Sudan University of Science and Technology

College of Graduate Studies

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Investigating University Students' Weakness in English Oral Communication at Peace University, West Kordofan State – Sudan

(A Case Study of Batches of years 2014 – 2017 of Alfula Campus)

تقصي ضعف المخاطبة باللغة الإنجليزية لطلاب جامعة السلام ، ولاية غرب كردفان- السودان

(دراسة حالة مجمع الفولة للدفعات 2014 – 2017)

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

Submitted by:

Mahdi Ibrahim ELtalib Abdullah

Supervised by:

Dr. Mahmoud Ali Ahmed Omer

May 2019

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Dedication

To my Parents

Acknowledgements

My thankfulness is for Almighty Allah, because with the help of Allah the researcher has achieved this study. Then my profound thanks are for my supervisor Dr. Mahmoud Ali Ahamed. Also the researcher wants to thanks the doctors who adjust the questionnaire of the study, the librarians of Sudan University and librarians of Peace University besides the students of Alfula campus who answer the questionnaire of the study lavishly.

Abstract

This study, which is characterized by: (Investigating University Students' Weakness in English Oral Communication for Students of Peace University at AlFula Campus), aimed at: Processing the weakness of English oral communication for Peace University Alfula campus, identifying of the best modern teaching activities that facilitate the English oral communication, strive to build confidence for the students, urged them to benefit from the various global sources and conceptual frameworks that contribute to the process of peace-building in West Kordofan State. The study was based on a basic hypothesis, from which several hypotheses emerged: There is a relationship between weakness of English oral communication, syllabuses and the traditional teaching methods. The study relied on the inductive deductive approach and the analytical descriptive approach. In the data collection, the questionnaire was used, based on the use of a simple random sample, and conducted to the students of batches 2014 - 2017 in the colleges of (Education, Veterinary Medicine, Natural Resources & Environmental Studies, and Arts) at Alfula campus, and reached the most prominent results: that the weakness of English oral communication is a major problem for most of the University students of the campus. The loss of teaching modern activities contributed to the weakness of oral communication. The absence of heavy vocabulary that facilitates English oral communication has negative effects on their education.The study concluded with recommendations that including: The necessity of solving the weakness of oral communication by using modern educational activities. Include the vocabularies which facilitate oral communication in the syllabuses. The students have be ponderosas with vocabularies, teaching the parts of speech and focusing on short and long form sentences.

Abstract

(Arabic version)

مستخلص الدراسة

هذه الدِّراسةُ الموسومةُ بـ(تقصي ضعف المخاطبة باللغة الإنجليزية لدى طلاب جامعة السلام بمجمع الفولة) هدفتْ إلى: معالجة ضعف المخاطبة باللغة الإنجليزية لدى طلاب الجامعة بالمجمع،والتعرُّف على أفضل الوسائل التدريسية الحديثة التي تسهِّل مهمة المخاطبة، والسعي لبناء الثقة عند الطلاب، وحثِّهم للاستفادة من المصادر العالمية المختلفة وأطرها المفاهيمية التي تسهم في عملية بناء السلام بولاية غرب كردفان.قامتْ الدراسة على فرضية رئيسة تفرعتْ منها عِدَّة فرضيات هي: وجود علاقة بين ضعف المخاطبة باللغة الإنجليزية والمناهج والأنشطة التعليمية التقليدية.اعتمدتْ الدراسة على المنهج الاستقرائي الاستنباطي والمنهج الوصفي التحليلي، وفي جمع البيانات وظَّفتْ الاستبانة، واعتمدتْ على استخدام العينة العشوائية البسيطة، وأجرتها على طلاب الدفعات 2014م – 2017م في كليات (التربية، الطب البيطري، الموارد الطبيعية والدراسات البيئية، والآداب) بمجمع الفولة. وتوصلت إلى نتائج أبرزها: أنَّ ضعف المخاطبة باللغة الإنجليزية يمثل مشكلة كبرى لمعظم طلابالجامعة بالمجمع. أنَّ فقدان الأنشطة التدريسية الحديثة ساهم في ضعف المخاطبة.أنَّ غياب المفردات التي تثقل المخاطبة باللغة الإنجليزية له آثار سالبة في تعليمها. واختتمت الدراسة بتوصيات منها: ضرورة حل ضعف مخاطبة الطلاب باللغة الإنجليزية باستخدام الأنشطة التعليمية الحديثة. تضمين المفردات التي تسهِّل المخاطبة في المناهج التعليمية. ثقل الطلاب بالذخيرة اللُّغوية وتدريس أجزاء الكلام والتركيز على الجمل القصيرة والطويلة.

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List of terms

Terms	Its meaning
L1	First language
L2	Second language
DCTs	Discourse Completion Tasks
f.g	Figure
Ex.	Example
S v v	Subject + verb + verb
$\sum$	Summation
NP	Noun phrase
VP	Verb phrase
N	Noun
Pro	Pronoun
Det	Determiner
Poss	Possessive
Dem	Demonstrative
Art	Articles
Ø	Nothing
V	Verb
Cop	Compound
No.	Number
A.D	Amino Dino
E	East
SPSS	Statistical Package for Social Sciences
&	And
C.Ds	Compact Disc
ELT	English Language Teaching

Chapter One

Introduction

1.0 Background.

English Language is an intentional Language as it is known. It is used all over the world for many concepts even in this modern mass media or daily communications. But unfortunately the students who have to be with knowledge of English Language are very weak in oral speech communication generally. Although they study at university , but they don't communicate easily among themselves nor understanding the speech of others .In fact this is a real problem because communication skill is ignored, While it's needed for the students to understand and communicate in English language.

1.1 The statement of the problem.

The statement of this study is to investigate the problems of weakness of Peace University' students in English oral communication at Alfula campus. Although, oral communication skill updates the students to be with civilized and modernized so as to cope with their life needs but unfortunately the students have no ability to communicate orally. For that the study looks up for solving the problems and let them to be in line with renaissance and the movement of the situations.

1.2 The Questions of the study.

1- To what extent the weakness of English oral communication skill is because of the syllabus design?

2- To what extent the weakness of English oral communication is due to the environment of the university?

3- To what extent the weakness of English oral communication is resulted to the system of university learning?

4- To what extent weakness of English oral communication among the students is caused by to the lack of interaction?

5- To what extent theweakness of English oral communication refers to the absence of using modern activities?

1.3The Hypotheses the study.

1. The weakness of English oral communication is because of English syllabus design.

2. The weakness of English oral communication is due to the environment of the university.

3. The weakness of English oral communication is resulted to the system of university learning.

4. The weakness of English oral communication skill is so large for there is no interaction among the students.

5. The weakness of English oral communication refers to the absence of using modern activities.

1.4The objectives of the study.

The objectives of the study are summarized in the following points:

1- To find such a way that will solve the problem of understanding English oral communication skill as general especially for the students at university level.

2- To build the students' self-confidence to understand English language communication according to their needs.

3- To encourage the students to use English oral communication skill and maintain their understanding.

4- In fact the understanding of English oral communication can add to the students some good ideas about peace which can be acquired from the world's specialists who always talk about the peace in English throw different types of mass media. That will participate in building of peace in this area.

5- To add better concept to the syllabus design especially the concept of teaching phonetic and classification of words beside the short and long form of the statements.

6- To make the students have positive attitudes to communicate orally in English language.

1.5 Significance of the study.

The importance of the study is to find such a way that will make the students communicate orally in English Language and understanding the speech, furthermore the study will show how the students can become fluent to talk in English language.

1.6 Methodology.

This study is done according to the descriptive analytic method and data collection, SPSS techniques, interviewing some official persons, consulting some references, previous experiences, previous studies, website articles, pretest, and test to the sample by using questionnaire.

1.7 Limitation of the study.

This study is limited to investigate the weakness of English oralcommunication for the students of Peace university Al-Fula campus, which is the capital of Western Kordofan State in the period of (2016 – 2019) for the batches of the students of the years (2014 – 2017).

1.8 Definition of terms and concepts.

Oral communication is the ability of talking in English language fluency while the weakness is the poorness of communication in English language.

Students here are the students of Peace University Al-fula campus who study at Faculty of Arts, Faculty of education, faculty of

Natural Resources & Environmental Studies and faculty of veterinary Medicine.

1.9 Summary of the chapter.

This chapter has included a description of the theoretical framework of the study with focusing on the statement of the problem, the questions of the study besides the hypotheses of the study. It also includes the objectives of the study, the significance of the study, Methodology of the study, limitation of the study and the definition of terms and concepts.

Chapter Two

Literature Review

2.0 Introduction

This chapter will review different items which seem important for students of the sample size, because of their weakness at communication. These items are such as; the definition of communication, its types, its modern activities, its factors and its strategies, In addition to the importance of communication. Besides, the functions of communication and other items related to communication process. These points are represented by the following:

2.1 definitions of communication

https://en.wikipedia.org// defines "Communication by meaning of sharing which is the act of conveying intended meanings from one entity or group to another through the use of mutually understood sings and semiotic rules. This can be practiced according to some steps like the forming of communicative intent, message composition, message encoding and decoding, the transmission of that encoding and interaction between the sender of the message and the receiver."

Freeman (2000:128) says that "Communication is a process; knowledge of the forms of language. This knowledge of forms is needed from both the speaker and listener of target language learners."

this website again has a very nice definition for communication which contains two main parts shown in these paragraphs:

Nonverbal communication describes the process of conveying meaning in the form of non-word messages. Examples of nonverbal communication include hepatic communication, chronemic communication, gestures, body language, facial expressions, eye contact, and how one dresses. Non verbal Communication also relates to intent of a message. Examples of intent are voluntary intentional movements Like shaking a hand or winking, as will as involuntary such assweating. Speech also contains nonverbal elements known as paralanguage, e.g. rhythm, intonation, tempo, and stress. There may even be a pheromone component.

The writer contains and writes that:

Research has shown that up to 55% of human communication may occur through non-verbal facial expressions, and a further 38% through paralanguage. It affects communication most at the subconscious level and establishes trust. Likewise, written texts include nonverbal elements such as handwriting style, spatial arrangement of words and the use of emoticons to convey emotion. Nonverbal communication demons –trates one of wazlawick's laws: you cannot communicate. Once proximity has formed awareness, living creatures begin interpreting any signals received. Some of the functions of nonverbal communication in humans are to complement and illustrate, to reinforce and emphasize, to replace and substitute, to control and regulate, and to contradict the denotative message.

That is a definition of communication from the side of nonverbal points, but there is another view of communication definition from the side of verbal idea for the following website https://en.wikipedia.org//

> *Verbal communication is the spoken conveying of message. Human language can be defined as a system of symbols (sometimes known as lexemes) and the grammar (rules) by which the symbols are manipulated. The word "language" also refers to common properties of languages: Language learning normally occurs most intensively during human childhood. Most of the thousands of human languages use patterns of sound or gesture for symbols which enable communication with others around them. Languages tend to share certain properties, although there are exceptions. There is no defined line between a language and a dialect. Constructed languages such as Esperanto programming and various mathematical formalism is not necessarily restricted to the properties shared by human language.*

It is clear that an oral communication skill is a good indicator of language proficiency in foreign language. The researcher touches this meaning in the definition of C.J, and Carter (1984:239) say that "…communication is the tie without which any co-operative endeavor is impossible."

