



Sudan University of Science and Technology

College of Graduate Studies

College of Languages



*Assessing Sudanese University Students' Oral
communicative Competence in an EFL
Environment*

*A Case Study of Students Majoring English
Language at Some Sudanese Universities*

تقييم كفاءة التواصل الشفهي لدى طلاب الجامعات السودانية في بيئة تعلم الانجليزية
كلغة أجنبية. دراسة حالة للطلاب المتخصصين في اللغة الانجليزية.

*A Thesis Submitted in Fulfillment of the Requirements for
Ph.D. in English Language (Applied Linguistics)*

Submitted by:

Ammar Adam Abdelnabi Mohamed

Supervised by:

Professor. Mahmoud Ali Ahmed Omer

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Dedication

I dedicate this thesis to:

My beloved parents, dear wife, children and members of the family, as well as to my late grandfather, Mohammed Kheir who sent me to school, to colleagues and friends.

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All praise of huge thanks is due to Allah the Almighty Who enabled me to achieve this academic work. Lots of thanks and appreciation are extended to my supervisor, Dr. Mahmoud Ali for his excellent guidance, patience, and encouragement throughout the process of carrying out this task. I would also like to express deep gratitude to teachers and students at three Sudanese universities for their contributions during the execution of this research.

Abstract

This study aimed at assessing Sudanese university students' oral communicative competence in an EFL environment. The study attempted to assess, investigate and determine the level of oral communicative competence attained by Sudanese university students who are majoring English language. The study, moreover, aimed at exploring new ideas and views to develop the students' oral communicative competence in classroom and outside the school environment. For this purpose two tools were designed to collect data and details from the sample of the research. First, a questionnaire for university students and an interview for teachers of different qualifications. The data were analyzed and computed using Statistical Package for the Social Sciences, (SPSS). The study concluded to some findings of which learners pay much attention to accuracy and grammar rather than pragmatic competence and fluency using the target language. The study also found that students need much practice of their English in the real world because the communicative activities in class don't fulfill their need. Another finding is that, the evaluation of the learners depends mainly on the written exams, so teachers pay attention only to literacy skills. The study found that most of the students have little opportunity to practise their English in the real world which leads to serious problems when they encounter real life situational conversations. On the basis of the results, the study finishes with some recommendations for teaching and learning oral communicative competence in the EFL context.

Abstract (Arabic version) مستخلص الدراسة

تهدف هذه الدراسة إلى تقييم أثر القدرات الشفهية لدى طلاب الجامعات السودانية على كفاءتهم التخاطبية في بيئة تعلمهم للإنجليزية كلغة أجنبية. الدراسة تعتبر محاولة لتقييم وتقصي وتحديد مستوى كفاءة التواصل الشفوي لدى طلاب الجامعات السودانية في تخصص اللغة الإنجليزية. علاوة على ذلك الدراسة تهدف لاكتشاف أفكار ورؤى جديدة لتطوير كفاءة التواصل الشفوي في القاعات الدراسية وخارج نطاق البيئة الدراسية. لهذا الغرض تم تصميم أداتين لجمع البيانات والتفاصيل من عينة البحث. أولاً: كان هنالك استبانة لطلاب الجامعات، ومقابلة للمدرسين بمؤهلاتهم المختلفة. وقد تم تحليل البيانات وحسابها باستخدام الحزمة الإحصائية للعلوم الاجتماعية. الدراسة بإيجاز قد توصلت إلى نتائج، أهمها: أن المتعلمين يولون اهتماماً كبيراً للتدقيق النحوي، أكثر من التواصل على أرض الواقع، والطلاقة في استخدام اللغة المستهدفة في التعليم. ووجدت الدراسة أيضاً أن الطلاب بحاجة إلى الكثير من ممارسة اللغة الإنجليزية في البيئة الخارجية؛ نظراً لأن التطبيقات التخاطبية في قاعات الدرس لا تفي ب حاجتهم. وثمة نتيجة أخرى هي أن تقييم المتعلمين يعتمد في المقام الأول على الامتحانات التحريرية؛ علاوة لذلك فالمدرسون ينصب جل اهتمامهم فقط في مهارتي القراءة والكتابة. وما قد استنتجته الدراسة أن معظم الطلاب تتوفر لديهم فرص ضئيلة لممارسة مهاراتهم التخاطبية في الواقع الحقيقي؛ مما يؤدي إلى مشكلات خطيرة عندما يواجهون محادثات في اللغة الإنجليزية في ظروف الحياة الحقيقية. استناداً على النتائج؛ خلصت الدراسة لبعض التوصيات لتعليم وتعلم الكفاءة التخاطبية الشفوية في سياق الإنجليزية كلغة أجنبية.

Definitions of Terms

EFL: Is an abbreviation for “**English as a Foreign Language**”. This is mainly used to talk about students (whose first language is not English) learning English while living in their own country. (For example, a Sudanese person learning English in Sudan.)

UK: United Kingdom

US: United States

Native language: The language of the country that someone is born in or native to.

L2: Any language that a person uses other than a first or native language.

Lingua Franca: It can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other’s or where one or both speakers are using it as a ‘second language’.

TEFL: It is an abbreviation for “**Teaching English as a foreign Language**”. It refers to teaching English to people whose first language is not English, especially people from a country where English is not spoken.

TESOL: It stands for “**Teaching English to Speakers of Other Languages**”. The teaching of English to people whose first language is not English, especially in an English-speaking country.

CLT: It stands for Communicative Language teaching.

ESOL: It is an abbreviation for “**English for Speakers of Other Languages**”: used especially in the UK, to refer to the teaching of English to students whose first language is not English, but who are living in an English-speaking country.

ELT: It is an abbreviation of “**English Language Teaching**”: the teaching English specifically to students whose native language is not English.

NNS: It stands for non-native speaker.

NS: It stands for native speaker.

DELTA: It is an abbreviation for “Diploma in English Language Teaching to Adults.

SPSS: Statistical Package for Social Sciences.

Sample: Subjects who actually participate in a study.

Validity: Is the extent to which a concept, conclusion or measurement is well-founded and corresponds accurately to the real world.

Reliability: consistency of results.

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Chapter One

Introduction

Chapter One

Introduction

1.0. Background of the study

There has been a major focus on learning, teaching and assessment in Education, in particular, in the field of English language in an EFL environment because English has become the most widely spoken language in the world. It is used in various areas such as technology, science, and business. Overall, it is the language of learning. It is obvious that language plays the lead role in communication all over the world. However, the effectiveness of communication depends directly on the common understanding of both the speaker and the listener who try to convey their meaning. Definitely the use of the internet has increased EFL learners' opportunities to use English for communicative purposes.

Enhancing learners' communicative competence is one of the aspirations of a considerable number of EFL teachers and EFL scholars, and that is why different foreign language teaching methods (for example, communicative language teaching approaches) have been devised to contribute to this enterprise. Moreover, teachers' ideas and beliefs affect the way they teach. If people accept that language as a means of communication, teaching and learning language should be in line with that view. If they separate language from communication, language will lose its real nature. In this concern, the researcher believes that language is a system of communication, so if the learners can't use practically in real life what they learn, their learning will be nonsense. Judie Haynes (2007) states, researches show that English language learners need opportunities to practise language at their level of competency. (Pica et al., 1989, 1996; Swain & Lapkin, 1995, p 6). Boyet L. (2014) also

contends that, one of the most popular words in the 20th century is “communication”.

Sudanese students learn English as a foreign language, so they often find their courses very challenging. They need to work hard in and outside English classes. In addition to learning academic English they need to adopt a new convention of their own style of acquiring communicative competence. The aim of this study is not to provide a definite text about communicative competence and assessing it in universities but to bring an exploratory practitioner perspective to developing practice through procedures of theory and practice and use of actual practical communicative competence.

In recent years, the advance of computer network technologies has provided more options to language learners and educators as general. In particular, the internet provides opportunities for accessing information and for meeting people in different locations. The world has become a global village as a result. Therefore, English learners especially those who learn it as a foreign language have a great chance to practise it outside classroom environment, preferably with people living in English speaking countries.

The researcher thinks that there is no great effort to develop the Sudanese EFL learners’ oral communicative competence. EFL teachers at Sudanese universities focus mainly on linguistic competence and do ignore the pragmatic side. It is agreed upon that the goal of language is communication. There should be more opportunities for Sudanese EFL learners to expose to language use in real communication inside and outside classrooms, it shouldn’t be very limited. Several studies agree to this claim e.g. Gaily, M., (2014:58) argues that:

EFL teachers in Sudanese context still focus on teaching linguistic competence rather than pragmatic or communicative competence, as a result a lot of Sudanese EFL learners usually encounter serious

*difficulties whenever engage in like-real communicative setting
because of their lack of adequate pragmatic input.*

1.1. Statement of the Study Problem

Learning English as a foreign language is not an easy task. It needs much effort, in particular with regard to oral communicative competency because it can be acquired over a long time with a lot of practice. Moreover, comprehending with native speakers needs special attention as a lot of Sudanese EFL learners are not accustomed to their accent. This is because only a few native English teachers teach at Sudanese universities. Sudanese universities don't have the financial ability to hire teachers from English speaking countries unlike other countries in the Middle East or other parts of the world. In China for example, the government hires teachers from the English-speaking countries to develop students' oral communicative competence. Parents also send their children to some English-speaking countries, in particular the UK or the US for the same purpose. The same situation is taking place in Saudi Arabia and other Gulf countries. In Sudan, the situation is totally different; learners may find it hard when listen or talk to native speakers or communicating in real life situations. There are some private efforts of some Sudanese EFL learners who get access to the internet to comprehend with native speakers through various social contacts or some of them may have chances to travel to English speaking countries from time to time to practise their English in real conversations. Sudanese university learners are expected to acquire adequate communicative competence in English as a foreign language. Despite the efforts made within the area of teaching English to university students majoring in it, the outcome as reflected by students' skills and competencies in English is still below expectations.

Developing the communicative competence of the learners is one of the major goals in the process of English teaching. There are even views “the essence of English teaching is communication”, (Wang, 1996). And that “communicative competence is the essential and ultimate goal of English teaching”, (Wang, 1996). However, it seems that it is easier said than done, since an investigation of the English majors at Sudanese universities has shown difficulties whenever engage in real communication. The situation is probably not optimistic among the majority of them.

In the ESL situation, English is learned within the context of an English-speaking society as the case in South Africa and Zimbabwe. Therefore, ESL learners are exposed to English in and out of the classrooms. Thus, they have opportunities to practise their English and observe how the language used in real situations by interacting with communicatively competent English speakers. These opportunities can lead to the development of pragmatic competence in ESL learners because the learners acquire their knowledge of the English language as it is used in actual situations.

On the other hand, the EFL learners’ opportunities for English practice are limited solely to classroom activities as the case of the Sudanese learners majoring in English, because they are learning the language in a social environment where it is not commonly used for communication. Therefore, Sudanese EFL learners lack both the chance to practise and observe multiple instances of genuine English communication and a lot of them may not develop the pragmatic communication knowledge needed if they are to develop communicative competence. Hence, it is of utmost importance that teachers of English as a foreign language use pedagogical practices that can provide and foster pragmatic skill development in the EFL situation.

1.2. Research Questions

This study is designed to answer the following questions:

1. For what aims oral communicative competence should be given importance in teaching English as a foreign language at Sudanese universities?
2. To what extent are Sudanese university learners majoring in English aware of communicative and pragmatic knowledge of the language?
3. What is the extent to which oral communicative activities are carried out in Sudanese classrooms English majors at universities?
4. How do instructors assess students' oral communicative competence in foreign language classes at Sudanese universities?

1.3. Hypotheses

Based on the above questions, the following hypotheses are formulated:

1. It is a must to focus on communication in teaching English as a foreign language as learners have little opportunity to practise their English outside classroom environment.
2. Sudanese EFL learners lack oral communicative competence of the language.
3. The communicative activities in classrooms don't fulfill the learners' need of using the language in real life situations.
4. Assessing learners' oral communicative competence differs from level to level and university to another.

1.4. The Objectives of the Study

The study is intended to accomplish the following objectives:

1. Investigating the oral communicative competency among students majoring in English at Sudanese universities.

2. To find out to how much students are aware of the importance of the communicative competence.
3. Examining the Sudanese university classroom atmosphere in term of using the language in communication.
4. Survey of the intensity of teachers and student's attitudes towards factors that affect learning English as a foreign language at Sudanese universities.
5. Investigation of using English in real life situations among students and to what extent learners understand native speakers of English when interacting with them.
6. To find out the correlation between classroom communication and oral communicative competency in real life situation.

1.5. The Significance of the Study

The study is significant in three ways:

Firstly, the researcher thinks that assessing learners' communicative competence can be a good means to improve instructions and helps students take control of their own learning. That is more likely to be achieved when assessment is authentic and tied to the teaching goals of the programme. Therefore, the study can be beneficial to both learners and teachers as well as education administrators. The study tries to specify the difficulties with the use of language for communication in term of competency among the EFL students at Sudanese universities.

Secondly, since the ability to communicate in the target language with native speakers of English is the desired goal of most second and foreign language students, this research study attempts to determine whether students are achieving this goal through the core programme of their learning. If the students are not communicatively competent, suggestions will be made to

make a thorough improvement in the curriculum of students who are majoring in English as a foreign language.

Thirdly, the importance of this study is to contribute significantly to develop the students' communicative and pragmatic competence. Therefore, Sudanese EFL learners will benefit from this study. Instructors, universities, institutions, and curriculum developers will also benefit from this study by choosing instruction methods as a model. The outcome of this study will facilitate better understanding of the effectiveness of implementing pragmatic and communicative instruction in foreign language acquisition in structural settings.

1.6. Limits of the Study

The first limitation of this study is to assess the oral communicative competence of the Sudanese students majoring in English at three universities in Khartoum state. The second limitation, the study focuses on the students in the third and fourth level to examine their ability to communicate in real life situations.

1.7. Research methodology

The research methodology employs ethnographic techniques and interaction analysis in order to observe, describe, categorize and analyze the dynamics of activities both in and outside the classroom. Data will be gathered in a variety of methods for this study: Questionnaires with students and interviews with teachers. These methods supply a detailed description for the interpretation of how Sudanese EFL are given opportunities to develop oral communicative competence.

Chapter Two

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2.1. Introduction

In this chapter the researcher first discusses the definition of language, learning and teaching English as a foreign language.

The chapter shows some beliefs about English and explains the teaching process. It also explains the nature of native language, native speaker and non-native speaker. It talks about communication as a means of conveying message. The chapter mainly deals with communicative competence of EFL learners and communication in an EFL environment.

The researcher believes that traditional EFL teaching in Sudan has focused mainly on written tests and teaching grammar, while students' oral English development has been largely ignored. The result most of the students majoring in English face difficulties to express themselves in real life situations. At the faculty level, students face the challenge of developing oral English competence to meet the requirements of their future careers.

The literature review includes three major parts; teaching and learning, communication and communicative competence. Also, a little concern to pragmatic competence is shown here.

2.2. The Definition of Language

Language is a particular system of human communication that consists of sounds, for example, the Arabic language, and the English language. Sometimes a language is spoken by most people in a particular country, for example, Japanese in Japan, but sometimes a language is spoken by only part of the population of a country, for example, Tamil in India, French in Canada.

Languages are usually not spoken in exactly the same way from one part of country to the other. Differences in the way a language is spoken by different

people are described in term of regional and social variation. (Richards& Schmidt, 2010, p.311)

Barber, Beal& Shaw (2009) state: "It is language, more obviously than anything else, that distinguishes humankind from the rest of the animal world. Humans have also been described as tool-making animals; but language itself is the most remarkable tool that they have invented, and is the one that makes most of the others possible" (p. 1).

2.2.1. Human language

According to information theory, language is a means of information exchange. The words of the language are just like a key by which this information is arranged systematically so as to be exchanged. In this process, information is initially a mental representation that rests inside the brain, in our case in the form of neuronal connections and chemical signals. We must codify the information using serials of rules that we call language to transmit it to another brain.

Language turns a mental representation into a set of arbitrary consecutive symbols – words. These words, though already coded information, at that moment remain only in the sender's mind. It is necessary to transform them into something else, such as sounds – phonemes – so that they can reach the recipient; in short, the sender must speak.

All human languages take the word as the basic unit; a certain chain of phonemes that codify a specific piece of information for the brain, i.e., each word has a meaning. Words are the "atoms" of communication. Certainly, in different languages the same meaning is represented by different chains of phonemes. And within the same language we find variations, such as synonyms, which are different chains with identical or very similar information (student, pupil). There are also the homophones, which are similar chains with different meanings (bear, bare). Starting from the union of

these words, of these bricks, and using a set of syntactic rules, we can build sentences, or whole thoughts, and perform the process of communication. Human language would not be so powerful as a channel of information exchange were it not for another characteristic: it is a symbolic language. The ability to use symbols is acquired as our brain develops. Very young children usually refer to objects by means of words that imitate the object. For example, for a 2-year-old child, a cat is a “meow meow.” Cerebral development will eventually allow him or her to use a word as a symbol of a certain object, and he or she will learn that the animal that meows is called “cat.” But, even if the child uses a symbol (a word) to refer to the animal, we cannot yet speak of him or her possessing a symbolic language, since the child does not necessarily understand that the same word could apply to the whole collectivity of domestic felines. As soon as the child’s cerebral development allows him or her to comprehend that “cat” refers not to an object but to a concept, we will be able to say that the child’s language has evolved into a symbolic language. It has been speculated that maybe we are seeing reproduced in a few years the evolutionary process that, through hundreds of thousands of years, led our species to the acquisition of symbolic language. The power of symbolic language is huge. It allows us to share abstract information and concepts we cannot observe in nature, to describe events or objects not present but distant in space and time. It can generate an infinite number of thoughts or ideas from a finite number of words.(Ballesteros, 2010, pp.95, 96)

Barber, Beal& Shaw (2009) view the human language as “a signaling system. The written language is secondary and derivative. In the history of each individual, speech or signing is learned before writing, and there is good reason for believing that the same was true in the history of the species. There are communities that have speech without writing, but we know of no

human community which has a written language without a spoken or signed one" (P. 2).

2.2.2. Knowledge about language

In teacher Education and teacher cognition theory, any kind of knowledge about language that teachers make use of their teaching, such as knowledge of grammar, language use, and second language learning. An important issue in teacher education is the kind of KAL that should form part of the knowledge base of language teacher education as well as the extent to which teachers access and use such knowledge in their teaching. (Richards& Schmidt, 2010, p. 308)

2.3. Learning the language

Learning English language is of utmost importance to most of the Sudanese university students because they need it for their jobs, and to do post graduate studies or even for communication or travelling the world for different reasons. But still there are some obstacles facing the students in learning English. Although English has become the number one international language of business and language of learning, it is not spoken by every member of the family or society. Also, it is not spoken by every university assistant, taxi driver, or store clerk. Knowledge of the country in which you are living and working will make your stay more rewarding. (Camenson, 2003, pp. 25, 26)

Chapelle (2003) says the following about learning the language: "The study of every level of the linguistic system has changed because of technology. At the discourse level, the language of electronic communication creates the impetus for robust theory to help make sense of new registers with their own conventions. The study of phonology includes methods for speech recognition and synthesis that have pushed former limits of knowledge.(p. 20).

2.3.1. Language learning and instruction

The common wisdom suggests that if somebody wants to learn English, he should go to live in an English-speaking country so that he could expose himself to a wide variety of accents in order to be familiar with the pronunciation and vocabulary of native speakers.

