially and contextually embedded; ‘These fields (DA and CA) are nowadays part of the general sociolinguistic programme rather than lying outside it’ According to Coupland and Jaworski,(2009b: 8) state the following:

" In fact most of the more progressive contemporary research on variation uses qualitative approaches. Variations sociolinguistics certainly played an at the boundaries of various disciplines in the human sciences, constitute defined fields of enquiry that are closely interrelated, such as linguistic anthropology."

Duranti (2009) mentions that in language studies, variationist linguistics had a very important role. In fact, in the USA, variationist sociolinguistics and quantitative approaches to linguistics became prevalent in the field of sociolinguistics. While urban ethnography was at the start of Labov's work in language variation, its approach is substantially quantitative, therefore methodologically quite different from most other approaches in sociolinguistics.

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fields (DA and CA) are nowadays part of the general sociolinguistic programme rather than lying outside it' (Coupland and Jaworski, 2009b: 8). In fact most of the more progressive contemporary research on variation uses qualitative approaches.

Variationist sociolinguistics certainly played an visual signs, technologically mediated communication, etc. For linguists, ever since Hymes (1974) programmatic consideration, the focal point has been the study of language in relation to society and social phenomena. Interesting in this respect is the terminological flux, noticed by Bucholtz and Hall (2008: 402) in relation to Hymes's early work: 'the elision of sociology as a contributor to sociolinguistics between the 1971 and the 1974 version appear to reflect the growing attention to disciplinary boundaries in this stage of the field development'. Nevertheless, there was material cooperation among scholars in sociology and anthropology; for example, in that very period, Hymes and Goffman were co- editors of the book series 'Conduct and communication' from the University of Pennsylvania Press, a series on approaches to face-to-face interaction.

The study of language contact (Clyne, 2003; Matras, 2009; Myers-Scotton, 2006; Thomason,2001 Winford, 2003) is also considered by many scholars to be part of sociolinguistics (Coulmas,2005 Coupland and Jaworski, 2009b; Holmes, Mesthrie et al., 2009; Wardhaugh, 2010). This topic of research investigated a variety of areas such as multilingualism, Creole studies, code-switch- ing, language death and survival, language rights and language policies. As Matras (2009: 3) explains: "Contact" is, of course, a metaphor: language "sys- tems" do not genuinely touch or even influence one another. The relevant locus of contact is the language processing apparatus in communicative interaction. It is therefore the multilingual speaker's interaction and the

factors and motivations that shape it that deserve our attention in the study of language contact.’ Across the disciplinary boundaries most of these approaches share some common features: notably, an interest in fieldwork and a focus on interaction. Their view of language as produced in interaction corresponded to a strong commitment to use field- work, in particular ethnographic methods of data collection, and, especially in conversation analysis, ‘an insistence on the use of material collected from naturally occurring occasions of everyday interaction’ (Atkinson and Heritage, 1984: 2). From a linguistic perspective, the focus is shifted to language as an ongoing interactional production, that is, ‘ to actual talk and performance’, as Gumperz and Cook-Gumperz (2008: 536) point out. A similar shift in focus occurs in sociology: social reality is conceived as socially constructed (Berger and Luckman, 1966). In ethnomethodology (Garfinkel, 1967), social reality and social order are conceptualized as ongoing interactional achievements, the product of members’ work: ‘For ethnomethodology the objective reality of social facts, in that and just how it is every society’s locally, endogenously produced, naturally organized, reflexively accountable, ongoing, practical achievement, being everywhere, always, only, exactly and entirely, members’ work, with no time out, and with no possible evasion, hiding out, passing, postponement, or buy-out, is *thereby* sociology’s fundamental Phenomena’ Garfinkel (1991: 11) claimsthat

"Some of these approaches also had in common an interest in ethnographic methods of data collection and interpretative methods of analysis. The collection of data through interviews, ethnographic observation or participant observation was shared by many approaches in sociology, in linguistics, in anthropology and so on, and interpretative methods of analysis were increasingly recognized as being able to describe and understand better the complexity of human experience."

Atkinson et al (2001) claim that It is precisely these common interests in fieldwork, language in interaction and qualitative methodologies that created a common ground in which cross-fertilization among different approaches became possible. It is precisely the collaboration and dialogue at the disciplinary boundaries that have proved to be so fertile. Thus Cazden and Hymes (1972) say that the legacy is worth preserving. A concern with social justice was also central to many of the studies from the beginning, issues of unequal access to education. and the role of language in education and in relation to the reproduction of the social order.

Bernstein (1972) states that in fact, such a concern can be identified as one of the motors of the fast development of this area of research in the 1960s. Many interactionists were committed to social justice and social transformation and their studies were often devoted to describing subjective interpretations of human experience and, in particular, that of socially excluded people (Denzin 1992). Dorothy Smith produced a radical critical approach to sociology, institutional ethnography, taking up the ‘women’s standpoint’ (Smith, 1974). This approach has a clearly emancipatory connotation: ‘Institutional ethnography works from the local of people’s experience to discover how the ruling relations both rely on and determine their everyday activities.

Fairclough (1995) says that is also an approach motivated by social transformation that focuses on the ways social and political domination are reproduced by text and talk. The field of multilingualism and language rights is very closely linked to the struggle of people, in particular indigenous peoples, for recognition of their linguistic, cultural and human rights (Skutnabb-Kangas1996, Skutnabb-Kangas and

Phillipson 1994). This legacy of social commitment is also worth preserving and developing.

2.10 Non-Verbal Communication

Knapp and Hall (2002) states that Communication is generally defined as having both a verbal and nonverbal component. Whereas verbal communication often refers to the words we use in communication, nonverbal communication refers to communication that is produced by some means other than words (eye contact, body language, or vocal cues, for example: The five primary functions of Nonverbal Behavior (Argyle, 1988) are:

1- Expression of Emotion — emotions are expressed mainly through the face, body, and voice.

2- Communication of Interpersonal Attitudes — the establishment and maintenance of relationships is often done through nonverbal signals (tone of voice, gaze, touch, etc.).

3- Accompany and Support Speech — vocalization and nonverbal behaviors are synchronized with speech in conversation (nodding one's head or using phrases like "uh-huh" when another is talking).

4- Self-Presentation — presenting oneself to another through nonverbal attributes like appearance.

5- Rituals — the use of greetings, handshakes or other rituals.

2.11 Traditional Dimensions of Nonverbal Communication

A. Physical Appearance

Virginia P. Richmond and McCroskey (2004) mention that: appearance messages are generally the first nonverbal messages received and can be used to develop judgments about people based on how they look, what

they wear, and their level of attractiveness, among other things Physical attractiveness impacts how people perceive others as similar to themselves and is used to evaluate credibility and general attractiveness.

B. Territory and Personal Space (Proxemics)

Argyle (1988) says that personal space refers to the space an individual maintains around him or herself, while territory is a larger area an individual controls that can provide privacy (for example, an office or a specific chair in the conference room). Invading another's territory may cause that person discomfort and the desire to defend his or her space (by turning away or creating a barrier, for example: Culture can influence the way that individuals use space. Individualist societies like the United States emphasize personal rights and responsibilities, privacy, and freedom, whereas more collectivist societies emphasize community and collaboration (Andersen, Hecht, Hoobler and Smallwood 2002).

C. Facial Expressions

Argyle (1988) states that The most important non-verbal channel for expressing attitudes and emotions to other people is the face. Researchers have attempted to categorize facial expressions that express emotion and typically agree on six: happiness, surprise, fear, sadness, anger, disgust/contempt. (Ekman, 1982 cited by Argyle, 1988).

D. Gestures and Posture

Goldman, (1994) stresses that Gestures and postures are frequent and continuous movements of the body that reflect individual thought processes and regulate communication 7 for body language to be interpreted as positive and genuine, it is important that it appear to be natural.

Lewis (1998) suggests that individuals stand erect and walk with

shoulders back and stomach in. This helps communicate a message of self-confidence, awareness, and enthusiasm.

E. Touch (Tactile Communication)

Argyle (1988) writes that “the most basic meaning of touch is that an interpersonal bond is being offered or established” (p. 226). While touch can be used for consolation, support, and congratulations depending on the relationship, touch is often culturally regulated in organizations.

Harris (2002) says that meaning may be regulated to behaviors such as handshakes. Touch, like any other communication message, may elicit negative and positive reactions depending on the configuration of people and the circumstances (Knapp and Hall, 2002).

F. Eye Contact

Webbink (1986) stresses that Eye contact regulates conversation and signals the exchange of speaker and listener roles. It occurs during 10–30% of the conversation. Eye contact is used to acknowledge or avoid the presence of others and can reveal information about attitudes, emotion, dominance and power in social relationships. When there are breakdowns in conversation it may be because the people conversing have different patterns of eye contact (which can be a result of differing cultural backgrounds). When individuals respond with their eyes they allow others to have a sense of their emotional state and can increase feelings of communication satisfaction.

G. Vocal Cues that Accompany Speech (Paralanguage)

Lewis (1998) says that Vocal cues include intonation, voice quality and vocal emphasis and that can enhance verbal meaning. Laughing and crying are also considered vocal cues. These cues may reveal an emotional state, attitudes towards others, social class, or origin.

Individuals may exercise dominance with a loud projecting voice and indicate submission by using a lower, softer pitch. When communicating verbally it is important to ensure that the paralanguage aligns with the verbal messages it accompanies.

H. Time (Chronemics)

Knapp and Hall (2002) mention that The way an individual talks about or uses time can communicate much non-verbal information about him or her. Individuals may view time as the location or duration of events, the interval between events, or as patterns of intervals (routines or cycles of behavior)

1- Individuals may also have differing psychological time orientations that influence how they think about and perceive time in their daily lives. Individuals may be more *past-oriented*, using the past to shape the present, or *future-oriented*, working towards tomorrow. Individuals can also be *present-oriented*, living mostly for today. Culture can play a role in determining time orientation, so it is important to be aware of these differences and their potential impact on communication (Virginia P. Richmond and McCroskey 2004).

1. Grammar

Is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything, for all teaching are ultimately a matter of getting to grips with meaning (David Crystal "In Word and Deed," TES Teacher, April 30, 2004)

It is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated. Usage is the only test.

(William Somerset Maugham, *The Summing Up*, 1938)

Hear the word glamour and what comes to mind? Celebrities, most likely-limousines and red carpets, swarms of paparazzi and more money than sense. But, odd as it may sound, glamour comes directly from a decidedly less glamorous word--grammar.

During the middle Ages, grammar was often used to describe learning in general, including the magical, occult practices popularly associated with the scholars of the day. People in Scotland pronounced grammar as "glam-our," and extended the association to mean magical beauty or enchantment.

In the 19th century, the two versions of the word went their separate ways, so that our study of English grammar today may not be quite as glamorous as it used to be. But the question remains: what is grammar?

2.12 Descriptive Grammar and Prescriptive Grammar

In our Glossary of Grammatical and Rhetorical Terms, you'll find two definitions of grammar:

The systematic study and description of a language.

A set of rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language.

2.12.1 Descriptive grammar

(Definition 1) refers to the structure of a language as it is actually used by speakers and writers.

Prescriptive grammar: (definition 2) refers to the structure of a language as certain people think it should be used.

2.12.2 Prescriptive grammar

A grammar which states rules for what is considered the best or most correct usage. Prescriptive grammars are often based not on descriptions of actual usage but rather on the grammarian's views of what is best. Many traditional grammars are of this kind.

Both kinds of grammar are concerned with rules--but in different ways. Specialists in descriptive grammar (called linguists) study the rules or patterns that underlie our use of words, phrases, clauses, and sentences. On the other hand, prescriptive grammarians (such as most editors and teachers) lay out rules about what they believe to be the "correct" or "incorrect" use of language.

By their nature, all popular style and usage guides are prescriptive, though to varying degrees: some are fairly tolerant of deviations from standard English; others can be downright cranky. The most irascible critics are sometimes called "the Grammar Police."

Though certainly different in their approaches to language, both kinds of grammar--descriptive and prescriptive--are useful to students. The Value of Studying Grammar. The study of grammar all by itself will not necessarily make you a better writer. But by gaining a clearer understanding of how our language works, you should also gain greater control over the way you shape words into sentences and sentences into paragraphs. In short, studying grammar may help you become a more effective writer.

Descriptive grammarians generally advise us not to be overly concerned with matters of correctness: language, they say, isn't good or bad; it simply is. As the history of the glamorous word grammar demonstrates, the English language is a living system of communication, a continually evolving affair. Within a generation or two, words and phrases come into

fashion and fall out again. Over centuries, word endings and entire sentence structures can change or disappear.

Prescriptive grammarians prefer giving practical advice about using language: straightforward rules to help us avoid making errors. The rules may be over-simplified at times, but they are meant to keep us out of trouble--the kind of trouble that may distract or even confuse our readers. About Grammar and Composition attempts to integrate these two approaches to grammar--or, at the least, present them side by side. For instance, our discussion of the Basic Parts of Speech is primarily descriptive, while our lesson on Correcting Errors in Subject-Verb Agreement is obviously prescriptive.

Thus, the goal of this site is twofold: first, to deepen your understanding of the ways that the English language operates, and second, to serve as a practical guide as you work to become a more confident and effective writer. We look forward to hearing your suggestions on how we might do a better job of meeting both these goals.

2.12.3 Ten Types of Grammar

Linguists are quick to remind us that there are different varieties of grammar--that is, different ways of describing and analyzing the structures and functions of language. One basic distinction worth making is that between descriptive grammar and prescriptive grammar (also called usage). Both are concerned with rules--but in different ways. Specialists in descriptive grammar examine the rules or patterns that underlie our use of words, phrases, clauses, and sentences. In contrast, prescriptive grammarians (such as most editors and teachers) try to enforce rules about what they believe to be the correct uses of language. But that's just the beginning. Consider these ten varieties of grammar--and take your pick.

2.12.4 Comparative Grammar

Analysis and comparison of the grammatical structures of related languages. Contemporary work in comparative grammar is concerned with "a faculty of language that provides an explanatory basis for how a human being can acquire a first language In this way, the theory of grammar is a theory of human language and hence establishes the relationship among all languages." (R. Freidin, *Principles and Parameters in Comparative Grammar*. MIT Press, 1991).

2.12.5 Generative Grammar

The rules determining the structure and interpretation of sentences that speakers accept as belonging to the language. "Simply put, a generative grammar is a theory of competence: a model of the psychological system of unconscious knowledge that underlies a speaker's ability to produce and interpret utterances in a language." (F. Parker and K. Riley, *Linguistics for Non-Linguists*. Allyn and Bacon, 1994).

