



Analyzing English Oral Communication Inabilities Facing Sudanese Oil & Gas Employees (A case study of Sudanese Petroleum Corporation Employees)

Mahmoud Ali Ahmed¹ & Ahmed Hussein Adam²

^{1,2} Sudan University of Science and Technology College of Graduates Studies.

Abstract:

The goal of this paper is to investigate English oral communication inabilities that faced by Sudanese oil and gas employees, (A case study of Sudanese Petroleum Corporation). It is also intended to throw some light on communication strategies which are used as a means to compensate for the lack of linguistic knowledge. The writers employ both quantitative and qualitative approaches in this study. They collected the data by the means of questionnaire and interviews. The data was analyzed by the SPSS computer program. The results show that the major problems that hinder oil and gas employees' progress in spoken English are: Inappropriate methods of teaching English in secondary schools and universities, lack of target language environment, negative attitude towards English language, and some psychological factors. Top of them are fear of making mistakes and lack of confidence. Depending on these results, the paper provides these recommendations: First, more emphasis should be laid on speaking activities such as debates, role play, dialogues, drama scenes and conversations. Second, an activity that helps in developing the learners' speaking skills (English Discussion Clubs" is beneficial. Third, to encourage learners to use communication strategies to compensate for the lack of linguistic knowledge.

المستخلص:

ترمي هذه الورقة إلى تقصي صعوبات التواصل باللغة الإنجليزية لدى العاملين بقطاع النفط والغاز في السودان. دراسة حالة العاملين بالمؤسسة السودانية للنفط. كما قصد منها أيضاً تسليط الضوء على استخدام إستراتيجيات التواصل لسد النقص في المعارف اللغوية. أتبعَت الدراسة المنهج الوصفي التحليلي لجمع البيانات حيث قام الباحثان بجمع البيانات عن طريق الإستبانة والمقابلة. خلصت الدراسة إلى أن المشكلات الرئيسية التي تحد من قدرات العاملين في التخاطب باللغة الإنجليزية هي: اتباع مناهج غير ملائمة لتدريس اللغة الإنجليزية في المرحلة الثانوية والجامعية، افتقار المتعلمين لبيئة اللغة الأصلية، الشعور السلبي لدى الدارسين تجاه اللغة الإنجليزية بالإضافة إلى بعض العوامل النفسية ومنها على سبيل المثال الخوف من الوقوع في الأخطاء أثناء الحديث و إنعدام الثقة بالنفس. وبناءً على ذلك توصي الدراسة بالآتي: يجب أن يستصحب تدريس اللغة الإنجليزية أنشطة الحوار ولعب الأدوار وتقديم عروض تمثيلية وإجراء المحادثات. كما أنه يجب ابتكار أنشطة معينة لتطوير مهارات الحديث كأندية النقاش بالإضافة إلى تشجيع المتعلمين على استخدام إستراتيجيات التواصل لسد النقص في المعارف اللغوية أثناء الحديث.

1-Introduction:

The blessing of speech is the bridge that links people of different linguistic and cultural backgrounds. In so doing, communicative ability which is the goal of foreign language learning, is much needed by its learners. The most characteristic features of communicative

language are functional and structural aspect of it, Littlewood, (1981, 1). Learners and the potential employees need to make distinction between structural view of the language and functional role of it to avoid ambiguity and



misunderstanding when they are dealing with others.

English language as the most widely spoken language in the world and as an important medium of international communication, trading and technology transfer all over the globe, is indispensable for businesspeople in general and oil and gas employees in particular to master its communicative skills. Nevertheless, methods of teaching it in Sudan at both secondary schools and universities besides some other factors such as lack of target language environment, insufficient vocabulary, inadequate methods of training on language skills as well as some psychological factors, resulted in producing employees with poor spoken English. This paper will look more closely to investigate some of these problems that hinder English oral communication abilities amongst Sudanese graduates in general and oil and gas employees in particular besides throwing some light on communication strategies which are used as a means in compensating for the lack of linguistic knowledge.

2- Objectives of the Study

The goal of this study is to investigate the root causes of oral communication inabilities that negatively affect Sudanese oil and gas employees' performance in spoken English. It is also intended to find out some communication strategies that help improve oil and gas employees' spoken English.