Many sites for communication among EFL learners through computer-mediated communication on the Internet or the social media offer good opportunities for conversation with other English speakers, in particular, those who speak it as a mother tongue. The idea is that even though learners may not be able to visit a single English speaking country like Canada for example, they can certainly have access to chat room or use video talks on Face book messenger or other facilities. Upon entering the chat room, learners can develop their listening and communication skills so quickly.

Internet immersion is modern to many of the learners, but the more traditional forms of immersion for developing foreign or second language ability find support from many English language teachers. Many teachers' minds today, principles for explaining why immersion is expected to help develop language ability derive from Krashen's (1982) idea about the value of "comprehensible input," language comprehended without the learner knowing all of the linguistic forms in the message. Surely with all of the material in English on the Internet, any learner can find sufficient comprehensive input for a kind of virtual immersion.

If comprehensible input alone were sufficient for L2 development, much of the computerizing time learners spend might indeed result in L2 development. Indeed, results from experience with the immersion principle suggest that learners who are given a lot of exposure to the target language might develop their ability to comprehend, particularly the spoken language, but this

experience is limited in terms of the degree to which it can help the learner to develop grammatical competence and particularly the ability to produce grammatical language. How can instruction help? Can e-learning help? (Chapelle, 2003, pp. 35, 36)

2.3.1.1. Difficulties of Learning Language in the Classroom

The term 'language difficulties' encompasses a large number of specific problems. Part of the challenge of studying language difficulties is in the assessment and identification stages, i.e., in trying to discriminate between similar problems to find differentiating factors responsible for specific problems with language behaviors. Within the complex psycho-social system that shapes the way we organize information into language forms there is overlap in the contributions of different factors. Attempts to isolate and label these factors are problematic due to the individualistic nature of experiential knowledge and of contextual influences on language learning and language use. In this book, distinguishing between differences in language use that are earned in the context of another set of cultural norms (such as variations in dialect and/or linguistic style) and difficulties that are attributable to a disordered language form, content, or use relative to a general norm of development will not be stressed. Instead, the language difficulties that will be the focus in this text—in theory and in example—are those that differ in form and use from the language of close family members and school peers. That is, the focal children's language difficulties appear to be of asocial-developmental nature and not culturally different from that of the school population in which they are situated. There has been considerable discussion among educational specialists about the role that language difficulties play in the classroom, especially in the development of literacy skills. Children with language difficulties often produce texts--oral and written—those are less cohesive or

meaningfully tied together than those of other children. (Donahue, 1985, pp. 97-124; Feagans& Short, 1984, p. 55)

2.3.1.2. The Role of Language in Education

Paradoxically education has traditionally relied more on teacher talk than on active involvement to transmit knowledge and develop academic and cognitive skills (Goodlad, 1984; Sizer, 1984). This puts a high demand on learners' ability to use language in order to accommodate information, develop their thinking skills and convey their thinking to others. The last requires a growing level of communication skills. Some children have particularly low levels of effective language and communication skills at their disposal. They may also have difficulty in adapting their language to meet the demands of formal situations. Much of the instructional language and reflection in the classroom seems to present difficulties for them. The children with these difficulties find themselves unable to frame relevant questions to help their understanding. Their access to even the best curriculum is therefore limited, but where teacher talk is the main medium of transmission the child is effectively excluded from learning, to the frustration of both child and teacher. Children should be given greater chance from the beginning of the learning process to express themselves freely in learning English as a foreign language. That helps a lot to give them courage and enthusiasm when they grow up to communicate well in real life situations. The role of the teacher should be didactic rather than having much of the time talking and presenting the lesson. (Narian, N., with Jackie& Tracey, 2011, p.4)

2.4. English in Today's World

English is most widely used among the 4, 000 to 5,000 living languages in the whole world. It ranks second as a mother tongue after the Chinese, which is effectively six mutually unintelligible dialects little used outside China. On the

other hand, the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. Finally, if we add those areas where decisions affecting life and welfare are made and announced in English, we cover one-sixth of the world's population. English, in fact, is the official language of many countries; their people who speak it as a second language. It also the official language for NATO, it is the official language of international aviation, and unofficially is the first language of international sport and the pop scene. Russian propaganda to the Far East is broadcast in English, as are Chinese radio programmes designed to win friends among listeners in East Africa. Indeed, more than 60 per cent of the world's radio programmes are broadcast in English and it is also the language of 70 per cent of the world's mail. From its position 400 years ago, as a dialect, little known beyond the southern counties of England, English has grown to its present status as the major world language. The primary growth in the number of native speakers was due to population increases in the nineteenth century in Britain and the USA.

In recent years English, has become the common means of communication and the world language: what is more it be seen can as the language of learning and technology. This domination of English around the world due to historical and political considerations. The rapidly developing technology of the English-speaking countries has made British and American television and radio programmes, films, recordings and books readily available in all but the most undeveloped countries. Furthermore, half of the world scientific literature is written in English. As an example, if a novelist who writes in his own native language, should translate his novel into English so as to be well-known for the other readers around the world. By comparison to other

languages like Arabic, French or Malay have little influence to handle the needs of modern sciences and technology? (Broughton, Brumfit, Flavell, Hill&Pincas, 2003, pp. 1, 3)

Although English is not the language with the largest number of native or 'first' language speakers, it has become a **lingua franca**. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's or where one or both speakers are using it as a 'second language'. Many people living in the European Union, for example, frequently operate in English as well as their own languages (where these are different), and the economic and cultural influence of the United States has led to increase English use in many areas of the globe. Like Latin in Europe in the middle Ages, English seems to be one of the main languages of international communication, and even people who are not speakers of English often know words such as bank, chocolate, computer, hamburger, hospital, hot dog, hotel, piano, radio, restaurant, taxi, telephone, television, university and Walkman. Many of these words have themselves been borrowed by English from other languages of course (e.g. chocolate, hamburger, taxi, etc.), and speakers of Romance languages are likely to have a number of words in common with English. But there are many 'false friends' too, where similar sounding words actually means something quite different, for example, Italian *eventualmente* (= in case) contrasts with English *eventually* (= in the end). (Harmer, 2006, p. 1)

2.4.1.1. English as a Global Language

English is no doubt is a global language for many reasons. That can be seen clearly to people in actual life. You hear English in the media spoken by politicians around the whole world so that their messages can be conveyed to most people in the world. You see a lot of people around the world are trying

to learn English for different reasons. Whenever you travel, you see English is used for signs and advertisements. Whenever you go to public places such as hotels or restaurants, people understand English and there will be an English menu.

These are fascinating questions to explore, whether your first language is English or not. If English is your mother tongue, you may have mixed feelings about the way English is spreading around the world. You may feel pride that your language is the one which has been so successful; but your pride may be tinged with concern, when you realize that people in other countries may not want to use the language in the same way that you do, and are changing it to suit themselves.

If English is not your native language, you will have strong desire and mixed feelings about it. You may be strongly motivated to learn it, because you already know that it may open doors for you to the world, you may need it in your future job or career, or will put you in close touch with other people around the world who speak it as a mother tongue, second or foreign language more than any other language. English stays as a global language because of dominating many fields of people's life. Whenever these reasons gone, the globalism turns to another language. Who knows may be Chinese language is on the way. (Crystal, 2003, pp. 1, 2)

English has become a world language because of its wide diffusion outside the British Isles, to all continents of the world, by trade, colonization and conquest. The process began with English settlements in North America in the seventeenth and eighteenth centuries. English settlements in the West Indies also began in the seventeenth century, in competition with Spanish, French and Dutch colonizers. The expansion of British influence and power continued at an even greater rate during the nineteenth century. Early in the century, the

British displaced the Dutch as the dominant power in South Africa and during the first half of the century British rule was also established in Singapore, British Guiana, New Zealand and Hong Kong. The second half of the nineteenth century was marked by 'the scramble for Africa', in which colonial powers (Belgium, Britain, France, Germany, Portugal) competed for possessions in the African continent. As a result, British rule was established in regions of West Africa (including what is now Nigeria), East Africa (including what are now Kenya and Tanzania) and southern Africa (including what are now Zimbabwe and Botswana).

This worldwide expansion of English means that it is now one of the most widely spoken languages in the world. Estimates of the numbers of speakers of English vary widely, but even the most modest of these agree that there are well over 400 million speakers for whom English is a native language and many more for whom English is a second or foreign language. (Barber, Beal & Shaw, 2009, p. 139-141)

The term "global English" is used to describe the use of English as a world or international language rather than simply the language of native speakers of English. Global English emphasizes that English is spoken as a first, second or foreign language both within and across national borders around the world, and that in many situations "native-speaker" accents are not considered necessary or even desirable. (Richards & Schmidt, 2010, p. 247)

2.4.1.2. The Importance of Learning English

The English language can be a big business for many people who are mastering it. There could be as a billion students learning English around the world t this time. This can be reasonable to consider moving into teaching English as a foreign language (TEFL). However, when you combine this with the freedom the job gives to move around the world and earn your keep, the

case for TEFL gets even stronger. While English speakers move out to different lands, students of English migrate to the other parts of the globe searching for a better life and new horizons. A lot of them prefer to migrate to the UK so as to benefit from living there and have a better chance for education and master the language. (Maxom, 2009, p.1)

2.4.1.3. English as a Second or Foreign Language

It is a basic term with several somewhat different definitions. In a loose sense, English is the second language of any or who learns it after learning their first language in infancy in the home. Using the term this way, no distinction is made between second language, third language, etc. However, English as a second language is often contrasted with English as a foreign language. Some who learn English in a formal classroom setting, with limited or no opportunities for use outside classroom, in a country in which English does not play an important role in internal communication (China, Japan, and Korea, for example), is said to be learning English as a foreign language. Someone who learns English in a setting in which the language is necessary for every body's life (for example, an immigrant learning English in the US) or in a country in which English plays an important role in education, business, and government (for example, in Singapore, the Philippines, India and Nigeria) is learning English as second language. But in countries like, Sudan, Saudi Arabia, or Libya English doesn't play a vital role in the people's life so they learn English as a foreign language. (Richard& Schmidt, 2010, pp. 196, 197)

2.4.1.4. Difference between ESL and EFL

Camenson (2007) has the following views: "ESL stands for English as a second language and TESL for teaching English as a second language. Students in these programs are living in an environment where English is not their first language. They might be immigrants or refugees in an English-speaking country and need to learn the language to cope with day-to-day

life. EFL stands for English as a foreign language and TEFL for teaching English as a foreign language. Students in these programs may live in a country where their own language is the primary tongue; they may need to learn English for academic study, in preparation for travel to an English-speaking country, or for business purposes. For some professionals, the terminology might be helpful in defining the students, but it doesn't reflect any critical differences in teaching methods or approach. Others feel that there are differences—in approach and cultural content of materials— and that the ESL versus EFL terminology should reflect those differences” (p. 2).

ESL occurs in the target language environment (in this case English). This would represent students learning English in the United States, England, Australia or any other country where English is the primary language of interaction, communication, and business. Therefore, students are living and interacting with native speakers, and have overwhelming exposure to the target language. In ESL environments, language learning is not limited to the classroom since students may continue to learn outside the classroom through interactions in their everyday lives. For these students, language learning is more than a curriculum discipline, it's part of survival; they need to learn the language to survive and grow. Another factor is that, in most cases, students in ESL classrooms usually do not share the same native language as their classmates, so creating friendships and interactions in and outside the classroom depends on the learning and development of the target language. In many cases, the culturally heterogeneous classroom leads to higher motivation and faster adaptation of learning strategies. (Ellis, 1996, pp. 213-218)

On the other hand, EFL occurs outside the target language environment. It represents students that are learning English in Sudan, Brazil, Colombia, Mexico, Japan, or any other country where English is not the primary form of interaction and communication among citizens. In this situation, English is part of the school curriculum, or part of extracurricular activities in language

institutes. Generally, students in these situations have exposure to the target language only during class time, and cannot test and practice strategies as easily. Frequently foreign language learning is a personal hobby or a school requirement, rather than a survival necessity. Often students learn English with the sole purpose of passing university entrance exams. Another factor is that students share the same native language and the temptation to facilitate conversation with the use of the native language at times is irresistible. Students learning in EFL settings may also have various motivations and will not always share the same interest or dedication to language learning. (Deckert, 1987, pp. 17-20)

The environment in which learners experience the language is, thus, extremely important, since it may affect all aspects of the learning process, from motivation to teaching methods used by teachers. Considering that language teaching and learning is greatly affected by the environment in which it occurs, it becomes paramount to describe the existing differences between ESL and EFL as related to the implementation of CLT.

A significant factor dealing with environment is the cultural appropriateness of CLT in different EFL contexts. In most regions of the world, learning is done in a traditional fashion (i.e., teacher-centered), having very little learner participation in the classroom. CLT requires that students actively participate and this new role for students may cause frustration and even affect their motivation. For example, Deckert (1987) suggests that “many students [in EFL settings] receive the language classroom primarily as an occasion for a teacher’s guidance through a textbook or for examination on their own mastery of a textbook” (p. 17). Students feel that the classroom is a place for exposure to “material” in other words, language form. Students that are used to a more traditional teaching style may perceive communicative activities as

games. In fact, a study conducted in China stated that students perceived activities common in CLT as games rather than serious learning. (Burnaby & Sun, 1989, pp. 219-238)

It is said that the most important variable of successful second language learning is motivation. In addition, much of the research indicates that affective and socio cultural factors are key influences for successful second language learners. Such factors include motivation and learner's attitude toward the target language. Motivation as initially conceptualized, is divided into two categories: integrative and instrumental. Integrative motivation deals with the desire to learn the target language for purposes of communication, and interest in the target language culture. Instrumental motivation deals with the desire to learn the target language for practical reasons, such as getting a job or passing an exam. It was believed that successful second language acquisition depends upon integrative motivation, which has been originally defined as the willingness or desire to be like members of the second language community. (Gardner, 1968, pp. 2-141-150)

2.5. Beliefs about Teaching

Teaching is a very personal activity, and it is not surprising that individual teachers bring to teaching very different beliefs or thoughts, or assumptions about what constitutes effective teaching. This can be seen by comparing two English teachers in one teaching environment, conduct their classes in a secondary school or even teaching students at university majoring in English in an EFL country. Teacher A follows special technique that enables his students to do well and exert efforts academically, while Teacher B is not experienced enough and so his class does not as well as academically as the students in Teacher A's class, although they both work hard and are enthusiastic. (Jack& Charles, 1996, p. 53)

2.5.1. Foreign Language Teaching and Educational Policy

Language education is a complex process, ranging from instruction in literacy practices directly reflecting the mother tongue spoken in the child's home, through instruction in 'high' varieties related to the home language variety, to instruction in quite unrelated varieties. In the contemporary world, the recipients of language education in a single setting may themselves be a homogeneous or heterogeneous group, in terms of their language and ethnic backgrounds. The language(s) spoken in the home may be part of the cultural heritage of autochthonous minorities, or may be languages spoken by new immigrant communities. Language education takes place in some settings where monolingual system is still the norm, but more usually in settings where a degree of multilingualism obtains. Given these complexities, some commentators have ceased to distinguish between 'second' and 'foreign' language education (e.g. van Els 2005), and others have argued that language education policies should encompass all aspects of language development in a coherent way (e.g. Lo Bianco 1987). However, in this chapter we will maintain our focus on the teaching of languages which do not have a strong currency as medium of communication in the immediate environment of the learners. There are many other useful treatments of educational policies for autochthonous minority languages, and also concerning language policies for 'new' immigrant communities. Here the concentration on the clearest cases of 'foreign' language education, inevitably paying a good deal of attention to the teaching of English in 'expanding circle' countries as well as in Europe, and also to attempts to sustain traditional foreign language education in 'inner circle' Anglophone countries. (Knapp& Seidlhofer, 2009, pp. 79, 80)

2.5.1.1. Teaching English as a Foreign Language

Very often TEFL jobs are advertised as ESOL (English for speakers of other languages). Teaching English as a foreign language, English as a second language and English for speakers of other languages are the same kind of word depending on which country you are in and who your students are. There is a slight difference between learning a language to survive in the English-speaking country you now live in and learning English while you are in a non-English speaking country. Maxom, 2009, p. 10)

The basis for the distinction between foreign and second language learning in geographical context in which a language is spoken. An ESL situation is one where English is widely used in commerce, administration, and education. It is a foreign language (EFL) in a country where English plays no such role. When English is taught to non-native speakers in an English-speaking country, ESL usually refers to people who are long-stay or permanent residents, whereas EFL is taught to those who return after a period of time to their own country. (Johnson& Johnson, 1999, pp. 133, 134)

2.5.1.2. Visioning the Future of ELT

The technology has affected the vision of English language teaching and applied linguistics to a great extent. That needs to be informed by contributions of the technological, social pragmatic and the critical annalistic perspectives. ELT would seem responsible to seek knowledge about technological possibilities that could change the profession for the better or worse. These perspectives on technology hint at the broader context where work in applied linguistics is situated, but to see how critical, technologically informed pragmatism plays out, it needs to be linked to the specifics of English language teaching. In particular, we need to examine the ways in which

technology touches English language learners, their teachers, and teacher education. (Chapelle, 2003, p. 9)

2.6. Teacher Belief System

They are in language teaching, ideas and theories that teachers hold about themselves and use to conduct their presentation to their students. Teachers' beliefs are thought to be stable constructs derived from their experience, observations, training and other sources and serve as a source of reference when teachers encounter new ideas or practices. Beliefs also serve as the source of teachers' classroom practices. Beliefs form a system or network that may be difficult to change. In teacher education, a focus on belief systems is considered important since teacher development involves both the development of skills and knowledge as well as the development or modification of belief systems. (Richards & Schmidt, 2010, p. 586)

2.7. Researching Applied Linguistics in Language Teacher Education

Any language teacher needs to be acquainted with applied linguistics fields such as pedagogical grammar, discourse analysis, second or foreign language learning, etc. The beliefs and knowledge that teachers practise in their teaching process, however, are more complicated than just knowing facts, using facts, and other conceptions of language and language learning. There should be a great variety of research methodology to investigate what kind of knowledge and strategies do teachers adopt in their real practice. Still we need to introduce a lot of studies and a wide range of data collection tools to investigate theories and strategies behind teachers' practices of branches of applied linguistics. (Bartels, 2005, p. 1)

Students need to develop an understanding of fundamental issues and concepts in applied linguistics. The discussion of the technological world of

ELT and applied linguistics throughout drew on concepts for applied linguistics that have been developed over the many years of research and practice. Concepts such as registers, context-specific strategic competence, communication tasks, and learner language as data did not originate with the wide-spread use of the Internet in the 1990s. These and the other constructs that can offer perspectives for research and teaching through technology have a history of theory and research that adds depth to current technology-related studies. Technology-based language teaching and research is not a departure from applied linguistics. It is a continuation – the 21st century version of what applied linguists do. The knowledge, practices, and communities responsible for developing the profession of English language teaching and applied linguistics have not become irrelevant because of technology. (Chapelle, 2003, pp. 31, 32)

2.7.1. English Teacher's Job

Camenson (2007) views English teacher's job as follows: "ESL/EFL teachers' duties depend, in part, on the institution in which they work, but there are some responsibilities that are common to all settings. ESL/EFL teachers will be responsible for a certain number of classes and will be expected to teach those classes for a certain number of hours per week. In class, they must keep track of daily attendance, follow a syllabus, and create and present exercises and activities that facilitate learning" (p. 29).