2.12.6 Mental Grammar

The generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand. "All humans are born with the capacity for constructing a Mental Grammar, given linguistic experience; this capacity for language is called the Language Faculty (Chomsky 1965). A grammar formulated by a linguist is an idealized description of this Mental Grammar." (P. W. Culicover and A. Nowak, *Dynamical Grammar: Foundations of Syntax II*. Oxford Univ. Press, 2003)

2.12.7 Pedagogical Grammar

Grammatical analysis and instruction designed for second-language students. "Pedagogical grammar is a slippery concept. The term is

commonly used to denote (1) pedagogical process--the explicit treatment of elements of the target language systems as (part of) language teaching methodology; (2) pedagogical content--reference sources of one kind or another that present information about the target language system; and (3) combinations of process and content." (D. Little, "Words and Their Properties: Arguments for a Lexical Approach to Pedagogical Grammar." Perspectives on Pedagogical Grammar, ed. by T. Odlin. Cambridge Univ. Press, 1994).

2.12.8 Performance Grammar

A description of the syntax of English as it is actually used by speakers in dialogues. "Performance grammar . . . centers attention on language production; it is my belief that the problem of production must be dealt with before problems of reception and comprehension can properly be investigated." (John Carroll, "Promoting Language Skills." Perspectives on School Learning: Selected Writings of John B. Carroll, ed. by L. W. Anderson. Erlbaum, 1985).

2.12.9 Reference Grammar

A description of the grammar of a language, with explanations of the principles governing the construction of words, phrases, clauses, and sentences. Examples of contemporary reference grammars in English include A Comprehensive Grammar of the English Language, by Randolph Quirk et al. (1985) the Longman Grammar of Spoken and Written English (1999) and The Cambridge Grammar of the English Language (2002).

2.12.10 Theoretical Grammar

The study of the essential components of any human language. "Theoretical grammar or syntax is concerned with making completely explicit the formalisms of grammar, and in providing scientific arguments or explanations in favour of one account of grammar rather than another, in terms of a general theory of human language." (A. Renouf and A. Kehoe, *The Changing Face of Corpus Linguistics*. Rodopi, 2003)

2.12.11 Traditional Grammar

The collection of prescriptive rules and concepts about the structure of the language. "We say that traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard. The chief goal of traditional grammar, therefore, is perpetuating a historical model of what supposedly constitutes proper language." (J. D. Williams, *The Teacher's Grammar Book*. Routledge, 2005).

2.12.12 Transformational Grammar

A theory of grammar that accounts for the constructions of a language by linguistic transformations and phrase structures. "In transformational grammar, the term 'rule' is used not for a precept set down by an external authority but for a principle that is unconsciously yet regularly followed in the production and interpretation of sentences. A rule is a direction for forming a sentence or a part of a sentence, which has been internalized by the native speaker." (D. Bornstein, *An Introduction to Transformational Grammar*. Univ. Press of America, 1984).

2.12.13 Universal Grammar

The system of categories, operations, and principles shared by all human languages and considered to be innate. "Taken together, the linguistic

principles of Universal Grammar constitute a theory of the organization of the initial state of the mind/brain of the language learner--that is, a theory of the human faculty for language." (S. Crain and R. Thornton, *Investigations in Universal Grammar*. MIT Press, 2000).

2.13 Lexical Competence

Wilkins's (1972:3) famous dictum '*Without grammar, little can be conveyed; without lexis, nothing can be conveyed*' emphasizes how essential vocabulary knowledge is in language learning process. Actually, lexical competence is regarded as the central part of communicative competence, whether the language is first, second, or foreign (Decarrico, 2001). For this reason, being lexically competent in a language, particularly in a foreign one, is attached crucial importance by both language teachers and learners.

However, acquiring this competence is a challenging process in which learners constantly seek the effective ways of learning and remembering vocabulary items. Different methods and techniques have been adopted by language practitioners and learners so far with regard to how to learn and store the words in the memory best.

Employing the best methods and techniques is mostly related to individual preferences and beliefs. In fact, these beliefs determine learners' attitudes towards language teaching (Ellis, 1994). Learners' beliefs and attitudes towards a specific method or technique play an important role in their achievements. The more positive attitude they have, the more they tend to succeed. Within this framework, students' attitudes and perceptions as to vocabulary learning methods determine the level of motivation they have. If the students are motivated enough to learn the target vocabulary items through the methods they employ, they can easily internalize what they have learnt.

This study, therefore, investigates students' attitudes and perceptions towards specific online vocabulary learning software, *Skills Vocabulary*. It aims to identify the perceptions of the students about the effectiveness, practicality, and usefulness of the online vocabulary learning program (henceforth referred to as *the online program*). The students' feelings of accomplishment and thoughts on the online program are also described in the study.

2.14 Person's Communicative Competence

One way to assess a person's communicative competence is through his ability to express his thoughts and ideas in appropriate words and meaningful sentences. Coady and Huckin (1997) stress that there is now a general agreement among vocabulary specialists that lexical competence is at the very heart of communicative competence, the ability to communicate successfully and appropriately. Hence, a person can only be said to have satisfied his goal in communicating if she is able to effectively get his or her message across. Vocabulary learning then is critical to learning a language – be it the first, second or even foreign. One must be equipped with knowledge of words and their meanings to build confidence in communication and cope with the increasing demands of education, business, science, technology and other fields.

In the sphere of second or foreign language learning, it is widely acknowledged that vocabulary is an indispensable part of the four language skills. Vocabulary is one of the important language elements that support the skills of speaking, listening, reading and writing as McCarthy (1990) points out that “no matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in L2 cannot just happen in any meaningful way.” Therefore, acquiring an

extensive vocabulary skill in a target language poses a big challenge to students. For language learners, vocabulary learning strategies help (VLS) facilitate their vocabulary learning. According to Nation (2001), a large and rich vocabulary can be acquired with the help of VLS. VLS has been increasingly recognized as essential to language learning as can be seen from the body of researches on VLS, particularly in the last two decades (Khatib and Hassandeh, 2011).

Vocabulary learning strategies are the “actions, set of techniques or language learning behaviors that learners take to help themselves to discover the meaning of new words and retain them in long-term memory (Cameron, 2001; Intraprasert, 2004; Hamzah, et.al, 2009).” While it is imperative for the teachers to help students learn how to acquire vocabulary items of Asia Pacific Journal of Multidisciplinary Research, their own, learner independence has long been recognized by a number of linguists in the process of vocabulary acquisition (Hamzah et al, 2009). Vocabulary learning strategies foster learner autonomy, independence and self-direction. In the study conducted by Boonkongsaen (2012) in Thailand, he considered the different factors that affect the vocabulary learning strategies of the students. He found out that the factors were belief, attitude, motivation, and language learning experience, field of study, course type, class level, and language learning environment, language achievement, language proficiency and vocabulary knowledge. A similar study was conducted by Nemati (2009) where she attempted to compare the impacts of teaching through memory strategies on experimental group in comparison to control group where students were taught the meaning of vocabulary items through giving synonyms and mini-contexts. The results indicated that the students of experimental group outperformed both in short-term and long-term scores, portrayed

the superiority of memory strategies in short-term and long-term retention. Then, in his article, Schmitt (2008) concludes that vocabulary learning partners – students, teachers, materials, writers, and researchers – need to contribute to facilitate adequate vocabulary learning process that paves the way to better performance and improved competence. In the Philippines, for instance, where bilingualism exists in educational institutions as per demanded by the Constitution, the need to be competent in the English language is exemplified in the academe. This explains the exposure of college students, specifically Education students to English proficiency tests to assess their competence in the use of the second language before being qualified for the practice teaching course and even after graduation, before becoming eligible for employment. Inasmuch as the EPT aims to evaluate the students' level of competence in comprehension, vocabulary, grammar and the like, ESL learners should, above all, be given impetus to meet the demands of their academic endeavors.

However, English proficiency test results, along with other assessments given to BEED and BSED students of Sorsogon State College reveal that they have poor vocabulary knowledge. It was also observed that their daily communication in the class, processing of the materials read, and comprehension of the lessons, are hindered by their difficulty to grasp the meaning of unfamiliar words they meet in the communicative events. This is alarming especially among teacher education students since they will be in the field where they have to communicate to different people and will be looked upon as models. Students, specifically College students should have the ability to learn and retain in their memory as many words as they can to enhance their learning capabilities and carry on the increasing complexity of academic needs. In this paper, with the

belief that vocabulary development is contributory to the performance, experience and achievement of Teacher Education students, the given concern is addressed. Hence, this study was made at the Sorsogon State College being the primary higher education institution producing professional teachers in the province of Sorsogon.

English instruction in Thailand aims to improve students' language proficiency(Wongsothorn, 2003) and equip students with useful learning processes and strategies to enhance the use of English for social and academic purposes (Ministry of Education, 2004). To reach these goals, Thailand has adopted a learner-centered approach and focused on communicative language teaching as key approaches to facilitate the language learning process and improve communicative competence in order to prepare Thai students for regional and international workplaces. Even though curricular and lesson plans have been designed to implement these key approaches in language instruction, one of the most critical problems encountered by teachers especially at the university level is students' lack of adequate language background to complete tasks required in studying English (Chayanuvat, 2007). Therefore, it seems inevitable for many university teachers that they have to review basic knowledge such as grammar usage over and over again before they can proceed to English for daily routines and academic purposes.

In reality, however, studying English does not necessarily focus on syntactic accuracy or competency in grammar usage. Instead, giving opportunities to students to use as much English as they can in real life contexts should be critically considered, especially for Thai students who have limited chances not only to be exposed to native English speakers, but also the opportunity to use English in their real life settings. To deal

with this challenge, language teachers in Thailand need to employ an appropriate English teaching and learning method that should encourage students to use language with an emphasis on communicative purposes in real world settings, rather than solely focus on accuracy as in traditional teaching. In other words, the students should be encouraged to convey messages more than be concerned about grammatical rules when they use English for communicative purposes.

Project-based learning (PBL) seems to match this English teaching and learning needs. PBL is simply defined as “an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop” (Moss and Van Duzer, 1998, p.1). PBL is different from traditional instruction because it emphasizes learning through student-centered, interdisciplinary, and integrated activities in real world situations (Solomon, 2003; Willie, 2001). In particular, PBL activities can be characterized as follows (Fried-Booth, 1997; Simpson, 2011; Srikrai, 2008; Stoller, 1997):

- Focuses on content learning rather than on specific language patterns,
- Is student-centered so the teacher becomes a facilitator or coach,
- Encourage collaboration among students,
- Leads to the authentic integration of language skills and processing information from multiple sources,
- Allows learners to demonstrate their understanding of content knowledge through an end product (e.g., an oral presentation, a poster session, a bulletin board display, or a stage performance), and
- Bridges using English in class and using English in real life contexts.

More importantly, PBL is both process- and product-oriented (Stoller, 1997). Students have opportunities to use several skills (e.g., problem-solving, creativity, teamwork, as well as language) at different work

stages, so the work and language skills are developed (Brunetti, Petrell, Sawada, 2003; Solomon, 2003). Since PBL is potentially motivating, empowering and challenging for language learners, it usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities (Fried-Booth, 1997; Simpson, 2011; Solomon, 2003; Srikrai, 2008; Stoller, 1997; Willie, 2001). Learning becomes fruitful for learners because they exhibit their abilities to plan, manage, and accomplish projects through their content knowledge and language skills (Kloppenborg and Baucus, 2004).

Similar to many EFL contexts, PBL in Thailand is not new in teaching and learning English. There is an increasing number of PBL-related research in Thailand. Chayanuvat (2007) for instance, explored the implementation of PBL in a Basic English course aiming to develop students' four skills for communicative purposes. Her questionnaire data revealed that more than 50% of the students were confident that PBL can help improve their English ,although most of them (74%) were not ready for PBL in their English class. Srikrai (2008) examined English minor students' opinions about conducting an interview with native English speaking teachers (NEST). She found that the students perceived the value and the benefits of completing the project. They also learned about different cultures from the NEST and learned how to work cooperatively with classmates. They gained more motivation and confidence in using English, especially in listening and speaking skills. Simpson (2011) investigated whether PBL could enhance English major students' English language proficiency, their learning skills and self-confidence in English for Tourism course. Both qualitative and quantitative data showed that PBL had a significant effect on the development of the low and medium

ability groups of students. The higher ability students showed progress in speaking and writing, but not for their listening and reading skills.

The findings also indicated that PBL enhanced their learning skills (teamwork, higher-order thinking and presentation skills) together with self-confidence. The study concluded that PBL could be an effective means of teaching English as a foreign language and that it can be successfully employed with students who have only been exposed and subjected to a background of traditional forms of teaching and learning.

The PBL research studies in the Thai context to date have tended to focus on teaching English as a subject and using PBL with no emphasis on content knowledge of students in their fields of study (e.g. Engineering, Business, or Agriculture). There has been little evidence supporting the effectiveness and implementation of PBL in an English class where the English language is linked to students' content knowledge. For this reason, the present study aims to investigate the opinions of Thai learners of English toward the implementation of PBL, in the form of an interdisciplinary-based project, in a language class and their opinions about how PBL can enhance their English skills.

Part (2): Previous Studies

The First Study

This study was carried in 2010 by Mr. Ishag Adam Hassan Ahmed. The researcher investigated (Conversation Problems encountering Sudanese Learners of English). This study was carried out in University of Bahari. The researcher came up with results that Sudanese learners face problems in all languages skills: Learning, Writing, Speaking and Reading within the great number of erroneous utterances that Sudanese learner of English produce in oral performance and their recourse to communication strategies, as shown in Rababah's study (2001), is an indication of how serious the problem is. It is also an indication that the objective of English in Arab world has not been achieved. Raising foreign Learners' awareness of the nature of communication.

Finally all teachers and learners need to understand that successful language learning is not only a matter of developing grammatical, sociolinguistics and semantic competence, which involves the use of CSs to transmit comprehensible information successfully. The researcher attributed this problem to the communicative strategies which are very important to learn and speak languages.

This study is similar to the current study in a number of aspects such the difficulty encountering students in oral communication especially in conversations because of many reasons such as the lack of communicative strategies. However, the present study is differ from this study in the way that this one is seeking the barriers that hinder oral communicative competence among Sudanese English students fourth year.

The Second Study

This study was carried in 2012 by Mohammed Abd allah Abdel Mahmoud, under the investigation of (The Deterioration of Speaking Skill among Students of Secondary School) this study was carried out at Sudan University of Science and Technology (SUST). The researcher came up with the result that the teaching of English in secondary schools need specific methods because they learn to express their thought and feeling through speech and action, so they need a good situation to make them learn. He attributes much of these problems to teachers who are not able to speak more than ten minutes in English. So this cannot encourage students to use oral communication. so here the researcher strongly recommended that inexperienced teachers will not be allowed to teach ,and the students must be encouraged to speak the target language.

This study is similar to the present study in a number of aspects such as the inability of speaking English outside classroom, and also students are not encouraged to speak English. And it is different in terms of population because the intended population is university students.

The Third Study

This study was carried in 2011 by Elrasheed Abdullah Mohammed Ahmed at Sudan University of Science and Technology. The researcher investigated the (Deficiency of Speaking Skill in English Language among Secondary school (students).