3- Literature Review

3.1 Communication and communicative ability.

If a language is a truly international medium, it is going to be most apparent in those services that deal with the task of communication, Crystal (1997). A unified definition of communication among linguists has not been reached to. However, it was defined by Oxford

Advanced Learner's Dictionary as the activity or process of expressing ideas and feeling or giving people information. Communication is the vital part of everyday situations starts at the beginning of birth onwards. There are four main pillars essential for fulfilling the process of communication: listening, speaking, reading and writing. In line with this Nunan (1989) defines oral communication as "spoken interaction between two or more people". There should be at least two processes to have oral communication i.e. speaking and listening. According to Satterwhite (2007), communication is a vital part of everyday life, begins at birth. Littlewood, (1981, 3-4) on his part argues that communication is a two-sided process and could be equally well be argued that the speaker should verbalize his message adequately. He should use linguistic and nonlinguistic knowledge of his addressee to be interpreted as he intended. The most efficient communicator in a foreign language is not always the person who is best at manipulating its structures. It is often the person who is the most skilled at processing the complete situation involving himself and his hearer, taking account of items with which he communicates his message effectively.

Foreign language learners need opportunities to develop these skills by being exposed to situations where the emphasis is on using their available resources for communicating message efficiently and economically as possible. Since these resources are limited, this may entail sacrificing grammatical accuracy in favor of immediate communicative effectiveness. To achieve communication, therefore, fluency always overweighs accuracy.

3.2 Communicative strategies

Communicative strategies, which are essential in oral communication, are used to achieve a



communicative goal. According to Stern (1983), communication strategies i.e. techniques of coping with difficulties in communicating an imperfect known second language. It is believed that lack of exposure to target language in a native-speaking environment could be a major reason for the Sudanese learners' weakness in oral communication. A learner must be able to interpret the social situation in which communication is taking place, because language does not always carry functional meaning, it also carries social meaning, Littewood,(1981). Learners also need to accelerate the development of personal relationship. A foreign language learner may therefore be hindered in forming such relationship if he/she is unable to adapt his speech to increasing familiarity and informality of a friendship. Learners also need to minimize bookish grammar, complete sentences and careful pronunciation when it comes to oral communication to avoid sending out signals of formality and social distance unintentionally. Brown, (1977), defines communication strategies as the conscious employment by verbal or non-verbal mechanism for communicating an idea when precise linguistic forms are for some reasons not available to the learner at that point in communication. All these definitions support the claim that communication strategies are employed when L2 learners encounter a problem in communication. Communication strategies are part of second or foreign language use, even native speakers use them in their speech and use what is called time-gaining devices in order to keep conversation going on, such as "you know", "what do you call it" ,Rababah,(2001).

3. 3 Use of communication strategies as techniques of learning.

The use of communication strategies is essential since it leads to learning. There are so many forms of communication strategies, due to the concise nature of this paper only two types are mentioned. First, negotiating of meaning as one of these strategies. It can be employed to serve two goals: to ease communication process, and to add knowledge to the learner. This can be well illustrated by the example set by Rababah (ibid), "... once I want to buy some spare parts for my car, I usually know what I want, but the exact word or expression in my native language (Arabic) is lacking, so I use its shape, size, function, where it is fixed etc. to describe it and make myself comprehensible to the shopkeeper. Then the shopkeeper says, "Aha! You want this spare part! Here you are." As a result of this negotiating meaning, he got the exact word. If he then needs this spare part again, at a later date, he will go to the shop and ask for it using the correct expression without resorting to any communication strategies. The above mentioned example illustrates that negotiation meaning as a communication strategy, can take place through the direct exposure to the target language in real-life situation, as opposed to classroom, which might not be an ideal environment for acquiring a foreign language. Second, literal translation as a means of communication strategies. It is word for word translation. In this strategy, the learner or foreign language speaker has to think in his own language then literally translate into the target language to avoid communication breakdown. Some teachers do not encourage it, while others do. Those who oppose it advise learners to think in English when they write or speak in order to prevent the use of this strategy. The proponents of this strategy on the other hand, say that literal translation strategy is very successful strategy in achieving the communicative goal, and only fails in a few



cases. Thus, it may be encouraged when no other means are available to the learner, Rababah (ibid).

Learners should be encouraged to take risks and use communication strategies. They should use all their available resources to communicate without being afraid of making errors, (Yule and Tarone, 1990). It is evident that most of Sudanese learners learn English in their home country Sudan where almost all learners and teachers are Arabic native speakers. This will leave them with little opportunities to learn informal English, idiomatic expressions, and communication strategies which are very essential for everyday conversation situations.

To conclude, the use of communication strategies is not an indication of communication failure, on contrary, it can be very successful in compensating for the lack of linguistic knowledge, Rababah,(ibid). Therefore, communication strategies are recommended to help learners overcome their communication difficulties.