The job of the English teacher is at least partially to teach and develop teaching process. In majority of secondary schools, the teacher will be working with mixed ability classes of about 30 to 50 students, including those with low levels of literacy. How is the teacher going to cater for all their needs? Having first identified learning attention and outcome from the school scheme of work, the teacher will need to design the learning process well so that learning can be efficient and students can be competent enough to join university and

major in English after leaving school. (Goodwyn& Branson, 2005, pp. 129, 130)

Jeremy (2006) says in this concern: "Within the classroom our role may change from one activity to another. If we are fluent at making these changes our effectiveness as teachers is greatly enhanced" (p. 57).

Chapelle (2003) adds: "The perspectives of the technologist, social scientist, and critical analyst offer teachers food for thought about their roles in the changing world of technology. Some members of the profession have adopted the stance of the technologist, projecting and promoting great possibilities for the future while highlighting the successes of today's on-line learning opportunities for English language learners" (p. 20).

2.7.1.1. Non-Native Teachers in the 1st century

There is a recent phenomenon has appeared to show the way that students perceive the non-native speaker (NNS) English teachers. This may be according to the sensitive nature of these issues because NNS teachers were generally regarded as less knowledgeable than native speaker (NS) teachers of English and issues relating to NNS teachers may have also been politically incorrect in the field of studies and discussion. Many researchers have been conducted recently on the issues that have a lot to do with NNS English teachers partly as a result of the establishment of the non-native English speakers' Caucus in the TESOL organization. The most important to shown here is that those studies have been conducted mainly by NNS researchers. Another is that the studies have a great deal of concern on students' attitudes and preferences rather than concentration on the most crucial factor in the study of NNS teachers. Although some exerted efforts to examine all recent studies on NNS English teachers, some may have been included for the clear reason that many dissertations are hard to access because they remain unpublished, so they are still unknown to people. We need some more studies

about the NNS English teachers' practice and more researches about the students' perception of those teachers. (Llurda, 2005, pp. 13, 14)

2.7.1.2. What Makes a Good ESL/ EFL teacher?

Some factors are making the ESL/ EFL teacher good in his practice and presentation. Such factors are mainly based on knowledge and methodology in the fields of study that include linguistics, second language acquisition, education practices, sociology, psychology, testing and measurement and other subjects related to the mentioned fields. For sure, teaching English as a second or foreign language is not the same as teaching it as a first language, so such fields are of utmost importance for ESL/ EFL teachers to enhance their practice of teaching. Moreover, ESL/ EFL teachers must be talented, competent and qualified in the way of understanding the nature of the language in general and how students learn the language. They also have to be knowledgeable and qualified enough in the way they present their subject so as to affect their students' attitudes toward English language. The qualities mentioned above are very important for the teachers' successful future career in the field of teaching English as a second or foreign language. A successful ESL/ EFL teacher is someone who always tries to develop his teaching practice and get acquainted with the latest teaching methods and techniques. This can be achieved either by attending workshops on professional development dealing with that concern, or getting access to the Internet to see what is modern in the pedagogical field. (Camenson, 2007, p. 6)

2.7.1.3. The training English-None Native Speaker Teachers

Camenson (2007) has interesting views about this concern: "As the profession grows—as it has continued to do in the last forty or so years—and more and more teachers graduate from accredited training programs, ESL/EFL jobs will become more competitive and will more likely go first to qualified and experienced teachers. And the more qualifications and

experience you have, the better the job setting, pay scale, and benefits. But not only does training increase your employment chances, it can help enhance your sense of confidence when facing a classroom of eager language learners. Even a short-term course can provide you with the basic ESL/EFL teaching methodologies and introduce you to the latest materials” (pp. 15, 16).

There is little contact between EFL students and native speakers of English; as a result there should be a main focus on other ways for students to overcome difficulties of developing communicative competence. The status of English as a means of communication is now widely recognized. EFL students overseas may find it difficult to leave their countries so as to study in one of the English-speaking countries. Nowadays, it may be easy somehow to get in touch with people who speak English as a mother tongue because of the revolution of the Internet. The EFL learners still need for different purposes; for communication, to read reports for the latest world developments or for their future career.

There should be an urgent need for non-native speaker teachers of English as a result of the short of native speaker teachers of English to meet the need of teaching students around the whole world. Many countries have to train those non- native teachers so as to develop their teaching practice; however, the number of projects of training teachers of English is on the increase. Ministers of educations in those countries should be aware of the need to improve teachers’ performance in the language classroom in order to raise the standard of English of their school leavers and university graduates. The British Council has a great concern of such schemes to develop teachers’ practice and presentation by publishing companies and by other independent bodies, in co-operation with the government or business or private sectors in the host country. Some projects are set to meet the need of new teachers or to

train post-experience teachers or lecturers; some are long courses, others are short intensive courses. Most of these courses are held in the UK. Wherever they are, courses tend to follow the same basic patterns focusing on the methodology component and language component. (The British Council, 1981, pp. 41, 42)

2.7.1.4. Becoming a Qualified Teacher

Maxom (2009) says: "A fully qualified EFL teacher is someone who has a diploma in TEFL and has at least two years' full-time experience in teaching EFL.

The best-known diplomas are the Cambridge DELTA (Diploma in English Language Teaching to Adults) and Trinity Dip TESOL (Diploma in Teaching English to Speakers of Other Languages). You may also have a master's degree in ELT or a similar field (such as Applied Linguistics) in addition to teaching experience.

These qualifications are for people who want to make progress in their career and apply for managerial positions such as Director of Studies. You need a qualification like this if you're interested in training roles too. The good news is that all these positions attract higher pay and even if you're teaching the same courses as your less qualified colleagues, you're likely to have a better hourly rate than them.

Diploma and master's-level courses are not for the faint hearted. You need to get thorough experience in TEFL before considering a qualification at this level" (p. 35).

2.8. Native Language

It is usually the language which a person acquires in early childhood because it is spoken in the family and/ or it is the language of the country where he or she is living. The native language is often the first language a child acquires but there are exceptions. Children may, for instance, first acquire some knowledge of another language from a nurse or an older relative and only later on acquire

a second one which they consider their native language. Sometimes, this term is used synonymously with first language. (Richards& Schmidt, 2010, p. 386)

2.8.1. Who is the Native Speaker?

The native speaker is a person who learns a language as a child and continues to use it fluently as a dominant language. Native speakers are said to use a language grammatically, fluently and appropriately, to identify with a community where it is spoken, and to have clear intuitions about what is considered grammatical or ungrammatical in the language. One of the goals of linguistics is to account for the intuitions the native speaker has about his/her language.

Dictionaries, reference grammars and grammatical descriptions are usually based on the language use of the native speaker of a dominant or standard variety. In some contexts, (the teaching of some languages in some countries) it is taken as a basic assumption that the goal of learning a second or foreign language is to approximate as closely as possible to the standards set by native speakers; in other teaching and learning contexts, this assumption is increasingly being questioned and native speakers no longer have the privileged status they used to have. (Richards& Schmidt, 2010, p.386)

A native speaker is traditionally considered to be a person who, having acquired a language in infancy, has expertise and intuitions about its grammaticality, use it automatically, accurately and creatively, and identifies with a community in which it is spoken. This view, however, combines criteria which do not necessarily occur together: language history, expertise and loyalty. Some argue that it is not a satisfactory linguistic notion, but one used to declare or deny group membership. This is disturbing to entrenched opinion both in linguistics, where 'native-speaker intuition' has been a source

of evidence, and in language teaching, where native-speaker teachers are often considered the best. (Johnson, K.& Johnson, H., 1999, p.227)

McKay&HornBerger (2009) defines native speaker as: "The often-mentioned term 'native speaker' is usually taken to refer to someone who learned a language in a natural setting from childhood as first or sole language" (p.81).

2.8.2. Main Characteristics of the Native Speaker

Recorded interviews can be an interesting source of listening material. Simpson (1981) suggests getting non-native speakers to interview native speakers. This has two good effects. First, it puts the non-native speakers in control of the type of questions to ask and the amount of information given and, second, it makes the interviews more accessible for non-native listeners because the person being interviewed is speaking to a non-native speaker. The non-native speaker interviewer can also include lots of clarification requests and understanding checks which will help the listeners. While listening, the learners can fill an information transfer chart or complete statements.

In a predicting activity, the learners are given some information about a talk and must predict what will occur in the talk. After they have made their predictions, they listen to the talk and see if their predictions were correct. The information that they are given can include a set of incomplete statements, a stable of statistics, the title of the talk, or the introductory section of the talk (Watts, 1986). This is a kind of linked skills activity because discussion (the predicting) is followed by listening. (Nation& Newton, 2009, p.161)

2.9. The relationship between Language and Linguistics?

Linguistics is the scientific study of human language. It is a widely growing and an exciting field of study. Moreover, it is a very important area of study, nevertheless, many people, even highly educated people will think of it as not a very clear field to understand or they don't really know what the field about. Some people have a vague idea about the linguists; they view them as people who speak several languages fluently and accurately. Others believe that the linguist is a language expert who can help to decide whether it is better to say "It is I" or "It's me."

The field of linguistics has a lot to do and much concern with the nature of language. It has a significant effect on fields as diverse as education, anthropology, computer science, and artificial intelligence, among others. The field of linguistics is also concerned with (linguistic) communication. Apparently that people have been attracted to language and communication for long ago, yet in many ways we as people are only beginning to understand the complex nature of this important aspect of human life. If we ask ourselves: how does communication work? We quickly put into consideration that such questions seem difficult to be answered and are boring when thinking about their answers in a direct or a simple way. Linguistics is the same: the field as a whole represents an attempt to break down the broad questions about the nature of language and communication into smaller docile questions that can be answered. Our view to linguistics as shown above because the field covers a wide complicated range of topics related to language and communication, so it is not easy to see it as just a simple topic to be discussed.

Many linguists believe that the fundamental aim of linguistics is not simply to understand how language itself is structured and how it functions. We hope that one day to understand more about the nature of human language and its

component: that can be realized through a deep study using the human mind to examine all ultimate units of linguistic structure. (Akmajian, Demers, Farmer & Harnish, 2001, pp. 5, 6)

2.9.1. Applied Linguistics and Technology

The technological education should be given a great consideration by all teacher educators, in particular, for the advanced degree programmes in English language teaching and applied linguistics. Advanced level students in applied linguistics need to learn in order to know more about linguistic structure and contribute or take part in that important field. Students need to develop their understanding, beliefs and notion about the ultimate issues and concepts in the field of applied linguistics. There is an indispensable need to applied linguistics in the 21st century in the field of English language teaching and researches suggests that need in the field of linguistics as a whole. The discussion of using technology in applied linguistics in the world of ELT drew a special attention to researches over few last years to develop the practice. Concepts such as registers, context-specific strategic competence, communication tasks, and learner language as data did not originate with the wide-spread use of the Internet in the past twenty-five years.

We cannot separate applied linguistics from technology because in some way they are related to each other's in terms of study and research. English language teaching and applied linguistics have become relevant because the technology helped to increase students' knowledge and practice of them in the last few years. Everyone needs technology skills in his work, profession or concern. Language teachers should use the specific technology skills that better suit their students in the field of teaching and implementing pedagogical practices in language classroom. It seems very clear that students need to be educated in applied linguistics through technology, particularly,

when it is much related to English language teaching. (Chapelle, 2003, pp. 30, 31)

2.9.1.2. Applied Linguistics in Language Teacher Education

Bartels (2005) says: "That language teachers need to know about applied linguistic fields such as pedagogical grammar, discourse analysis, second language learning, etc. would seem to be self-evident (Flynn, 1994; Tyler & Lardiere, 1996). However, the knowledge that teachers use in their practice, however, is more complicated than just knowing facts, using facts, and general conceptions of language and language learning. In order to produce quality research on language teachers' learning in applied linguistics courses and their use of their KAL in teaching, we need to move away from folk psychology conceptions of the mind (Strauss, 2001) to a more sophisticated and complex view of knowledge, knowledge acquisition, and knowledge use. If a broader conception of what kinds of knowledge language teachers need and use it to be investigated, a great variety of research methodology will be necessary"(p. 1).

2.10. Oral Language Instruction and Development

One can ask a question: What the case of a 6-year old child starts school whose first language is not English when he or she arrives at a school where English is the language of instruction? We all believe that oral language is the base for literacy development and learning process. For the case of that child mentioned, do teachers wait for him or her to develop the communicative competence or just starting a formal literacy instruction? This is an important question for teachers of English to solve or to find an answer then decide. What exactly is expected for a child is to learn to speak the language of instruction fluently before starting school. So, for a recent immigrant child, the focus is to learn the language of instruction first and expose him into the community so as to develop communication then he starts school. For most children and adults there is little focused attention on speaking. That is why

there should be a great consideration to support oral language learning in classroom. Teachers should adopt good strategies to help students develop oral language in classroom and outside school environment. (Barone& Xu, 2008, p. 83)

2.11. The Need to Teach the Comprehension of Spoken English

There has been a revolution in EFL teaching in the last twenty years. Before it was still the case that spoken English was poor in comparison with written language. Nowadays, there is much concern in spoken English, moreover, the importance of teaching spoken English is universally acknowledged. Any one learning a foreign language needs it for talking even if there are other aspects of learning the language such as listening, writing and reading. The revolution has ensured that the problems of understanding the spoken form of the foreign language have received increasing attention and great focus both on research and on teaching. Still students are facing obstacles and complexity in learning spoken English as a foreign language. One reason why it is hard for them is that a foreign language needs much effort and special attention inside classroom and much practice outside classroom or school environment. Another reason is why it is hard to understand a foreign language is that students typically learn the foreign language, particularly if the learning setting is a classroom, in terms of words and sentences. Third reason is that students neglect the part of communication which is fundamental in language learning. They do that either they feel shy or they lack competency. They take good care of grammar rather than developing spoken ability in English. Fourth reason is that many teachers especially native speakers, have a very idealistic impression of how English is spoken. Most students find it difficult to disassociate knowledge of how a word is spelt from how it is pronounced. Non-native speaker teachers of English should teach 'good' English to their

students in terms of pronunciation and other necessary aspects of the language. Students whose education has been affected by untrained teachers or new teachers may find it difficult to understand native speakers when they listen to them talking to each other. They may have considerable difficulty in understanding what is going on or what is said. Nevertheless, two students studying English as a foreign language may have a good command of spoken English – may speak fluently when they talk to each other. (Brown, 1990, pp. 1, 2)

2.11.1. Researching Message Comprehension

Pica (1994) defines interaction negotiation as “the modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility” (p. 494). She argues that negotiation is not the only way that a speaker’s interactions can be “modified and restructured” (p.494), but negotiation emphasizes that achieving comprehensibility of message meaning-both that provided to learners and that provided by learners. Pica (2002) argues that “conversational breakdowns bring interlocutors to shift attention from a sole emphasis on the exchange of message meaning to the perceptual or structural shape that encodes the meaning” (p. 4). Because of the need to repair the communication breakdown, a focus on the form required for comprehensible negotiation of meaning may occur. The lack of comprehensibility cause the listening interlocutor to signal that there is a lack of understanding by an utterance of some sort. Seeing that their message is unclear, or is in some way incomprehensible, the speaker engages in interactive meaning negotiation in an attempt to bridge the incomprehensibility gap. Central to negotiation of meaning is that it is the co-operative interaction that enables interlocutors to

develop mutual understanding as they work together to overcome communication breakdown. (Oliver, 2008, p. 136)

2.12. Definition of Communication

Communication is the exchange of ideas, information, etc., between two or more persons. In an act of communication there is usually at least one speaker or sender, a message which is transmitted. And a person or persons from whom this message is intended (the receiver). Communication is studied from many disciplinary perspectives, is often viewed as a discipline in its own right, and is central to sociolinguistics, psycholinguistics, and information theory. (Richards& Schmidt, 2010, p.98)

Absolutely, everyone needs a good communication in his everyday life conversations, for studying at university, college or at school. He needs it as well in his future career based on his previous studies. Many students spent about twelve years at school trying to improve their writing skills, yet they neglected developing their ability to converse, to address an audience, so they are now lacking the ability to express themselves or their thoughts clearly and effectively in English as they study it as a foreign language. That is why employers sometimes complain that many graduate students applying for jobs are still have poor communication skills. Education courses at schools should be intended to improve students' communication skills and to develop other interpersonal skills related to enhancing their English. The problem is that a lot of students did not try before to test their good ability to speak in public, they did not think much about it until they have to address an audience or attend an important interview or a conference. Students have to engage in presentations and seminars held at universities to develop their communication skills and have much practice on how to convey their message and address others. The people judge you by the way you speak, the way you

express yourself and the way you have good communication skills. (Barrass, 2006, p. 1)

Crystal (2003) says as follows about communication: "If a language is a truly international medium, it is going to be most apparent in those services which deal directly with the task of communication – the postal and telephone systems and the electronic networks. Information about the use of English in these domains is not easy to come by, however. No one monitors the language in which we write our letters; there is no one noting the language we use when we talk on the phone. Only on the Internet, where messages and data can be left for indefinite periods of time, is it possible to develop an idea of how much of the world's everyday communications (at least, between computer-owners) is actually in English" (p. 114).

McPheat (2010) argues: "When we asked to define communication, how would you respond? Most people will relate to the form of communication-talking or listening. But communication goes beyond that. Communication involves getting information from one person to the other person. Yet even this not a complete definition because communicating effectively involves having that information relayed while retaining the same in content and context. If I tell you one thing and you hear another, have I communicated?" (p. 10).

2.12.1. The Communication Process

So as to be a good source of communication and well understood, you need to be clear about the message you send to your listener. Communication process is necessary to be fulfilled if the two parties are active to achieve the needed purposes. These purposes of the communication process composed of several stages, each of which offers potential barriers to successful communication. There should be a clear message in order to achieve good communication results. That message is simply the information that you want to communicate. Without a message communication is useless. The sender is the main source of the message, so he must know why the communication is necessary and the

result is highly needed. Successful communication can not only be through speaking, it can be via writing, body language or eye contact, but still the spoken one is the most important. (McPheat, 2010, pp. 11, 12)

2.12.1.1. How Can You Improve Your Communication Skills?

To improve your communication skills, you need to be self-confident and open-minded. You also need to ask questions that better suit the topic under discussion. Listening effectively and attentively is highly recommended to improve the quality of communication. You should read well and interpret body language or eye contact; you should understand what is being said behind word under any circumstances. This helps a lot to enhance communication skills between you and the other part. Good communicators are self-confident people who do believe in their abilities and respect views and opinions of others. They are assertive people who can express themselves without getting angry or shouting out or being upset. Moreover, they encourage others to express their feelings and views. (Rawson, 2007, p. 21)

2.12.1.2. The Importance of Communication

McPheat (2010) has brilliant ideas about the importance of communication: "In a survey by Katz Business School at the University of Pittsburgh, organization rated communication skills as the most important factor used in selecting their management staff. The study found that oral and written communication skills were important in predicting job success, as was the ability to communicate well with others in the workplace" (p.10).

2.12.1.3. Communication. A two-way process

Communication with other people involves two main complementary, often simultaneous processes:

- speaking and expressing oneself.
- listening and responding to the other person.

Speaking involves sending a message. For example, an assertive message says to the other person: 'I am telling you about me, how feel, what I need, or what I want, think or believe.'

Listening involves both receiving messages from others and responding to them. Regardless of how you listen, you send some sort of message back to the speaker. Effective listening and responding generate and convey our understanding (or sometimes our misunderstanding) of the speaker's message. An effective listener's message is: 'I am interested in learning about you, how you feel, what you need and what you want, think or believe, and this is what I understood you to have said.'