In fact English skills are needed to be learnt for students, because they are the main body or factor to make the learners communicate

effectively. That why, communication seems to be involves getting information from one person to another.

Lade (2010:10) says that "Communicating effectively involves having that information relayed while relining the same in content and context." This writer tells us another view which shows the reader nice definition of communication for he says that

Lade (2010:11) "Communication is the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas."

htts:// www.slideshare.net.com// defines communication in these lines "Well communication has been defined as the act of giving, receiving or exchanging information, ideas and opinions so that the message is completely understood by both parties".

http:// www.skillsyouneed.com/general / communication skill - htm/defines that " communication is simply the act of transferring information from the place to another, whether this be vocally (using voice), written, (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice)."

Also htt:// www.notesdesk.com// notes that "communication is a process of exchanging information, ideas, thoughts, feelings and emotions through speech, signals, writing or behavior. In

communication process, a sender (encoder) encodes a message and then using a medium /channel sends it to the receiver (decoder) who decodes the message and appropriate feedback / reply using a medium/ channel."
htt://en.wikipedia.org/wiki/in this website it has been written that "Communication (from latincommunicare, meaning "to share") is the act of conveying intended meanings from one entity or group to another through the use of mutually understood sings and semiotic rules."

Brumfit and Carter (1984:239) point out that "…communication is the tie without which any co-operative Endeavour is impossible."

Ellis (1985:259) points out that "communication is treated as the matrix of linguistic knowledge, that language development should be considered in terms of how the learner discovers the meaning potential of language by participating in communication."

Chappell & Read (1963:1) these writers sine 60s say that "Communication is any means by which a thought is transferred from one person to another."

2.2 The importance of communication:

The cycle of the life is going on for all creation, so they need to interact   among them to stay a life. Allah creates the languages for communication, so the importance of communication is to use it   for obeying Allah's rules first. Then there must be daily interaction among the people. Without communication, how can we send or receive a message and translate them at home / streets or workplace?

Thus communication is very important issue for communities and for English learners to enjoy understanding each other. Even though communication skills are so important to success individually and such groups. Lade (200:10)

Sterin (1983:326) also says that "language communication involves a relationship between individuals and not merely the memorization and repetition of phrase and the practicing of structures."

htt://wwwkidslink.co.nz/ Spur writes at the above website that:

In today's hectic world, we rely heavily on the sharing of information, resulting in greater emphasis being placed on having good communication skills. Good verbal and written communication skills are essential in order to deliver and receive information quickly and person's life. A poorly delivered message may result in misunderstanding, frustration and in some classes' disaster."

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

2.3 Types of Communication:

In fact there are many types of communication throw the knowledge. They are such as written communication and oral communication…etc.

2.3.1 Written communication:

Written communication may contain written novels or short stories or contexts, that are written by authors to make the learners learn English language. This is a large area for the knowledge and updating of the readers that why Lade (2010:52) says that "written communication is more important than ever…"

In other word the writer also says (210:53) "using written communication is an excellent choice for sharing information that is easily organized and easily understood by the independent reader." But unfriendly there are some people haven't got techniques of writing. That is noticed on some emails and phone messages. Lade (2010:53) says "However, there is a point at which written communication becomes inefficient for one several reasons. The information may be too complex organized in a manner that will be intelligible to your reader without further assistance ……"

Written communication first emerged through the use of pictographs. Then it occurred when it appeared on papers using writing systems, leading to adaptable alphabets. That why, https://en.wikipedia.org/wiki/ says that "communication is thus a process by which meaning is assigned and conveyed in an attempt to create shared understanding. Gregory Bateson calls it "the replication of tautologies in the universe. This process, which requires a vast repertoire of skills in interpersonal

processing, Listening, Observing, speaking questioning, analyzing, gestures and evaluating enables collaboration and cooperation"

2.3.2 Oral communication:

Students of the sample size really need this skill so as to be aware of it. Hence, practicing their oral communication by using different techniques another words, they ought to take parts in conversations by means of improving oral communication.

  http://www.nolesdesk.com/type.of.communication/ says that "in oral communication, spoken words and used. It includes face-to-face conversation, speech, telephone conversation...ect. It must be influence by pitch, volume, speed and clarity of speaking."

  http://study.com/academy/lesson/oral communication definition html// Swath writes that "oral communication is the process of expressing information or ideas by word of mouth or it is the process of verbally transmitting information and ideas from one individual or group to another. It can be either formal or informal."

* Examples of informal communications are:

 - Face to face conversations.

 - Telephone conversations.

 - Discussions that take place at business meetings.

 * The formal communication can be:

 - Presentations at business meetings.

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- Classroom lectures.

- Commencement speeches at a graduation ceremony.

   Reddy in this site http://content.wisestep.com/top.ways-to-improve-oral-communication-skills-in-English/ writes some general ways to improve English oral skills. They are such as:

- **Understanding the fundamentals of oral communication:**

   It is quite essential to understand the basics of communication skills. Do not refrain from practicing oral communication in English in the fear of making mistakes and getting embarrassed. Mistakes are the basic part of any learning process. Initially, you might face difficulty, yet with practice and proper guidance, you will definitely improve.

- **Frame in words what you think:**

   The major failure that a person faces during oral communication is incapability to put the words in frame and express what he/she thinks. So, have the courage and confidence to speak your heart out and express what you think. Never mind if you can't arrange the words properly and frame a sentence practice harder!

- **Kick off your hesitance:**

   Hesitation and thinking about how people perceive you if you commit mistakes while speaking is the greatest fear that almost everyone, especially non- native English speakers experience.

   However, this fear will haunt you till the last day of your life, until and unless you start giving a damn to it .on the journey of

developing exceptional oral communication skills, these kinds of thinking should not create hindrances.

- **Practice will make perfect:**

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

    Reddy contains writing some Effectives Techniques to improve oral communication skills in flowing points

- **Read as much as you can:**

    Reading is considered to be the best practice that can enhance basic oral communication skills. Read English literature, news, papers, magazines, novels, fiction, etc. improves vocabulary skills.

- **Check out the dictionaries:**

    In your spare time, you can always look for some uncommon words and their meaning with pronunciation in the dictionaries.

- **Listen to learner :**

    Listening is another practice that will help you to train yourself for oral communication. You need   to have lot of patience   and perseverance listening to slow English songs, speech, presentation news, and debate or watching movies will help you a lot. Dedication will take you far in improving oral communication skills.

- **Writing the necessary points:**

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

- Read out loud:

 Reading is indeed a good habit and you need to keep it up. However, murmuring will certainly not help you in getting over your oral communication lags. Read loud so that you can clearly hear your own voice and make out the mistakes while reading the golden tips for making your communication skills better are to pronounce each and every word clearly and loudly . Read whatever   you get in your hand, whether   a torn out page   from   old book or a column from news paper.

- **Ask your guide or teacher:**

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

Reddy in this site http://content.wisestep.com/top.ways-to-improve-oral-communication-skills-in-English/   continues   writing   about improve English oral skills with the following opinions;

- **Take help from Google translate:**

Google, being the best option for the e. learners, can help you in clearing your doubts. If a particular pronunciation is bothering you, enter the word in Google translate and chick the audio version to listen to actual accent.

- **Look out for online Dictionary:**

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

- **Enhance your vocabulary skills:**

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

- **Watch movies for learning more:**

If watching English movies during leisure is your favorite pass time, then you are a lucky one. Good quality movies can help you in improving you accent and sentence construction.

- **Attend English-activities going around you:**

    You may find many activities going on especially during the weekends in local community halls or auditorium. Surly attend them, just not for the sake of attending, but to learn something.

- **Enroll yourself in conversation clubs :**

    You may find sample of conversation clubs all around the city, where special classes for improving oral communications are held. Enroll yourself and enjoy speaks of conversing in English.

- **Engaging in debates and discussions :**

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

- **Find out helping materials from the market:**

     Better to avoid book quoting 'learn to speak English in five days' or similar to this!   They are nothing. There are some really inspirational English learning books available in the market that will empower your oral communication skills.

- **Inquisitiveness   the piller to success:**

How Inquisitiveness helps in improving English oral communication skills is not new to anyone. Curiosity brings in the urge to learn new

words, accept the challenges and develop smooth communication skills .unless you are curious to learn new; you will never develop confidence and knowledge.

2.4 **The functions of communication:**

If the learners use the functions of communication properly the communication will serve its job, besides, saving time and successive at issues. That why Freeman (2000:121) says "It became clear that communication required that student perform certain functions as well, such as promising, inviting, and declining invitations within a social contract."

But for Pit Corder the function of communication has to be used among speakers by taking care to their manners, and behaviors' of each other i.e. the speaker and the listener. That why he distinguished between intentional and unintentional communication in the following Lines (1973:33) "The distinction between intentional and non-intentional communication lies in the 'sender's 'head. The distinction between being informed, or not being informed, or communicated to or not being communicated to, lies in the 'receiver's' head."

The goal of teaching students is to make them communicate, to do this. Freeman (2000:128) highlights that

> *Students need knowledge of the linguistic forms, meanings and function. They need to know many different forms can be used to perform a function and also that a single form can often serve variety of functions.*

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They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must also be   able to manage the process of negotiating meaning with their interlocutors.

For Pit Corder there are seven elements have to share together so as   to manipulate   function of communication, so he writes (1973:44) "Each of these seven factors – the speakers, the hearer, contact between them, the linguistic code used, the setting, the topic and the form of the message–may the focus of the speech act, the element in the situation to which the activity is oriented. With each of these factors a different function of speech can be associated."

So, when these factors take an action it is not just the speaker expresses his emotion through language, but his emotion at what he is talking about.

Whenever there is a communication, it's better to be practiced in functionally style. That why Brumfit and Carter (1984 :144) say " The communication styles are organized in such a way in English that they become functionally appropriate in terms of the situations, setting and the participants in speech act. The concept of what is contextually a 'proper' style is partly derived from the native literary or oral tradition…"

For Ellis (1985: 253) suggests that "The communication function, concerns the transmission of purely referential denotative information."

2.5 communication strategies:

It is difficult to find a rigorous of definition for communication strategies, but http://www.joural.language.learning.vol3.com//

Defines Communication strategies and says that "learners' attempt to bridge the gap between their linguistic competence in the target language and that of the target language interlocutors."

But when the researcher comes across Ellis (1986:182) he points out that "communication strategies are psycholinguistic plans which exist as part of the language user's communicative competence. They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement."

It is clearly shown out that these communication strategies are some plans that the English language learners flow to solve their weakness of communication skills. That why

http://www.joural.language.learning.vol3.com// suggests.

That "communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in researching a particular communicative goal. Communication strategies, i.e., are techniques of coping with difficulties in communicating in an imperfectly known second language, or all attempts to manipulate a limited linguistic system in orders to promote communication."

Ellis (1985:187) goes over Tarone opinions that she suggests "The conversational effect of communication strategies in general is to enable

the native speaker to help L2 the learner use the right form to say what he wants."