He came up with the following results:

- Teachers have to concentrate more on building up students' vocabulary and making students to understand the grammatical rules than engaging them in communicative activities.
- And also he found out that one of the lessons of speaking skills problems are lack of using educational techniques such as audio and audio-visual aids in teaching English language.
- Listening and Speaking skills are neglected by secondary
- Most of teaching activities are of the traditional moods such as reading dialogue, reciting texts, doing translation and the materials which are chosen are not authentic.
- One of the reasons behind students' reluctance to speak English is that, there is no strong and intimate social relationship between teachers and students that help students to feel confident and comfortable when they attend to speak.
- There is not enough communicative activities inside the classroom.
- This study also similar to the current study in a number of ways, such as students is not motivated and encouraged to speak English outside.

The Fourth Study

Accordingly, Yongming Shi and Si Fan,(2010) that tackled on An Analysis of Non-verbal Behavior in Intercultural Communication Nonverbal communication is a critical component of human communication. McNeill (2000), who interprets that both verbal and nonverbal communication are under the concept of communication and are inseparable. In addition, intercultural communication and nonverbal communication have become two important areas of communication study. The fascinating relationship between the two areas has attracted many scholars (Ma, 1999). Many studies have demonstrated the close relationship between the two areas on a theoretical basis and explored the specific nonverbal behavior in cross-cultural or intercultural context (Althen, 1992; Barnlund, 1989; Ma, 1996). Therefore, it is suggested education for nonverbal communication needs to be taken into consideration in EFL (English as a Foreign Language) classrooms in order to develop English learners' intercultural communicative competence. This paper examines the role of non-verbal communication in intercultural communication. The findings indicate that inappropriate nonverbal behavior may cause potential breakdowns in intercultural communication. It is also shown the necessity of incorporating skills of nonverbal communication into English language teaching in order to enable English learners to communicate cross-culturally. The study also suggests that teachers should use more nonverbal behavior in language classrooms to improve learners' study motivation. This study also similar to the current study in a number of ways, such as the use of non-verbal communication into English language in order to enable English learners to communicate cross-culturally. And it is different in terms of the role of non-verbal communication in intercultural communication.

The Fifth Study

Relatedly, Yun Hsuan Huang (200) tackled on Does EFL Students' Grammatical Ability Account for Writing Ability? EFL students' grammatical ability has been often discussed in apposition with writing ability. The role of grammar in writing has been extensively argued, yet not reaching a consensus conclusion. The major reason is due to how grammatical and writing abilities are defined as well as the variables of the design and assessment of the tests. Thus, this study proposed a theoretical model for each ability. Based on the models, this study tried to examine whether grammar instruction could promote the students' grammatical ability, thereby further helping their writing. In this study, the test, divided into a grammar subset and a writing subset, was administered to ten senior high school students in a lower- intermediate English class at a cram school in Southern Taiwan. The grammar subtest and the writing subtest comprised 40% and 60% of the whole test respectively. The results indicated that most students' grammar subtests outperformed their writing subtests. The finding implied that there was no strong relationship between the knowledge of grammar and usage among lower-intermediate learners. In addition, some suggestions were provided for improving instruction and both grammar and writing subtests. This study is similar to

The Sixth Study

This study was carried in (2013) by Alaba Olaoluwakotansibe Agbatogun handled Developing Learners' Second Language Communicative Competence through Active Learning: Clickers or Communicative Approach? The purpose of this study was to compare the impact of clickers, the communicative approach and the lecture method on the communicative competence development of learners who were taught English a second language (ESL). Ninety nine pupils from three primary schools participated in the study. Quasi-experimental non-randomized pre-test posttest control group design was adopted for the study. A battery of English Language Listening Tests and English Language Speaking Tests were used to measure pupils' communicative competence. Study's data were analyzed using box plot, paired samples t-test, Analysis of covariance and multiple regression analyses. Findings indicated that, there was a significant difference between the communicative competence pre-test and post-test scores of pupils in each of the groups. Furthermore, across the groups, there was a significant difference in pupils' communicative competence post-test scores based on the teaching strategy. Multiple regression analysis results revealed that 84.9% of the variance of pupils' communicative competence was accounted for by a combination of the predictor variables. Speaking skills was the potent contributor while gender did not make a significant contribution to the prediction of pupils' communicative competence in ESL classrooms.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter reviews the methodology of the study, including the population of the study, the sample of the study, description of the sample, the instruments, reliability, validity and data analysis procedures.

3.1 Methods and Tools for the Study

The researcher will use the descriptive analysis, qualitative and quantitative methods by virtue of the questionnaire and observation as data gathering tools to verify the hypotheses and to find out answers to the questions of the study as stated earlier in chapter one.

The researcher will use the statistical package for social sciences (SPSS) namely; the researcher focuses on percentages and frequencies.

3.2 Population and Sample of the Study

The population of this study is drawn exclusively from Sudan University of Science and Technology, College of Education undergraduate (fourth year students).

3.2.1 Pilot Study

The researcher conducted a pilot sample which consists of 10 students from Sudan University fourth year students and 10 teachers from different Sudanese Universities. The purpose of the pilot study was to realize if there is any kind of ambiguity that needs to be dealt with, Moreover, to determine whether it is suitable for students and teachers or not. Above all the reliability and validity is calculated from this sample.

3.3 Instruments of Data Collection

The questionnaire and observation will be adopted as primary tools for collecting data for the purpose of the main study. Both of them will be designed; one for the teachers (Appendix A) and another one for the BA students, (Appendix B).

The researcher will use the questionnaire and observations as tools to collect the data of the study. A questionnaire will randomly be given to (50) Sudanese English teachers who were selected randomly, as well as the observation questions which are given to (70) students who mainly study at Sudan University of Science and Technology (fourth year).

3.3.1 Teachers' Questionnaire

The questionnaire was distributed to the teachers from both sexes. This questionnaire includes a covering page which introduces the topic of the research and. It uses Likert 5-point scale (strongly agree, agree, neutral, disagree and strongly disagree). The statements are about "Investigating Awareness of Barriers That Hinder 'oral Communicative competence among Sudanese English BA Students". The questionnaire will be designed as a tool for collecting information about the problem encountered by BA students at Sudan University of Science and Technology. The questionnaire includes (12) statements given to (50) Sudanese English teachers from different universities. It was judged by experienced professors and doctors from Sudan University of Science and Technology. The responses to the questionnaire was given to an expert in statistics and the finding are as in the table of analysis.

3.4 Validity and Reliability of the Questionnaire

Before putting the questionnaire in the final draft, it was distributed to be judged. It was judged by the same EFL experts who judged observation check list. In the light of their comments, the questionnaire was put in its final draft. Thus, the study used the statistical package for social science to analyze the data collected. Thus, the results are obtained as follows:

a- Reliability and Validity of ELT Teachers Questionnaire as follows:

Where reliability was calculated by using Cronbach's alpha equation has shown below:

$$\text{Reliability coefficient} = \frac{n}{N - 1} \frac{(1 - \text{Total variations questions})}{\text{variation college grades}}$$

Cronbach alpha coefficient = (0.93), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study. Validity coefficient is the square of the reliability coefficient so reliability coefficient is (0.96), and this shows that there is a high sincerity of the scale and that the benefit of the study.

3.5. Students' observation

The observation check list is designed to provide information about the barriers that hinder oral communicative competence among EFL learners.

The content consist of twelve statements each of which is accompanied by options always, sometimes and never the first four statements were formulated to investigate the extent to what BA students of EFL can use the appropriate vocabulary and grammar related to the discussion And the second statements were to investigate how BA students of EFL can use the suitable communication strategies related to the situation? And the

rest statements were designed to investigate how BA students of EFL can use the suitable conversational conventions.

3.6 Validity and Reliability of the Observation Check List

Before putting the observation check list in the final draft, it was distributed to be judged. It was judged by five EFL expert and they are all associate professors. In the light of their comment, the observation was put in its final draft. Thus, the study used the statistical package for social science to analysis the data collected. Thus, the results are obtained as follows:

Where reliability was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{N-1} * \frac{1 - \text{Total variations questions}}{\text{variation college grades}}$$

Cronbach alpha coefficient = (0.77), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study. Validity coefficient is the square of the islands so reliability coefficient is (0.88), and this shows that there is a high sincerity of the scale and that the benefit of the study.

3.7 Data Analysis Procedure

The researcher used the SPSS programme for analysis of data. This will be made for the teachers' questionnaire and the Observation.

Summary

This chapter has drawn the road map for the study. It will describe the different aspects of the research (population, samples, tools, etc.). It also describes in detail the questionnaire, observation and the procedures for data analysis.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter is concerned with data analysis, results and the interpretation of the results on the basis of research questions and hypotheses. In discussing these results, statistical figures in terms of frequencies and percentages were reported for each variable of the study.

Questionnaire was designed to measure the attitudes and opinions of university teachers about the barriers of oral communication among Sudanese EFL students (fourth year) .The results of data were analyzed, tabulated, presented and discussed.

The variables were discussed within the results obtained from the computer treatment of the data.

Finally, the hypotheses were tested according to these results. The final results were set for further comments and recommendations. The tools of data collection used in the present study were designed to measure the main variable of the study.

4.2 The Analysis of the Questionnaire

4.2.1 Qualification

Table (4.1) qualification

Value	Frequencies	Percent
BA	18	36.0%
MA	19	38.0%
PhD	13	26.0%
Total	50	100.0%

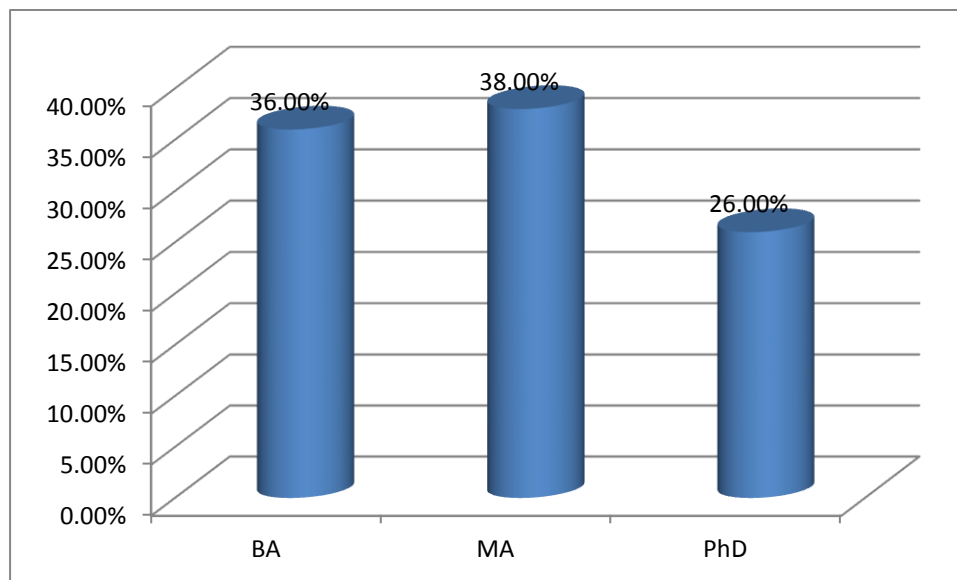


Figure (4.1) Qualification

The table and the figure above show the most of the respondents have MA as qualification, and their number was (19) with percentage (%38.0).The respondents who have BA were (18) with (%36.0), and the respondents who have a PhD were (13) with (%26.0).

4.2.2 Years of Experience in Teaching Communications.

Table (4.2) Teaching Experience

Value	Frequencies	Percent
1-5 years	33	66.0%
6-10 years	17	34.0%
Total	50	100.0%

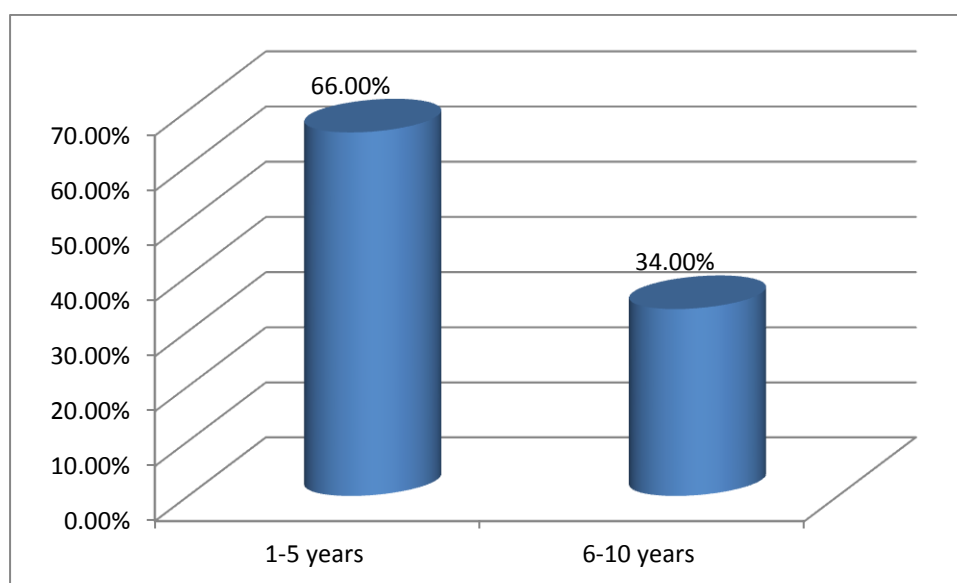


Figure (4.2) Teaching Experience

It is noticed from the above table and figure that, most of the sample' respondents have experience between 1 to 5 years their number were (33) teachers with percentage (66.0%).The number of the sample 'respondents who have experience between 6 to 10 years their number were (17) teachers with percentage (34.0%).This indicate that there are no more qualified teachers.

4.2.3 Statement (1): Students Provide an Alternative word when Faced with a Linguistic Hurdle

Table (4.3) Using alternative words

Value	Frequencies	Percent
Strongly agree	2	4.0%
Agree	18	36.0%
Neutral	4	8.0%
Disagree	24	48.0%
Strongly disagree	2	4.0%
Total	50	100.0%

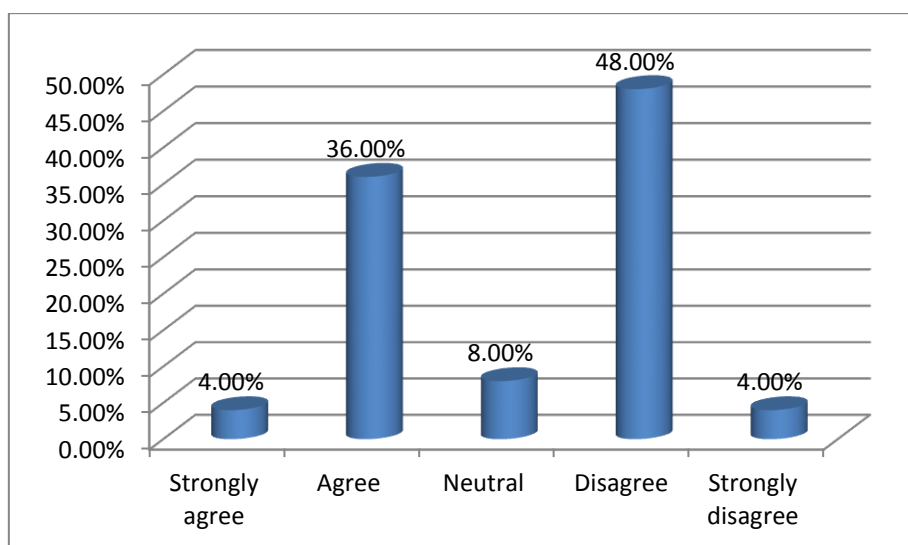


Figure (4.3) Using alternative words

The table and figure above show the distribution of the sample by the statement as follows: strongly agree by (%4.0) agree by (%36.0) Not sure by (%8.0) disagree by (%48.0) Strongly Disagree by (%4.0). And the majorities (52.0%) of the respondents do not support the statement which claims that Students provide an alternative word when faced with a linguistic hurdle.