The separation of speaking and listening is a somewhat arbitrary one, made to facilitate the learning of two sets of skills. In real life, communication involves both the speaker and the listener expressing themselves, listening to the other, responding, and responding responses. Therefore, listening and speaking are really part of an ongoing, complex, reciprocal and interactive process. (Kotzman, M. &Kotzman, A., 2008, pp.11, 12)

2.12.1.4. Types of Communication

Communication needs good plan from an early age of the children. There should be suggestions about how to plan an inclusive curriculum and how to plan for progression and developing communication for children when they first start school or in primary schools by using assessment information. Plans should be set to meet the learners' needs in the early and later parts of the foundation stage. All the plans on how to teach and learn communication, language and literacy can be located in syllabuses that related to learns' need and relevant to young children. There are strong reasons to plan in the early age of children to communicate well so as to achieve productive and enjoyable results in learning and teaching. That is because children in an early age

foundation interact better rather than when they grow up. It is better in that age to make them progress in communication, set good plans for them to match their learning needs and cover areas of teaching and learning for good future outcomes. Planning for communication moves through several stages. It goes bit by bit to outline the learning objectives and show the activities that offered to children to achieve good results now as well as soon. (Browne, 2007, pp. 175, 176)

2.12.1.5. International Communication

Borg (2009) interviewed one of his respondents saying that: “people around the world can talk together, each other in the best way ... when one person knows how to explain in English, very easy to go around the world. They can read and write, and can speak anywhere in the world ... I think it’s the best language to communicate in the world” (p. 19).

2.12.1.6. Intercultural Communication

Carter&Nunan (2001) define intercultural communication as: “Intercultural or cross-cultural communication is an interdisciplinary field of research that studies how people understand each other across group boundaries of various sorts: national, geographical, ethnic, occupational, class or gender. In the United States, it has traditionally been related to the behavioural sciences, psychology and professional business training; in Europe, it is mostly associated with anthropology and the language sciences. Researchers generally view intercultural communication as a problem created by differences in behaviours and world views among people who speak different languages and who belong to different cultures. However, these problems may not be very different from those encountered in communication among people who share the same national language and culture” (p. 201).

2.12.1.7. Language and Communication

All living creatures have their own way to communicate. They have some means of conveying their message to others of their own group, communication is of utmost importance for them to survive. They use several means, some use physical movement or facial expressions, others use vocal noises.

Human beings can exploit many varieties of techniques of communication. Man, uses oral message, he also uses his body for gestures of different kinds. He can convey information by facial expression like eye contact or moving his eyelashes. The word language is used to cover all forms of communication, and that animal language as a common term. Man, shares other creatures in using signals, but he is special in using vocal language with a complexity range for beyond anything known to exist among other forms of life. Still human language is special because it consists of many characteristics that we cannot find in any other creatures' means of communication. (Broughton, Brumfit, Flavell, Hill&Pincas, 2003, p. 25)

2.12.1.8. The Communication Assessment and Curriculum

Silver (2005) says: "The communication assessment record (CAR) was devised to be used with learners with an autistic spectrum disorder(ASD). Typically, their acquisition of communication skills does not follow a normal developmental pattern, but descriptive recording facilitates observation of progress and change as it occurs. The CAR provides a descriptive summary of an individual's communication skills. It has been devised to record a description of how a learner is communicating, what he uses his communication for, what level of language he understands and how he interacts in a social context. When the CAR is revisited, it is then possible to note progress and change in the development of communication skills; for example, over a period of time, a learner may not have changed the length of phrases he uses, but he may use his communication skills confidently in more

situations or with more people. Accurate recording on this assessment shows this progress" (p. 7).

2.12.1.9. Passive Communicators

Passive communicators tend to say little, they do not want to upset anybody. They even make you feel that they do not like conversations to go on. If they speak up, you need to ask them further questions to clarify what they have said. They tend to smile, say nothing, fine or okay when you ask them. Passive communicators do not like someone to blame them for not interacting well in real conversations. They do not feel pleasant if someone seems to be finding them fault. They always want their ideas, thoughts or answers to be praised by other people as good. Employers are sometimes discussing a process of improving their employees' communication skills, they do not like them to be passive communicators, so workshops and professional developments are held to develop that concern. (Arredondo, 2007, p. 35)

2.13. From Classroom to Real World

The language class is not quite enough for learners to assure success in mastering the language or in the academic mainstream. Students need to practise the language outside classroom environment for better outcomes. Practice always makes perfect, so learners have to be active in exposing themselves in real life conversations outside classroom in order to develop their communication skills and language awareness. EFL students should put themselves in a position to converse with cooperative native speakers of English about everyday topics through chatrooms or in real life discussions, but this experience will not be enough to prepare them to academic purpose in the study of English as a foreign language. Students need a long time to master the language and develop good communication competency, for this reason good programmes in an early age would help children's transition from the

language class to the outside real world. Technology and Internet facilities in recent years have changed the world of communication into a revolution of better techniques of teaching and learning. (Krashen, 1989, pp. 15, 16)

2.13.1. The Nature of Classroom Discourse

Talk in the classroom shares the many properties of general conversation, but is unique in several ways. The participants in the classroom and the physical characteristics of the school are among the most obvious of these distinctions. The content, dialogue, and flow of classroom discourse are possibly less understood but equally defining.

The content of classroom discourse is shaped and constrained by a social context predominantly centered around educational tasks and discussions. The school becomes a major source of intellectual and literate stimulation in the child's early life, and language is largely the medium of the curriculum. In general, social interactions with the teacher and peers pave the way for children to personally engage in and internalize the lessons of the classroom. What they learn and how well they learn is classroom. In fact, a student's contribution to classroom discourse is often used as an evaluative means by which a teacher can assess specific knowledge and comprehension of the listener in a lesson. (Wells & Chang Wells, 1992, pp. 44,)

The dialogue of discourse reflects the special classroom context in the various combinations, or configurations, of interactional exchanges between students and teachers. In each classroom, common linguistic patterns within specific activity structures are identifiable. These language registers' are referred to as "curriculum genres". Studies of classroom discourse reveal that specific rules of language participation occur that must be mastered by students if they are to be successful in the verbal interactional exchanges in the classroom. (Garcia, 1992, pp. 54-62)

It has been argued that the content, dialogue, and flow of the traditional classroom discourse have been influenced by the mainstream cultural norms, often limiting the type and form of communication that is used in the classroom and possibly limiting equal access to school knowledge. Children with language differences or difficulties may also struggle with interactional routines in the classroom because of the ways they express themselves in classroom discourse. Understanding these differences and accommodating for them in verbal exchanges can increase learning and success in school. (Au & Jordan, 1981, p. 37)

2.13.1.1. Language Difficulties and learning in the Classroom

The term 'language difficulties' encompasses a large number of specific problems. Part of the challenge of studying language difficulties is in the assessment and identification stages, i.e., in trying to discriminate between similar problems to find differentiating factors responsible for specific problems with language behaviors. Within the complex psycho-social system that shapes the way we organize information into language forms there is overlap in the contributions of different factors. Attempts to isolate and label these factors are problematic due to the individualistic nature of experiential knowledge and of contextual influences on language learning and language use. In this book, distinguishing between differences in language use that are learned in the context of another set of cultural norms (such as variations in dialect and/or linguistic style) and difficulties that are attributable to a disordered language form, content, or use relative to a general norm of development will not be stressed. Instead, the language difficulties that will be the focus in this text—in theory and in example—are those that differ in form and use from the language of close family members and school peers. That is, the focal children's language difficulties appear to be of asocial-developmental

nature and not culturally different from that of the school population in which they are situated.

There has been considerable discussion among educational specialists about the role that language difficulties play in the classroom, especially in the development of literacy skills. Children with language difficulties often produce texts--oral and written—those are less cohesive or meaningfully tied together than those of other children. (Feagans& Short, 1984, pp. 51-55)

2.14. Why Do Students Use the Mother Tongue in Class?

One challenging thing for teachers is that when students are unwilling to use English in the classroom, in particular, when having communicative activities. This is often seen as an example of student/ teacher failure. It is a matter of wasting class time if students are not using English and tend to use their mother tongue. There are many reasons why students revert to their native language in certain activities in class. One of these reasons, they may be given a difficult task, for example, in a discussion about the future of English as a global language or a global warming, such topics are linguistically difficult for them. Their only possible chance, if they really want to say something about the topic, is to use their first language to escape from necessary words and expressions that they do not really know in the target language. In other words, the choice of the task has made the use of their own language is completely inevitable. So, we cannot blame the students for this. Another reason why students use their own language in the classroom is because it can come natural, they may not mean to use it. Also, teachers can be one of the reasons behind that because they may not encourage them or pay much attention to that, so that students may not feel comfortable or motivated to use the target language. (Harmer, 2006, p. 131)

2.15. Social Interaction and Human Mental Development

Vygotsky (1978) writes: Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people, and then inside the child. This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relations between human individuals. (p. 57)

He adds that in "the general transition from inter-mental functions to intra-mental functions, one aspect of the transition from the child's social and collective activity to his individual mental functions... constitutes the general law of development of all higher mental functions" (1987, p. 259). This general law emphasizes the primacy of social interaction on human mental development. In describing the general law of human mental development, Vygotsky unites the material and mental sources for human development (Lantolf, 1994; Lantolf & Thone, 2006; Mahn, 2012) and treats individuals as active learners (Lantolf & Thone, 2006; Rogoff, 1990; Tharp & Gallimore, 1988). Various writers present their understandings of Vygotsky's general law of human mental development. Lantolf (1994) argues that when children start to conduct certain "culturally defined" (p. 419) tasks through social interactions with other individuals who can guide them, they are appropriating "symbolic mediated mental functions" (p.419).

The whole process is described by Lantolf (1994) below:

At the outset of ontogenesis, conscious mental activity is distributed and jointly constructed in the dialogic interactions that arise between children and representatives of the culture. As children participate in these collaborative interactions, they appropriate for themselves the patterns of planning, attending thinking, remembering etc. that the culture through its

representative's values. Hence, what is at one point socially mediated mental processing evolves into self-mediating processing. (p. 419)

2.16. Communicative Competence

Rickheit & Strohner (2008) have the following ideas about the concept of communicative competence: "The ability of people to reach their goals in social life depends to a large extent on their communicative competence. The notion of 'communicative competence' was introduced by Dell Hymes in the 1960s (1962, 1964, 1972) to emphasize that the knowledge of grammatical rules is not sufficient for speaking a language and for communicating. There is a shared belief in many societies that good communication has many constraints and that one of the most important constraints is the underlying ability of the interlocutors" (P. 15).

Communicative competence also relates to discourse markers. Besides grammatical competence, which is the necessary prerequisite for any communication at least to some degree, sociolinguistic, discourse and strategic competence may all manifest themselves in the use of discourse markers. Sociolinguistic knowledge is necessary for the negotiation of the relationship between speaker and hearer during a conversation, which can be done through, for example, the use of well or you know; a range of discourse markers are said to create coherence in discourse, the knowledge of which is part of discourse competence; and strategic competence manifests itself when non-native speakers use discourse markers to express or to introduce the expression of lexical difficulties" (Muller, 2005, p. 18)

2.16.1. Communicative Competence Framework

In 1980, in an analysis and review of much research and literature regarding communicative competence, Canale and Swain outline a framework of communicative competence, which they hope would support a communicative approach for second and foreign language teaching and learning. They include

three main components in their communicative competence theory: “grammatical competence, sociolinguistic competence and strategic competence” (p. 28). Savignon (2007) claims Canale and Swain have provided a classic classroom framework for training a learner’s communicative competence. She writes: “The Canale and Swain framework provided what would prove a pedagogical breakthrough in extending the description of language use and learning in terms of more than just sentence level structure that had remained the focus of audiolingualism” (p. 209). Canale and Swain’s definitions state that grammatical competence includes “the knowledge of lexical items and of rules of morphology, syntax sentences-grammar semantics and phonology” (p. 29). With this communicative competence framework, Canale and Swain (1980) suggest a communicative approach for second language teaching. Since communicative competence has three components—grammatical, sociolinguistic and strategic—the goal of second language teaching must be to help learners develop the integration of all three competences. Emphasis on grammatical competence only cannot facilitate language learners in developing their comprehensive communicative competence. An effective communicative approach should aim to satisfy learners’ needs. It is particularly important that activities for a communicative approach should situate learners in “genuine communicative situations” (p. 27).

2.16.1.2. Grammatical Competence

Savignon (2002) points out that in studies of communicative competence development, grammar or “form accuracy” (p. 6) is not frequently discussed. She argues that this infrequent discussion of grammar leads to learners’ impression that grammar is not important. Savignon writes that “communication cannot take place in the absence of structures, or grammar, a

set of shared assumption about how language works, along with a willingness of participants to cooperate in the negotiation of meaning” (p. 7).

2.17. Communicative Language Teaching

Nunan (1989) says in this concern: “Among other things, it has been accepted that language is more than simply a system of rules. Language is now generally seen as a dynamic resource of the creation of meaning. In terms of learning, it is generally accepted that we need to distinguish between ‘learning that’ and ‘knowing how’. In other words, we need to distinguish between knowing other grammatical rules and being able to use the rules effectively and appropriately when communicating” (p. 12).

He then adds: “The view has underpinned communicative language teaching (CLT). A great deal has been written and said about CLT, and it is something of a misnomer to talk about ‘the communicative approach’ as there is a family of approaches, each member of which claims to be ‘communicative’ (in fact it is difficult to find approaches which claim not to be communicative!). There is also frequent disagreement between different members of the communicative family” (p. 12).

Communicative Language Teaching refers to a number of approaches that are based on the belief that language is not just a system of rules but a resource for creating meaning. A distinction is made between knowing language rules and being able to use them effectively and appropriately in communication. This has led to the belief that the aim of foreign language teaching should be to allow learners to be able to use the FL for communication with others. Syllabi were proposed that suggested that the main purpose of the classroom should be to develop the learners’ communicative ability. In the beginning the insistence on meaning instead of form ousted grammar teaching from the classroom. The early advocates of CLT believed that focus on meaning would make possible automatic acquisition of structures too. Later proponents of CLT came to see value in form-focused activities as well. Second language

research and, in particular, insights from studies on learning styles suggested learner-centeredness as one of the key concepts.

According to Brown (2001) CLT, as it is conceived and practised today, can be described as based on the following tenets: classroom goals reflect the main aim of language teaching-communicative competence; teaching should promote authentic, pragmatic use of language; both fluency and accuracy are developed; learners are prepared to use language productively and receptively; language teaching should make learners aware of learning styles and strategies so that they become autonomous learners; teachers take on the role of facilitators. (Brown, 2001, p. 480)

The goals of CLT are to develop learners' communicative competence, dealing mostly with the idea that students want to become proficient speakers of the target language. CLT assumes that the motivation of learners is mostly integrative, thus supporting the different communicative activities and styles of teaching. Instrumental motivation, on the other hand, may not lead to real language competency, especially where the goals of learners may be short term, like passing an exam. Indeed, research has shown that in EFL environments learners' motivation is mostly instrumental. A study with Japanese students, which will later be described in detail, concluded that students did not feel a pressing need to use English; therefore, the goal of communicative competence seemed too distant for them. (Sano, Takahashi & Yoneyama, 1984, pp. 170-177)

2.17.1. Communicative Language Ability for the 21st Century

The students' communicative language ability in the 21st century has developed more rapidly than before; this is because of the revolution of the Internet, besides the students' awareness of the importance of communication. Students have become more likely to participate in lap speak or classroom

communication scenes. Teachers of English have to set good plan to meet the goals of increasing learners' communicative language ability depending on what students need English for to use in the future. The clearest example for that principle is in English for specific purposes classes which focus on the abilities need to work in different places or for several jobs, as teachers, engineers, doctors or interpreters. Technology nowadays has the lion share in developing the students' communicative ability in the way that many language programmes can be obtained easily through technology and that students can make good use of that even through using their smart phones. (Chapelle, 2003, p. 16)

2.17.1.1. The Concept of Communicative Competence

The concept of communicative competence was first proposed by Hymes (1972) as an expansion of Chomsky's linguistic competence (1965). In light of Chomsky's theory, linguistic competence refers to the learner's ability to understand and create unheard / unseen sentences (1965:40). This ability can be viewed in term of linguistic knowledge or linguistic skills. Linguistic knowledge refers to the learner's command of the phonological, grammatical and lexical systems of a language. Linguistic competence is manifested in the accuracy of the language forms produced. Chomsky's definition of linguistic competence has been criticized since it has come to be associated with a rigid and narrowly defined concept of grammatical competence, and has failed to include the social aspects of language (Hymes, 1972; Halliday, 1979). Hymes (1972, 1974) introduces a broader notion of competence that is the idea of 'communicative competence. This has become generally defined as 'the socially appropriate use of language' (Hymes, 1972). The concept of communicative competence, therefore, is a broader competence than strictly linguistic competence, as language is used for communicative purposes, and

communication involves more than knowing accurate language forms. There is some difference of emphasis among proponents of this concept, especially in their classifications of the components in communicative competence. It is commonly held that communicative competence, in Hymes' original formulation, has four components: 1. possibility or grammaticality; 2. feasibility, or the complexity of the speech relative to man's cognitive ability; 3. appropriateness, or the correct choice of the speech, relative to a specific context; 4. done, or the actual realization of the speech (Hymes, 1972). Hymes argues that while a person acquires communicative competence, he or she acquires both knowledge of the language as well as ability to use the language for real communication purposes. (Hymes, 1972, p. 281)

2.17.1.2. The Communicative Approach

Harmer (2006) defines the communicative approach as follows: "The communicative approach-or the Communicative Language Teaching (CLT)-is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach" (p. 84).

Communicative approach is used in many parts of the world today as a methodology of teaching English. It stresses the significance of language functions rather than focusing on grammar and vocabulary. However, it is in itself something of an umbrella term, covering a variety of teaching strategies which are bound together by placing an emphasis on developing communicative competence. It trains students focusing on the forms of language to make a good use of to develop their communication skills. In other words, knowing a language involves being able to use that language effectively in real life situations. (Harmer, 2006, p. 85)

Harmer (2006) adds: *“The Communicative approach or Communicative Language Teaching (CLT) have now become generalized ‘umbrella’ terms to describe learning sequences which aim to improve the students’ ability to communicate, in stark contrast to teaching which is aimed more at learning bits of language just because they exist and without focusing on their use in communication. But while it has been widely accepted for some time that communicative activities are a vital part of a teacher’s repertoire, it is less clear whether it is possible to pin down exactly what a communicative approach is. After all, most language teaching aims to improve the students’ communicative ability, whatever techniques the teacher uses to promote this. And CLT has also included snatches of drilling and focused language work despite the non-communicative nature of such activities”* (p. 86).

2.18. Acquiring Communicative Competence

Broughton, Brumfit, Flavell, Hill&Pincas(2003) have the following views: *“Learning to use a language thus involves a great deal more than acquiring some grammar and vocabulary and a reasonable pronunciation. It involves the competence to suit the language to the situation, the participant and the basic purpose. Conversely, and equally important, it involves the competence to interpret other speakers to the full. Using our mother tongue, most of us have very little awareness of how we alter our behaviour and language to suit the occasion. We learned what we know either subconsciously while emulating the models around us, or slightly more consciously when feedback indicated that we were successful, or unsuccessful—in which case we might have been taught and corrected by admonitions like ‘Say “please”!’, or “Don’t talk to me like that!”*” (p. 35)

They add: *“As far as the foreign learner is concerned, the history of language teaching shows emphasis on a very limited range of competence which has been called ‘classroom English’ or ‘textbook English’, and has often proved less than useful for any ‘real’ communicative purpose. That is to say, as long as the use of English as a foreign language was confined largely to academic purposes, or to restricted areas like commerce or administration, a limited command of the language, chiefly in the written form, was found reasonable*

and adequate. But in modern times, the world has shrunk and in many cases interpersonal communication is now more vital than academic usage. It is now important for the learner to be equipped with the command of English which allows him to express himself in speech or in writing in a much greater variety of contexts” (p. 35).