From another angle Ellis (1995:187) comments that "communication strategies have a different effect for learners that for native   speakers. It may be, then that communication strategies aid the acquisition of lexis rather than grammar." Moreover the researcher comes across what Ellis (1985:280) highlights that "Communication strategies enable the learner to obtain comprehensible input, and also contribute to the variability of language, learning language performance."

  The question is what are the benefit strategies that the students have to follow up to be good communicators?

   In fact   these strategies are so a lot of them. So, students have to learn them and practice them. English authors wrote more about this point to make English language learnable for non-mother tongue speakers i.e. target English language communicators, So Tudor (1996:38) summaries some views from 70s – 80s authors for English learners, by taking care to these strategies, English target languages learners surly help them to communicate easily. The strategies are:

1. The good language learner is a willing and accurate guesser. The good language learner is comfortable with uncertainty and is willing to try out his guesses. A good guesser gathers and stores information efficiently, and uses all the clues situations after.

2.The good language learner has strong drive to communication or to learn from communication. He is willing to try out a range of options to get his message across.

3. The good language learner is often not inhibited. He is willing to appear foolish or to make mistakes in order to promote communication or to learn. He is willing to live with a degree of imprecision.

4. In addition to focusing on communication, the good language learner is prepared to attend to form. The good language learner is constantly looking for patterns in the language.

5. The good language learner practices. He may practice by pronouncing words or making up sentences; he will seek out opportunities to use the language with native speakers, or by going the cinema or to cultural events. He will initiate conversations with his teacher or fellow students.

6. The good language learner monitors his own speech and the speech of others. He is constantly monitoring how well his speech is being received and whether his performance meets his goals.

7. The good language learner attends to meaning. He attends not only grammar and surfaces forms, but also to the context of the speech act ,the relationship of the participants, interactive conventions and the mood of the speech act.

 The researcher notes that Ellis (1985:183) has gone over a lot of approaches that are written in the last decades. So he summaries the idea of the writers for communication strategies techniques that the

communicator of target language has to follow them so as to be able to communicate with the native speakers of English language. Then he highlights that:

1- *A comparison of learners' performance on story-telling tasks in their first and second languages. The comparison was motivated by the belief that L2 communication strategies can be identified only if base-line first language data are available.*
2- *Comparing the performance of a group of native speakers with that of L2 learners on an identical task.*
3- *Focusing of the use of specific lexical items. This can be done by embedding them in picture story reconstruction task or by asking subjects to table pictures of translate from the L1.*
4- *The analysis of video-taped conversations between L2 and native speakers.*

Also Rod Ellis write about Bialystok (1983:36) views for the later one suggests that "…the best strategy users are those with adequate formal proficiency who modify the strategy to suit the specific concept to be conveyed."

Ellis continues writing concepts of others such as Haastrup and Phillip son (1983: 235) who argue that "L1_based strategies are the least effective and L2 _based strategies the most effective. They found that L1_ based strategies nearly always led to partial or absolute in comprehension…."

That, why Ellis (1985:187) writes their last suggestion which is "Paraphrase is the strategy mostly likely to be successful."

Write some techniques that communicate easily can be the good methods to make student……………

More above to that Stern (1983-1330 says "since about 1970s linguistics has moved towards the study of aspects of language beyond the sentence through discourse analysis. To a certain extent, this is no more than a move in language teaching from is isolated sentences to connected text passages, dialogues, description, and narratives."

2.6 Communication and Modern Activities:

In this area the researcher wants to lookup for some modern activities that the teachers have to follow to make the students have abilities so as to communicate easily. From a similar point of view, Hilliard (2017:5) discusses for us some activities that can help students to communication at such purposes, and they are:

1- Discussion of speech act:

The students can discuss a compare of students' native language with other cultural of target language to raise their pragmatic competence.

2- Compare L1 and L2 complaints:

Students compare speech acts in their native language with speech acts in their target language in order to raise their pragmatic awareness.

3- Reading texts or listening to passage   about   other   cultures: Another way to raise students' pragmatic awareness is to have them red texts , listen to passages ,or watch videos that give explicit information about the speech act in another country.

4- Giving examples complaints in the second language:

Students have to give specific examples and scenarios so they can compare speech acts in their first and second languages. These examples can be taken from textbook dialogues, websites, or television shows and movies. Then the students discuss these examples to raise their awareness.

5- Presenting L2 strategies for complaining:

That is to present to the students specific steps for completing speech acts, which provides and scaffolding and support the students to perform them in their L2.

6- Developing pragma linguisticsthrough grammar and vocabulary instruction.

This means both of linguistic knowledge of forms and speaking strategies for appropriate language   use and the knowledge of the social conditions governing language use.   Thus students might

make simply mistakes because of lack of linguistic knowledge, so at that time these must be introducing, reviewing, and practicing the grammar, vocabulary, and phrasal chunks.

7- Discourse completion tasks(DCTs)

It contains prompts to elicit different pragmatic response. That is to divide students into small groups.   Provide each group with several DCTs .Have student form new groups and compare and discuss their answers. Have each group choose their best rendition and act it out for the class. By comparing answers, discussing, and evaluating the appropriateness of the DCTs, students practice more aware of communication with the second language.

8- Analyzing   and repairing pragmatic errors:

This is to analyze, explain and repair   examples of pragmatic errors. When the student rewritten the script, they can act out the new one for the class. Afterwards, students can apply the same analysis and repair to their own conversations and experiences.

9- Role ply with discussions:

It is a great   ways for students to practice completing the speech act in a variety of situations. It is important to give students a variety of contexts and social settings, including situation that vary their social status and that of their interlocutor i.e., the same status, higher status and a lower status.

10- Good version / Bad version:

That practices by giving students a lot of varieties of different situations. When the students act out these situations surely there is some mistakes happen this is bad version. But when there is a reputation   for the   act the mistakes will be avoid and that is the good version.

11- Include a variety of cultural :

A background, that is to make the role play activity enrich with different backgrounds in a variety of cultural situations that why Hilliard (2017:12) suggests that:

Discussion activities should treat culture as a multifaceted concept rather than reducing the target language or other culture to simplified rules. Negotiating communication between speakers of different languages is always complex, encompassing a diversity of communication styles. It is essential to keep this in mind as students explore the many alternatives and their individual justifications for each communicative context.

Tudor (1996:83) writes many advices for the learners to learn English language and communicate easily   if they want to promote themselves.

- The good language learner is often not inhibited. He is willing to appear foolish or to make mistakes in order to promote communication.

- In addition to focusing on communication, the good language learner is prepared to attend to form. The good language learner is constantly looking for patterns in the language.

- The good language learner practices. He may practice by pronouncing words or making up sentences; he will seek out opportunities to use the language with native speakers, or by going to the cinema or to cultural events. He will initiate conversations with his teacher or fellow students.

- The good language learner has strong drive to communicate or to learn from communication. He is willing to try out a range of options to get his message across.

  "The aim of a communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information." Scrivener (1994:62)

  Within the above point of view scrivener (1994:62) writes the following activities that teachers can use in classroom to make their students communicate, they are:

  a. repeating sentences that the teacher says.

  b. doing oral grammar drills.

c. reading aloud from the course book.

d. giving a prepared speech.

e. acting out a scripted conversation.

f. giving instructions so that someone can use a new machine.

g. Improving a conversation so that it includes lots of examples of anew grammar.

h. one learner describes a picture in the textbook while the other students   look at it.

So the author scrivener (1994:62) comments that "only (f) above is a communicative activity, it is the only one that involves a real exchange of information. In (f) one person knows something that another doesn't known and there is a need for this meaning to be transferred"

For the above activities the writer excluded   all the other activities except (f) according to his views scrivener (199:62) says that "…the main aim for the students is achieving successful communication   rather that accurate use of particular items of language."

Other modern activities that are written by scrivener (1994:63) are:

1. **Pair compares:**

These activities make the students to find out more about each other. It can be in three stages.

- **First stage:**

Filling the grid dictation, that is to make the students fill in the boxes below. For example to say to the students write the name of

your favorite film in box 7, write your favorite English word in box 12; what is your dream? Draw it in box 6; ….etc.

- **Second stage: Comparison, discussion.**

   This is to make the students discuss their favorite points and compare them between themselves.

- **Third stage**:   **Whole class.**

   This is to make good conversations from the above stages and topics to be discuss within the whole class.
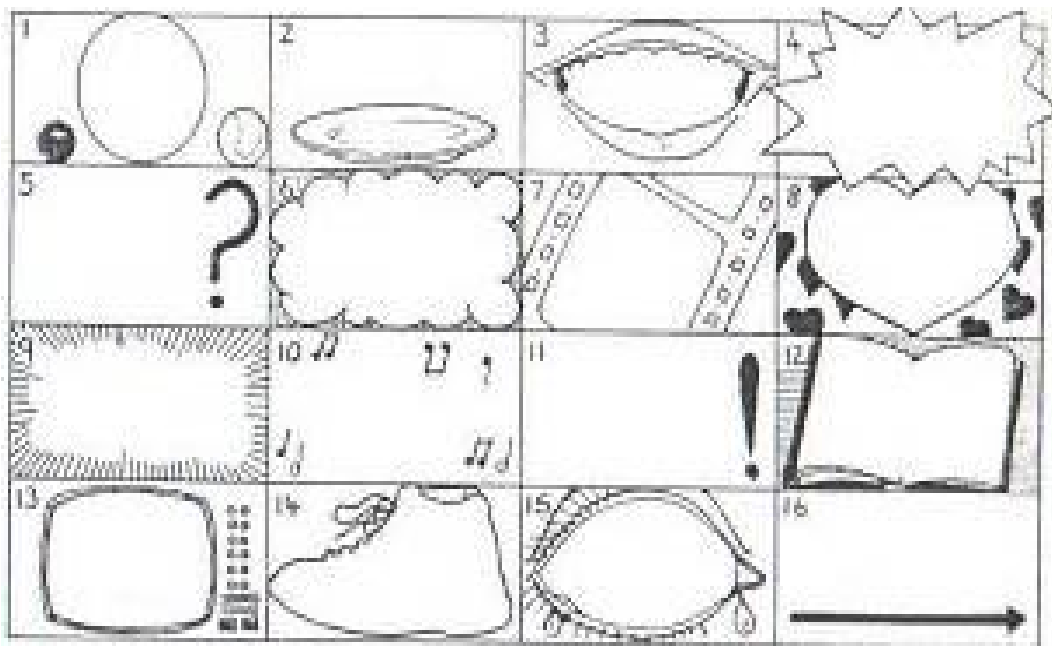
Fig. 2.1: pairs compare grid