3.4 Methods of teaching English in Sudan.

The fluctuated policies of including and teaching English language in the Sudanese curricula in the period (1970-1990), in the eyes of some researchers and educationalists, have negatively affected the status of English language in Sudan. English language curricula have been changed many times within the above mentioned period. However, the recent change after 1989 specifically in the year (1991), is not only a change on teaching syllabus, but also is a change of education ladder to 11 years, instead of 12 years. This new syllabus is Sudan Practical Integrated National English (SPINE) series which has been designed to provide the four basic skills (listening, speaking, reading and writing). It has been fiercely criticized by educationalists who think that this syllabus is to

be blamed for the decline of English language standard in Sudan in the last two decades. Dr. Mona, (2015) points out that “the rate of failure in English in the Sudanese Secondary School exam in 2008 which was as high as 21%, is attributed to the application of the syllabus which is intended to integrate the four skills so that each skill supports the others as it was initially planned. In line with this, there was popular complain towards the standards of English language skills and parents started to realize the disadvantages of the new language policy (Useen, 1998).

Syllabi are also considered a major problem facing students when learning English language at the tertiary level in Sudan. Dr. Hala Saleh and Abuelgasim Salah (2012) in a research paper entitled the current situation of English language at university of Khartoum: problems and solutions, have cited some problems that contributed to deterioration of English language at the U of K. In this study, syllabus was found as a major factor of these problems. According to the study findings, the syllabus problems are: lack of extensive reading, the syllabus is weak and unsuitable, and there is presence of gap between the current syllabus (U of K syllabus) and the previous one in the secondary schools.

It is worth mentioning that the problem of deterioration of English language is not confined to Sudanese learners alone, rather it is also a problem in the Arab world. Learners in the Arab world face the same problems. In his diagnosis of causes of Arab learners’ weakness, Rababah (2001), states that “the weakness of English language in general, and English language department majors/graduates more specifically, has been attributed to various factors: lack of pertinent information on the part of school graduates when they join the university, school English language department curricula, teaching



methods, lack of motivation. Suleiman (1983) claims that the continuing deficiency in performance of Arab students in English is attributed to the lack of fundamental standards in curriculum design, testing and oral communication skills and meager development of productive skills, mainly speaking skill. This is relatively attributed to the fact that they (Arab learners) lack necessary vocabulary they need to get their meaning across, and deficiency in communicative competence.

In conclusion, research proved that English textbooks alone do not enable a learner to acquire the spoken English. There are two essential skills that accelerate the speaking skills. First is the listening skill. It is always useful to develop listening skill, which automatically leads to improvement in spoken language. A good listener is a good speaker as well. If we take a child as an example, he learns speaking through listening from his parents. In other words, constant exposure to listening enhances speaking skill. This rule will also be applicable to the adult speakers who want to improve their spoken English. Second, reading real materials, which are prepared for native speakers such as Americans, British, and Canadians etc. A learner may find these real authentic materials in everyday vocabulary and idiomatic expressions used by native speakers in

their daily life conversations. This kind of materials cannot be found in the textbooks alone.

4. The Study Method

In this paper, the researchers have followed some instruments to gather the data pertinent to it. First, they initiated the idea of this study by constantly observing oil and gas employees when they engage in spoken English activities. The writers noticed that the employees always struggle with spoken English to get their message across. Second, a five-question questionnaire has been administered to fifty employees who took part in a workshop held at the Petroleum Training Centre conference hall. The participants represent almost all general directorates at the Ministry of Oil and Gas, oil-operating companies, and the Sudanese refineries. Third, to identify senior staff's perception of the problems of spoken English that encounter the oil sector employees from time to time at the workplace, the writers have interviewed some senior officials and engineers to get acquainted with the real problems of communication in English language. Two English language experts were also interviewed on this issue. Table (1) below shows the questionnaire items.



Table (1): The Questionnaire Items

	The difficulties of acquiring spoken English skills by Sudanese oil & gas employees are due to.....	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Inappropriate methods of teaching English language at both secondary schools and universities.					
2	Lack of target language environment.					
3	Insufficient vocabulary due to negligence of regular reading practice on the part of the employees.					
4	Some psychological factors: fear, shyness, lack of motivation and confidence.					
5	Negative attitude towards English.					

5. Data Analysis and Discussion

Studies to tackle the issue of deterioration of learning and spoken English in Sudan are many. Some government-institutions took the initiative to provide in house training for their employees on English language skills to develop their linguistic competence. English language department at the Petroleum Training Centre

Sudanese Ministry of Oil and Gas as an example, yet many of these employees still suffer from inability to properly communicate in English. The data collected in this study through the questionnaire will be analyzed and its results will also be demonstrated through the following tables and charts. The qualitative data (interview results) will also be analyzed and discusse



Table (2): Analysis of the Questionnaire

The difficulties of acquiring spoken English skills by Sudanese Oil & Gas Employees are due to.....