Nowadays, designers of syllabuses of EFL are working to focus on techniques of combining the traditional teaching of English -grammar, vocabulary, and pronunciation-with greater emphasis on how to use the language meaningfully for communication purposes. Thus, there is a concentration on the selection and ordering of what is to be taught according to the learners’ need. (Broughton, Brumfit, Flavell, Hill& Pincas, 2003, p. 35)

2.19. Pragmatic Competence and its Significance in L2 Communication

Pragmatic Competence as defined by Chomsky (reported in Kasper (1997: 17) refers to the L2 learners’ knowledge of conditions and manner of the appropriate use of language in conformity with various purposes. It shows learners’ ability to use the language effectively and accurately in real life situations depending on the knowledge of grammar, vocabulary and structure they have learned at schools and colleges. Pragmatic competence is the learners’ ability to comprehend well and convey their messages and meanings in an accurate and appropriate cultural circumstances in which communication occurs accordingly. (Gaily, 2014, p. 41)

Gaily adds to this concern: “The primary function of pragmatic competence as indicated by many studies is to enable learners communicate more effectively and relate the proper linguistic action to the appropriate language sociocultural context. Accordingly, the vital role that pragmatic competence in L2 communication stems from the fact that language has been viewed in the first place as communicative process, therefore, the development of communicative competence is the ultimate goal for teaching.

Good communication in L2 requires not only mastering of basic linguistic features such as phonology, morphology, syntax and semantics but also the ability to use appropriate expression in the appropriate context” (p. 41)

Chapter Three

Methodology

Chapter Three

Methodology

3.1. Introduction

This chapter deals with the methodology of the study. It contains a full description of data collection techniques, the subjects and procedure. In the process of collecting information, the researcher depends on questionnaire for students majoring in English at some Sudanese universities and an interview for teachers of different degrees who teach at universities. The methodology of this study was designed to explore: Sudanese university students' oral communicative competence in an EFL environment.

3.2. Research Methodology

The researcher used two descriptive and analytical tools: students' questionnaire and teacher interview questions for investigating Sudanese university students' oral communicative competence. Those two methods used to collect information and analyze the data for the purpose of the study and to test the hypotheses. The two methods helped a lot in finding a fruitful answers and getting a positive results for the research questions.

3.2.2. Research Sample

The sample of the students' questionnaire, investigated for the purpose of conducting this study consists of 40 students from three Sudanese universities. All students majoring in English of different levels. The males are 32 and 8 are females. The researcher distributed the questionnaire at universities with assistance of some colleagues.

Table No.(A)

The frequency distribution for the study respondents for the questionnaire according to Sex:

sex	Frequency	Percent%
Male	32	80.0
Female	8	20.0
Total	40	100.0

The other sample is a teacher interview question; it was distributed among Sudanese teachers of different degrees. The teachers are 10. 6 of them are ph. D holders, 3 have masters and 1 has an MA. All of them teach at universities.

Table (B) represents the Academic qualification.

qualification	Frequency	Percentage%
BA	1	10
MA	3	30
PH.D	6	60
Total	10	100

3.3. Tools of data collection

3.3.1. Questionnaire

The questionnaire was processed according to the following sequences: (i) Questionnaire design (ii) Validity of questionnaire (iii) Reliability of questionnaire.

3.3.1. 1. Implementation of questionnaire

The questionnaire was designed to investigate students' views and attitudes towards the oral communicative competence of the students at Sudanese universities.

The questionnaire consists of 16 items with a 5-points frequency scale (strongly agree, agree, not sure, disagree, strongly disagree). All the items in the questionnaire have roughly the same format.

Item 1 was designed to see how learning communicative competence in EFL classes is challenging to students at Sudanese universities, and also to see how oral communicative competence is carried out at Sudanese universities in classes.

Items 2 and 3 were designed to measure to what extent students express themselves outside the classroom environment by interacting with people who speak English, in particular, native speakers.

Item 4 was designed to measure difficulties students may have when communicating with native speakers of English.

Items 5, 6 and 7 were designed to investigate ways that students may find useful to develop their ability in communication outside the classroom environment. They might do that through social media or visiting one of the English-speaking countries.

Item 8 was designed to measure the students' performance in real life situations, and item 9 was designed to see how much listening to English in TV channels can be helpful in improving the learners' oral communication.

Items 10 and 11 were designed to measure how communicative competence is important and how is being assessed at Sudanese universities.

Items 12 and 13 were designed to measure the students' activities outside the learning and teaching environment to develop their language in conversations and also, to see whether activities in class are enough or not to meet their needs of using the language outside the classroom.

Item 14 was designed to investigate the importance of teaching oral communicative competence to children at schools in an early age and how it can be useful in enhancing their performance when they grow up.

Item 15 was designed to measure the learners' attitudes towards communicative language teaching and to see how students are aware of it.

Item 16 was designed to measure how students view grammar and communicative competence as ways to improve their language and which one of the two they pay much concern.

3.3.1.2. Validity of Questionnaire

To check and revise the questionnaire validity, it was given to 4 experts. All of them are Ph.D. holders, one is an associate professor and the rest are assistant professors. They all agreed that all items are very much related to the subject and are useful to produce good results for the study. They also mentioned that the language used is clear and straightforward. They made some remarks due to some items and suggested modification for them. They asked to reduce the number of items, before they were 20, so, the researcher listened to them and omitted 4 which they saw they were not much related to the study.

3.3.1.3. Reliability of questionnaire

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

Alpha-Cronbach coefficient.

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

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

$$\text{Validity} = \sqrt{\text{Reliability}}$$

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

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaires to 20 respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table:

Reliability Statistics

Cronbach's Alpha	N of Items
.813	16

3.4. Procedures

With some colleagues' assistance, the researcher distributed the questionnaire to students of different levels majoring in English at three different universities in Khartoum state. The researcher first asked them politely to read the instructions before responding to the questions. For more clarification the subjects were informed that:

- The information is for research purposes only.
- There is no right or wrong/ or yes or no answer.
- The most important point is that, students should answer honestly.
- The students were asked to indicate the sex and class level.
- The 5-point frequency scale provided consisted of the frequencies:

Strongly agree, agree, not sure, disagree, strongly disagree. The first question is shown as follows:

1. Learning oral communicative competence is challenging in EFL classes.

Strongly agree agree not sure disagree strongly disagree

The subjects were required to choose one of these frequencies by putting a 'tick' in the box provided for each option.

They were also reminded that all the questions must be ticked only once. On administering the questionnaire to the students, the researcher explained every difficult or confusing words, where necessary, of what was being asked for, besides accepting discussion that processed by some students. The researcher reminded the students to answer honestly. After all that, the researcher collected copies and being taken for analysis.

3.5. Teacher interview questions

The interview was processed according to the following subheadings:

- (i) Implementation of the interview questions.
- (ii) Validity of the interview questions
- (iii) Procedures

3.5.1. Implementation of the interview questions

The interview questions were designed to investigate teachers' views and attitudes towards Sudanese university students' oral communicative competence. It was also designed to obtain teachers' opinions on how students like communicative competence and the techniques teachers adopt to develop their students oral communication.

The interview consists of 8 questions. In most of them teachers were given opportunities to say what they think about the subject and to give ideas. Teachers were asked to say yes or no for few questions without giving more details but the researcher accepted more ideas which they were introduced by some.

The first question was designed to investigate teachers' opinions about the difficulties that might face their students while expressing themselves in spoken English. Teachers were asked to state the reasons behind those expected obstacles.

Question 2 was designed to see what activities the teachers did in classrooms to develop the students' oral communicative competence. Teachers were asked to give some examples.

The third question was designed to investigate the teachers' opinions about teaching communicative competence at Sudanese universities.

Question 4 was designed to measure the teachers' attitudes and satisfaction about their students' spoken English in real life situations.

The fifth question was designed to see how teachers assess their students' oral communicative competence in class.

Question six was designed to know what aids teachers use to develop the students' communicative competence.

The seventh question was designed to investigate the teachers' views about how their students like communicative language teaching.

The last question was designed to investigate the teachers' opinions about their encouragement towards teaching oral communicative competence.

3.5.2. Validity of the interview questions

To check and revise the questions' validity, they were given to the same experts who checked the students' questionnaire before. They gave some positive and a few negative remarks about the questions. The researcher put their suggestions into consideration for the final set of questions and did some modifications.

3.5.3. Procedures

The researcher distributed the questions of the interview among the teachers who teach at different Sudanese universities. He asked them politely to answer the questions honestly. Those teachers teach students who are majoring in English. For more clarification the teachers were informed with the followings:

- The title of the study.
- Their identity would be kept confidential and that providing their names allows the researcher to contact them for follow-up data collection.
- To inform the researcher about their highest degree.
- To state their years of experience.
- To state whether they teach outside Sudan or not. If yes, they were asked to say which country.

- The researchers' email and mobile number are written below for further recommendations or suggestions.

The first two questions of the interview are shown as follows:

1. Do your students have any difficulties expressing themselves in oral English? If so, what do you think are the reasons?

2. During your class, did you do any activities that developed your students' oral communicative competence? If yes, please provide an example(s).

Chapter Four

Data Analysis, Results and Discussions

Chapter Four

Data Analysis, Results and Discussions

4.1. Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 40 respondents who represent students in three different Sudanese universities. It is also devoted to evaluation, presentation, analyzing and discussions of the teacher interview questions.

4.2. The responses to the questionnaire

The responses to the questionnaire of the 40 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

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

4.2.1. Analysis of the Questionnaire

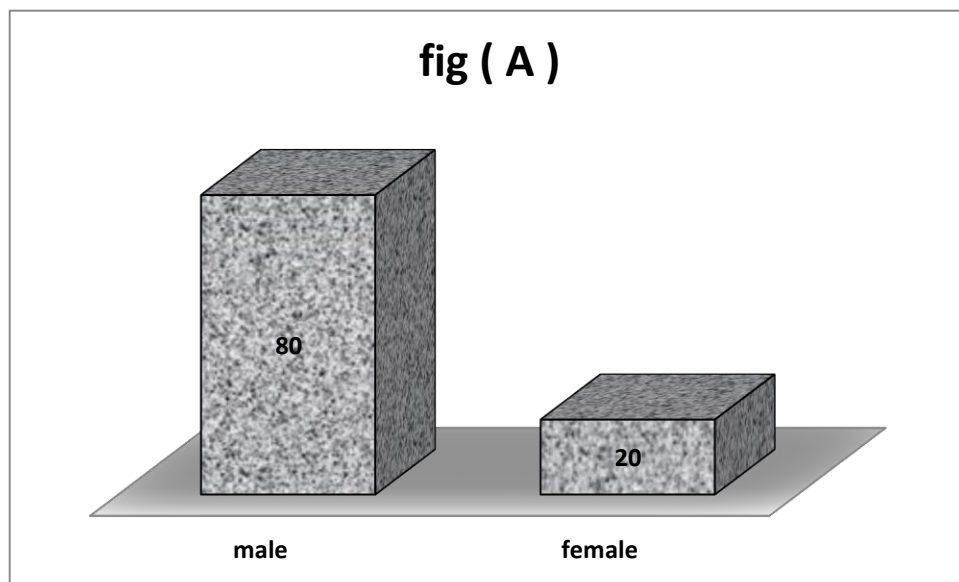
The researcher distributed the questionnaire on determined study sample (40), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, not sure, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

The Sex

Table No.(A)

The frequency distribution for the study respondents according to Sex:

sex	Frequency	Percent%
Male	32	80.0
Female	8	20.0
Total	40	100.0



Source: the researcher from applied study, SPSS

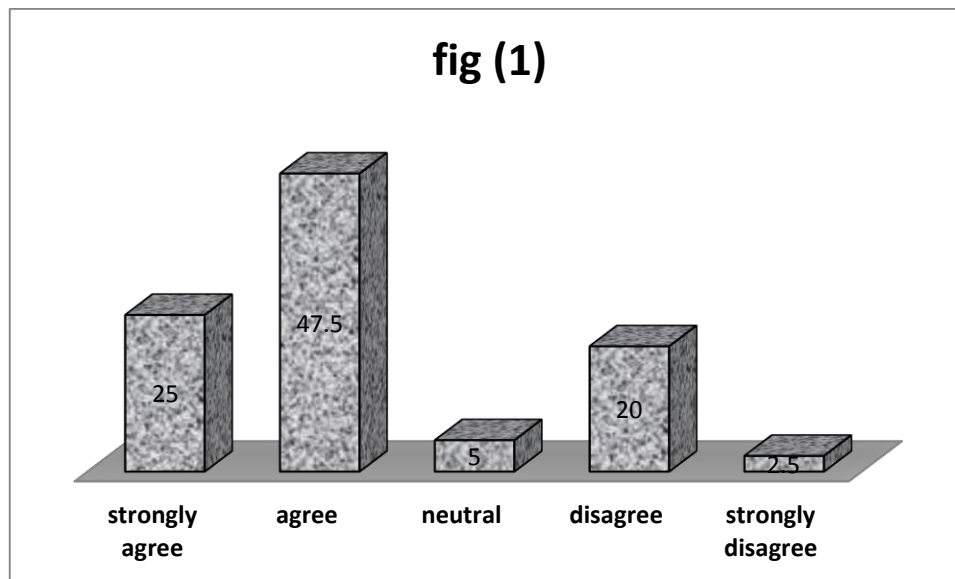
From the above table No.(A) and figure No.(A), it is shown that most of the study's respondents are males, the number of them was (32) persons with percentage (80%), while the female respondents number was (8) persons with (20%).

Question No.(1): Learning oral communicative competence is challenging in EFL classes.

Table No. (1)

The frequency distribution for the respondents' Answers of question No.(1):

Valid	Frequency	Percent%
strongly agree	10	25.0
agree	19	47.5
not sure	2	5.0
disagree	8	20.0
strongly disagree	1	2.5
Total	40	100.0



Source: the researcher from applied study, SPSS

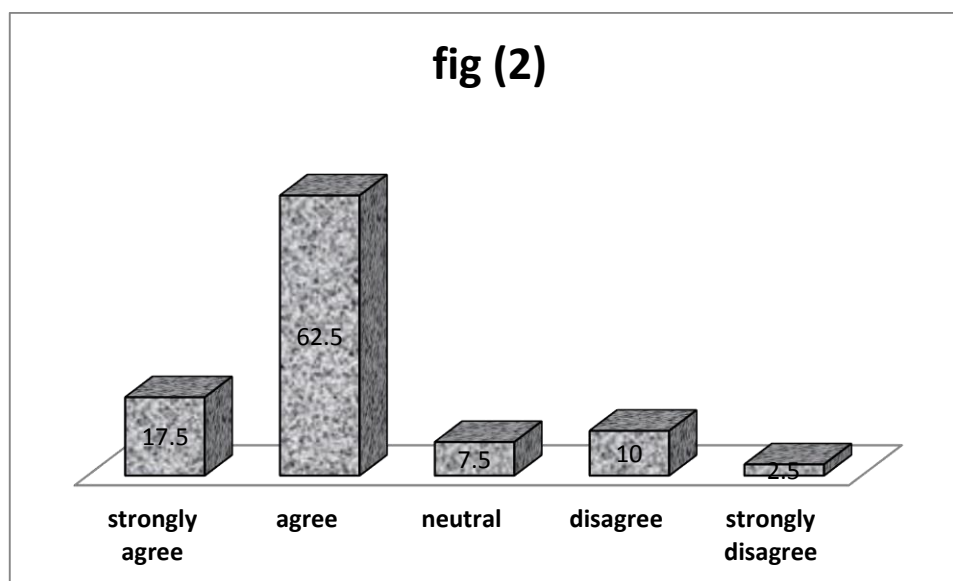
It is clear from the above table No.(1) and figure No (1) that there are (10) persons in the study's sample with percentage (25.0%) strongly agreed to "Learning oral communicative competence is challenging in EFL classes ". There are (19) persons with percentage (47.5%) agreed to that idea, and (2) persons with percentage (5.0%) were not sure of that, and (8) persons with percentage(20.0%) disagreed to the idea. only (1) person with 2.5% strongly disagreed.

Question No.(2):The students feel shay to express themselves in English outside the classroom environment.

Table No. (2)

The frequency distribution for the respondents' answers of question No.(2):

Valid	Frequency	Percent%
strongly agree	7	17.5
agree	25	62.5
not sure	3	7.5
disagree	4	10.0
strongly disagree	1	2.5
Total	40	100.0



Source: the researcher from applied study, SPSS

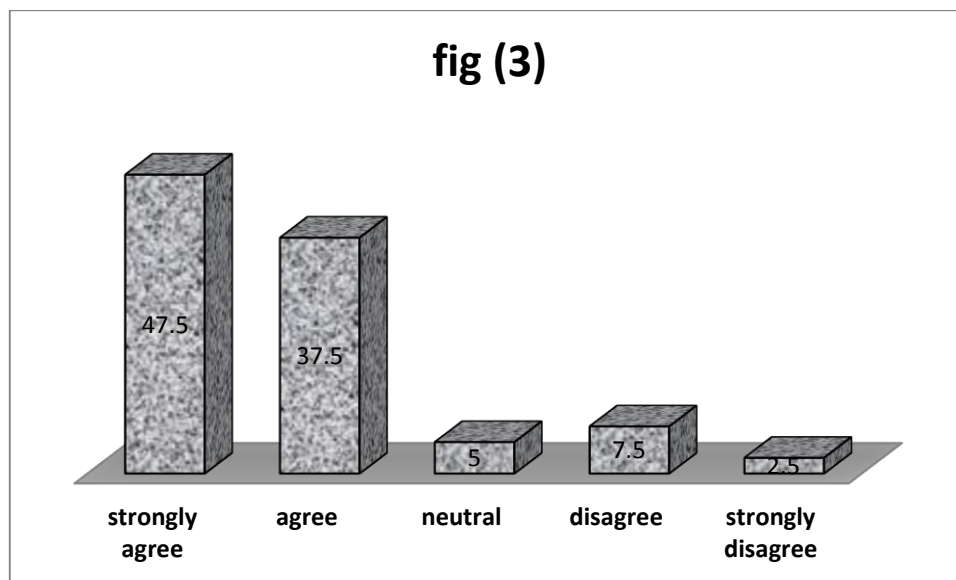
It is clear from the above table No.(2) and figure No (2) that there are (7) persons in the study's sample with percentage (17.5%) strongly agreed to "The student feel shay to express themselves in English outside the classroom environment ". While (25) persons with percentage (62.5%) agreed to that idea.(3) persons with percentage (7.5%) were not sure of that, and (4) persons with percentage (2.5%) disagreed. Only (1) person with 2.5% strongly disagreed.

Question No. (3): Some students have chances to interact with native speakers of English.