4.2.4 Statement (2) Students Pronounce Words Correctly

Table (4.4) Pronouncing words correctly

Value	Frequencies	Percent
Strongly agree	0	0.0%
Agree	7	14.0%
Neutral	2	4.0%
Disagree	31	62.0%
Strongly disagree	10	20.0%
Total	50	100.0%

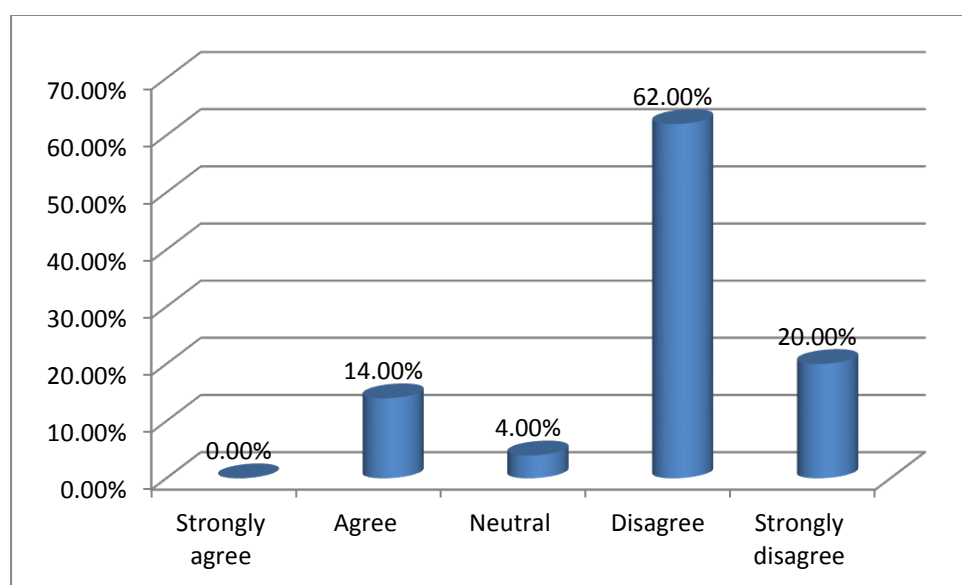


Figure (4.4) Pronouncing Words Correctly

The table and the figure above show the distribution of the sample by the statement as follows: strongly agree by (%0.0) agree by (%14.0) not sure by (%4.0) disagree by (%62.0) Strongly Disagree by (%20.0). And the majorities (82.0%) of the respondents do not support the statements which claim that Students pronounce words correctly.

4.2.5 Statement (3): Students Give Telegraphic Answer while Communicating

Table (4.5) Telegraphic Answer

Value	Frequencies	Percent
Strongly agree	4	8.0%
Agree	15	30.0%
Neutral	4	8.0%
Disagree	21	42.0%
Strongly disagree	6	12.0%
Total	50	100.0%

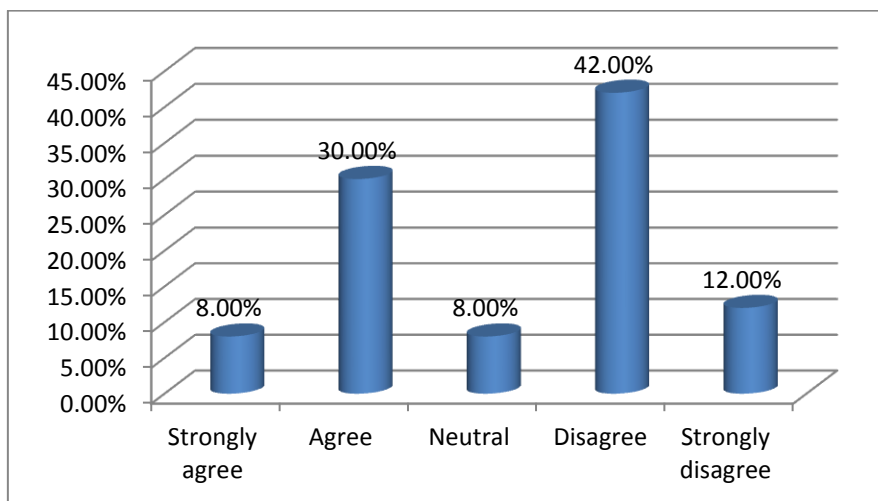


Figure (4.5) Telegraphic Answer

The table and the figure above show the distribution of the sample by the statement as follows strongly agree by (%8.0) agree by (%30.0) Not sure by (%8.0) disagree by (%42.0) Strongly Disagree by (%12.0). And the majority (38.0%) of the respondents do not support the statements which claims that Students give telegraphic answer while communicating

4.2.6 Statement (4): They Use Wrong Lexical Choice Such as Red tea
Table (4.6) Using wrong Lexical Choice

Value	Frequencies	Percent
Strongly agree	5	10.0%
Agree	19	38.0%
Neutral	3	6.0%
Disagree	11	22.0%
Strongly disagree	12	24.0%
Total	50	100.0

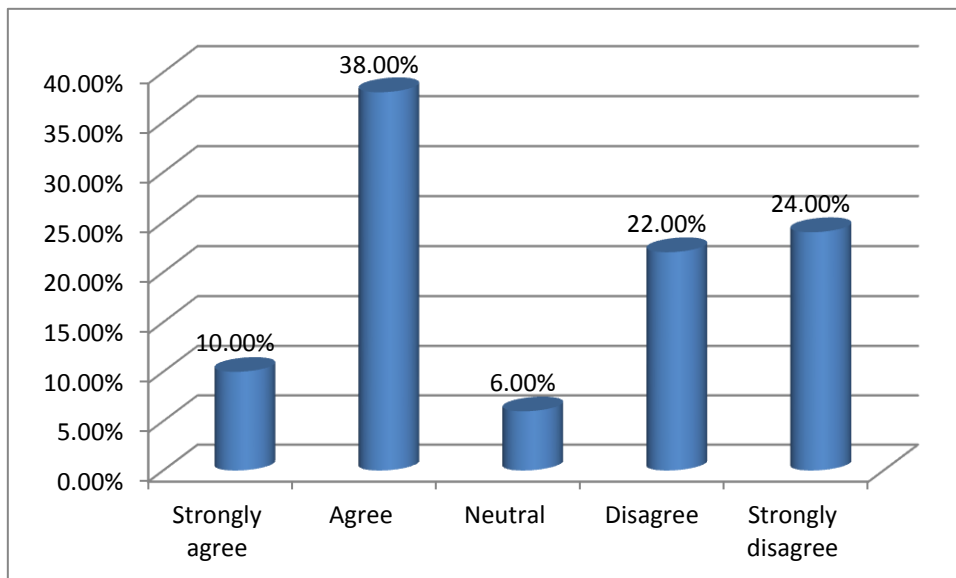


Figure (4.6) Using Wrong Lexical Choice

The table and the figure above show the distribution of the sample by the statement as follows strongly agree by (10.0%) agree by (38.0%) Not sure by (6.0%) disagree by (22.0%) Strongly Disagree by (24.0%). And some (38.0%) of the respondents do not support the statements which claims that they use wrong lexical choice such as red tea

4.2.7 Statement (5): They Know how to Interrupt Politely

Table (4.7) Interrupting politely

Value	Frequencies	Percent
Strongly agree	2	4.0%
Agree	6	12.0%
Neutral	6	12.0%
Disagree	27	54.0%
Strongly disagree	9	18.0%
Total	50	100.0%

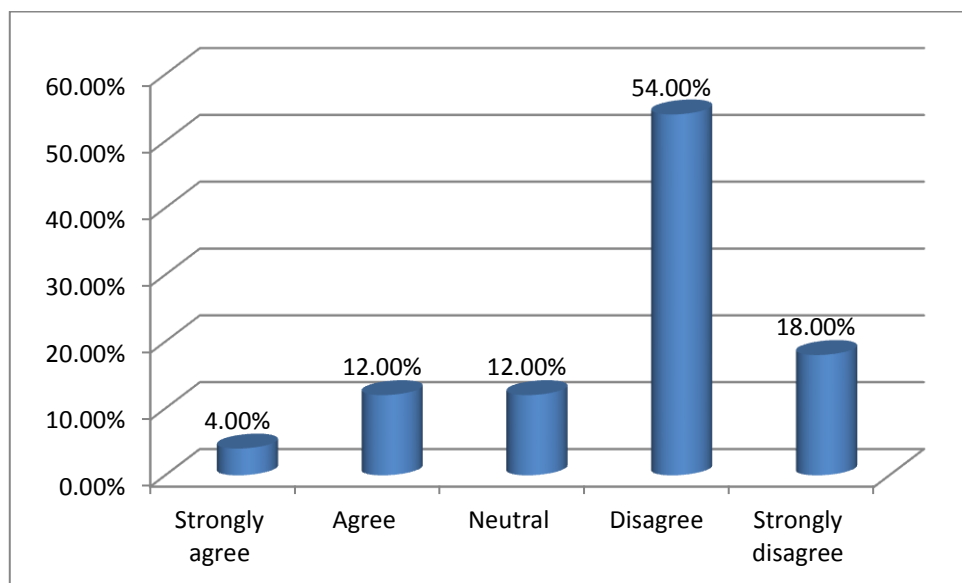


Figure (4.7) Interrupting Politely

The table and figure above the statistical results show that strongly agree by (4.0%) agree by (12.0%) Not sure by (12.0%) disagree by (54.0%) Strongly Disagree by (18.0%). And the majorities (72.0%) of the respondents do not support the statements which claim that they know how to interrupt politely.

4.2.8 Statement (6): They Accept and Refuse Invitations Politely.

Table (4.8) Accepting and Refusing Politely

Value	Frequencies	Percent
Strongly agree	3	6.0%
Agree	7	14.0%
Neutral	3	6.0%
Disagree	28	56.0%
Strongly disagree	9	18.0%
Total	50	100.0%

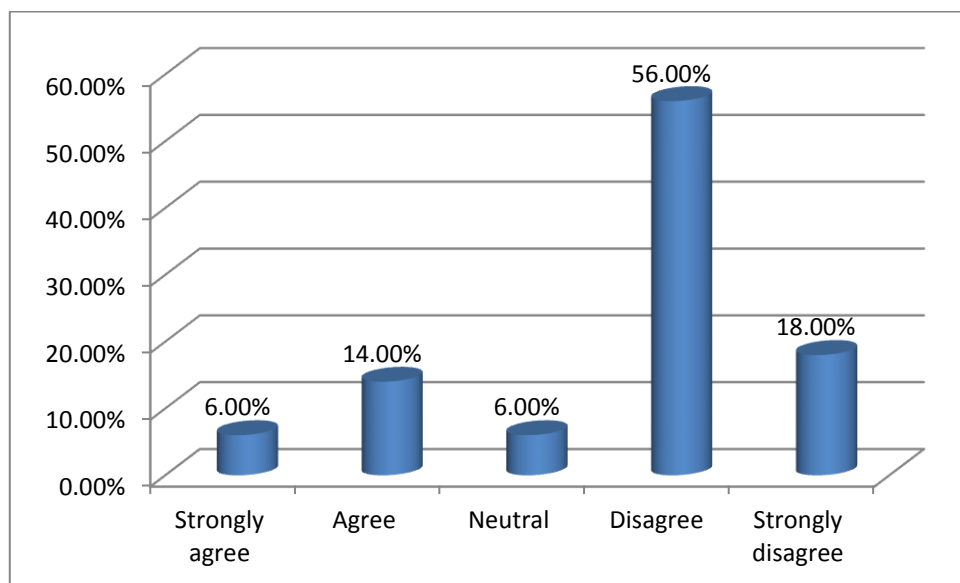


Figure (4.8) Accepting and Refusing Politely

The table and figure above the statistical results show that strongly agree by (6.0%) agree by (%14.0) not sure by (6.0%) disagree by (56.0%) Strongly disagree by (18.0%).And the majorities (74.0%) of the respondents do not support the statements which claims that they accept and refuse invitations politely.

4.2.9 Statement (7): They Use Polite Structure when Agreeing and Disagreeing

Table (4.9) Agreeing and Disagreeing

Value	Frequencies	Percent
Strongly agree	1	2.0%
Agree	9	18.0%
Neutral	2	4.0%
Disagree	24	48.0%
Strongly disagree	14	28.0%
Total	50	100.0%

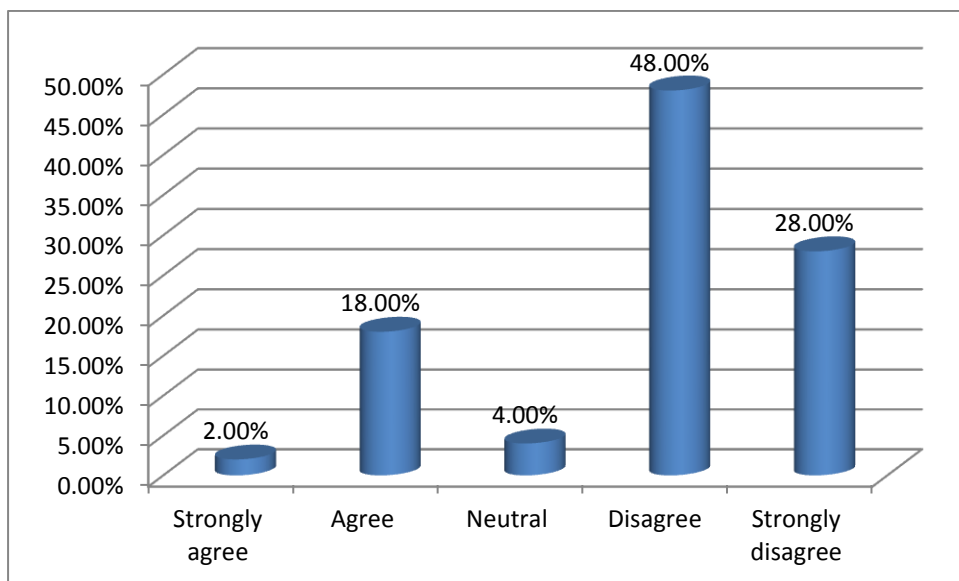


Figure (4.9) Agreeing and Disagreeing

According to the table and figure above the statistical results show that strongly agree by (2.0%) agree by (18.0%) Not sure by (4.0%) disagree by (48.0%) Strongly Disagree by (28.0%). And the majorities (76.0%) of the respondents do not support the statement which claims that they use polite structure when agreeing and disagreeing.