2. Picture difference:

That is to give two different pictures to pairs of students or more. The aim of that is the students have to notice the difference among the two pictures. This makes them discuss and communicate among them.
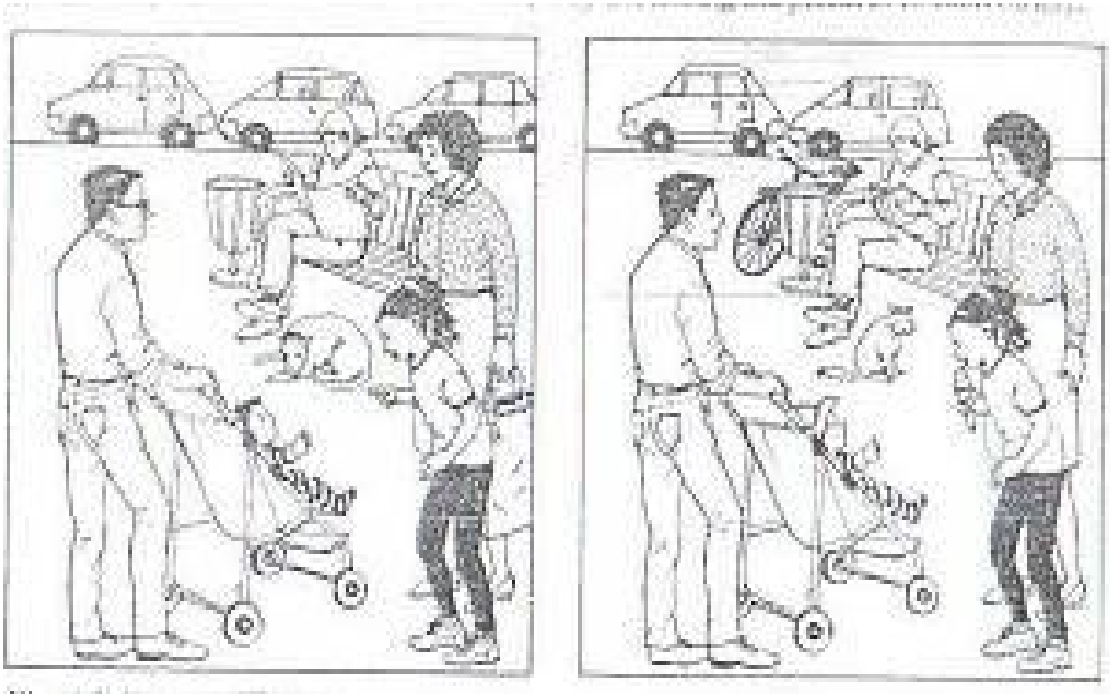
Fig.2.2 picture difference

3. Planning a holiday:

In this activity the teacher tells his students to make a plan to go on a picnic or a holiday. That is to put the students in some groups and make them share and discuss their options i.e., some of the students discuss about the time   of the holiday, others discuss the place of the picnic, some of them discuss about the vehicles that they use to go by. Others discuss the amount of the materials that have to be taken… etc.

At last each group introduce their presentation to whole class and discuss the ideas with agreement to go on a holiday . This activity makes students interact among them and communicate to each other.

Tudor (1996:130) writes about some ways that are practicing in Britain, Australasia and North America countries to make the students affect in English communication. "Teaching procedures assume a 'learning group ideal' which is based on two complementary principles: The first is that group and pair work are affective modes of learning, and the second is that this is best realized in small classes."

Tudor (1996:14) says that students have their own ideas, opinions and some experience. So they need encouraging expressing their ideas.

> *Learner-based teaching encourages students to work together and learn from each other. Activities are structured so that learners have to pay attention to what their colleagues are saying. They can teach and correct each other. Working together, the class can pool whatever individual resource they have, and work towards creating 'group grammar' and 'group lexicons.' Learner-based activities help to foster a spirit of group solidarity in which everyone has a valid contribution to make, regardless of overall linguistic ability. Learners are working with one another, not in competition with one another.*

https://golobaldigitalcitizen.org//In this website Crockett writes some effective activities that can enhance students' communication skills. They are such as:

1. Watch films that model conversation skills:

Conversation is one the most basic and essential communication skills. It enables people to share thoughts, opinions, and ideas, and receive them in turn. Effective conversations include a give– and-take exchange that consists of elements such as:

- body language.
- eye contact.
- summarizing.
- paraphrasing.
- responding.

So the students can learn the foundational elements of conversation by watching films or videos of these interactions talking place. So, the teacher can pause, the video and ask questions such as, "What message is the listener sending by crossing his arms? What else can you tell by observing the expressions and body language of both people in the conversation?"

2. Use technology:

This is the using of audio books or apps which a multitude of technological resources that can be used to improve student communication skills. So using of technology method is practicing by listen to or read a long with audio books to hear how the speaker pronounces and enunciates different words or phrases. The apps that

improve student communication skills are such as voice thread and paper telephone.

3. Reinforce active listening:

For this activity teachers can help their students to develop listening skills by reading a section of text a loud and then having the class discuss and reflect on the content. Active listening means listening to understand rather than reply. Thus reinforce building good listening skills by encouraging students to practice asking clarifying questions to fully understand the speaker's intended message.

4. Offer group presentation and assignments:

Team–building exercises can also help students sharpen both oral and written communication skills. Not only does it offer student the chance to work in small groups, thereby reducing some of pressure, but also gives them opportunity to debate their opinions, take turns and work together towards a common goal.

5. Ask open ended questions:

There are vital for inspiring discussion and demonstrating that there are multiple ways to perceive and answer a question. The teacher might set a time for short Informal conversation and challenge students to use open-ended questions. For example, you might show your students the difference in how much more information they can obtain

by asking "what did you like best about the song?" Rather than simply "did you like the song?" i.e. not to ask questions their answer should be yes, or no only.

6. Use tasks and activities that foster critical thinking:

Another task–based method for improving student   communication skills is through critical thinking exercises. These can be done verbally or through written assignments that give students the chance to answer questions creatively using their own words and expressions.

7. Offer reflective learning opportunities:

Recording students reading selected text or videotaping group presentations is an excellent method for assessing their communication strengths and weaknesses. Students can reflect on their oral performance in small groups. Then, ask each student to critique the others so that they can get used to receiving constructive criticism.

8. Find teachable comments:

This to maximize on the everyday happenings in the classroom environment, for example, if a student answer a question in complicated way, you might ask that they rephrase what they said, or challenge the class to ask clarifying questions. If an unfamiliar word pops up in a text or a film, pause in order for the class to search for the word in the dictionary.

Tudor (1996:215) writes about peer correction as an important activity to promote students' communication. So, he highlights that:

First, when a learner makes a mistake and another learner corrects it, both learners are involved in listening to and thinking about the language. Secondly, when a teacher encourages learners to correct each other's mistakes, the teacher gets a lot of important information about the students' ability. Can they hear a particular mistake? Can they correct it? Thirdly, the students become used to the idea that they can learn from each other. So, peer correction helps learners cooperate and helps make them less dependent on teachers. Fourthly, if students get used to the idea of peer correction without hurting other's feelings, they will be able to help each other learn when they work in pairs and groups, when the teacher can't hear what is said.

Tudor (1996:55) writes other ideas to encourage the student to fluency communicate. His ideas are:

Firstly trying to speak more for example, tries talking to English speaking friends, tourists …etc. as often as possible. Secondly not worrying too much about your mistakes, trying to be correct all the time is hard work and can stop you from communicating well. Although making mistakes is an important part of the learning process, don't always try to correct yourself immediately. Remember that the people you speak to won't be listening for your mistakes, but for what you are trying to say. After you have finished speaking, you can usefully remember the mistakes you want to work on; this is a good time to make a note to yourself, to do something about them. Thirdly Depending on yourself outside the classroom you won't always have a dictionary or a teacher to help, so don't be afraid to depend on yourself: you probably know more than you think.

2.7 The factorsof Communication:

In fact there are many factors that can complete each other for the students to communicate properly. So, the factors that make the students communicate proficiency are:

2.7.1: syllabus design:

Harmer (2001:295) says that "syllabus design concerns the selection of items to be learnt and the grading of those items into an appropriate sequence."

It is necessary for the students to have available textbook that is effect on their communication positively.

Wheeler et al. (1983:247) highlight that the syllabus has to design in such a way to much with a lot of advantages and make the students to communicate.

The main advantages of a national syllabus usually cited are these: clearly, knowledge of structure and texts (grammatical competence) is not enough to ensure that the student will be able to communicate effectively when required to do so in any given set of circumstances. A functional-national syllabus, if well designed, can overcome this problem. In particular, it can make the student sensitive to the need for appropriate language in a given situation. Generally, such a syllabus will focus on the more importance goal of using the language for purpose.

Pit Corder (1973:201) points out that language is widely abroad thing, by mean is impossible to teach or learn all of it, and no time to cover all of its items. That why educators forced to make selections of some items from whole language which is the syllabus design. These items have to be well chosen so as to make the students have competence of communication and to cover their essential needs as general. So, that why Pit Corder (1973:322) also says:

> *That the designing of syllabuses involves many different considerations, linguistic pedagogic, sociolinguistic, psychological, we are clearly not yet able to give any firm answers about how to design a syllabus. One thing is certain: there is no such as thing as a perfect, ideal as logical syllabus. The number of variable which are involved, particularly those relating to the learner for whom the syllabus is design, are too numerous. Ideally, each learner requires a 'personalized' syllabus of his own. But we teach groups, not individuals. Any syllabus is bound, there for, to be something of a compromise.*

Pit Corder (1973:296) also writes:

"A finished syllabus is the overall plan for the learning process. It too , must specify what components , or learning items, must be available, or learned by a certain time; what is the most efficient sequence in which they are learned; what items can be learned. 'Simultaneously'; what items are available from stock, i.e. already

known, and the whole process is determined by consideration of how long it takes to produce or learn, a component, or item."

The syllabuses have to be design according to the benefits of learners beside some management and usable criteria.

Harmer (2001:296) writes some criteria for excellent syllabuses in the following points:

- **Learn-ability:**

  The syllabus has to be learnable. It has to contain structural or lexical items that are easier for the students to learn than other. Thus we teach easier thing first and then increase the level of difficulty as the students' language level raises.

- **Frequency:**

  It would make sense, especially at beginning levels, to include items which are more frequent in the language, than ones that are only used occasionally by native speakers. For example, that see is used more often to mean understand (e.g. oh, I see) then it is to denote vision. And this what the researcher running after for communication?

- **Coverage:**

  Some words and structures have greater coverage (scope for use) then others. Thus we might decide, on the basis of coverage, to introduce the going to future before the present continuous with future reference, if we could show that going to could be used in more situations than present continuous.

- **Usefulness:**

   The reason that words like book and pen figures so highly in classrooms is because they are useful words in that situation. In the same way, words for family members occur early on in student's learning life because they are useful in the context of what students are linguistically able to talk about.

   Pit Corder (1973:296) says that "the task of organizing a syllabus is sometimes called 'grading.' This term implies a progression, and more particularly a gentle progression. It suggests that each step in the syllabus should be small enough for any learner to cope with at one time. It carries with it the useful notion of steps, items, components… "

   For Pit Corder learning of a language is not something fixed or consonant. Thus Pit Corder (1973:297) points out that:

   Indeed, there is a good deal of truth in the saying that, in language, nothing is learned completely until everything is learned. If this is so, than no simple linear sequence for a syllabus is appropriate. A logical solution to this problem might seem to be a cyclic or spiral, structure, which required the learner to return time and again to some aspect of language structure language, process, or domain of language use, in order to discover how it relates or is integrated with some different part of the language.