No.	Opinion	Descriptive statistics	Strongly agree	Agree	Neutral	Disagree	Strongly disagreed	Total
1	Inappropriate methods of teaching English language at both Sudanese secondary schools and universities.	Frequency	36	12	0	2	0	50
		Percentage	72%	24%	0%	4%	0%	100%
2	Lack of target language environment.	Frequency	27	21	2	0	0	50
		Percentage	54%	42%	4%	0%	0%	100%
3	Insufficient vocabulary due to negligence of regular reading practice on the part of the employees.	Frequency	23	24	2	1	0	50
		Percentage	46%	48%	4%	2%	0%	100%
4	Some psychological factors: shyness, lack of motivation and confidence.	Frequency	19	25	5	1	0	50
		Percentage	38%	50%	10%	2%	0%	100%
5	Negative attitude towards English language.	Frequency	33	13	4	0	0	50
		Percentage	66%	26%	8%	0%	0%	100%
	Total	Frequency	138	95	13	4	0	250
		Percentage	55.2%	38%	5.2%	1.6%	0%	100%

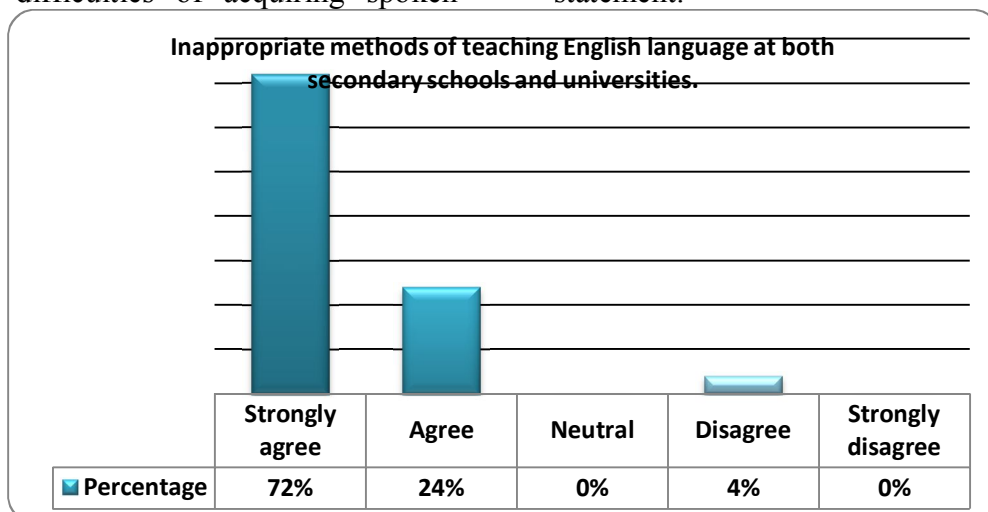
Frequencies and percentages have been shown in table (2) above. It can be noticed that inability of oral communication among oil and gas employees in Sudan is due to some factors that cause difficulties in spoken English. These are going to be discussed item by item as follows:

5.1.1 Inappropriate method of teaching English

Respondents were asked to give their opinion on whether the method of teaching English language at both Sudanese secondary schools and universities is appropriate or not, the vast majority of them (72% strongly agree and 24% agree) replied that the above mentioned method is inappropriate. This result can also be clearly seen in the chart below. The highest two bars show that almost all respondents (96%) strongly

agree and agree think that the teaching method is behind their difficulties of acquiring spoken

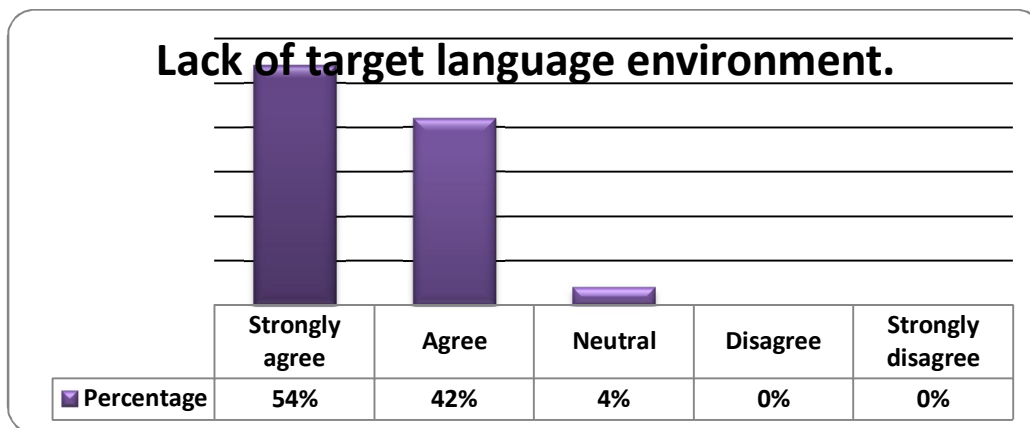
English. Only 4% of them disagreed the statement.