Table No. (3)

The frequency distribution for the respondents' answers of question No.(3):

Valid	Frequency	Percent%
strongly agree	19	47.5
agree	15	37.5
not sure	2	5.0
disagree	3	7.5
strongly disagree	1	2.5
Total	40	100.0



Source: the researcher from applied study, SPSS

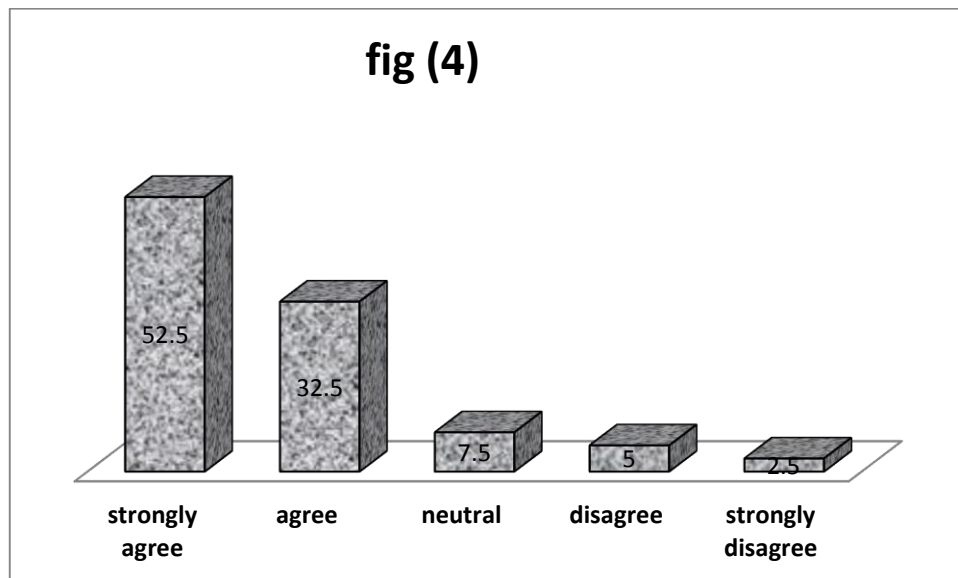
It is clear from the above table No.(3) and figure No (3) that there are (19) persons in the study's sample with percentage (47.5%) strongly agreed to "Some students have chances to interact with native speakers of English ". There are (15) persons with percentage (37.5%) agreed to that notion and (2) persons with percentage (5%) were not sure. (3) persons with percentage (7.5%) disagreed while only(1) person with 2.5% strongly disagreed.

Question No.(4): I face difficulties in having conversations with native speakers of English.

Table No. (4)

The frequency distribution for the respondents' answers of question No.(4):

Valid	Frequency	Percent%
strongly agree	21	52.5
agree	13	32.5
not sure	3	7.5
disagree	2	5.0
strongly disagree	1	2.5
Total	40	100.0



Source: the researcher from applied study, SPSS

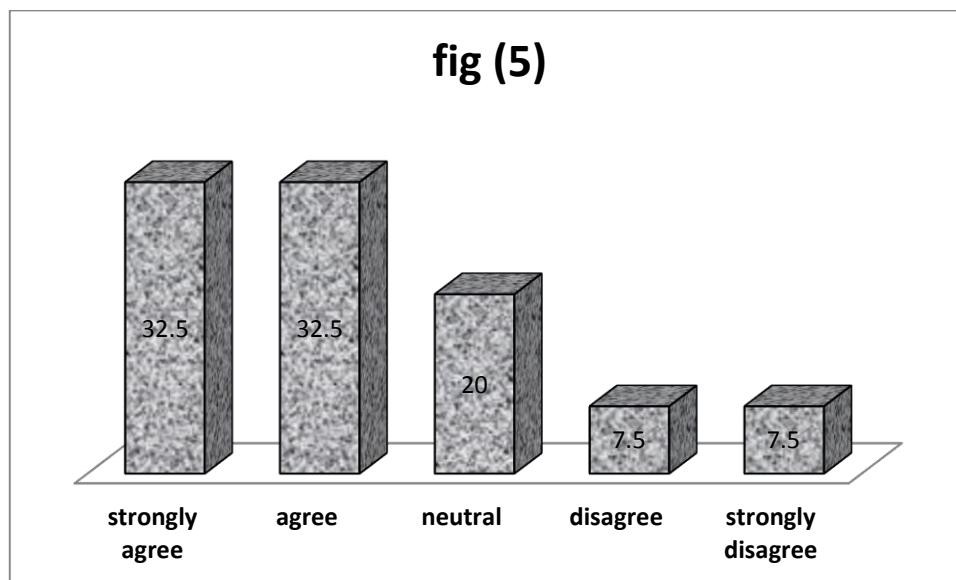
It is clear from the above table No.(4) and figure No (4) that there are (21) persons in the study's sample with percentage (52.5%) strongly agreed to "Facing difficulties in having conversations with native speakers of English ". There are (13) persons with percentage (32.5%) agreed to that, and (3) persons with percentage (7.5%) were not sure of that. (2) persons with percentage (5%) disagreed and (1) person with 2.5% strongly disagreed.

Question No.(5):I use video programmes and YouTube to improve my language.

Table No. (5)

The frequency distribution for the respondents' answers of question No. (5):

Valid	Frequency	Percent%
strongly agree	13	32.5
agree	13	32.5
not sure	8	20.0
disagree	3	7.5
strongly disagree	3	7.5
Total	40	100.0



Source: the researcher from applied study, SPSS

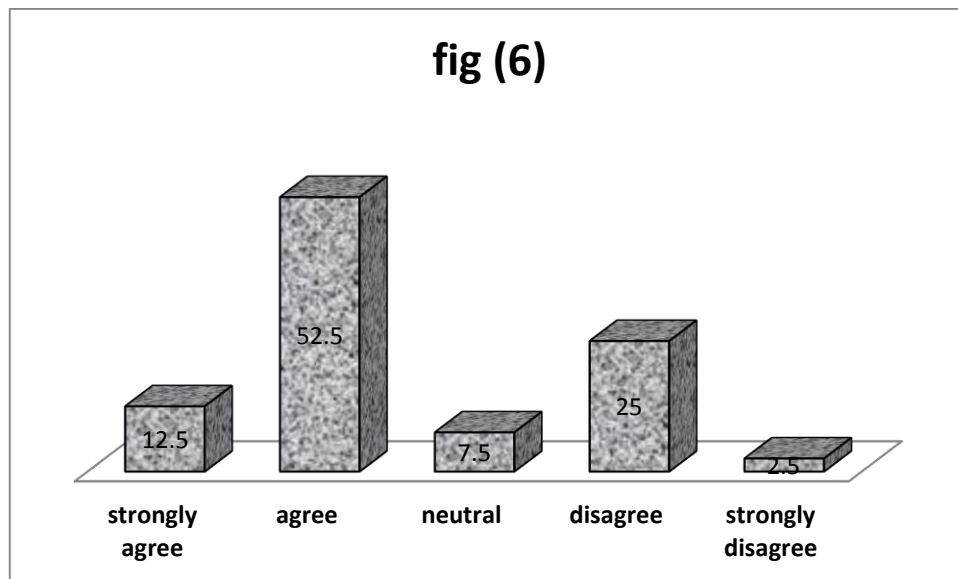
It is clear from the above table No.(5) and figure No (5) that there are (13) persons in the study's sample with percentage (32.5%) strongly agreed to "Using video programmes and YouTube to improve the language ". There are (13) persons with percentage (32.5%) agreed to that, and (8) persons with percentage (20%) were not sure of that. (3) persons with percentage (7.5%) disagreed and (3) persons with 7.5% strongly disagreed.

Question No. (6): I have lived or visited one of the English-speaking countries.

Table No. (6)

The frequency distribution for the respondents' answers of question No.(6):

Valid	Frequency	Percent%
strongly agree	5	12.5
agree	21	52.5
not sure	3	7.5
disagree	10	25.0
strongly disagree	1	2.5
Total	40	100.0



Source: the researcher from applied study, SPSS

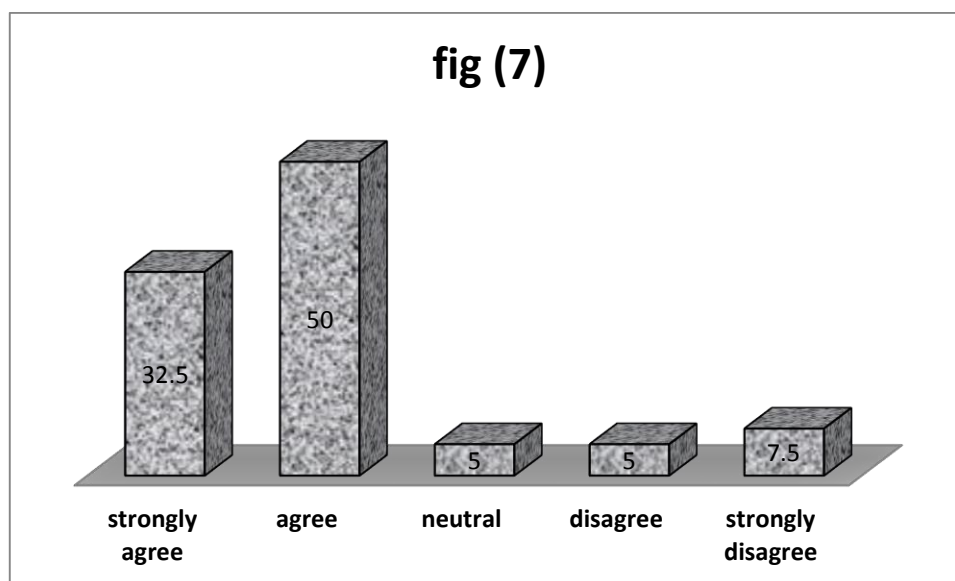
It is clear from the above table No.(6) and figure No. (6) that there are (5) persons in the study's sample with percentage (12.5%) strongly agreed to "I have lived or visited one of the English-speaking countries". There are (21) persons with percentage (52.5%) agreed to that idea. (3) of the respondents with percentage (7.5%) were not sure of that and (10) persons with percentage (25%) disagreed. Only (1) person with 2.5% strongly disagreed.

Question No. (7): Students try to find other ways outside the classroom environment to improve their oral communicative competence.

Table No. (7)

The frequency distribution for the respondents' answers of question No. (7):

Valid	Frequency	Percent%
strongly agree	13	32.5
agree	20	50.0
not sure	2	5.0
disagree	2	5.0
strongly disagree	3	7.5
Total	40	100



Source: the researcher from applied study, SPSS

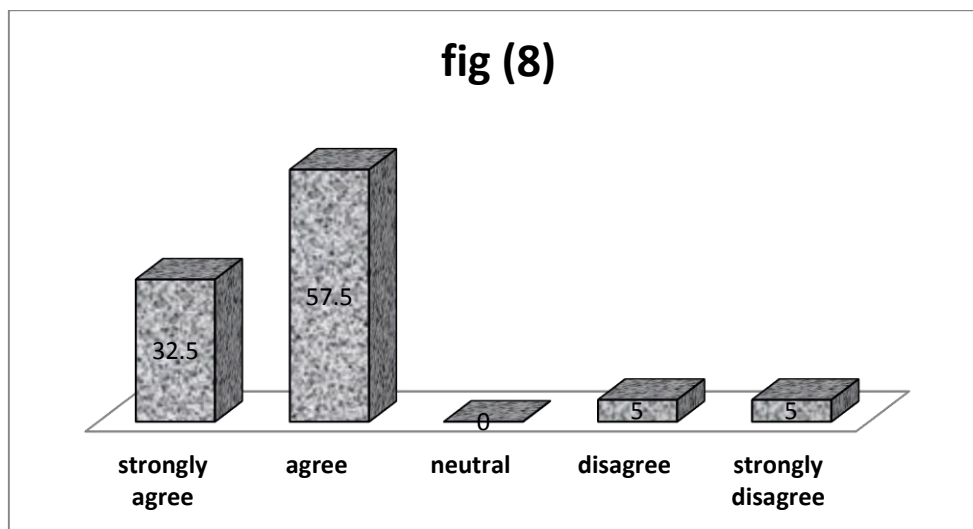
It is clear from the above table No.(7) and figure No. (7) that there are (13) persons in the study's sample with percentage (32.5%) strongly agreed to: "Students try to find other ways outside the classroom environment to improve their oral communicative competence". There are (20) persons with percentage (50.0%) agreed to that, and (2) persons with percentage (5.0%) were not sure of that. (2) persons with percentage (5%) disagreed and (3) persons with 7.5% strongly disagreed.

Question No.(8):I am satisfied with my English performance in real life situations.

Table No. (8)

The frequency distribution for the respondents' answers of question No.(8):

Valid	Frequency	Percent%
strongly agree	13	32.5
agree	23	57.5
not sure	0	0
disagree	2	5.0
strongly disagree	2	5.0
Total	40	100.0



Source: the researcher from applied study, SPSS

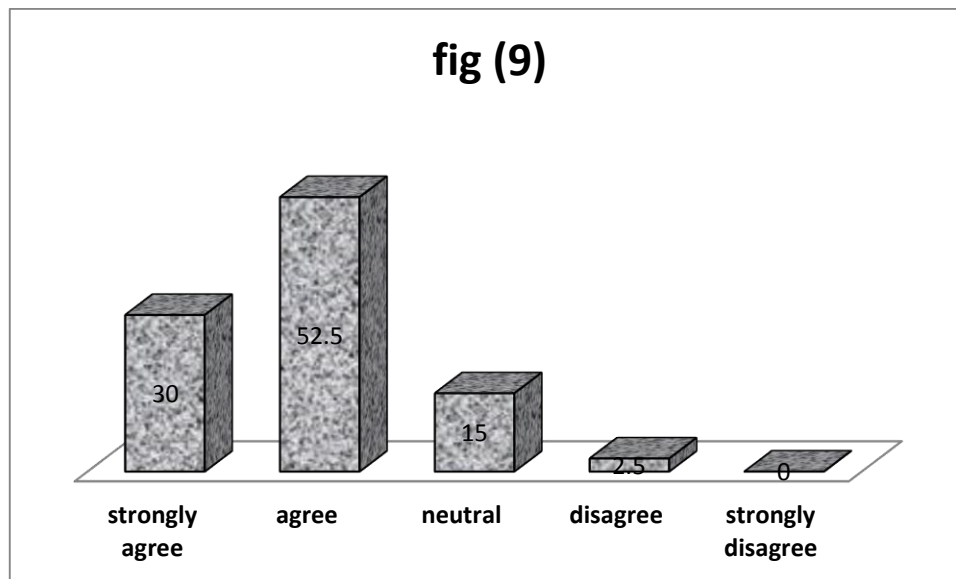
It is clear from the above table No. (8) and figure No. (8) that there are (13) persons in the study's sample with percentage (32.5%) strongly agreed to: "I am satisfied with my English performance in real life situations". There are (23) persons with percentage (57.5%) agreed to that idea while (0) person with percentage (0.0%) was not sure of that. (2) persons with percentage (5%) disagreed and (2) persons with 5% strongly disagreed.

Question No.(9):Having much listening to English in TV channels helps to develop students' oral communication.

Table No. (9)

The frequency distribution for the respondents' answers of question No.(9):

Valid	Frequency	Percent%
strongly agree	12	30.0
agree	21	52.5
not sure	6	15.0
disagree	1	2.5
strongly disagree	0	0
Total	40	100.0



Source: the researcher from applied study, SPSS

It is clear from the above table No.(9) and figure No. (9) that there are (12) persons in the study's sample with percentage (30.0%) strongly agreed to "Having much listening to English in TV channels helps to develop students' oral communication", while there are (21) persons with percentage (52.5%) agreed to that notion. (6) persons with percentage (15.0%) were not sure and (1) person with percentage (2.5%) disagreed. (0) person with 5% strongly disagreed.

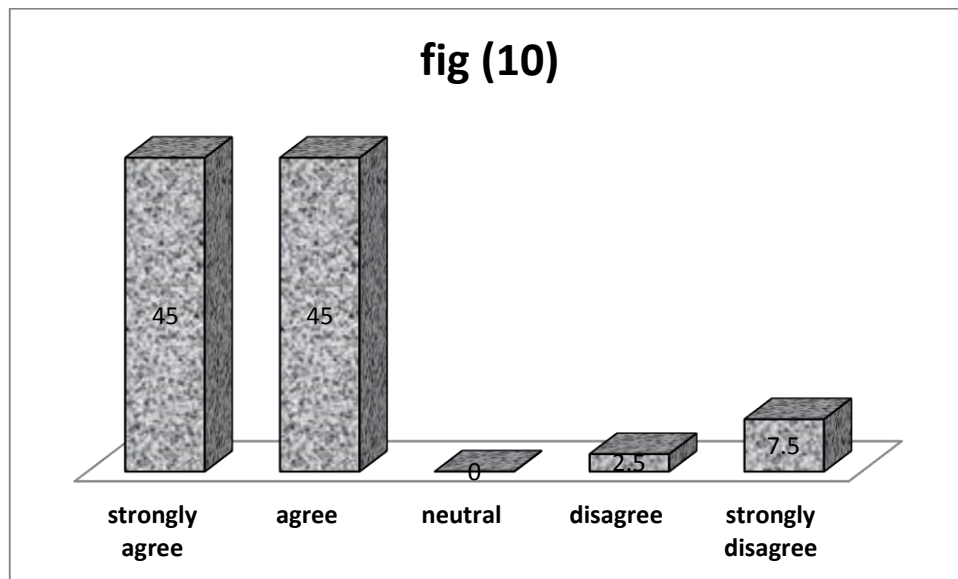
Question No. (10): Oral communicative competence is given importance in teaching English as a foreign language at Sudanese universities.

Table No. (10)

The frequency distribution for the respondents' answers of question

No.(10):

Valid	Frequency	Percent%
strongly agree	18	45.0
agree	18	45.0
not sure	0	0
disagree	1	2.5
strongly disagree	3	7.5
Total	40	100.0



Source: the researcher from applied study, SPSS

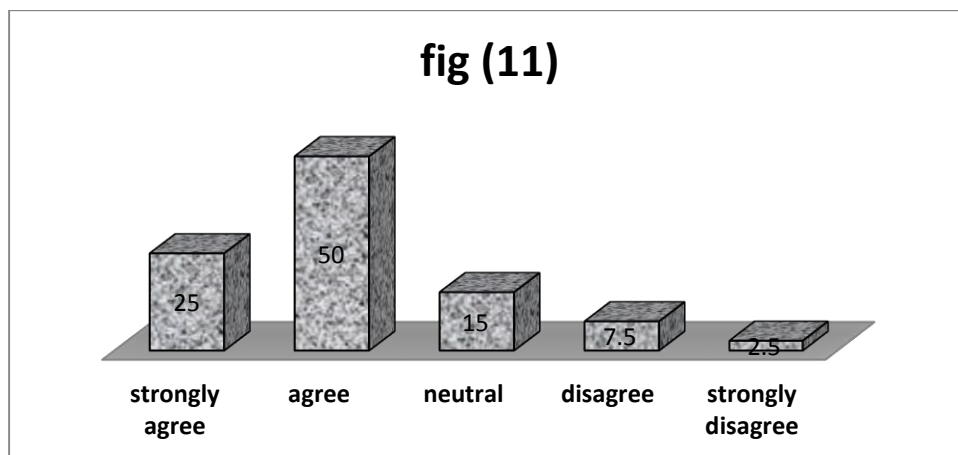
It is clear from the above table No.(10) and figure No. (10) that there are (18) persons in the study's sample with percentage (45.0%) strongly agreed to "Oral communicative competence is given importance in teaching English as a foreign language at Sudanese universities", while (18) persons with percentage (45.0%) agreed to that idea.(0) person with percentage (0.0%) were not sure of that, and (1) person with percentage (2.5%) disagreed. (3) persons with 7.5% strongly disagreed.

Question No. (11): Student's oral communicative competence is being assessed in classes at our universities.