Also Pit Corder (1973:298) continuous writing the items of the syllabus, from his views are that "Items may be categorized linguistically in either formal or functional terms; they may be categorized sociologically as speech functions, or situations of language use, or different classes of speech act, or psychologically, as different skills or types of language behavior."

What researcher notices above, that the items of the syllabus can be organized according to the needs of the language purposes?

Pit corder (1973:300) highlights some items for syllabus such as show bellow:

NO.	Syllabus	ex.
1.	This ,that, is	This is John, that is Ahmed
2.	My , your	This is my / Your…..
3.	His , her	This is his/her…..
4.	's	This is Ahmed's
5.	A	This is a…
6.	An	This is an….
7.	He , she is	He is Ahmed; She is a girl
8.	I am , you are	I am a man; You are Ahamed.
9.	Here / there	I am here; He is here.
10.	Numbers 1 -10	
11.	This boy, that boy	This girl is Mary;

		That boy is there
12.	It	It is a box.
13.	In , on	This box is on my desk; That pencil is in the box.
14.	We, they ,you,(plural)	We are boys; You are girls.
Omission of indefinite article:		
15.	These, those, they	These books are on my table.
16.	And	You are a boy and she is a girl; Ahamed and Mary are there.
17.	S v v	I am walking.
18.	To , from	Ahmed is walking to/ from desk.
19.	The	This is the floor; He is the headmaster.

He continuous shows us the following syllabus' items:

1- $\sum \longrightarrow \sum + \text{and} + \sum$

2- $\sum \longrightarrow$ NP+ VP

3- N p $\longrightarrow$ NP+ and+ NP

4- NP $\longrightarrow$ $\left\{ \left\{ \begin{matrix} \text{Pro(noun)} \\ \text{Det(erminer)} \end{matrix} \right\} + \text{noun} \\ \text{Proper noun} \right\}$

5- Noun $\longrightarrow$ $\left\{ \begin{array}{c} N_{sing.} \\ \\ N_{plu.} \end{array} \right\}$

6- Pro $\longrightarrow$ $\left\{ \begin{array}{c} I \\ \\ Pro_{sing.} \\ \\ Pro_{plu.} \end{array} \right\}$

7- Det $\longrightarrow$ $\left\{ \begin{array}{c} \text{Art (icle)} \\ \\ \text{Poss(essive)} \\ \\ \text{Dem (constrictive)} \end{array} \right\}$

8- VP $\left\{ \text{cop(ula)} + \left\{ \begin{array}{c} \text{Adverb of place} \\ \text{NP} \\ \text{Prep (ositional) phrase} \end{array} \right\} \right\}$

Verb + ing + (Prep Phrase)

9- Pro sing. ⟶ { he , she , it , this ,that }

10- Pro plu. ⟶ { we , you, they, these, that, those }

11- Poss ⟶ { my ,your ,his , her , proper N's }

12- Dem ⟶ { this / ____ + N sing.
            that

            these / ____ + N plu.
            Those }

13- Art $\longrightarrow$ $\left\{ \begin{array}{l} \left\{ \begin{array}{l} A \quad / \underline{\quad\quad} + N_{\text{sing.}} \\ \text{the} \end{array} \right. \\ \left\{ \begin{array}{l} \varnothing \quad / \underline{\quad\quad} + N_{\text{plu.}} \\ \text{the} \end{array} \right. \end{array} \right\}$
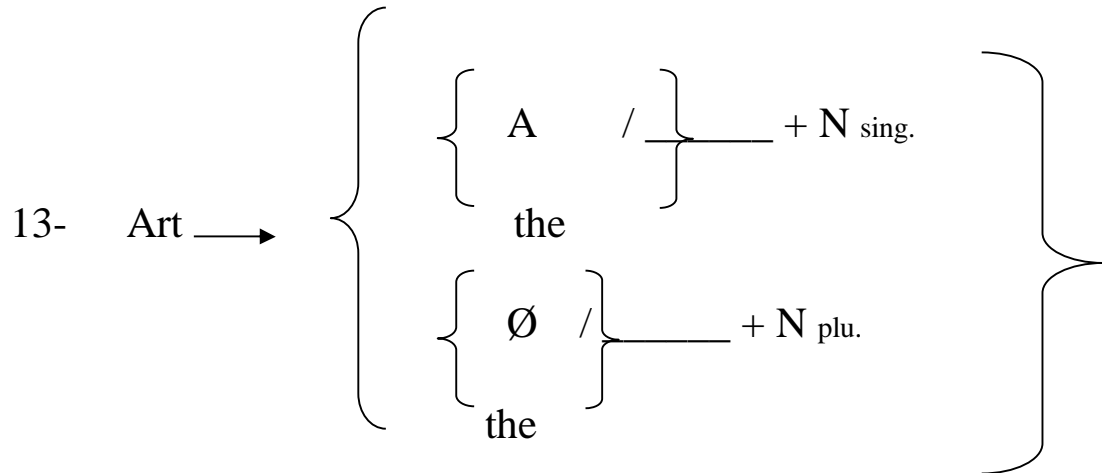
14- Prep phrase $\longrightarrow$ preposition + Det + N

15- Preposition $\longrightarrow$ (on, in , to, from)

16- N $_{\text{sing.}}$ $\longrightarrow$ N + $\varnothing$

17- N $_{\text{plu.}}$ $\longrightarrow$ N + s

18- cop $\longrightarrow$ $\left\{ \begin{array}{l} \text{is} / \left\{ \begin{array}{l} \text{pro}_{\text{sing.}} \\ N_{\text{sing.}} \end{array} \right\} + \underline{\quad\quad} \\ \text{are} / \left\{ \begin{array}{l} \text{pro}_{\text{plu.}} \\ N_{\text{plu.}} \end{array} \right\} + \underline{\quad\quad} \\ \text{am} / I + \underline{\quad\quad\quad\quad\quad} \end{array} \right\}$
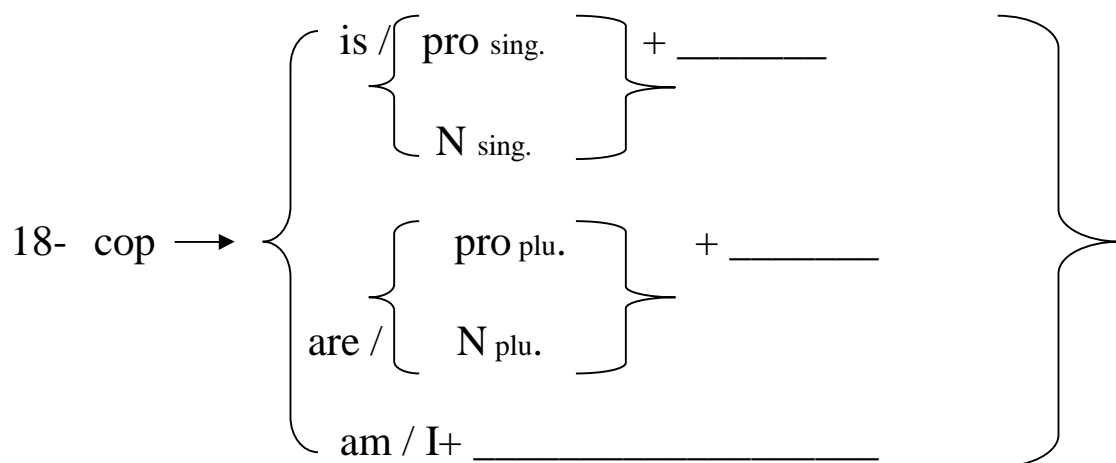
19- V $\longrightarrow$ $\{$ walk, put … $\}$

20- N ⟶   { girl, boy, pencil…}

21- Proper N ⟶ { Ahamed , Mary }

22- Adverb of place ⟶ { here , there }

(1973:302)

Harmer (1987:21) writes that "In planning our syllabus we will look very carefully at the situation in which the teaching takes place".

In fact, syllabus designers are responsible to create syllabus, which suits the conditions of the students from generations to generations with attention to the outlook of the views that are going with up-date of learning situation, especially the main aim of learning English language which is seeking for communication.

"The syllabus designer, then, takes into account what types of students will use the syllabus, concentrating especially on the students' age and their educational background." Harmer (1987:22)

2.7.2 The Teacher:

It is surely that the teacher of English language is the essential factor that plays the main role for the students to love communicates with English language. Then their attitudes will be strong for the whole future. So, there are many authors have been written about the role of the teacher, such as Harmer (2001:56) who says that:

"Teachers use many metaphors to describe what they do. Sometimes they say they are like actors because we are always on the stage; other

think they are like orchestral conductors 'because I direct conversation and set the pace and tone; yet other feel like gardeners 'because we plant to seeds and then watch them grow; the ranges of image-these and other. That teacher use about themselves indicates the range of views that they have about their profession."

Stern (1973:32) writes about the teacher and his views go with Harmer in some points, he says that:

"Language teachers can be said to regard themselves as practical people and not as theorists, some might even say they are opposed to 'theory' expressing their opposition in such remarks as 'It's all very well in 'theory', but it won't in 'practice', or the theoretician tell us not to translate (or not to explain grammar rules , or not to show the printed words); but as a classroom practitioner…"

Wheeler et al. (193:324) writes about the teacher the following idea:

….there is simple fact that a teacher in a class is human among humans. No sophisticated techniques, or libraries of books on methodology will help the teacher who fails to understand that students do have problems learning languages and that it is his responsibility to try to solve these problems. Only by mentally putting himself in their place will be achieve insight into own effectiveness as a teacher. And, in the process, he will find that he has generated the right kind of atmosphere for happy and productive language learning.

Beside that wheeler et al. (1983:143) discuss that teachers of English language must have personal attitudes for teaching the language. This point will create positive motivation for learning English language and communication with it.

Hill and Dobbyn (1979:27) agree with wheeler and his friends that the motivation of the teacher to the students is one of the fundamental concepts that guide students to communicate.

"The best motivation the teacher can give them is as sense of success; if the students feel that they are really learning the language successfully, and that what they are learning really useful (i.e. that it is enabling them to communicate on interesting relevant topics in the target language) they will be encourage to learn more and more."

From a similar point of view, Hill and Dobbyn (1979:30) continue writing available concepts about the successful teacher who affects on his students toward English language and communicate with it. So, they write that the successful teacher is the one that improve a lot by learning to smile, to be enthusiastic and patient, to be constantly looking for new ways of getting his message across to learners.

In addition to that English language teacher has to speak a little time speaking in order to let his students speak a lot. Also an English language teacher has to speak influence and carefully by using suitable

English words according to the levels of his students, so as to make them communicate later on.

But Ed, D. and Nasr, (1980:13) say that the teacher has to create available sentences and fixed them on the students' mind.

"… the teacher's first and chief business is to give knowledge and fix it in the pupil's memory: therefore to makes statements and ask questions."