4.2.10 Statement (8): They use Idiomatic expression in oral communication

Table (4.10) The Use of Idiomatic Expression

Value	Frequencies	Percent
Strongly agree	1	2.0%
Agree	8	16.0%
Neutral	4	8.0%
Disagree	21	42.0%
Strongly disagree	16	32.0%
Total	50	100.0%

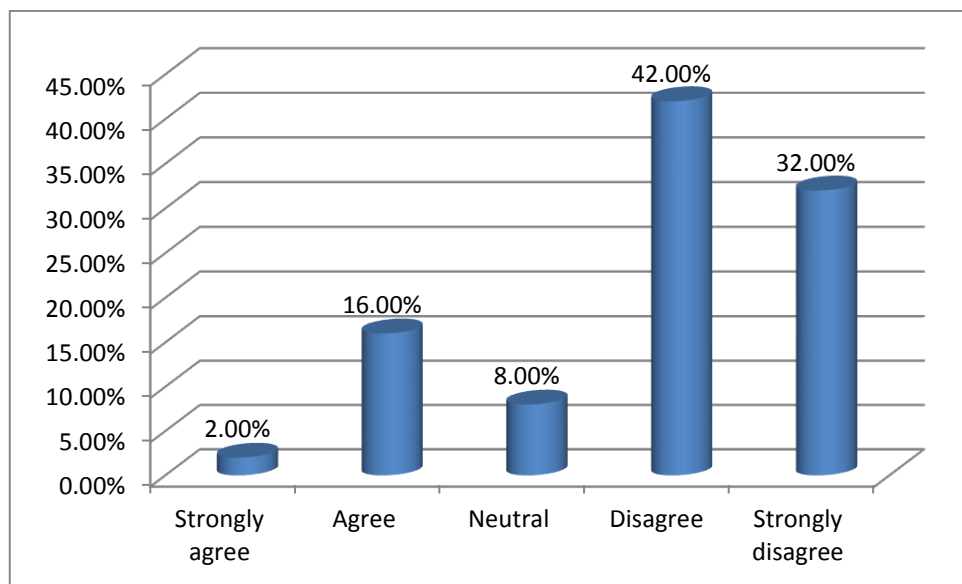


Figure (4.10) The Use of Idiomatic Expression

The table and the figure above the statistical results show that strongly agree by (2.0%) agree by (16.0%) Not sure by (8.0%) disagree by (42.0%) Strongly Disagree by (%32.0). And the majorities (74.0%) of the respondents do not support the statement which claims that they use Idiomatic expressions in oral communication

4.2.11 Statement (9) They Understand others Gestures when they Communicate

Table (4.11) The Understanding of Gestures

Value	Frequencies	Percent
Strongly agree	5	10.0%
Agree	7	14.0%
Neutral	4	8.0%
Disagree	25	50.0%
Strongly disagree	9	18.0%
Total	50	100.0%

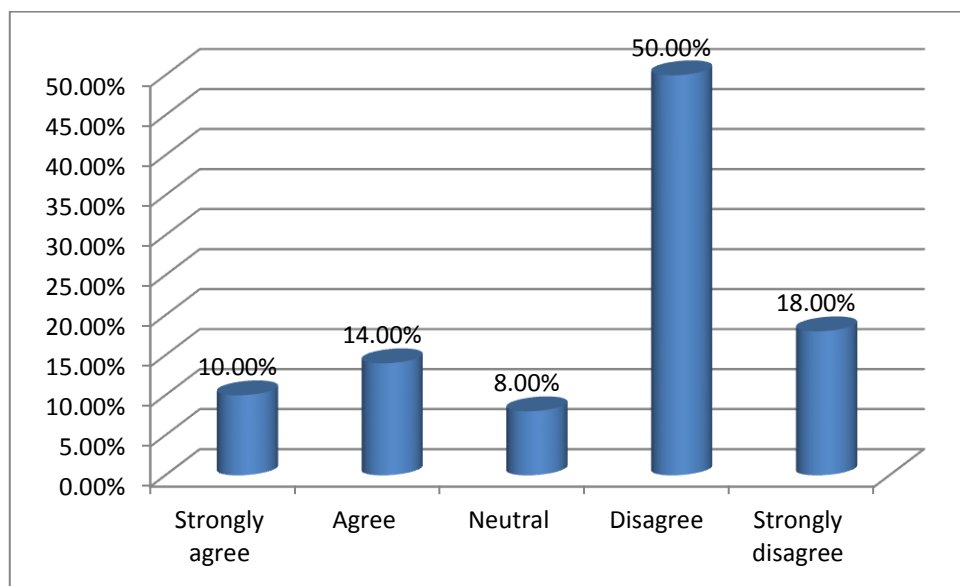


Figure (4.11) The Understanding of Gestures

The table and the figure above the statistical results show that strongly agree by (10.0%) agree by (14.0%) Not sure by (%8.0) disagree by (50.0%) Strongly Disagree by (18.0%). And the majorities (68.0%) of the respondents do not support the statement which claims that they understand others gestures when they communicate.

4.2.10 Statement (10): They Use Formal language in formal context

Table (4.12) Using formal language in formal context

Value	Frequencies	Percent
Strongly agree	4	8.0%
Agree	18	36.0%
Neutral	6	12.0%
Disagree	17	34.0%
Strongly disagree	5	10.0%
Total	50	100.0%

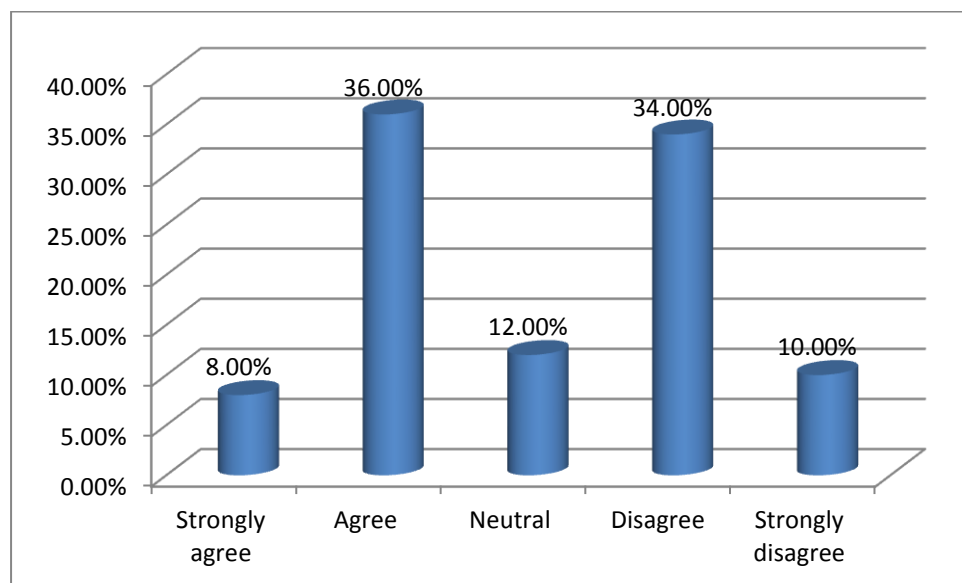


Figure (4.12) Using Formal Language in Formal Context

The table and the figure above the statistical results show that strongly agree by (8.0%) agree by (36.0%) not sure by (12.0%) disagree by (34.0%) Strongly Disagree by (10.0%). And some (34.0%) of the respondents do not support the statement which claims that they use informal language in formal context while, others support the statement

4.2.11 Statement (11): They Use eye Contact while Communicating

Table (4.13) Using Eye Contact

Value	Frequencies	Percent
Strongly agree	6	12.0%
Agree	8	16.0%
Neutral	9	18.0%
Disagree	20	40.0%
Strongly disagree	7	14.0%
Total	50	100.0%

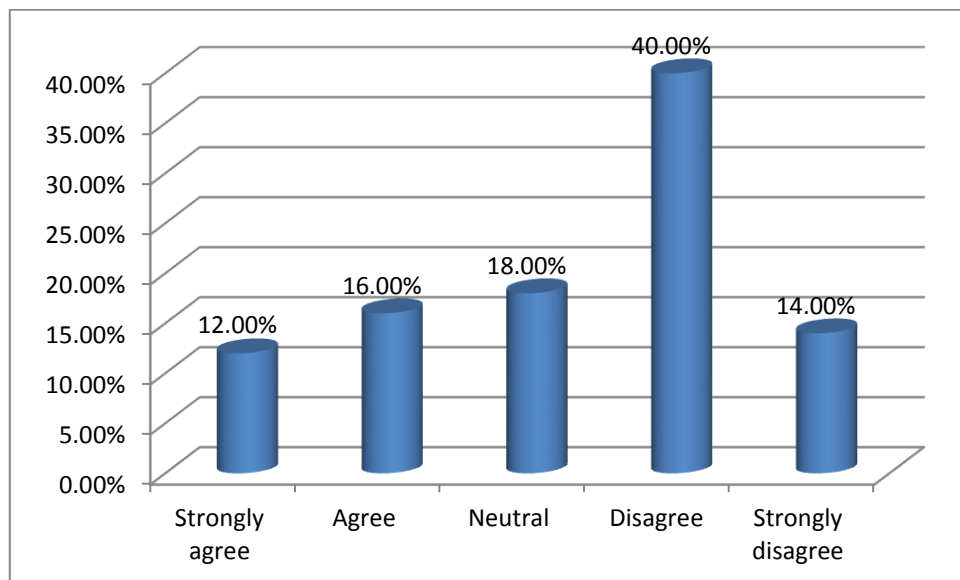


Figure (4.13) Using Eye Contact

The table and the figure above the statistical results show that strongly agree by (12.0%) agree by (16.0%) Not sure by (18.0%) disagree by (%40.0) Strongly Disagree by (14.0%). And the majorities (64.0%) of the respondents do not support the statement which claims that they use eye context while communicating.

4.2.12 Statement (12) They Use body Language Appropriately

Table (4.14) Using Body Language

Value	Frequencies	Percent
Strongly agree	3	6.0%
Agree	10	20.0%
Neutral	7	14.0%
Disagree	21	42.0%
Strongly disagree	9	18.0%
Total	50	100.0%

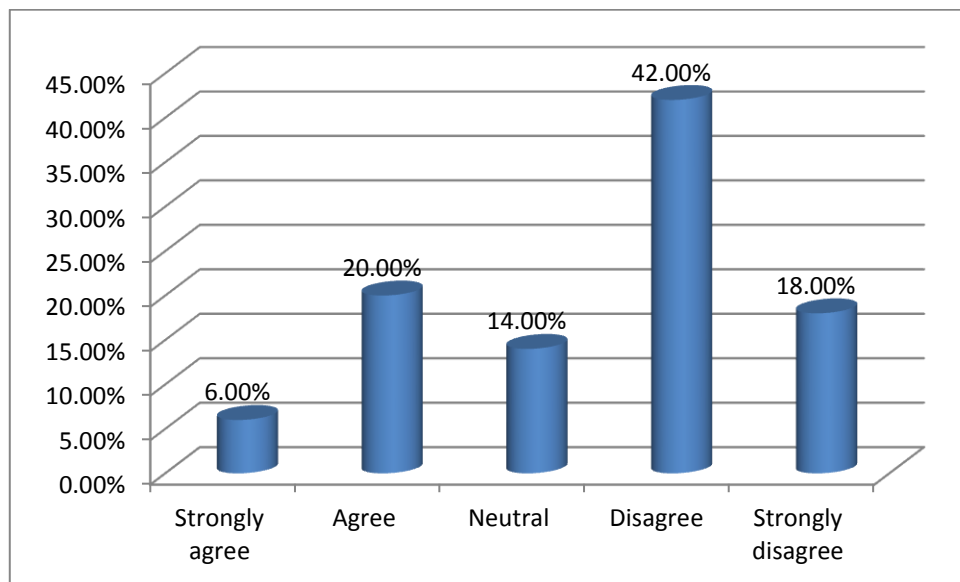


Figure (4.14) Using Body Language

The table and the figure above the statistical results show that strongly agree by (6.0%) agree by (20.0%) Not sure by (14.0%) disagree by (42.0%) Strongly Disagree by (18.0%) And the majorities (60.0%) of the respondents do not support the statement which claims they use body language appropriately

Table (4.15) Shows the Result of the Chi square Test for the Value

No	Value	Chi-Square	df	Sig.	Median	Scale
1	Students provide an alternative word when faced with a linguistic hurdle	42.400	4	0.000	2.00	Disagree
2	Students pronounce words correctly	39.120	3	0.000	2.00	Disagree
3	Students give telegraphic answer while communicating	23.400	4	0.000	2.00	Disagree
4	The use wrong lexical choice such as red tea	16.000	4	0.000	3.00	Not sure
5	They know how to interrupt politely	38.600	4	0.000	2.00	Disagree
6	They accept and refuse invitations politely	43.200	4	0.000	2.00	Disagree
7	They use polite structure when agreeing and disagreeing	35.800	4	0.000	2.00	Disagree
8	They use Idiomatatic expression in oral communication	27.800	4	0.000	2.00	Disagree
9	They understanding others	29.600	4	0.000	2.00	Disagree

	gestures when they communicate					
10	They use formal language in formal context	19.000	4	0.000	3.00	Not sure
11	They use eye context while communicating	13.000	4	0.000	2.00	Disagree
12	They use body language appropriately	18.000	4	0.000	2.00	Disagree

4.3 The result of the Chi square Test for the Value

Statement One

Students provide an alternative word when faced with a linguistic hurdle reaching the chi-square is (42.400) with the significant value (0.000) and it is less than probability value (0.05). That means there differences that are statistically significant of the sample for disagree.

Statement Two:

Students pronounce words correctly reaching the chi-square is (39.120) with the significant value (0.000) and it is less than probability value (0.05). That means there is significant differences that there are statistically significant differences of the sample for disagree.

Statement Three

Students give telegraphic answer while communicating reaching the chi-square is (23.400) with the significant value (0.000) and it is less than

probability value (0.05). That means there significant differences that are statistically significant differences of the sample for disagree.

Statement Four

They use wrong lexical choice such as red tea, chi-square is (16.000) with the significant value (0.000) and it is less than probability value (0.05) . That means there significant differences that are statistically significant differences of the sample for not sure.

Statement Five

They know how to interrupt politely reaching the chi-square test which is (38.600) by the significant value (0.000) and it's less than probability value (0.05), that means there is significant differences that there are statistically significant differences of the sample for disagree.