Table No. (11)

The frequency distribution for the respondents' answers of question No. (11):

Valid	Frequency	Percent%
strongly agree	10	25.0
agree	20	50.0
not sure	6	15.0
disagree	3	7.5
strongly disagree	1	2.5
Total	40	100.0



Source: the researcher from applied study, SPSS

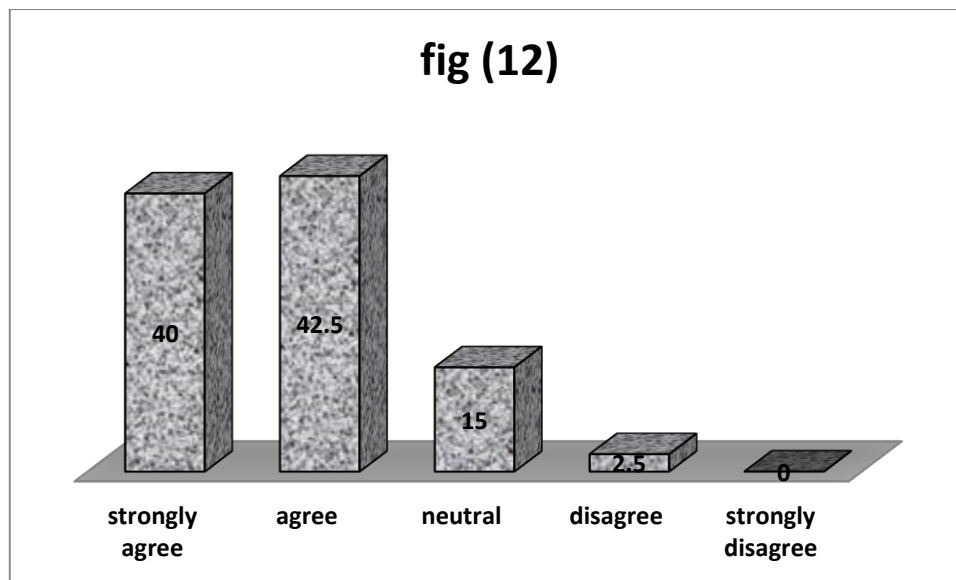
It is clear from the above table No.(11) and figure No. (11) that there are (10) persons in the study's sample with percentage (25.0%) strongly agreed to: "Student's oral communicative competence is being assessed in classes at our universities." There are (20) persons with percentage (50.0%) agreed to that idea and (6) persons with percentage (15.0%) were not sure of that. (3) persons with percentage (7.5%) disagreed and only (1) person with 2.5% strongly disagreed.

Question No. (12): Students who are majoring in English have a little opportunity to practise their English outside the teaching and learning environment.

Table No. (12)

The frequency distribution for the respondents' answers of question No.(12):

Valid	Frequency	Percent%
strongly agree	16	40.0
agree	17	42.5
not sure	6	15.0
disagree	1	2.5
strongly disagree	0	0
Total	40	100.0



Source: the researcher from applied study, SPSS

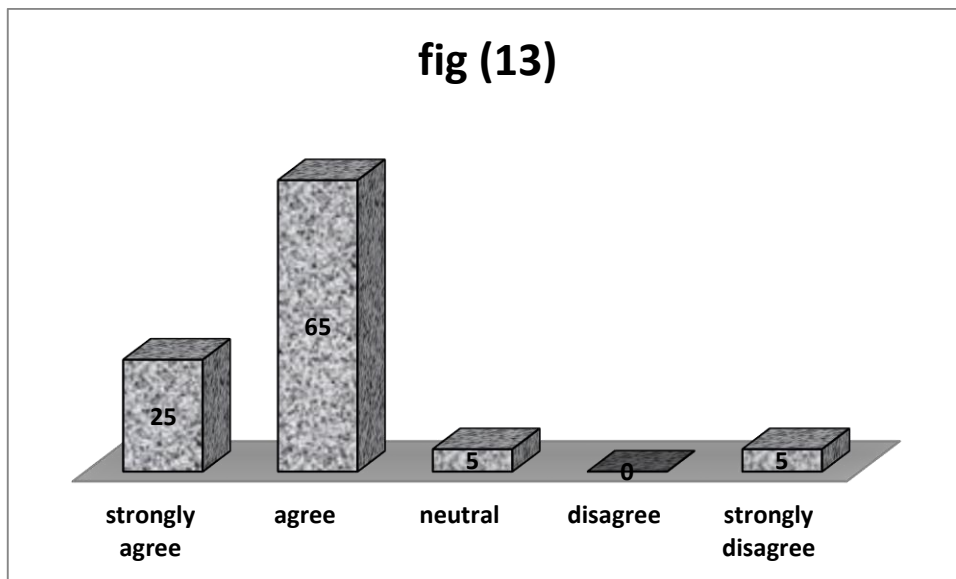
It is clear from the above table No.(12) and figure No. (12) that there are (16) persons in the study's sample with percentage (40.0%) strongly agreed to "Students who are majoring in English have a little opportunity to practise their English outside the teaching and learning environment". There are (17) persons with percentage (42.5%) agreed to that thought and (6) persons with percentage (15.0%) were not sure of that. (1) person with percentage (2.5%) disagreed and (0) person with 0.0% strongly disagreed.

Question No. (13): The communicative activities in class fulfill the learners' need of using the language in real life situations.

Table No. (13)

Table no. (13) shows the frequency distribution for the respondents' answers of question No.(13):

Valid	Frequency	Percent%
strongly agree	10	25.0
agree	26	65.0
not sure	2	5.0
disagree	0	0
strongly disagree	2	5.0
Total	40	100.0



Source: the researcher from applied study, SPSS

It is clear from the above table No.(13) and figure No. (13) that there are (10) persons in the study's sample with percentage (25.0%) strongly agreed to "The communicative activities in class fulfill the learners' need of using the language in real life situations". (26) persons with percentage (65.0%) agreed to that idea and (2) persons with percentage (5.0%) were not sure of that. (0) person with percentage (0.0%) disagreed and (1) person with 2.5% strongly disagreed.

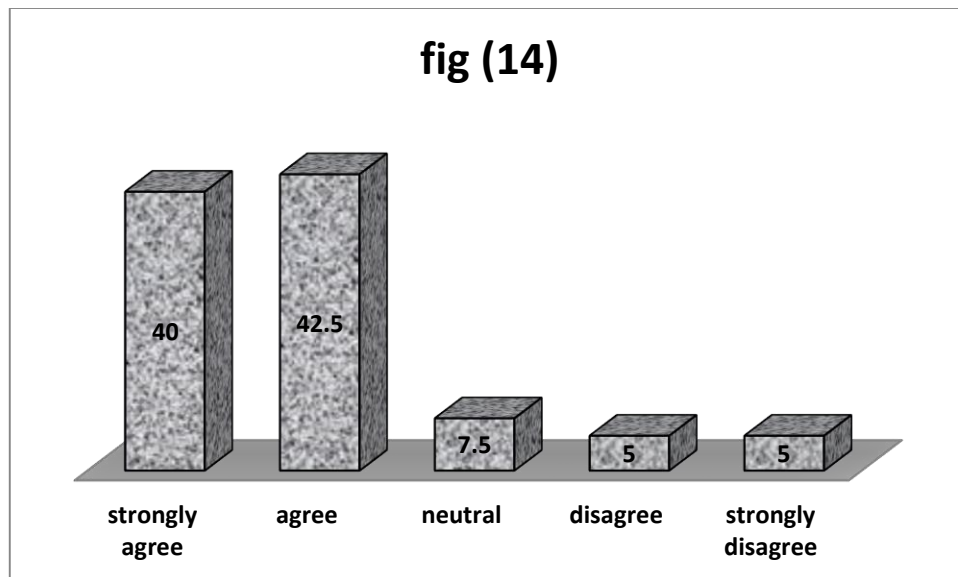
Question No. (14): Oral communicative English language teaching should be given importance at schools from an early age.

Table No. (14)

The frequency distribution for the respondents' answers of question

No.(14):

Valid	Frequency	Percent%
strongly agree	16	40.0
agree	17	42.5
not sure	3	7.5
disagree	2	5.0
strongly disagree	2	5.0
Total	40	100.0



Source: the researcher from applied study, SPSS

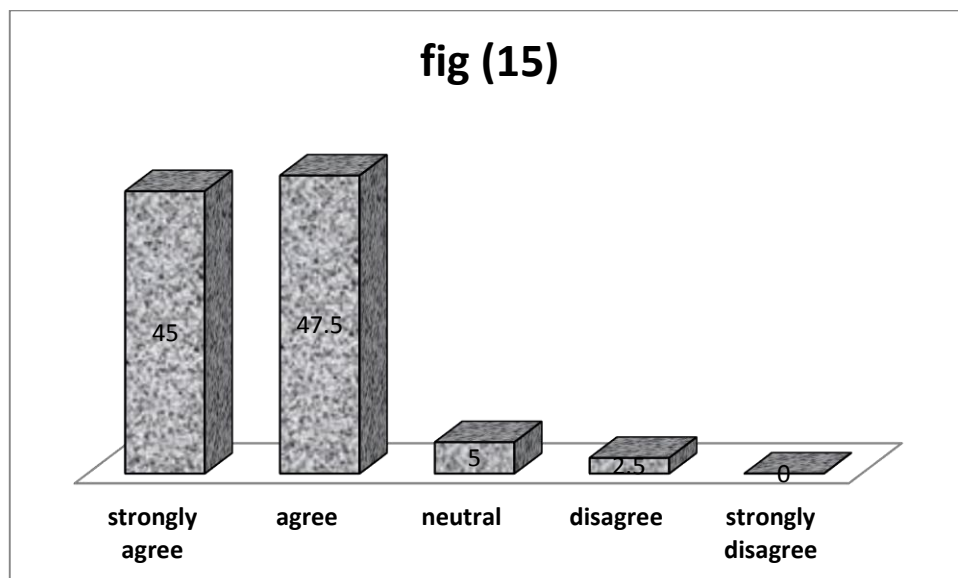
It is clear from the above table No.(14) and figure No. (14) that there are (16) persons in the study's sample with percentage (40.0%) strongly agreed to: "Oral communicative English language teaching should be given importance at schools from an early age". There are (17) persons with percentage (42.5%) agreed to that thought and (3) persons with percentage (7.5%) were not sure of that. Only (2) persons with percentage (5.0%) disagreed and (2) persons with 5% strongly disagreed.

Question No. (15): Developing learners' attitudes toward communicative language teaching enhance their willingness to communicate in EFL classes.

Table No. (15):

The frequency distribution for the respondents' answers of question No.(15)

Valid	Frequency	Percent%
strongly agree	18	45.0
agree	19	47.5
not sure	2	5.0
disagree	1	2.5
strongly disagree	0	0
Total	40	100.0



Source: the researcher from applied study, SPSS

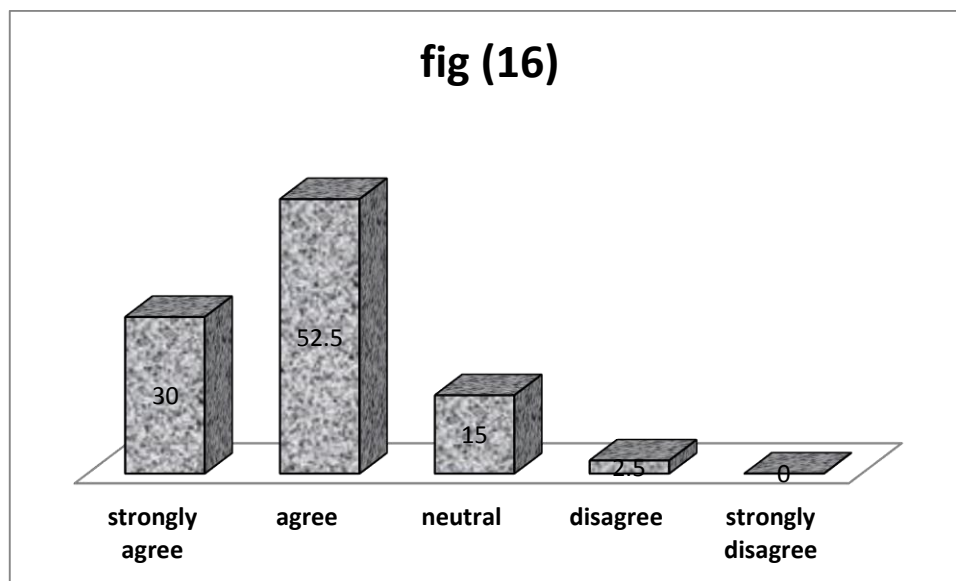
It is clear from the above table No.(15) and figure No. (15) that there are (18) persons in the study's sample with percentage (45.0%) strongly agreed to: "Developing learners' attitudes towards communicative languages teaching enhance their willingness to communicate in EFL classes". There are (19) persons with percentage (47.5%) agreed to that idea, and only (2) persons with percentage (5%) were not sure of that. (1) persons with percentage (2.5%) disagreed and (0) person with 5% strongly disagreed.

Question No. (16): Students pay much concern to grammar rather than communicative English.

Table No. (16)

The frequency distribution for the respondents' answers of question No.(16):

Valid	Frequency	Percent%
strongly agree	12	30.0
agree	21	52.5
not sure	6	15.0
disagree	1	2.5
strongly disagree	0	0
Total	40	100.0



Source: the researcher from applied study, SPSS

It is clear from the above table No.(16) and figure No. (16) that there are (12) persons in the study's sample with percentage (30.0%) strongly agreed to: "Students pay much concern to grammar rather than communicative English", while there are (21) persons with percentage (52.5%) agreed to that notion. There are(6) persons with percentage (15.0%) were not sure and only (1) person with percentage (2.5%) disagreed. (0) person with 5% are strongly disagreed.

Table No.(17)**Chi-Square Test Results for Respondents' Answers of the Questions of the Hypotheses:**

No.	Statement	mean	SD	Chi square	p-value
1	Learning oral communicative competence is challenging in EFL classes.	2.6	0.8	27	0.000
2	The students feel shy to express themselves in English outside the classroom environment.	2.4	0.5	25.7	0.000
3	Some students have chances to interact with native speakers of English.	2.3	0.7	23	0.000
4	I face difficulties in having conversations with native speakers of English.	2.9	0.6	26	0.000
5	I use video programmes and YouTube to improve my language.	2.5	0.5	32	0.000
6	I have lived or visited one of the English-speaking countries.	2.5	0.6	28	0.00
7	Students try to find other ways outside the classroom environment to improve their oral communicative competence.	2.6	0.8	27.7	0.00
8	I am satisfied with my English performance in real life situations.	2.4	0.9	25.7	0.001
9	Having much listening to English in TV channels helps to develop students' oral communication.	2.4	0.5	35	0.008
10	Oral communicative competence is given importance in teaching English as a foreign language at Sudanese universities.	2.5	0.8	33	0.001
11	Students' oral communicative competence is being assessed in	2.7	0.4	25.6	0.00

	classes at our universities.				
12	Students who are majoring in English have a little opportunity to practise their English outside the teaching and learning environment	3.0	0.7	27.5	0.00
13	The communicative activities in class fulfill the learners' need of using the language in real life situations.	2.7	0.6	24	0.00
14	Oral communicative English language teaching should be given importance at schools from an early age.	2.5	0.4	22	0.00
15	Developing learners' attitudes towards communicative language teaching enhances their willingness to communicate in EFL classes.	3.00	0.7	23	0.001
16	Students pay much concern to grammar rather than communicative English.	2.5	0.6	28	0.00

- The calculated value of chi-square for the significance of the differences for the respondents' answers question No.(1) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed to the statement: "Learning oral communicative competence is challenging in EFL classes".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No. (2) was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents

who agreed to the statement: “The students feel shy to express themselves in English outside the classroom environment”.

- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No. (3) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed to the statement: “Some students have chances to interact with native speakers of English”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No. (4) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed to the statement: “I face difficulties in having conversations with native speakers of English”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No. (5) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed to the statement: “I use video programmes and YouTube to improve my language”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No. (6) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed to the statement: “I have lived or visited one of the English-speaking countries”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No. (7) was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents

who agreed to the statement: “Students try to find other ways outside the classroom environment to improve their oral communicative competence”.

- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No. (8) was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed to the statement: “I am satisfied with my English performance in real life situations”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No.(9) was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed to the statement: “Having much listening to English.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No. (10) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed to the statement: “Oral communicative competence is given importance in teaching English as a foreign language at Sudanese universities”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No. (11) was (25.6) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed to the statement: “Students’ oral communicative competence is being assessed in classes at our universities”.
- The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No. (12) was (27.5) which is

greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed to the statement: "Students who are majoring in English have a little opportunity to practise their English outside the teaching and learning environment".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No. (13) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (14) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed to the statement: "The communicative activities in class fulfill the learners' need of using the language in real life situations".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No. (14) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed to the statement: "Oral communicative English language teaching should be given importance at schools from an early age".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No. (15) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed to the statement: "Developing learners' attitudes towards communicative language teaching enhance their willingness to communicate in EFL classes".
- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No. (16) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). This indicates

that, there are statistically significant differences at the level (5%) among the answers of the respondents which support the respondents who agreed with the statement: “Students pay much concern to grammar rather than communicative English”.

4.3. The responses to the interview

The responses to the interview of the 10 teachers were computed. The following is an analytical interpretation and discussion of the findings regarding different viewpoints related to the objectives and hypotheses of the study. The interview is analyzed statistically and discussed. The following tables support the discussion.

4.3.1. Discussion and analyses of the interview questions

The researcher distributed the interview questions on determined study sample (10) of various years of experience and different qualifications. The answers have been analyzed and computed. The following tables and discussions show the results.

Table (A) represents the Academic qualification.

qualification	Frequency	Percentage%
BA	1	10
MA	3	30
PH.D	6	60
Total	10	100

It is clear from the above table (A) that most of the study samples are PH.D holders with 60% and 30 % have MA as qualification while only 10% have BA.

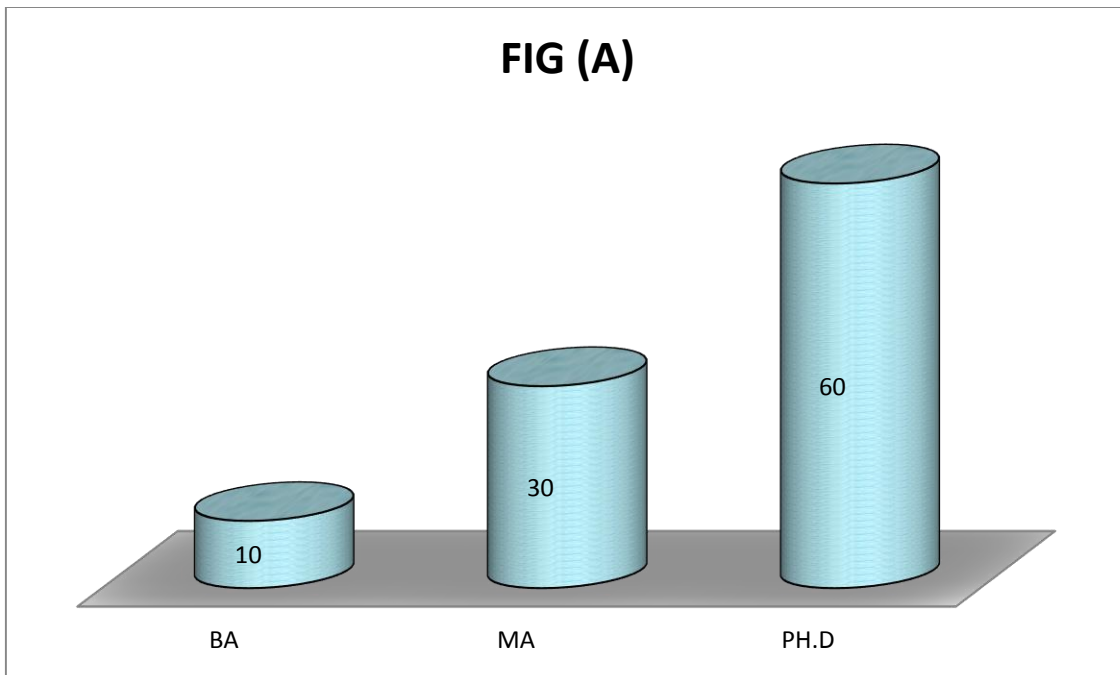


Table (B) represents the years of experience.