But Harmer (1987:3) has better ideas that Ed, D. and Nasr, for he highlights that:

"All teachers can think of situations in which certain 'motivated' students do significantly better than their peers, and it seems reasonable to suggest that motivation of the student is perhaps the single most important thing that he brings to the classroom."

Harmer (2001:58) says that a teacher has to be:

- **Controller.**

This is the one that design the students according to the activities given, and the role of organizing drills read aloud and gives several of transmission of knowledge without difficulties.

- **Organizer.**

Here the teacher must practice the ability of organizing the pairs and a groups' work, besides giving various activities that are involved for communicative activities. Also the teacher has to give enough

information about the topic of the pairs and groups work, so as to make the students share successfully.

- **Assessor.**

   A teacher can be assessor by telling his students about their feedback, and how can he move to next step correctly. So he can tell his student about his outlook and their ability pass next levels.

- **Prompter.**

   When the students face some difficulties, especially for some words or phrases, the role of the teacher is to prompt the students that difficult words and phrases so as to make the activities more enjoyable, besides building students' activities.

- **Participant.**

   This role is done during the period of activities. So the teacher correct the mistakes of the students or adding some points to the pairs and groups work, even sometimes the teacher participate his students according to the needs of the activities.

- **Resource.**

For this point the teacher has to be well qualified, because sometimes there are some accidental questions that may asked by the students. In fact any teacher has to be cultural one and has a background of everything, because sometimes there are some student may look up for more details about some specific topics. All that needs from the teacher to be more qualified to replies.

- **Tutor.**

This is shown when there is individual participating or small groups, which need kind of helping. At this moment the teacher has to share with them or add some information smoothly, with a tutor way which has to be beloved for the students.

- **Observer**.

Here the teacher has to take care of the activities that are given, especially in the communicative ones, so as to make the students more fluency. Beside that the teacher has not to hang any word that is used by the students.

2.7.3 Grammar.

Knowing of grammar issues is not one of the main concepts that make the student communicate correctly. So it plays an important role for the learners to study a language as whole.

Tudor (1996:209) discusses that:

> 'Grammar' is a term which means different things to different people. It has often been observed, for instance, that when learners ask for 'more grammar' (which would seem to relate to a certain type of learning content), what they frequently have in mind is a more structured approach to their language study as whole (which relates more to learning form). 'Grammar' may also, for some learners (and teachers) be a form of shorthand for the goal of accuracy of expression and the elimination of structural errors…

The view stresses the role of language as means of communication and social interaction. For this point Tudor (1996:51) says that "grammar and vocabulary are the basic of learning a language, and must therefore be giving priority."

Harmer (2001:12) points out that "the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer."

Harmer (2001:13) highlights that "This knowledge of morphology (using morphemes to change the meaning or grammar of a word) and syntax (the order that words can be arranged in) is essential to successful communication whether in writing or in speech."

Harmer continuous discusses some point about the rules of using grammar. So, Harmer (2001:15) says that "Once we know the grammatical rules of a language subconsciously, we are in a position to create an infinite number of sentences."

Using of words to speak by is an art that needs from the speaker and the listener to know meaning of word is going on. Because knowing of hyponymy, antonym and synonymy help a lot understanding the speech.

Harmer (2001:19) says that "Part of a word's meaning, therefore, concerns its relations with other words, not only in terms of antonymand synonymy, but also in terms of how it fits into the vocabulary hierarchy."

Also Harmer (2001:19) writes that "such metaphorical use of words allows us to move beyond their purely denotational use (where a word only describes a thing rather than the feelings or idea it suggests) It helps us extend our range of expression and interpretation, allowing us the opportunity to explain our feelings about things in a way that creates ready available images."

There is a distinction between competence and performance for the language speakers. Hence, that the speaker of a language knows implicitly is his competence and what he does is his performance."

From a similar point of view, Pit Cordre (1973:90) discusses that "Linguists, according to this point of view, do not study what people do when they speak and understand language, but seek rather to discover the rules underlying this performance."

Pit Corder (1973:91) writes that "The grammar of language is, according to Chomsky, the characterization of competence of the ideal native speaker–hearer in a homogenous society."

Pit Corder (1973:92) writes some example as show below, so as to recognize relationships between sentences:

James came home yesterday.

James didn't come home yesterday.

It was yesterday James came home

What James did yesterday was come home.

Or to be aware of paraphrase relations between sentences:

James knocked in the nail with a hammer.

James used a hammer to knock in nail.

James hammered in the nail.

> *Now clearly, competence, in this sense of being able to recognize and produce grammatical sentences in a language and recognize the meaning relation between them, is something a learner, and also a native speaker, must have. Furthermore, it is a reasonable goal for linguistics to try to elucidate the nature of this capacity; but the description of a speaker's competence in this sense falls short of a full account of what a speaker musk known in order to communicate. It is for this reason that an increasing number of linguists believe that this goal for linguistics is too limited. A native speaker must not only be able to produce and understand grammatically well-formed utterances, he must also be able to produce and understand utterances which are appropriate to the context as much a matter of 'competence' In language to be able to produce appropriate utterances as grammatical ones. It is thus that the concept of communicative competence has come into being.*

In fact knowledge of part of speech helps the speaker a lot to be more performance, when he communicates. Harmer (2001:21) says that:

> *When we say a word is a noun we then know how it can operate a sentence. The same is true for such word classes as verbs or determiners or prepositions. When we know a word's part of speech, we know what other words it can occur within a phrase or sentence and*

where it can be put syntactically. Knowledge of these allows competent speakers to produce well formed sentence. Speaker of British English, for example, might say. *There isn't any furniture in the room, but would not say. *There aren't any furnitures in the room because furniture is almost always an uncountable noun.

Knowledge of suffixes and prefixes is need for English language speaker. That why Hammer (2001:22) points out that "The use of affixes such as im- and dis- can change the meaning of words (e.g. possible and impossible, agree and disagree)."

Carter and Brumfit (1948:191) point out that "… since one of our main goals as ESL teachers is to teach the grammar of the language, literature, due to its structural complexity and its unique use of a language."

If the knowledge of a language grammar is weak then the communication will be useless surly.

So Carter and Brumfit (1984:184) say that "Most attempts to provide motivating and communicative material for learners are strong in technique but weak in any sense of developmental structure."

Indeed English language teachers teach their students many English Language aspects such as vocabulary, practice functional dialogues, grammar …etc, for building the students to communicate.

Hammer (2001:183) discusses that

"Pronunciation teaching not only makes students aware of different sounds and features (and what these means), but can also improve their

speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed – all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility."

If the learning of articulation of the English letters sound is weak. Then Hammer (2001:184) shows us the result which is "if their pronunciation is not up to this standard, it is thought then there is a serious danger that they will fail to communicate effectively."

Tudor (1996:92) says that "… teaching of structure and vocabulary likely to facilitate communication."

Tudor (1996:193) Continues writing some points that can facilitate the condition of communication. So he discusses that:

Intonation pattern, especially question intonation as this is frequently easy to identify from the context or from gestures.

Question forms, the vocabulary and structures that frequency goes with them. High frequently structures and verb forms (e.g. 'I don't know; there aren't any ….') word class distinctions, especially between nouns and verbs. Frequently used set chunks of language (e.g. 'what's the time?', 'you're welcome', 'is this number 71?', 'Late again!') and Interjection and exclamations.

Tudor (1996:245) also writes a similar point of view for he says that: "Learning a language consists of learning the structural rules of the

language and the vocabulary through such activities as memorization, reading and writing."

Beside that Tudor (1996:245) highlights the following point

"Without the grammar, you can't learn the language."

The practice of communication to be successful, Harmer (2001:246) points out that:

"Cohesion is a more technical matter since it is here that we concentrate on the various linguistic ways of connecting idea across phrases and sentences. Where we use language features such as pronouns lexical repetition, and synonymy to refer ideas that have already been expressed. We can use various linkers as well, such as for addition (also, moreover), contrast (although, however, still), cause and effect (therefore, so), and time (then, afterwards)."

Harmer (2001:269) writes some elements that can promote speaking:

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as a greening or disagreeing, expressing, surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

Pit order (1973:313) says that "Both linguistic and pedagogical reasons, therefore, indicate that grammar, vocabulary and pronunciation teaching should proceed side by side."

Also pit coder (1973:333) writes that "One may believe that the learning of the grammar is fundamentally an inductive process, and yet believe that the most adequate accounts of the grammar of a language are for example, transformational."

Tudor (1996:72) points out that "The linguistic forms required realizing the language functions identified at the rhetorical level ('making suggestions', for example, may require the learner to command model verbs, the use of intonation to mark attitudinal tone, and the appropriate register)."

Tudor (1996:104) writes another point about how to make the students more spontaneous when they communicate with other:

"Students oriented toward closure are hard–working, organized and plan full, and have a strong need for clarity. They want lesson direction and grammar rules to be clearly spelled out. Such student a void spontaneous conversations and games in L2 classroom–unless, of course, they have had adequate time to use met cognitive strategies such as preparing their vocabulary lists and reviewing the rules involved in any given interaction."

2.8 **Previous Studies**

In this part the researcher looks up for some previous studies, that have been investigated similar titles to this study, that the researcher selects some of them.

The first study is written by Yuen, Amr and Taha. These researchers have conducted a study of this type on Oral Communication Problems in 2014. The study uses questionnaire and interview to both teachers and students to collect data for their study. The researchers look up for the problems of oral communication from three angles, that why they adopted the questionnaire and the interview to search for students' problems, teachers' problems and curriculums' problems of oral communication in Malaysia at Yemeni High School for English Foreign Language Students of International Arabic School in Kuala Lumpur.

The questionnaire contains 20 items. It covers the three areas of the study; teachers, curriculums and the students. The questionnaire was divided into three sections. The first section investigates the problems of what are related to the teachers, the second section looks at the factors that are related to curriculum and the we thirdstudies the problems that are related the students who were selected randomly from both males and females.

The questionnaire of the above study has been analyzed statically in three sections. The first section shows that 65% of the teachers do not use English language inside the classroom, 60% of the teachers criticize

the students' pronunciations while 75% do not force the students to express their ideas in English Language.

The second section highlighted that 77.5% of the students do not give priority to speak in English, while 82.5% said that oral communication is not part of curriculum.

The third section indicated that 60% of the students do not have sufficient vocabulary to discuss the topics with their teachers or their classmates inside the classroom or outside it. 62.5% of the students afraid of making mistakes in English the language during the process of oral communication. The results of the interview are mostly as same as the results of the questionnaire.

From the title "Oral Communication Problems of High School EFL Students in Malaysia" and its methodology beside its results there is a similarities with this study.

Another study is carried out by Dr. Mahmoud and Abdel-Raman on Improving English Language Speaking skills at Ajloun National University in Jordoan in 2016.

The researchers use semi-structured interview as an instrument for data collection which is done for 20 students who selected randomly. These students are studying English Language. The study has many results such as; the students of Ajloun National University face many problems related to speaking skill like confusion and embarrassment. Also the students did not learn speaking lessons correctly at school and face

difficulty in pronouncing some words. In addition the results showed that the students have limited amount of vocabulary and difficulties in understanding questions.