5.1.2 Lack of target language environment

It is apparent that learners need real life communicative practice to acquire natural English by constantly expose to English speaking communities, a matter that most of Sudanese learner are lacking since English which is taught in Sudan as a foreign language, is rarely spoken outside the classroom. Thus, in their response to this statement (lack of target language environment), the overwhelming

majority of the respondents (96%) see that the absence of conducive target language environment is one of the root causes of their inability to properly communicate in English. This is also clearly illustrated by the following chart where the two highest bars indicate that most of the respondents (54% & 42% strongly agree and agree) respectively, and only 4% of the participants are neutral towards this statement.

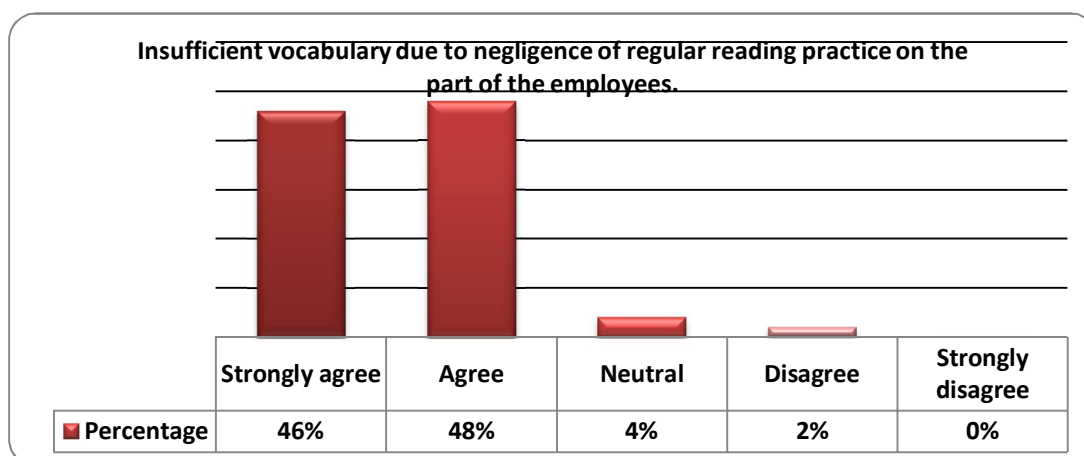


5.1.3 Insufficient vocabulary

In foreign or second language, learning vocabulary forms the backbone of the language acquisition. Students usually want to increase their store of vocabulary because they regard it as a yardstick of their language improvement. It is also the single most important area of second language competence, and there is a tendency for it to become incidental to reading comprehension, Richards (2001.149).

In their response to the statement which is read ‘insufficient vocabulary due to negligence of

regular reading practice on the part of the employees’ most of the respondents (94%) agree that this assumption is true, and they believe that the lack of vocabulary is a major cause of spoken English inability. This factor is clearly highlighted below in the following chart where the highest two bars show that the respondents strongly agree and agree that lack of vocabulary negatively affect their spoken English.