Experience	Frequency	Percentage
1 to 5	1	10
6 to 10	1	10
11 to 15	1	10
15 more	7	70
total	10	100

From the above table 70% from the study sample have experience more than 15 years and 10% 11 to 15 while 10% have experience from 6 to 10 years, also 10% have experience from 1 to 5 years.

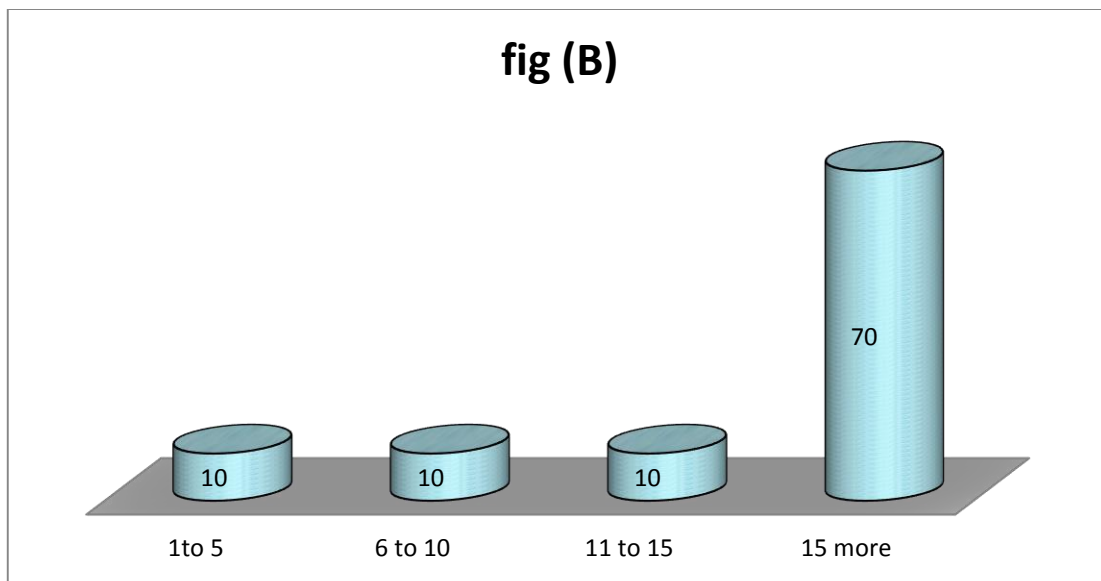


Table (1) the frequency distribution of the respondents' answers about question (1)

Do your students have any difficulty expressing themselves in oral English? If so, what do you think are the reasons.

factors	Frequency	Percentage
Psychological factors	4	40
Environmental factors	5	50
Methodological factors	1	10
Total	10	100

The respondents' answers showed that all of them answered yes and 40% of them think the reasons are Psychological factors and 50% says Environmental factors and only 1% they think the reasons are Methodological factors.

Table (2) the frequency distribution of the respondents' answers about question (2) **During your class , did you do any activities that develop your students' oral communicative competence ?If yes, please provide an example(s).**

Examples	Frequency	Percentage
Encouraging methods	3	30
Work on groups	4	40
Educational techniques	3	30
Total	10	100

From the above table (2), it is clear that 30% of the respondents' answers use encouraging methods and 40% use work on groups and 30% adopt educational techniques.

Table (3) the frequency distribution of the respondents' answers about question (3) **Do you feel that communicative language teaching at Sudanese universities fails to address issues specific to EFL environment ?**

Answers	Frequency	Percentage
Yes	9	90
No	0	0
Not sure	1	10
Total	10	100

From the above table (3), it is shown that 90% of the respondents' answers said yes and only 10% were not sure.

Table (4) the frequency distribution of the respondent's answers about question (4) **Are you satisfied with your students' English performance in real life situations?**

Answers	Frequency	Percentage
Yes	3	30
No	7	70
Total	10	100

From the above table (4), it is shown that 30% of the respondents answered yes and 70% no.

Table (5) the frequency distribution of respondent's answers about question (5) **How do you assess your students' oral communicative competence in class?**

Answers	Frequency	Percentage
Oral activities	7	70
Observation	1	10
Feedback	2	20
Total	10	100

From the above table (5), it's clear that most teachers assess their students through oral activities with percent 70% and there are 10% do that using observation, while 20% prefer to use feedback.

Table (6) the frequency distribution of the respondent's answers about question (6) ***Do you use videos or computer programmes to develop your students' communicative competence ?***

Answers	Frequency	Percentage
yes	8	80
no	0	0
Not sure	2	20
Total	10	100

From the above table (6), it is shown that 80% of the respondents answered yes for using videos and computer programmes to develop their students' communicative competence and 0% said no, while 20% were not sure.

Table (7) the frequency distribution of the respondents' answers about question (7) ***In your opinion, how do students like communicative language teaching?***

Answers	Frequency	Percentage
Student centre approach	8	80
Group work activity	1	10
Pair work activity	1	10
Total	10	100

It is clear that 80% of the teachers think that students like communicative language teaching through (student centre approach), while 10% of the teachers think that students like it through (group work activity), and 10% of the teachers think that students like that idea through (pair work activity).

Table (8) the frequency distribution of the respondent's answers about question (8) **Do you think that teachers at Sudanese universities are encouraged to use communicative languages teaching?**

Answers	Frequency	Percentage
yes	0	0
No	7	70
Not sure	3	30
Total	10	100

From the above table (8), it is shown that 0% of the respondents answered yes and 70 said no, while 30% were not sure.

4.4. Discussion of the results

The results are discussed according to the sequences of data analyzed by the instruments used in the research. The discussion is necessary to develop and promote the students' oral communicative competence in an EFL environment.

The most significant results obtained by the students' questionnaire and the teachers' interview analysis indicate that most of the students who responded to the questionnaire view oral communicative competence as challenging in EFL classes. Very few of them see that it is not challenging, maybe those students had a good opportunity to interact with native speakers of English or with people who know English or they have lived or visited one of the English-speaking countries or having good knowledge of the language due to some special factors.

Most of the students either agreed or strongly agreed to the point that they try to find other ways outside the classroom environment to develop their oral communicative competence. Most of them try to improve that by having much listening to TV channels, using video programmes and YouTube.

A great number of the students see that the communicative activities in class do not fulfill the learners' need in real life situations, and also they view it as a neglected part of teaching the language at Sudanese universities. Furthermore,

most of them either agreed or strongly agreed to the point that oral communicative competence should be given importance at schools from an early age. That view of the students is essential in developing the learners' communication ability through encouraging them from the very beginning of their learning.

Most of the students view that the learners' oral communicative competence is not being assessed in classes at their universities. That doesn't help in promoting their ability in communicating with others when leaving the university and later after having the job which would be problematic in their future career.

All the students except one agreed to the idea of developing learners' attitudes towards communicative language teaching enhance willingness to communicate in EFL classes. The same amount agreed that students who are majoring in English have a little opportunity to practise their English outside the teaching and learning environment. That would be something negative towards their communication development as it is said that practice makes perfection. Students have to practise their English and try to find ways to apply that. That's why all the students who responded to the questionnaire except three said that they face difficulties in having conversations with native speakers. This is likely to happen because there is no interaction to get the real pronunciation and get accustomed to the way how they speak. Most of the respondents agreed that they feel shy to express themselves in English outside the classroom environment.

All the respondents agreed that they pay much attention to grammar rather than communicative English. That is a big problem for them to develop their communication ability because much of their attention and concern is devoted to grammar. They need to focus on developing their oral communicative ability without neglecting grammar as a means of learning the language; although some people have an idea that grammar comes second to language, saying that, the most important point is to convey your message to the listener without paying much attention to grammatical mistakes.

All teachers who answered the interview questions except one think that their students are having difficulty expressing themselves in oral English. They put psychological, environmental and methodological factors behind those difficulties.

Teachers agreed that they did a kind of activities that may develop the students' oral communicative competence. The teachers introduced some examples like work on groups, educational techniques and encouraging methods.

All the teachers except one agreed that communicative language teaching at Sudanese universities fails to address issues specific to EFL environment and most of them think that they are not satisfied with their students' English performance in real life situations.

Most of the teachers say that they assess their students' oral communicative competence in class, through oral activities. One does that by observation and two through feedback.

Most of the teachers use either videos or computer programmes to develop their students' communicative competence.

Chapter Five

**Main Findings, Conclusion, Recommendations and
Suggestions for Further Studies**

Chapter Five

Main Findings, Conclusion, recommendations and Suggestions

5.1. Introduction

In this chapter, the researcher makes a summary for the whole study, recommendations, findings and suggestions for further studies.

5.2. Summary

Acquiring oral communicative competence is difficult, challenging and frustrating for most EFL learners in particular the Sudanese students. Moreover, it can be very stressful for them because of many factors they may encounter during their study, so they always exert efforts to find some ways to develop that important part of learning the language outside the school environment. How well students communicate with others has a major impact on their future career because they need English in their jobs and other field of life.

The main purpose of this research is to assess, investigate and explore students' oral communicative competence in an EFL environment at Sudanese universities, besides how to overcome difficulties that might face students in that concern. To achieve this, the researcher used both questionnaire and interview. The questionnaire was applied on a group of different level students at three Sudanese universities. The interview was applied on a group of university teachers at Sudanese universities. Most of them have ph. D.

The study consists of five chapters. The first of which comprised the presentation of the elements of the general framework of the study.

Chapter two gave an idea about the literature review and previous studies related to the thesis.

Chapter three deals with all the procedures about the research in conducting the study; it included the instruments of data collection and the procedures followed in collecting the data.

Chapter four concerns with the data analysis of the questionnaire and the interview, analyzed statistically through using statistical products solution services techniques, (SPSS). It also includes discussion of the results.

5.3. Findings

From this study, the researcher came up with the following findings:

1- Communicative activities play a vital and an active role in developing the students' oral communicative competence. Such kind of activities whether practised inside or outside the classroom enables students to choose appropriate English for communication when facing diverse social interaction requirements.

2- Most books are not provided with real life speaking materials. Even though the approach adopted in almost all courses is the communicative approach, yet neither the speaking materials nor the procedures used are communicative. They aim at accuracy rather than fluency.

3- Learners normally 'speak to learn' rather than 'learn to speak'. Learners speak in order to learn of accuracy of the components of the language (sound discrimination or patterns, grammatical structures or functional realizations) rather than develop fluency in using the target language in spoken interaction with native speakers or other learners.

4- Communicative speaking is not taught, but only written language is taught in a spoken form. Real life spoken language is rarely taught. Learners practise uttering well-formed sentences with accurate grammar and pronunciation. This seems to be the aim of speaking. Learners do not use the spoken language for communication in the real world.

5- Facilities such as educational videos, listening to TV channels, YouTube, having conversations with native speakers of English, interacting in English clubs are very useful to promote the students' oral communicative ability and can be efficient for them to feel confident and having much trust on themselves when having real life situational conversations. Most of the students responded to the questionnaire agreed that the communicative activities in classroom don't fulfill their need, so they need the above outside activities.

6- The role of the teacher in the spoken language lesson in the target situation is traditional to a great extent. Most teachers act as 'givers of knowledge'.

Being a giver of information is not the teacher's main concern. Our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for a variety of communicative purposes.

7-Teachers pay attention only to literacy skills because the evaluation of the learners' performance depends only on the written exams. In Sudan and some other parts of the Arab World "evaluation depends mainly on documentation". A rule which must not be applied in the field of teaching a foreign language where a skill like speaking could be considered as the first among the four skills to assess the learner's proficiency in the target language. Most teachers neglect the speaking lessons and instead they prefer to teach some writing or reading materials from which learners may benefit in their written exams. The teacher here plays his / her role as a planner wrongly. But teachers think that this is what necessity demands. The courses are too long compared with the time specified for teaching them. So, why not utilize the time specified for the speaking activities (a skill in which learners are not going to have any exams) in teaching something written to raise the standard of the learners in the written exams; the only channel through which learners are evaluated in most Arab countries.

8-Most teachers themselves have not acquired their English in a communicative or interactive way. They were one day receivers of non-communicative form of English and they are naturally now non-communicative producers of the language. We cannot expect a non-communicative or non-interactive teacher (producer) to produce a communicative or interactive learner (receiver). Even when the textbook does not contain any real life speaking materials, a communicative teacher should

play his/her role as an interactive planner and introduce into the class some real life speaking materials from time to time.

9- Most of the respondents agreed that Sudanese university students have little opportunity to practise their English outside the classroom environment. So the above mentioned is the suitable solution for this problem.

10-Assessing students' oral communication should be paid much attention at the Sudanese universities. Most of the respondents agreed that it is not being assessed well to meet the learners' need. Most of them suggested according to the survey that it should be given more importance to children from an early age, so when they grow up they find it easy to interact well in real life situation with less difficulty. Students need to discuss issues using their English in classrooms under supervision of their teachers. These discussions and presentations should be assessed and given marks so that students exert efforts and do their best to take part actively.

11-Teachers do not neglect completely teaching oral communicative competence. Most of the Students lack this essential part of the language.

12- Students' reflections on their learning achievements motivate them to keep on practising on social interactions for their development of oral communicative competence.

13 Most of the responded students agreed upon paying much attention to grammar rather than communication. They had difficulty expressing themselves in English because most of their attention is paid to grammar and how to make a correct English sentence. They have a fear of making grammatical mistakes which might lead to a linguistic barrier.

14-Most of the students agreed upon developing learners' attitudes towards communicative language teaching enhance their willingness to communicate in EFL classes.

5.4. Recommendations

1- The research recommends that teachers should encourage students and get them aware of the importance of oral communicative competence. They should use different materials in classrooms to develop their communication ability and guide them to better sources and techniques to develop it outside the classroom environment.

- 2- The study advises teachers to treat teaching communicative competence seriously in the mood of real communication not only for classroom activity .
- 3- The research recommends that an oral communicative language test should be added to the table characteristics of the university students' marks to emphasize its importance.
- 4- The research advises teachers to look into barriers and challenges that prohibit their students from acquiring the oral communicative competence and look for immediate solutions and remedial works.
- 5- The research recommends that teachers should encourage their students to practice English outside classrooms. For example, talking to people who know English very well, in particular, native speakers.
- 6- The study advises students to be aware of the importance of the oral communicative competence and try to improve their communication ability by using different sources.
- 7- The research recommends that the ministry of higher education in Sudan should hold annual conferences, frequent professional development workshops, and seminars for teachers relevant to their interest in the field of teaching communicative language.
- 8- The study recommends that communicative competence language teaching should be given to children at schools at an early age.

5.5. Suggestions for Further Studies

- 1- The average Language laboratories should be set at colleges available for the students majoring in English. Students need to make good use of that to develop their English.
- 2- Supporting teachers with modern up to date plans and techniques to fill the gap between the previous teaching methods and the recent ones of the fast growing technologies.
- 3- Students should be seated in groups for every day discussion and presentation.
4. The ministry of Education should employ native speakers of English to teach who are majoring at English at universities.

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Appendixes

Appendix (1)

Sudan University of Science and Technology

College of Graduate Studies

Questionnaire for students

Instructions:

- **The information here is for research purposes.**

Sex: male: female: level.....

PhD study titled: **Assessing Sudanese University Students' Oral Communicative Competence in an EFL Environment.** A case study of students majoring in English.

- **Please read each item carefully and indicate your answer by a tick { \checkmark } in the appropriate box.**

1. Learning oral communicative competence is challenging in EFL classes.

strongly agree agree not sure disagree strongly disagree

2. The students feel shy to express themselves in English outside the classroom environment.

strongly agree agree not sure disagree strongly disagree

3. Some students have chances to interact with native speakers of English.

strongly agree agree not sure disagree strongly disagree

4. I face difficulties in having conversations with native speakers of English.

strongly agree agree not sure disagree strongly disagree

5. I use video programmes and YouTube to improve my language.

strongly agree agree not sure disagree strongly disagree

6. I have lived or visited one of the English-speaking countries.

strongly agree agree not sure disagree strongly disagree

7. Students try to find other ways outside the classroom environment to improve their oral communicative competence.

strongly agree agree not sure disagree strongly disagree

8. I am satisfied with my English performance in real life situations.

strongly agree agree not sure disagree strongly disagree

9. Having much listening to English in TV channels helps to develop students' oral communication.

strongly agree agree not sure disagree strongly disagree

10. Oral communicative competence is given importance in teaching English as a foreign language at Sudanese universities.

strongly agree agree not sure disagree strongly disagree

11. Students' oral communicative competence is being assessed in classes at our university.

strongly agree agree not sure disagree strongly disagree

12. Students who are majoring in English have little opportunity to practise their English outside the teaching and learning environment.

strongly agree agree not sure disagree strongly disagree

13. The communicative activities in class fulfill the learners' need of using the language in real life situations.

strongly agree agree not sure disagree strongly disagree

14. Oral communicative English language teaching should be given importance at schools from an early age.

strongly agree agree not sure disagree strongly disagree

15. Developing learners' attitudes towards communicative language teaching enhance their willingness to communicate in EFL classes.

strongly agree agree not sure disagree strongly disagree

16. Students pay much concern to grammar rather than communicative English.

strongly agree agree not sure disagree strongly disagree

Thank you for your cooperation

Appendix (2)

Sudan University of Science and Technology

College of Graduate Studies

Teacher Interview Questions

Dear teachers,

Thank you for agreeing to participate in this research PhD project on: **Assessing Sudanese University Students' Oral Communicative Competence in an EFL Environment**. I highly appreciate you taking time out of your busy schedule. First, I will ask some questions concerning your general teaching background. Then I will ask questions more specifically related to the title mentioned above.

Name:

“Your identity will be kept confidential. Providing your name allows me to contact you for follow-up data collection.”

*Directions: Please check (√) the appropriate response or fill in the blank with appropriate information.

1- What is your highest degree earned?

a. Bachelor's ----- b. Master's ----- c. Doctorate -----

2- How long have you been teaching English as a foreign language? years.

3- Have you taught English outside your country? ----- if yes, where -----

1. Do your students have any difficulty expressing themselves in oral English? If so, what do you think are the reasons?

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2. During your class, did you do any activities that developed your students' oral communicative competence? If yes, please provide an example(s)

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3. Do you feel that communicative language teaching at Sudanese universities fails to address issues specific to EFL environment?

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4. Are you satisfied with your students' English performance in real life situations?

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5. How do you assess your students' oral communicative competence in class?

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6. Do you use videos or computer programmes to develop your students' communicative competence?

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7. In your opinion, how do students like communicative language teaching?

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8. Do you think that teachers at Sudanese universities are encouraged to use communicative language teaching?

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Thank you

Ammar Adam email: abumego@hotmail.com Mobile: 00966508307067