The researchers come up with some solutions to overcome the weakness of speaking skills, so they write that the students have to practice English speaking inside and outside the classroom effectively, using the modern social media to communicate in English besides expressing of their feelings and needs. Also there are some similarities between the above study and the researcher study in some points especially the results of them.

The last previous study that the researcher summarizes is Problems and Difficulties of Speaking which is conducted by Dr. Ahamed at Al Quds Open University in Palestine Gaza Branch in the Academic year (2014 – 2015). The sample of the study is consisting of 4th grade students. The study employed two techniques of collecting data namely observations and interviews. The observation was carried to find out the students' participations errors in grammar and pronunciation and the fluency in speaking skill activity, while the interview was conducted to know students' participation difficulties in grammar, pronunciation and fluency in speaking skill activity, factors that hinder students from speaking and the causes of such factors as well as the solutions to overcome these factors.

After the analysis and the discussing the researcher highlighted some results, that there were some difficulties in the speaking of the students due to some reasons such as fear of mistakes, shyness, anxiety and lack of confidence. Furthermore the researcher adopted some recommendations for his study; he writes that the first cause of English speaking is the university environment which is not supports the students to speak in English frequently. The second point is the students haven't conversational clubs. In these English clubs students can share ideas, talk about anything among themselves. Lecturers should create a comfortable environment by strengthening the confidence of English language learners and encourage them to speak with each other in simple way. Lecturers should not try to correct the local errors of the students when struggle to get their meaning across, nor insist on the errors of the students while they are speaking.

2.9 Summary of the chapter

In this chapter the researcher has completely depended on another sources to write the first part of the chapter which is the literature review which concerning the study with some expansion of its topics and the second parts which offer the most relevant studies from which the researcher has summarized some of them.

Chapter Three
Methodology of the Research

3.0 Introduction.

This chapter shows the methodology of the study, which is the descriptive analytic method and questionnaire that is used for data collection, SSPS techniques, so it contains of sub-titles such as the instrument which is consists of the questionnaire that is design for the students as a tool for data collection. Also in this chapter there are some details for how the validity and reliability are done. Moreover to that there will be some details for how the subjects are chosen and the procedures that the researcher has followed to do the study.

3.1 The instruments.

The tool that is designed for the study to be done is a questionnaire. It is written in very simple way so as to be easy and more understandable for the students. The questionnaire consists of fifteen items. The researcher uses them to know what is behind the weakness of oral communication skills among a lot of students.

3.2 Validity.

Validity is conducted by choosing eight qualified teachers of English language teachers who teach at three different universities (Peace University, Kordofan University and Daling University) the purpose of that is these teachers have to comment widely where is

positive or negative for the questionnaire. To correct the items from better to the best coherence for the ones those are needed to be correct.

In fact, most of the comments of the qualified teachers are positive. Generally they consider that the questionnaire is valuable, suitable and measurable for the study to discover the weakness of communication skills.

One of the teachers who are chosen for the validity says that the items have to start by the verb to do. But for the researcher that isn't suitable because the answers will be only by answers of yes or no questions. The researcher refuses this idea because he uses the English fifth measurement person which has five options and suitable and measurable for the study. Another experienced teacher writes the conversation instead of the word speech and omits the word form at the end of the sentence which is written "I understand any speech when the speaker speaks with short form sentences." So when the researcher applies the above idea the sentence rewrites into "I understand any conversation when the speaker speaks with short sentences."

The researcher writes item No. (4) As the following "I know the parts of speech." From the teachers' views that the sentence has to be "I know the positions of the parts of speech in the sentences." The researcher agrees with this changing, because it makes the meaning of the sentence more understandable and held among it the knowledge of knowing the meaning the difference types of parts of speech than before.

Item No. (10) Is written "I am able to articulate this shape   /Ø/ accurately." But one of the experienced teachers' views is that the word shape has to be replacing by the word symbol. So the researcher immediately changes the building of the sentence into "I am able to articulate this symbol /Ø/ accurately."

The researcher writes item No. (11) Like this "I understand the meaning of prefixes when it used in a dialogue." But the idea of one of the qualified teachers is that the sentence has to be "I understand the meaning of prefixes when they are used in a dialogue." So the researcher agrees with this idea for it's more logically than the first one.

The researcher records item no. (15) Like this "I am able to form questions." But one of the Pilot-Rum member'shighlights it's better for the sentence to be "I am able to form different types of questions." So, the researcher also agrees with that for it cover all types of questions for oral communication where they are Wh-words questions or yes and no questions. In fact there is another idea for one of the selected teachers for the validity. His views that instead of the word "prefixes and suffixes" in item (11) and (12) the researcher has to use the word affixes. But the researcher disagrees with that, for the word affixes is more complicated that both the prefixes and suffixes. So, the using of the words suffix and prefix is most understandable for the students than the affixes.

3.3 Reliability.

To do the reliability of this study the researcher has chosen twenty of the students randomly from four different colleges within different levels. 55% of the students are female and the other 45% of the students are male. The researcher makes the balances of the students for reliability likes this because the quantities of the female are more than the male. The colleges that the students are chosen from are Faculty of Arts, Faculty of Education, Faculty of Nature Resources and Faculty of Veterinary. The researcher does the work like this because the four colleges are located in one town which is Alfula. The researcher gives the survey questionnaire to the twenty students on 27th of October 2017A.D, then after the students chooses their options the researcher use Alpha factor and puts the options of the students (data) on it according to the system of Alpha factor.

The researcher gives five degree to the options strongly agree, four degree to the option agree, three degree to the option natural, two degree to the option disagree and one degree to the option strongly disagree. So, when the researcher counts the options above according to Alpha factor system the result is that the reliability is 0.86 so, it's more than have of one and less than one correct. In fact this improves that the reliability is so excellent which guides the researcher to use the survey questionnaire to the general sample of the study. The fixed factor is .92.

3.4 The subjects.

The sample size of this study comprises the students of Faculty Arts, Faculty of Education, Faculty of Natural Resources & Environmental Studies and Faculty Veterinary of Peace University. This sample of the population is from different batches, different departments and different semesters of the years 2014 - 2018.

The number of the sample is (300) three hundred students. Their ages are between (17 – 35) years old. This means they are in different ages which surely show different experiences and completely views. So, the population is consisting of teenagers and adults from both boys and girls or males and females.

3.5 The procedures.

The students of the four colleges of Peace University who are selected for the study are exactly (300) three hundred students. The researcher counts this number from the registrars of the students' colleges. The registrars give the researcher the lists of all the students for all the batches and the different departments of the four colleges.

The researcher uses a length of range which is ten for the whole number of the students, that is why the total number of the sample for this study is (300) three hundred students.

3.6 The setting.

The study area is Alfula the capital city of Western Kordofan State. It lies between longitudes 11.4 – 19.8 E and latitudes 25.5 – 28.20 N.

The distance is 910 km west south from Khartoum by train, whereas by road is 998 km. It's in the East of Abu Zabad, and Al-Nihood town is in the North. In the West is Babanosa town, whereas Lagawa town is located in the South East.

The town population is composed of different tribal groups. The main settlers represented by Miseria. Other tribes include Hamar, Bargo, Dajo, Nuba, and Hawsa besides, Denka Ngok and Berty. There are some other small tribal groups comprise Hawara, BeniFadul and migrant families from Darfur. Arabic language is dominated on others. The rest are African local dialects. These dialects are affected by each other. It is quite clear in their pronunciations. The sound /h/ for example, is pronounced differently in the word pound.

3.7 **Summary of the chapter**

In this chapter a questionnaire options is used for collecting data for the students of Peace University Alfula campus only. The validity and reliability are done according to the scientific techniques. The procedures, the setting and the subjects are also discussed. Then the data were analyzed, organized and tabulated as it's shown in the following chapter.

Chapter Four

Data Analysis, Results and Discussion

4.0 Introduction.

This chapter shows the tables which are transformed and presented into words and phrases to compare between the different results in each. The analysis is done according to SPSS program.

See appendix (1)

Table (4.1) shows the keys and percentages that are used in the process of analyzing.

Table (4.1): Key to analysis

	Keys	Percentages
1	Majority	60% $\longrightarrow$ 75%
2	Half	50%
3	Minority	30% $\longrightarrow$ 49%
4	Least minority	01% $\longrightarrow$ 29%

Table (4.2): Gender

Responses	Frequency	Percent
Male Students	136	45.3%
Female Students	164	54.7%
Total	**300**	**100.0%**

Table (4.2) shows that less than half (45.3%) of the students who are chosen for the study are male, while more than half (54.7%) are female. Both of the above total and percent are represent the population of the study.

Table (4.3): Population

Level	Students	Percent
First year	78	26.0 %
Second year	94	31.3 %
Third year	57	19.0 %
Fourth year	41	13.7 %
Fifth year	30	10.0 %
Total	**300**	**100.0 %**

Table (4.3) highlights that the least minority (10 %) of the population who chosen for the study are the students of the fifth year, semester ten, who study at Faculty of Education and Faculty of Natural Resources & Environmental studies. Besides the fewer minorities (13.7 %) of the population are the students of the fourth year, semester eight. They are belonging to different colleges in Alfula town, that colleges are Faculty of National Resources & Environmental studies, Faculty of Arts, Faculty of Education and Faculty of veterinary Medicine. But the (19 %) of the population that are chosen for the study are the students of the third year from the four Faculties from different batches different departments. The minority (31.3 %) of the population are the students of the second year, semester four of the four faculties. The least percent (26 %) of the population is the students of the first year semester one which is batch of (2017AD - 2018AD) that they are chosen for this study.

Table (4.4):   I understand any conversation when the speaker speaks with short sentences.

Valid Responses	Frequency	Percent
Strongly Agree	38	12.7 %
Agree	39	13.0 %
Neutral	55	18.3 %
Disagree	74	24.7 %
Strongly Disagree	94	31.3 %
Total	**300**	**100.0 %**

In table (4.4) the researcher pluses the percent of the options of the population strongly agree and agree together and the total of that is (12.7 % + 13.0 % = 25.7 %) while the percent of disagree and strongly disagree is (24.7 % + 31.3 % = 56 %), so the above table (4.4) indicates that the least minority (25.7%) of the population are strongly agree and agree to understand any conversation when there is a speaker speaks with short form sentences, the more less minority (18.3 %) are neutral to understand English conversation when there is a speaker speaks with short form sentences.

In fact the neutral percent option shows that the students are nearly to the ones that in lack to understand English conversation if there is a speaker speaks with short form sentences. The total percent   (56 %)

which is the selection of the population for strongly disagree and disagree options highlights the majority of the students aren't understand any conversation when there is speaking with short sentences. This idea is supported by Pit Corder (1973:297), Tudor (1996:92) and Harmer (2001:13). That point meets what is proposed in hypothesis NO. (3). the notices from this result that a lot of the students of the study population are not understand English conversation if there is someone speaks with short sentences. Unfortunately the designing of the university's sheets is not covering the details of using short form sentences. It notices from this result which is the absent of understanding the short form sentences that is one of the most important elements that causes weakness of oral communication skills.

Table (4.5): I understand any conversation if the speaker speaks with long sentences.