Statement Six

They accept and refuse invitations politely, chi-square is (43.200) with the significant value (0.000) and it is less than probability value (0.05).That means there significant differences that are statistically significant differences of the sample for disagree.

Statement Seven

They use polite structure when agreeing and disagreeing, the chi-square is (35.800) with the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for disagree.

Statement Eight

They use Idiomatic expression in oral communication the chi-square is (27.800) with the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for disagree.

Statement Nine

They understand others gestures when they communicate the chi-square is (29.600) with the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for disagree.

Statement Ten

They use formal language in formal context the chi-square is (19.000) with the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for not sure.

Statement Eleven

They use eye contact while communicating the chi-square is (13.000) with the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for disagree.

Statement Twelve

They use body language appropriately chi-square is (18.000) with the significant value (0.000) and it is less than probability value (0.05). That

means there is significant differences that are statistically significant differences of the sample for disagree.

4.4 Hypotheses of the Study

4.4.1 Hypothesis One

This study set out to investigate the following hypotheses:

The BA students of EFL cannot use the appropriate vocabulary and grammar.

Table (4.16) Appropriate Vocabulary and Grammar

N	Chi-Square	df	Sig.	Median	Scale
50	39.120	4	0.000	2.00	disagree

Table (4.16) above shows the chi-square is (39.120) with the significant value (0.000) and it is less than probability value (0.05). That means there is significant differences which means that BA students of EFL cannot use the appropriate vocabulary and grammar for the disagree.

4.4.2 Hypothesis Two

The BA students of EFL cannot use suitable communication strategies related to the situation.

Table (4.17) Using Communicative Strategies

N	Chi-Square	df	Sig.	Median	Scale
50	40.125	4	0.000	2.00	disagree

Table (4.17) above shows that chi-square is (40.125) with the significant value (0.000) and it is less than probability value (0.05). That means there is a significant difference which means that BA students of EFL cannot use suitable communication strategies related to the situation for the disagree.

4.4.3 Hypothesis Three

The BA students of EFL do not use the suitable conventional communication in discussions.

Table (4.18) The Use of Conventional Communication in Discussions

N	Chi-Square	df	Sig.	Median	Scale
50	25.140	4	0.000	2.00	disagree

Table (4.18) above shows that chi-square is (25.140) with the significant value (0.000) and it is less than probability value (0.05). That means there is significant differences which means BA students of EFL do not use the suitable conventional communication in discussions for the disagree.

4.5 Discussion

This study will prove the hypothesis that". The BA students of EFL cannot use the appropriate vocabulary and grammar "And also, offers answers the following questions.

Question (1): To what extent can BA students at of EFL use the appropriate vocabulary and grammar related to the discussion?

Statement (1) Students provide an alternative word when faced with a linguistic hurdle.

The respondents' answers in connection with the statement above were: strongly agree by (4.0%) agree by (36.0%) Not sure by (8.0%) disagree by (48.0%) Strongly Disagree by (4.0%).This mean that BA students cannot use the appropriate vocabulary and grammar related to the discussion.

Statement (2): Students pronounce words correctly.

When the teachers were asked about the statement above, the majority of them disagree with the percentage strongly agree by (0.0%) agree by (14.0%) not sure by (4.0%) disagree by (62.0%) Strongly Disagree by (20.0%).This indicate that students cannot use the appropriate vocabulary and grammar related to the discussion.(table and figure 4.1.2).

Statement (3): Students give telegraphic answer while communicating.

Based on the responses of the teachers on the statements above which were as follow: strongly agree by (8.0%) agree by (30.0%) Not sure by (8.0%) disagree by (42.0%) Strongly Disagree by (12.0%).This clearly shows that students cannot use appropriate grammar and vocabulary (table and figure 4.1.3).

Statement (4): They use wrong lexical choice such as red tea.

The responses on this statement above were the majority strongly agree by (10.0%) agree by (38.0%) Not sure by (6.0%) disagree by (22.0%) Strongly Disagree by (24.0%) this shows that students can use appropriate vocabulary and grammar related to the discussion.

Question2: To what extent can BA students of EFL use the suitable communication strategies related to the situation?

Hypothesis2: The BA students of EFL cannot use suitable communication strategies related to the situation.

Statement (1): They know how to interrupt politely.

When the respondents were asked about whether students can use the suitable communication strategies related to the situation the majority of them were disagreed with percentage 18.0%.This proves that students cannot use suitable communication strategies related to the situation. While others were strongly agree by 4.0% agree by 12.0% not sure by 12.0% (table and figure 4.1.5).

Statement (2): They accept and refuse invitations politely.

The responses on this statement above were strongly agree by (6.0%) agree by (14.0%) Not sure by (6.0%) disagree by (56.0%) Strongly disagree by (18.0%).And the majorities (74.0%) of the respondents do not support the statements which claims that they accept and refuse invitations politely (table and figure 4.1.6).

Statement (3): They use polite structure when agreeing and disagreeing.

When the teachers were asked the above their responses were strongly agree by (2.0%) agree by (18.0%) Not sure by (4.0%) disagree by (48.0%) Strongly Disagree by (28.0%). The frequencies of disagree and agree were the highest which conducted that The BA students of EFL cannot use suitable communication strategies related to the situation.(table and figure 4.1.7).

Statement (4): They use Idiomatic expression in oral communication.

According to the responses given by the teachers, it is found that the frequencies of disagreement got high responses as follow: that strongly agree by (2.0%) agree by (16.0%) Not sure by (8.0%) disagree by (42.0%) Strongly Disagree by (32.0%). This result emphasized that students do not use Idiomatic expression in oral communication.

Question Three: To what extent BA students of EFL can adopt the suitable conventional communication which enable them to keep the discussion go on?

Hypothesis Three: The BA students of EFL do not use the suitable conventional communication in discussions.

Statement (1): They understand others gestures when they are communicating.

When respondents were asked whether students of EFL use the suitable conventional communication in discussions or not. The majorities of the respondents were strongly disagree with percentage strongly agree by (10.0%) agree by (14.0%) Not sure by (8.0%) disagree by (50.0%) Strongly Disagree by (18.0%). These results maintained that students of

EFL do not use the suitable conventional communication in discussions (table and figure 4.1.9).

Statement (2): They use formal language in formal context.

When the respondents were asked whether the students use formal language informal context or not the majority of them strongly disagree with the percentage strongly agree by (8.0%) agree by (36.0%) not sure by (12.0%) disagree by (34.0%) Strongly Disagree by (10.0%). These results emphasize that students of EFL do not use the suitable conventional communication in discussions (table and figure 4.1.10).

Statement (3): They use eye contact while communicating.

When the teachers were asked about the statement above, the majority of them strongly agree by (%8.0) agree by (%36.0) not sure by (%12.0) disagree by (34.0%) Strongly Disagree by (%10.0).This indicates that some of them use eye contact while communicating. (table and figure 4.1.11).

Statement (4): They use body language appropriately.

Based on the responses of the teachers on the statement above which were as follow: that strongly agree by (6.0%) agree by (20.0%) Not sure by (14.0%) disagree by (42.0%) Strongly Disagree by (18.0%).This clearly shows that students do not use body language appropriately.

4.6 Discussion of Check List Results

4.6.1 Item (1): She/he Utters Accurate Sentences, when she/he is Involved in Oral Communication.

Table (4.19) Uttering Accurate Sentences.

Value	Frequencies	Percent
Always	1	1.4%
Sometime	58	82.9%
Never	11	15.7%
Total	70	100.0%

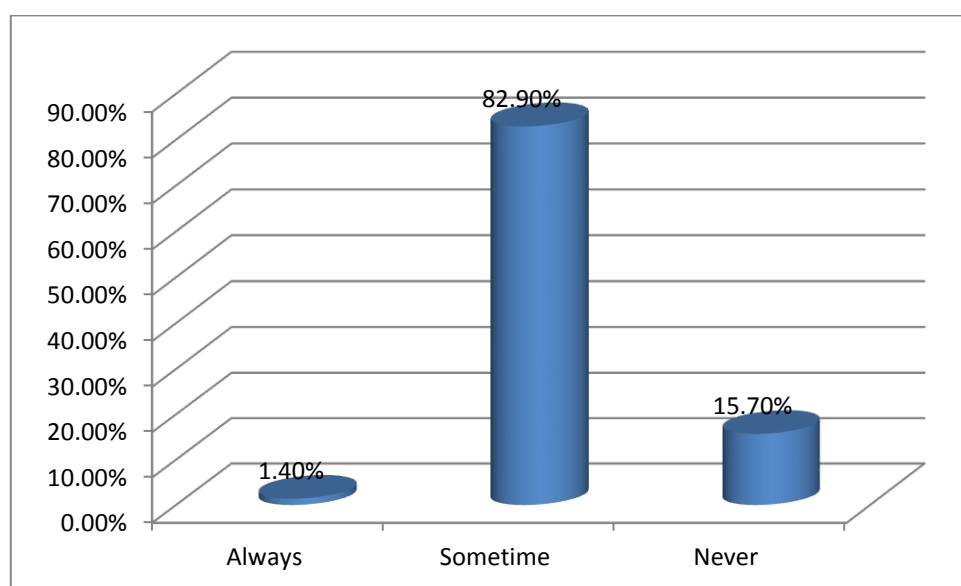


Figure (4.19) Uttering Accurate Sentences

The table and figure above show that (1.4%) of the students always who accurate sentence when involved in oral communication. While those who sometime do that amount to (%82.9). And those who never do this respond (15.7%). This means the majorities sometimes utter accurate sentences, when they involved in oral communication.

4.6.2 Item (2): She/he uses the Appropriate Lexical Forms When Communicating.

Table (4.20) Appropriate Lexical Forms

Value	Frequencies	Percent
Always	3	4.3%
Sometime	50	71.4%
Never	17	24.3%
Total	70	100.0%

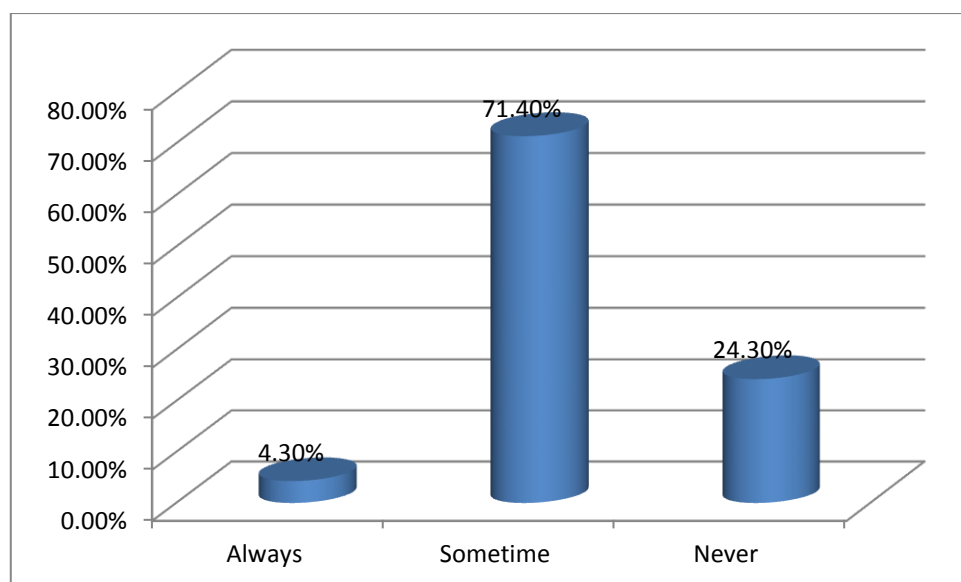


Figure (4.20) Appropriate Lexical Forms

The table and figure above show that (4.3%) students always who use appropriate form when communicating. While those who sometimes use appropriate lexical forms amount to (71.4%), and those who never do this (24.3%). This indicates they sometime use the appropriate lexical forms when communication.

4.6.3 Item (3): She/he Provides an Alternative Word when Faced with a linguistic Hurdle

Table (4.21) providing alternative words

Value	Frequencies	Percent
Always	4	5.7%
Sometime	34	48.6%
Never	32	45.7%
Total	70	100.0%

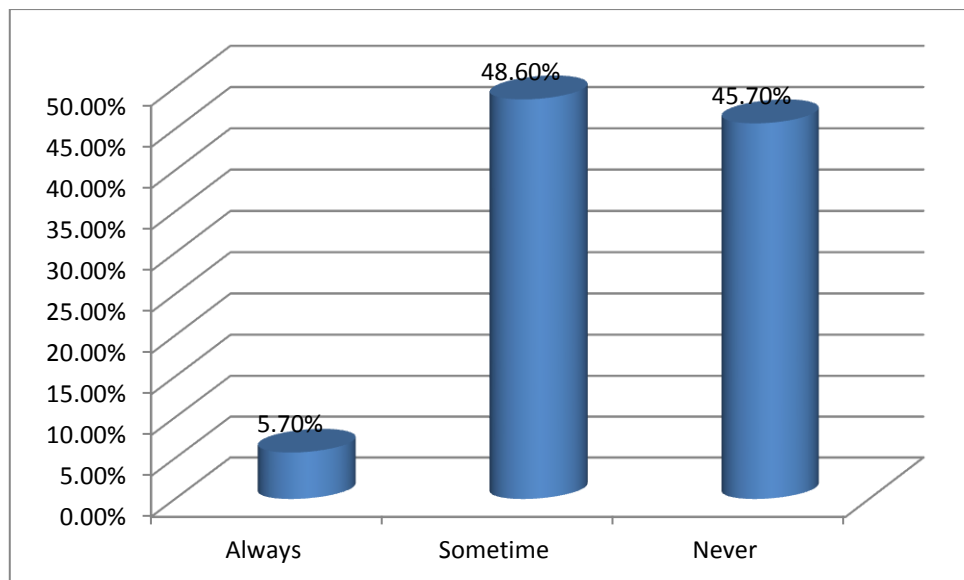


Figure (4.21) Providing Alternative Words

The table and figure above show that (5.7%) students always who provide an alternative words. While those who sometime do that amount to (48.6%).And those who never do this represent (45.7%).The indicates that they never provide an alternative word when faced with a linguistic hurdle.