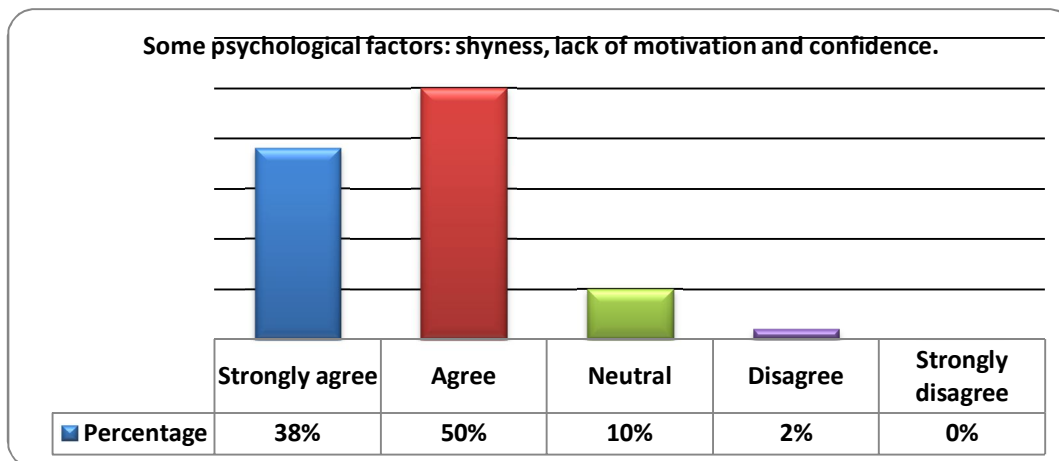


5.1.4 Psychological factors that hinder English speaking performance

It is clear that some psychological factors negatively affect learners’ English speaking performance. These factors included but not limited to: fear of making mistake while talking to others, feeling of shyness, stress, lack of confidence and feeling reluctant and hesitant.

Responding to the fourth statement of the questionnaire, the majority of the respondents

(88%) reacted strongly agree and agree that psychological factors hinder English speaking performance. While 10% of them remained neutral towards this statement, 2% of the participants disagreed with the idea. This result has also clearly been reflected in the chart located below. The highest two bars indicate that the participants strongly agree and agree that these factors negatively affect spoken English.

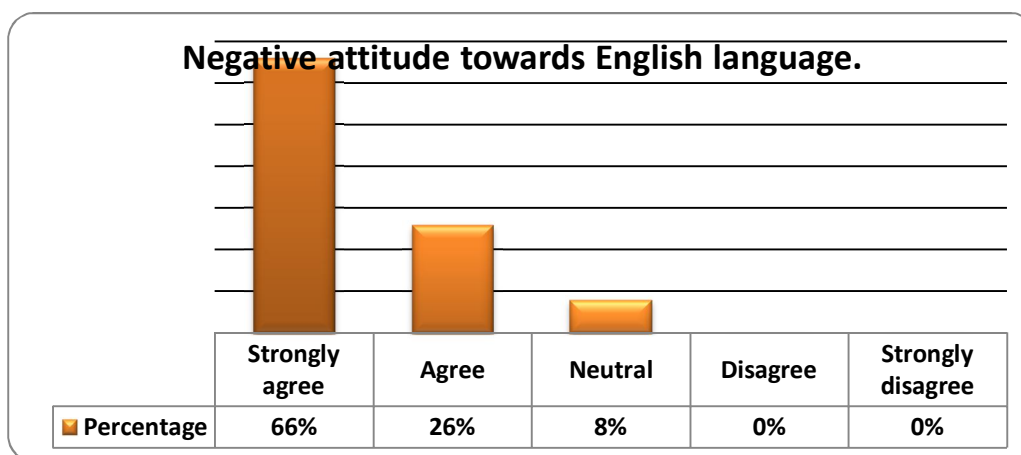


5-1.5 Negative attitude towards English language.

As far as negative attitude towards English language is concerned, the majority of the participants responded that negative attitude is one of the factors that lie behind their difficulties of spoken English thus, 92% of the respondents answered strongly agree and agree whereas 8% of them are neutral towards this statement. In this connection, Rababah, (2001), claims,

“motivation plays an important part in improving and developing learners’ communicative ability.” Therefore, if there is no motivation for learning English, nothing will push learners to properly acquire it.

This result is also shown in the chart below where the highest two bars reflect that the respondents a strongly agree and agree that negative attitude demotivates them to acquire spoken ability in English language.



5.2 Senior officials and engineers’ interviews

In this section five senior officials and engineers were interviewed to get their opinions about spoken English difficulties encountered by oil

and gas employees. The majority of the interviewees attributed employees’ inability of spoken English to the fact that most of them are lacking exposure to real situations in which



English is spoken by native speakers. Therefore, they lack the basic vocabulary to talk or write about any topic. It is to be noticed that English language cannot be learnt only through classroom lessons. It requires direct social interaction with other people who speak English naturally, a matter that almost all Sudanese learners are lacking. One senior engineer referred to some psychological factors such as shyness, fear and lack of confidence. He went on to say that some of middle management levels are unable to express their opinions in a meeting that involves English-speaking people because they are afraid of making mistakes while speaking. Another engineer, who is a head of department at the Oil Exploration and Production Authority (OEPA), noticed that newly recruits engineers always experience fear and lack of trust when they orally communicate in English in their first days at work. Since the nature of work in this directorate depends mainly on writing documents and communicating with oil companies and foreigners in English, these newly recruits turn gradually to communicate in English, build confidence and get rid of fear of making mistakes, he said.

It is clear that most of oil and gas lack access to a conducive environment of practicing spoken English. When get involved, they soon eliminate their communication inabilities such as shyness and fear of making mistakes.

5.3 Experts' interviews

To consolidate the data collected through the questionnaire in section (5), the researcher has interviewed two English language teaching experts who deliver consultancy and teaching service to the Petroleum Training Centre. This step is intended to get the experts' opinions about problems facing employees in oral English communication.

One of the interviewees replied that employees lack the basic vocabulary to talk or write about any topic. This teacher says "in my opinion, employees have a very limited vocabulary even in their field of study. They cannot name the objects in the office, at home, in building or on the street. They do not know the verbs for giving instructions, giving directions, expressing opinions, they are unable to construct a simple sentence let alone a compound one." He attributed this deterioration to poor English language curricula in secondary schools and university where teachers tend to translate whatever subject they are teaching into students' mother tongue. Teachers are mainly concerned with getting the subject matter concepts across rather than laying greater emphasis on developing speaking skill.

In his response to the question of what are the difficulties of acquiring spoken English skills by Sudanese oil and gas employees?, the second expert mentioned several reasons that explain why foreign language learners speaking skill is under-developed compared to other skills: First, in his view, it is obvious that developing the receptive skills (listening & reading) where the role of the learner is to receive information is much easier than developing the productive skills (speaking & writing) where the learner is required to produce information himself. Second, learners of a foreign language in an environment other than its own environment usually have very limited opportunities to practice the language outside the classroom. Thus, they are denied from the necessary practice for developing their speaking skills. Third, some psychological factor can have a negative effect on many learners' ability to speak fluently in a foreign language; some are afraid of making mistakes or are very shy to speak in a foreign language. To avoid



embarrassment, they prefer to remain silent, depriving themselves of the necessary practice for developing their speaking skill. Fourth, there are structured exercises in all classroom courses for developing the reading, writing and listening skills but almost none for developing the speaking skill. Speaking skill is practiced only as a ‘by-product’ of the other activities. Most teachers refrain from setting speaking activities for their students because they believe that such activities are very problematic-(students will keep silent; end up talking in their own language, become very noisy and hard to control).

To conclude this section, the experts assume that the root causes behind spoken English inability are: lack of vocabulary due to inappropriate learning curricula, absence of target language environment, some psychological factors such as fear and shyness, and negligence of including speaking activities in teaching materials on the part of English language teachers.

6. Summary of the results

The problems of spoken English amongst Sudanese oil and gas employees can be summarized in the following substantial factors: Inappropriate methods of teaching English

language in both secondary schools and universities, and lack of target language environment are considered the top obstacles that hinder fluency in spoken English. While psychological factor in the learners’ questionnaire table (3) below has been ranked the least one that affects spoken English, experts, senior officials and engineers view it as the major factor that inhibits developing speaking skill. Motivation plays an important part in improving and developing learners’ communicative abilities. Negative attitude towards English language on the other hand, demotivates learners to develop oral communication abilities. According to A. J. Hoge the author of Effortless English Club opinion’s, most of learners develop bad feeling and attitude towards English due to bad way of learning English in school. Their teachers used to correct them in front of all the class. This makes them develop bad attitude towards English. Therefore, they worry about making mistakes and fail to make any progress in learning or speaking English.



Table (3) The opinoins results in order according to the participants choice strongly agree and agree

No.	The opinoins in order according to the results	%
1	Inappropriate methods of teaching English language in both secondary schools and universities.	96%
2	Lack of target language environment.	96%
3	Insufficient vocabulary due to negligence of regular reading practice on the part of the employees.	94%
4	Negative attitude towards English language.	92%
5	Some psychological factors: shyness, stress, and lack of motivation and confidence.	88%

7. Conclusion & Recommendations

It is to be concluded that English language which is the most widely spoken language in the world, important medium of international communications, widely used in trading and technology transfer all over the globe, is indispensable for businesspeople in general and Sudanese oil and gas employees in particular to master its communicative skills.

In oral communication, the speaking and listening skills are more important for a foreign language learner than the writing and reading skills since communication in general is carried out verbally much more than in writing. As a matter of fact, many students equate being able to speak the language as knowing the language. They get frustrated when they fail to sustain a conversation in the target language no matter how well they can read or how much grammar they know. In line with this, Nunan (1991), points out that "Success is measured in terms of the ability to carry out a conversation in the target language". This prove that emphasis in learning English language should be on speaking skill which is the main pillar of oral

communication. The results of this study show that there are some major problems that affect the Sudanese oil and gas employees' spoken English such as inappropriate methods of teaching English language in secondary schools and universities, lack of target language environment, insufficient vocabulary due to negligence of regular reading practice on the part of the employees, negative attitude towards English language, and some psychological factors which include fear of making mistakes, shyness and lack of confidence.