4.6.4 Item (4): She/he Uses Wrong Lexical Choice

Table (4.22)

Value	Frequencies	Percent
Always	19	27.1%
Sometime	38	54.3%
Never	13	18.6%
Total	70	100.0%

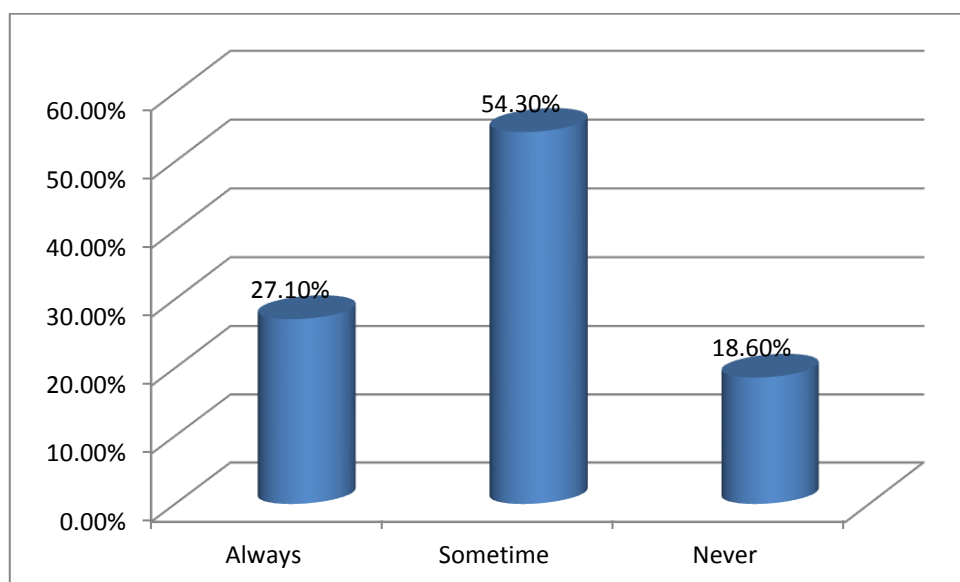


Figure (4.22) Using Wrong Lexical Choice

The table and figure above show that (27.1%) students who use wrong lexical choice while those who sometime do that (54.3%). And those who never do that represent (18.6%). It means that they sometime use wrong lexical choice.

4.6.5 Item (5): She/he Practices the Target Language in Many situations

Table (4.23) Practicing Target Language.

Value	Frequencies	Percent
Always	0	0.0%
Sometime	52	74.3%
Never	18	25.7%
Total	70	100.0%

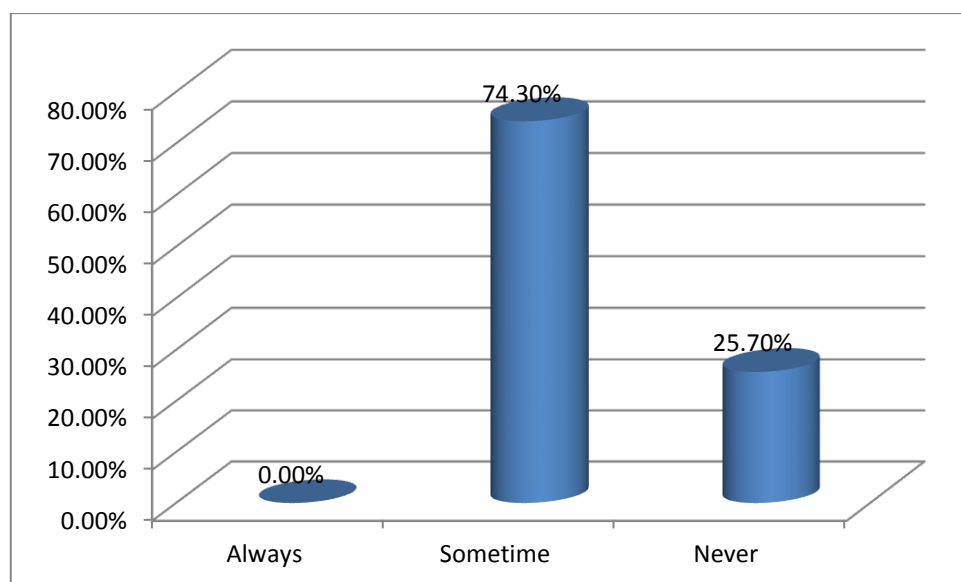


Figure (4.23) Practicing Target Language

The table and figure above show that (0.0%) students always who practice the target language. While those who sometime do that amount to (74.3%) .But who never do this represent (25.7%).These results indicates they sometime practice the target language in many situations.

4.6.6 Item (6): She/he Knows how to Invite Politely

Table (4.24) Inviting Politely

Value	Frequencies	Percent
Always	0	0.0%
Sometime	36	51.4%
Never	34	48.6%
Total	70	100.0%

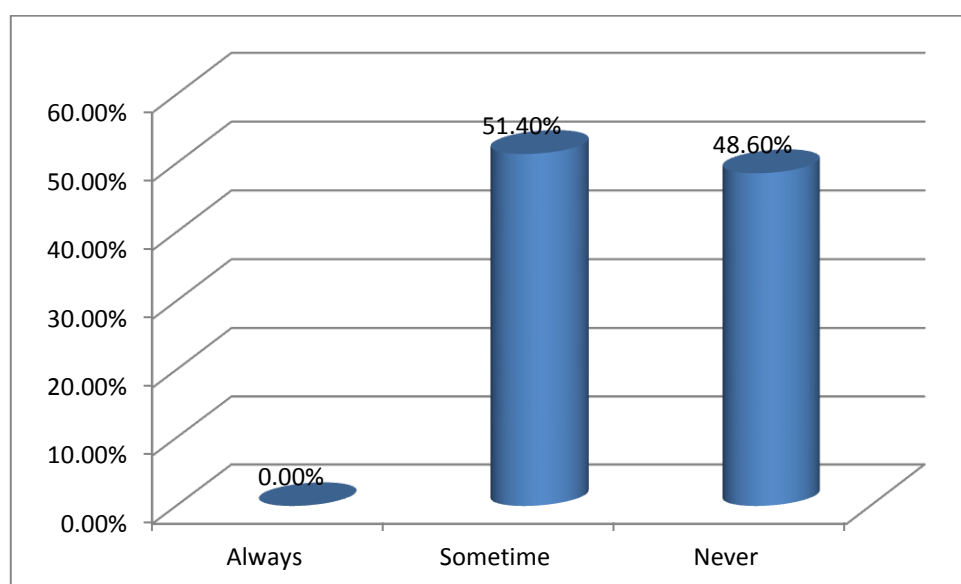


Figure (4.24) Inviting Politely

The table and figure above show that (0.0%) students always who invite politely. While who sometime do that amount to (51.4%).those who never do this represent (48.6%).It is clear that students never know how to invite politely, while others sometime know.

4.6.7 Item (7): She/he is Responds Adequately, when she/he is Involved in Oral Communication

Table (4.25) Responding Adequately

Value	Frequencies	Percent
Always	0	0.0%
Sometime	45	64.3%
Never	25	35.7%
Total	70	100.0%

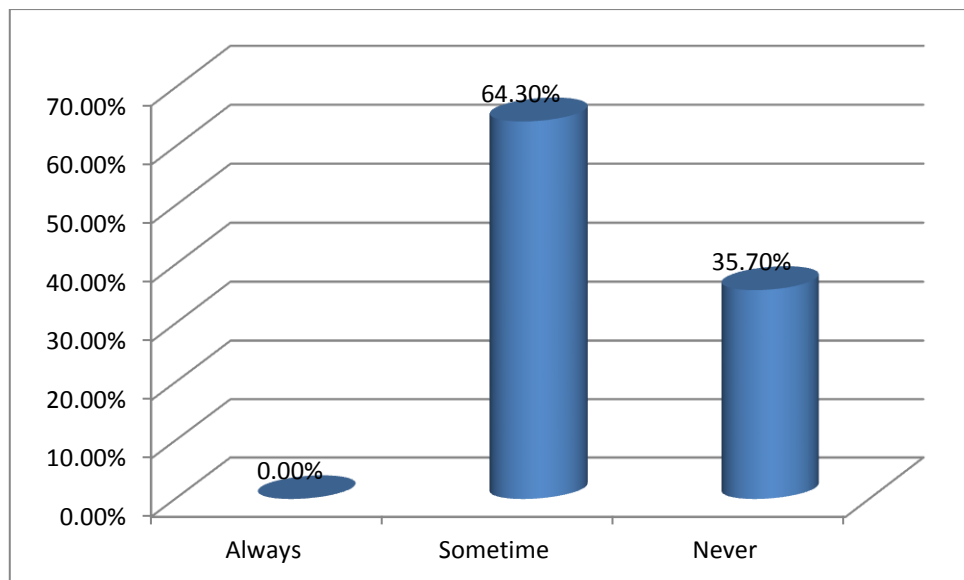


Figure (4.25) Responding Adequately

The table and figure above show that (0.0%) of the students always who respond adequately .While those who sometime do that amount to (64.3%). But those who never do this represent (35.7%). This indicates that the majorities sometimes respond adequately.

4.6.8 Item (8): She/he Interrupts his/her Colleagues Politely

Table (4.26) Interrupting Politely.

Value	Frequencies	Percent
Always	0	0.0%
Sometime	36	51.4%
Never	34	48.6%
Total	70	100.0%

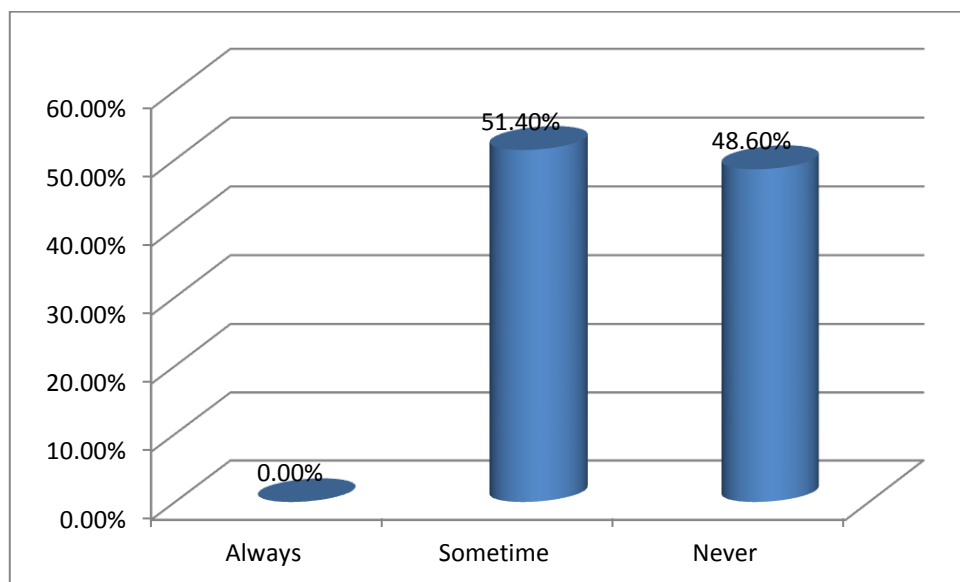


Figure (4.26) Interrupting Politely

The table and figure above show that (0.0%) of the students always who interrupt politely, while those who sometime do that amount to (51.4%). Those who never do this represent (48.6%). This means the majorities of the students sometime interrupt their colleagues politely.

4.6.9 Item (9): She/he Correctly Understands Gestures of others

Table (4.27) Understanding Gestures

Value	Frequencies	Percent
Always	12	17.1%
Sometime	33	47.1%
Never	25	35.7%
Total	70	100.0%

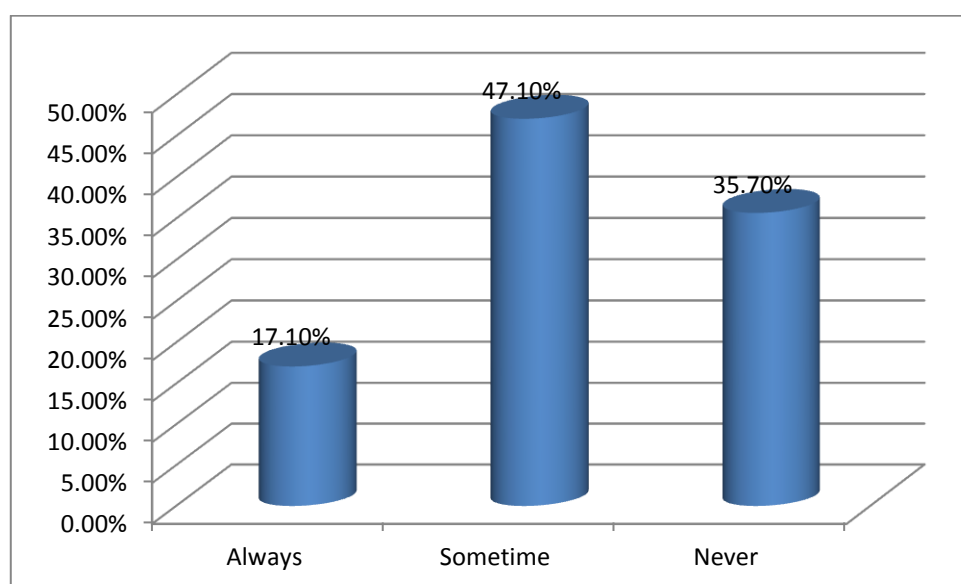


Figure (4.27) Understanding Gestures

The table and figure above show that (17.1%) of the students always who understand gestures in oral communication .While those who sometime do that amount to (47.1%). Those who never do that represent (35.7%).This means the majorities sometime correctly understand gestures of others while, others do not.

4.6.10 Item (10): She/he Uses informal Language in Formal Context

Table (4.28) Using Informal Language

Value	Frequencies	Percent
Always	40	57.1%
Sometime	15	21.4%
Never	15	21.4%
Total	70	100.0%

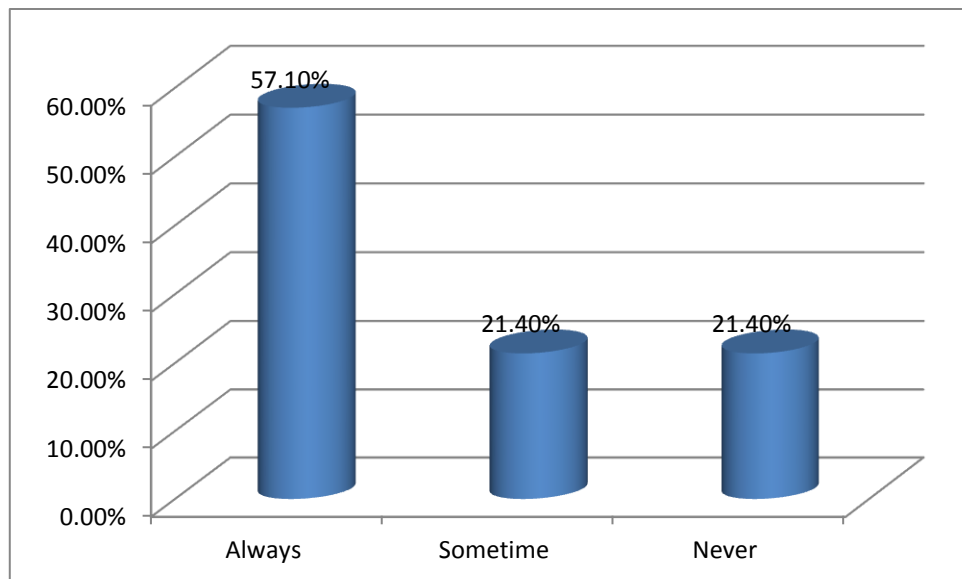


Figure (4.28) Using Informal Language

The table and figure above show that (57.1%) of the students always who use informal language in formal context .While those who sometime do that amount to (21.4%).And those who never do this represent (24.1%).These results show the majorities always use informal language in formal context.

4.6.11 Item (11): She/he uses Idiomatic Expression in Oral Communication.

Table (4.29) Using idiomatic expression

Value	Frequencies	Percent
Always	5	7.1%
Sometime	29	41.4%
Never	36	51.4%
Total	70	100.0%

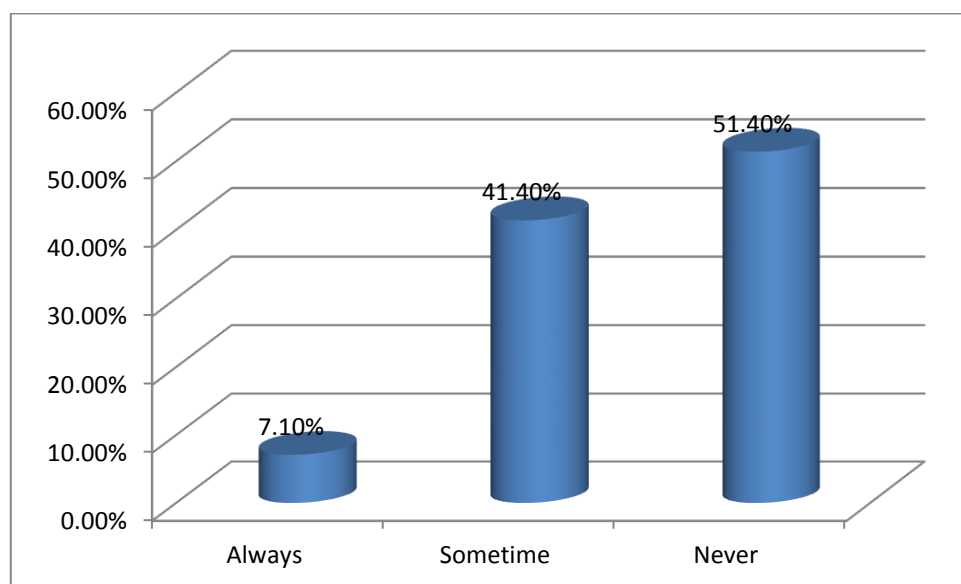


Figure (4.29) Using Idiomatic Expression

The table and figure above show that (7.1%) of the students always use idiomatic expressions in oral communication. While those who sometimes do that amount to (41.4%). And those who never do that represent (51.4%). These results indicate that the majority never use idiomatic expressions in oral communication.

4.6.12 Item (12): She/he Manages to Keep the Flow of Speed Despite Linguistic Problem

Table (4.30) Managing to Keep the Flow of Speed

Value	Frequencies	Percent
Always	1	1.4%
Sometime	50	71.4%
Never	19	27.1%
Total	70	100.0%

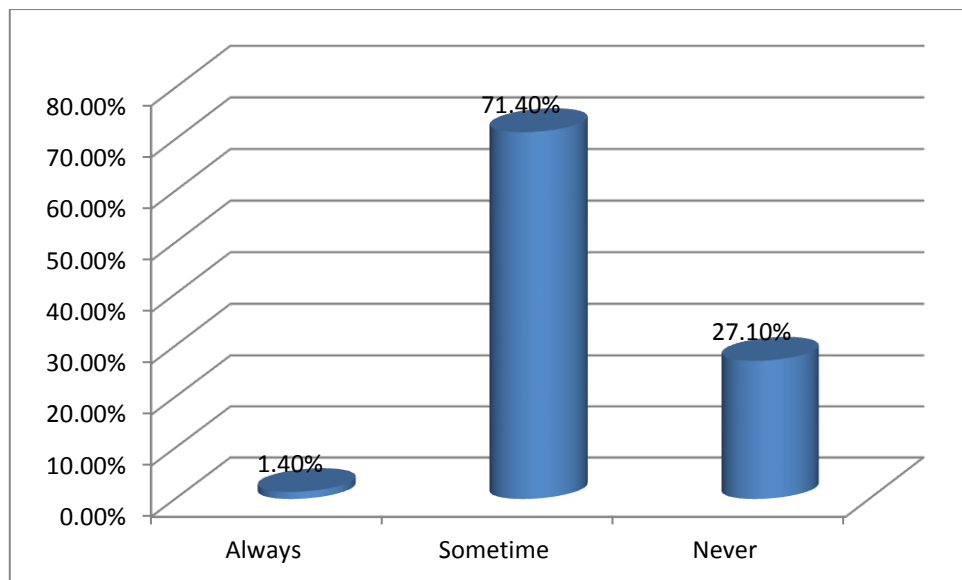


Figure (4.30) Managing to Keep the Flow of Speed

The table and figure above show that (1.4%) of the students always who manage to keep the flow of speed .While those who sometime do that amount to (71.4%).Those who never do that represent (27.1%).These results show that the majorities sometimes manage to keep the flow of speed despite linguistic problem.

Table (4.31) Shows the Result of the Chi square Test for the Value:

No	Value	Chi-Square	df	Sig.	Median	Scale
1	She/he utters accurate sentences, when she/he is involved in oral communication	79.400	2	0.000	2.00	Sometime
2	She/he uses the appropriate lexical forms when communication	49.914	2	0.000	2.00	Sometime
3	She/he provides an alternative word when faced with a linguistic hurdle	24.114	2	0.000	2.00	Sometime
4	She/he uses wrong lexical choice	14.600	2	0.000	2.00	Sometime
5	She/he practices the target language in many situations	16.514	1	0.000	2.00	Sometime
6	She/he knows how to invite politely	12.057	1	0.000	2.00	Sometime
7	She/he is responds adequately, when she/he is involved in oral communication	15.714	1	0.000	2.00	Sometime
8	She/he interrupts his/her	15.057	1	0.000	2.00	Sometime

	colleagues politely					
9	She/he correctly understand gestures of other	9.629	2	0.000	2.00	Sometime
10	She/he uses formal language in formal context	17.857	2	0.000	3.00	Always
11	She/he uses idiomatic expression in oral communication	22.657	2	0.000	1.00	Never
12	She/he manages to keep the flow of speed despite linguistic problem	52.657	2	0.000	2.00	Sometime

4.7 The Result of the Chi square test for the Value

Item One

She/he utters accurate sentences, when she/he is involved in oral communication chi-square is (79.400) with the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for sometimes.

Item Two

She/he uses the appropriate lexical forms when communication chi-square is (49.914) with the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for sometimes.

Item Three

She/he provides an alternative word when faced with a linguistic hurdle chi-square is (24.114) with the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for sometimes.

Item Four

She/he uses wrong lexical choice chi-square is (14.600) with the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for sometimes.

Item Five

She/he practices the target language in many situations chi-square is (16.514) with the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for sometimes.

Item Six

She/he knows how to invite politely chi-square is (12.057) with the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for sometimes.

Item Seven

She/he is responds adequately, when she/he is involved in oral communication chi-square is (15.714) with the significant value (0.000) and it is less than probability value (0.05), that means there significant

differences that are statistically significant differences of the sample for sometimes.

Item Eight

She/he interrupts his/her colleagues politely chi-square is (15.057) by the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for sometimes.

Item Nine

She/he correctly understands gestures of other chi-square are (9.629) by the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for always.

Item Ten

She/he uses informal language in formal context chi-square is (17.857) by the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for never.

Item Eleven

She/he uses idiomatic expression in oral communication chi-square is (22.657) with the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for sometimes.

Item Twelve

She/he manages to keep the flow of speed despite linguistic problem chi-square is (52.657) with the significant value (0.000) and it is less than probability value (0.05). That means there significant differences that are statistically significant differences of the sample for sometimes.

4.8 Discussion in the Light of Results

Hypotheses one The BA students of EFL cannot use the appropriate vocabulary and grammar.

Question (1): To what extent can BA students of EFL use the appropriate vocabulary and grammar related to the discussion?

Statements 1, 2, 3, and 4 were phrased to elicit whether students at Sudan University can use appropriate vocabulary and grammar or not. The majority of the respondents chose the option ("disagree" and "strongly disagree"). This indicates the results from the observation which indicates that the majority of the students sometimes use vocabulary and grammar inappropriately.

According to the table (4.16), the result of the chi-square was less than (0.05). This indicates that the above statements are highly reliable. According to table (4.31), the acceptance of the above hypothesis was consolidated by the findings of the teachers. It is also confirmed by the students' observation check list findings. This indicates that this insufficient use of vocabulary and grammar to some extent plays a role in making barriers of oral communicative competence among EFL students at Sudan University.

Hypothesis2: The BA students of EFL cannot use suitable communication strategies related to the situation.

Question2: To what extent can BA students of EFL use the suitable communication strategies related to the situation?

According to the statements 5,6,7, 8 and items 5,6,7,and 8 which were designed to find out whether EFL students can use suitable communication strategies related to the situation or not. The respondents provided negative answers to the statements (disagree or strongly disagree). This shows that the students cannot use suitable communication strategies in oral communication. The items of observation showed that the vast majority sometimes use suitable communication strategies related to the situation.

According to the table (4.17). the results of chi-square was less than (0.05). This indicates that the above statements were highly reliable. According to the table (4.14).It was obvious that the lack of using communication strategies to some extent played a role in making barriers in oral communicative competence among EFL students at Sudan University .

Hypothesis Three: The BA students of EFL do not use the suitable conversational conventions in discussions.

Question Three: To what extent BA students of EFL can adopt the suitable conversational conventions which enable them to keep the discussion go on?

Statements 9,10,11,12 and the items 9, 10,11and12 which were designed to elicit whether EFL students can adopt the suitable conventional communication which enable them to keep the discussion going on. The

respondents provided negative answers to the statements (strongly disagree or agree), the students' observation which was designed to check whether EFL students are able to adopt the suitable conversational conventions or not, the answers were (sometimes or never), this shows that the students do not use conversational conventions in oral communication.

According to the table (4.18), the result of chi-square was less than (0.05). This indicates that the above statements were reliable. The interpretation of the statements and the statistical results led to a conclusion that the majorities of the EFL students do not adopt the suitable conversational conventions in discussions. The acceptance of the above hypothesis was consolidated by the findings of the students and teachers. According to the tables (4.15) and (4.31), this indicates that the lack of adopting the suitable conversational convention in discussions to some extent plays a role in making barriers in oral communicative competence among EFL students.

4.9 Summary

This chapter discussed the qualitative and quantitative data collected by the research instruments. The discussion of data aimed at providing answers to the research questions and testing the hypotheses of the study.

The students' observation and teachers' responses showed that EFL students experienced barriers due to the lack of adopting the suitable conversational conventions in discussions, are unable to use suitable communication strategies related to the situation and unable to use appropriate vocabulary and grammar in oral communication.

These results will be accepted as negative results in the light of teachers' questionnaire and students' observations.

CHAPTER FIVE

SUMMARY, FINDINGS RECOMMENDATIONS, AND CONCLUSION

5.0 Introduction

The previous chapter includes the analysis of data collection and results. This chapter will summarize these results and propose some recommendations. Also it will suggest some further research areas and conclusion.

5.1 Findings

The study is proposed to investigate the barriers that hinder oral communicative competence among Sudanese EFL learners at Sudan university of Science and Technology. A descriptive study was carried out and the results are analyzed and discussed in relation to the hypotheses. As the analysis and discussion in the chapter show the following findings resulted from the study:

1. BA students of EFL are unable to use the appropriate vocabulary and grammar.
2. BA students of EFL are unable to use suitable communication strategies related to the situation.
3. BA students of EFL do not use the suitable conversational conventions in discussions.

5.2 Recommendations

In the light of results mentioned above the researcher recommends the followings:

- University teachers should take into account the importance of vocabulary and grammar when teaching oral communication.
- University teachers should be aware of communication strategies while teaching oral communication.
- University teachers should teach conversational conventions which take place in discussions.
- BA students should be encouraged to use idiomatic expression in discussion.
- Teachers should pay attention in teaching formal and informal language.

5.3 Suggestions for Further Research

The researcher suggests the following as recommendations for potential areas for further research. These suggestions are based on the findings and conclusions of the study:

1. The Barriers of using Body language in oral communication.
2. The inability of using idiomatic expressions in oral communication.

5.4 Summary

This chapter deals with the data collected by means of the questionnaire and observation of check list. The collected data of the questioner is presented in form of tables accompanied with figures .After data analyzed and discussed, the results of two groups are compared by using T-tests

program . Also, collected data of observation check list is presented in terms of tables and figures.

Finally, the findings that result from analyzed and discussed data are used to test the hypotheses of the study.

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Appendix (1): Teachers' questionnaire

SUDAN UNIVERSITY of SCIENCE and TECHNOLOGY

FACULTY OF EDUCATION

DEPARTMENT OF ENGLISH LANGUAGE

Dear.....,

As part of PhD thesis at Sudan University of scienceand Technology, I'm conducting a survey that investigate"Investigating Awareness towards Barriers That Hinder Oral Communicative competence Among Sudanese English students.

I will appreciate if you respond to all statements below. Any information obtained in association with this study will remain confidential.

Name: (optional).....

Qualification: **BA**

MA

PhD

Years of Experience in Teaching communications: **1-5**

6-10

More than 10years

THE QUESTIONNAIRE

Read the following statements and then kindly put a tick (✓) inside the square next to the suitable option that you think is most appropriate.

NO	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Students provide an alternative word when faced with a linguistic hurdle.					
2	Students pronounce words correctly.					
3	Students give telegraphic answer, while communicating.					
4	They use wrong lexical choice such as, red tea.					
5	They know how to interrupt politely.					
6	They accept and refuse invitations politely.					
7	They use polite structure when agreeing and disagreeing					
8	They use idiomatic expression in oral communication.					

9	They understand others' gestures when they communicate.					
10	They use informal language in formal context.					
11	They use eye contact while communicating.					
12	They use body language appropriately.					

Appendix (2) : Students' observation

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Observation Check List

This Observation tends to collect data for a (PhD) in Applied Linguistics. The study is conducted to draw attention to Oral Communication Competence among BA students.

Name:

No	Statement	Always	Sometimes	Never
1	She/he utters accurate sentences, when She/he is involved in oral communication.			
2	She/he uses the appropriate lexical forms when communicating.			
3	She/he provides an alternative word when faced with a linguistic hurdle.			
4	She/he uses wrong lexical choice.			
5	She/he practices the target language in many			

	situations.			
6	She/he knows how to invite politely.			
7	She/he is responds adequately, when She/he is involved in oral communication.			
8	She /he interrupts his/her colleagues politely.			
9	She/he correctly understands ' gestures of others.			
10	She/he uses informal language in formal context.			
11	She/he uses idiomatic expression in oral communication.			
12	She /he manages to keep the flow of speech despite linguistic problem.			