As far as methods of teaching English is concerned, strict steps must be taken by the concerned authorities to either a mend or change the current curricula. There are always cries over the teaching curricula. Regarding basic and secondary school syllabus, there was popular complain towards the standards of English language skills and parents started to realize the disadvantages of the new language policy (Useen, 1998). In the findings of Dr. Hala and Abuelgasim's study (2012), there is presence of gap between the current syllabus (U of K syllabus) and the previous one in the secondary



schools. In addition to that, much care must be given to teachers' conditions. In many countries over the world, teachers receive the highest salaries. That encourages the best students to join the teachers' colleges. Not only that, but the teaching profession is the most respected. Therefore, teachers' salaries in Sudan must be the highest in order to attract the best students to join the profession.

The issue of target language environment and psychological factors, needs to be addressed if success in spoken English is to be realized. Although most of Sudanese oil and gas employees lack access to a conducive environment of practicing spoken English, when get involved, they soon eliminate their communication inabilities such as shyness and fear of making mistakes. Therefore, availing opportunities for all learners to be involved in an English –speaking community, will definitely improve their communicative abilities. This can be done through sending high achievers (Petroleum Training Centre trainees) at the end of each level, for instance, to summer or short courses in the UK, USA or any other English-speaking country to take more advanced courses in English and expose them to a real English-speaking environment. This will send a message which will be clearly read by the learners and encourages them to enthusiastically join English language training programs. By so doing, a tremendous change will take place and this will subsequently minimize and eliminate learners' psychological factors by giving them self-confidence and enable them to overcome their fear and shyness because they are no longer experiencing inabilities of oral communication.

Finally, to tackle oral communication inabilities, learners are encouraged to use communication strategies to compensate for the lack of linguistic knowledge. When the L2

learners encounter a problem, they must use verbal or non-verbal mechanisms, body language and gestures. They should also learn to use pattern as what is called time-gaining devices “you know”, “what do you call it and so on in order to keep conversation going on and to avoid communication breakdown.

Based on the above mentioned findings, the study provides the following recommendations:

- 1- More emphasis should be laid by English language teachers on providing speaking activities such as debates, role play, dialogues, drama scenes and conversations.
- 2- Introducing “English Discussion Clubs” to help in developing the learners' speaking skills.
- 3- To encourage learners to use communication strategies to compensate for the lack of linguistic knowledge.

References

1. Brown, H. (1987). *Principles of Language Learning and teaching*. Prentice-Hall Englewood Cliffs, N. J.
2. Crystal. D. (1997). *English as a Global Language*. Cambridge: Cambridge University Press.
3. Hamad, M. (2015). *Reasons behind the failure of Teaching Sudan Practical Integrated National English (SPINE) IN Sudan*, English language teaching; vol. 8, No. 2; 2015. <https://www.google.com/search?source=hp&ei=CXwuWsvKKeqd6ASrnZ7ADA&q=methods+of+teaching>
4. Little, W. (1981). *Communicative Language Teaching*. Cambridge University Press.
5. Nunan, D. (1991). *Language Teaching Methodology*. UK: Prentice Hall International (chapter tow &three).
6. Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.



7. Rababah, G. (2001). Communication Problems Facing Arab Learners of English. Journal of 8. http://webspace.buckingham.ac.uk/kbernhardt/journal/jllearn/3_1/rababah.pdf.
9. Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
10. Saleh, H. (2012). The current Situation of English Language at University of Khartoum: Problems and Solutions. Retrieved from <https://www.researchgate.net/publication/260210906>
11. Satterwhite, M. (2007). *College English and Communication, 9/edition* McGraw-Hill. Boston
12. Stern, H. (1983). *Fundamental Concept of Language Teaching*. Oxford: Oxford University Press.
13. Suleiman, S. (1983). *Teaching English to Arab students at the university level*. Paper from Language Learning, Vol. 3. No. 1. Retrieved from
- the first conference on the problems of Teaching English Language and Literature at Arab Universities, university of Jordan, Amman-Jordan.
14. Useem, A. (1998). Higher Education, Revolution, Chronicle of Higher Education, 27 Feb. 2004.
15. Yule, G. and E. Tarone, (1995). *Eliciting the Performance of Strategic Competence*. In R. Scarcella, E. Andersen and S. Krashen (eds), *Communicative Competence in a Second Language*, New York: Newbury House.