Valid Responses	Frequency	Percent
Strongly Agree	74	24.7 %
Agree	49	16.3 %
Neutral	43	14.3 %
Disagree	90	30.0 %
Strongly Disagree	44	14.7 %
Total	**300**	**100.0 %**

In table (4.5) the researcher collects the percents of the options of the students which are strongly agree and agree together, then the percent is $(24.7 + 16.3 = 41\%)$ while the percent of strongly disagree and disagree are the following percent $(30.0 \% + 14.7 \% = 44.7 \%)$. The result from the above table (41%) highlights that the minority of the students who are selected for the study are agree that they understand English conversation when there is someone talks by using long form sentences, while the less minority (14.3%) of the students are neutral to understand English conversation when the speaker use long sentences building.

In fact if we join (41%) to (14.3%) the final total will be (55.3%) which shows more than half of the population. This means that a lot of the students are weak to understand English language conversation even

if it's talked in long form sentences although it's the clearest way of communication. So this is a really problem because item NO. (1) And item NO. (3) Show that the students haven't a simple ability to understand English conversation.

This point is supported by Pit Corder (1973: 297), Harmer (2001: 13) and Tudor (1996: 193). Besides that it meets what is proposed in hypothesis NO. (3).

From this result the researcher sees that most of the students of the study population cannot understand English language conversation when there is a dialogue expresses by long form sentences. So this indicates that this is one of the problems of the weakness of oral communication skills.

Table (4.6):   I practice dialogues with my classmates after lectures.

Valid Responses	Frequency	Percent
Strongly Agree	34	11.3 %
Agree	36	12.0 %
Neutral	60	20.0 %
Disagree	80	26.7 %
Strongly Disagree	90	30.0 %
Total	**300**	**100.0%**

In table (4.6) the researcher collects the options of strongly agree and agree which is 33.3 %. So this table measures that least minority of the students who are selected for the study practice dialogues with their classmate after lectures. For the researcher the percent of the neutral options have to be join to disagree and agree options which is (26.7 % + 30 % = 76 %). This shows that the majority of the students are not practice dialogues with their classmate after lectures. This (76 %) percent of the students who are not practice dialogues with their colleagues isn't a good condition for communication, because without practicing how can oral communication be normal and successful among the students or according to their needs?

The lack of dialogue practicing may be refers to non-attendance of encouraging, or maybe the weakness of vocabulary and how to build up sentences for most of the students. Moreover to that may be the operation teaching is not successful.

This item highlights by Reddy of http://content.wisestep.com/top.ways-to-improve-oral-communication-skills-in-English// , Tudor (1996:38) and Tudor (1996:83). Moreover to that the above item it reflects a meaning of what is hypothesis in NO. (2). so it reflects that this is one of causes of the weakness of oral communication productive skills.

Table (4.7):   I know the positions of the parts of speech in the sentences.

Valid Responses	Frequency	Percent
Strongly Agree	20	06.7 %
Agree	26	08.7 %
Neutral	52	17.3 %
Disagree	93	31.0 %
Strongly Disagree	109	36.3 %
Total	**300**	**100.0%**

In this table (4.7) the researcher counts the percent of the options strongly agree and agree together then it becomes (6.7 % + 8.7 % = 15.4 %). This 15.4 % percent indicates that the least minority of the sample population aren't known the using of the positions of the parts of speech in the sentences. In other words it tells us how the students are so poor to speak in English.

The least minority (17.3 %) of the students are neutral to know the positions of the parts of speech. In fact the students who select neutral options in this item are so too weak to know the position of the parts of speech. So if the option of neutral is joined to strongly disagree and disagree options it will be (67.3% + 17.3% = 84.6%). The result is 84.6 % from the selected students. This percent indicates that a lot of the

students of the sample study do not know the positions of the parts of speech among different sentences nor what is mean by the parts of speech.

In fact this is a dangerous problem, because the knowledge of different positions of the parts of speech in using English during speech is one of the main factors that facilitate oral communication skills.

This point is discussed by Freeman (2000:128), Pit Corder (1973:297) , Pit Corder (1973: 300) , Harmer (2001: 19) and Harmer (2001 : 21). Besides that it meets what is proposed in hypothesis no. (1). Hence from this result, this item shows the importance of learning the parts of speech so as to be use correctly among the differences of sentences. If so, this will avoid weakness of oral communication skills.

Table (4.8):   Our teacher teaches us the sounds of the letters.

Valid Responses	Frequency	Percent
Strongly Agree	43	14.3 %
Agree	30	10.0 %
Neutral	37	12.3 %
Disagree	54	18.0 %
Strongly Disagree	136	45.4 %
Total	**300**	**100.0%**

About table (4.8) the researcher counts the percents of strongly and agree together which is 24.3%. This 24.3 % percent tells that the least minority of the students have been taught the sounds of English letters, while the less minority (12.3 %) of that sample are neutral to the concept of the above sentences.

Unfortunately the percents of disagree and strongly disagree is 63.4 %. This percent shows out that the majority of the students are aren't taught the sounds of the letters, when the neutral percent is added to that percent it well be 75.7 %. The researcher does that because the students who choose these options are in hesitation of knowing the sounds of the letters, not only that but even few of them.

In fact 75.7 % out of 100% of the students not know the sounds of English letters not phonetics just sounds. For the researcher's point of view this refers to the teaching operation, in other word the English language teachers do not go over the sounds of English letters during lectures. For the researcher the teacher has to do that even if it is not sign out for that by the syllabuses.

Teaching the sounds of the English letters is so very important for English learners so as to be active communicators. That learning of sounds helps the students a lot to utter the words correctly. Beside it helps a lot to use correct coherence sentences. So, if both the listener and the speaker are in the same exchanging knowledge there will be normal

communication with full understanding to English communication skills. Moreover the learning of English letters sounds helps the students to articulate the new words from a dictionary and using them correctly during the communication periods.

This concept is supported by https://en.wikipedia.org// , Pit Corder (1973: 193), Harmer (2001: 183), Tudor (1996: 193), Pit Corder (1973: 313) and Tudor (1996: 72).

This concept goes with hypothesis No. (1). so the notice from this result is that the knowledge or the teaching of English sounds letters is an essential issue for the students to communicate orally and fluency.

Table (4.9):   I understand English lessons more through activities.

Valid Responses	Frequency	Percent
Strongly Agree	107	35.7 %
Agree	104	34.7 %
Neutral	40	13.3 %
Disagree	31	10.3 %
Strongly Disagree	18	06.0 %
Total	**300**	**100.0%**

This is table (4.9). It's clearly from the above table the total percent of the option strongly agree and the agree option is 70.4 %. This indicates

clearly that the majority the population strongly agree by understanding English more through activities. 13.3 % out of 100 % of the students are neutral to understand English lessons more through activities.

16.3 % percent is the options of disagree and strongly disagree which shows that the less minority of the students are strongly disagree by understanding English lessons more through activities.

This point is stated by Hilliard (2017: 5), Tudor (1996: 14) and Pit Corder (1973: 296). Beside that this views are faced what is proposed in hypothesis No.(5) So the result from this views that a lot of the students understand English lectures lessons more through activities.

Table (4.10):   I am able to speak with present simple tense.

Valid Responses	Frequency	Percent
Strongly Agree	38	12.7 %
Agree	49	16.3 %
Neutral	39	13.0 %
Disagree	71	23.7 %
Strongly Disagree	103	34.3 %
Total	**300**	**100.0%**

Table (4.10) determines that least minority (29%) (Which the total valid responses of strongly agrees and agrees options) of the students are able

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to speak with present simple tense. Another least minority (13%) of the populations are neutral to communicate with present simple tense.

In fact the 13% percent of the students are surly in large hesitation to speak with present simple tense. So, if the researcher joins their options to the valid responses of disagree and strongly disagree it will be 71% percent. This indicates that the majority of the students are not able to speak with present simple tense.

As every person notices that the present simple tense is one of the most important tense that it uses to communicate by. The importance of using present simple tense is due to the facts and habitually of the actions. So, according to the life days, routine and reputations of the topics, the expressing of that has to be with present simple tense. The researcher focuses in this tense because teachers of English language teaching have to take care with it. Moreover to that they have to drill their students a lot to practice it more. The knowledge of using present simple tense depends in form of building coherence sentences below.

$$\boxed{\text{Subject } + \text{verb } + \text{ Object}}$$

The speaker of English language has to know that a subject cans a noun or a pronoun, singular or plural. The verb here is the action. The object is a noun or a pronoun. In the subject the noun or pronoun has the ability to do the verb but in object the noun or the pronoun has no ability

to do the verb. So, according the facts of actions if the subject is singular there must be letter (s) added to the end of the verb.

Examples for that

1. Sometimes Mona reads novels.

2. He usually speaks in English.

3. The cat jumps high over the walls.

But if the subject is plural the verb remains as it's without adding letter (s) to it. In other word it has to be infinitive.

When the subject is singular and the verb ends in (o, x, s, h), at that time there must be adding of (e) then (s).

Examples for that

1. She usually mixes too much sugar with milk.

2. Every Friday Mohammed washes his clothes late.

3. The receptionist usually addresses his employees early.

4. The Minister often goes to his office on food.

When the subject is singular and the verb ends in (y), at that time there must be adding of letter (s) to it when before (y) there is one of the vowel letters.

Examples for that

1. She usually says the rights.
2. The boy never obeys his mother.
3. The girl never buys a red skirt.

When the subject is singular and the verb ends in (y), and before it there is one the consonant letters at that time there must be changing (y) to (I) then adding of letter (s).

Examples for that

1. Sometimes the child cries at night.

2. That girl usually carries her bag with her.

3. Musa studies Geography at that college.

Present simple tense is used for facts with verb to be or other verbs, such as:

1. The girls are short.

2. The boy is lucky.

3. The sun shines at morning.

4. The earth goes round the world.

5. Education encompasses both teaching and learning of the subject.

For that reason the knowledge of present simple tense is very important for English learners and its one of the main factors that guides the students to communicate correctly.

This concept is supported by Tudor (1996:51), Harmer (2001:15) and Harmer (2001:12) and shows what is hypothesis in item No.(4). Hence, the result from this study shows out that unfortunately a lot of the students are not able to speak in present simple tense.

Table (4.11):   I have the ability to communicate with present continuous tense.

Valid Responses	Frequency	Percent
Strongly Agree	75	25.0 %
Agree	87	29.0 %
Neutral	61	20.3 %
Disagree	32	10.7 %
Strongly Disagree	45	15.0 %
Total	**300**	**100.0%**

Table (4.11) points out that more that have of the students have the ability to communicate with present continuous tense, this is from (54%) percent which is the total percent of the options strongly agree and agree valid responses. So, the students of that options which they are about 54% of them have the ability to communicate with present continuous tense. This indicates that present continuous tense is easily to communicate by.

Then the least minority (20.3%) of the students haven't the ability to communicate by present continuous tense. But the more less minority (25.7%) of the population haven't ability of communicating by present continuous tense. This is the total options of disagree and strongly agree.

This point is highlighted by Tudor (1996:83) and Hilliard (2017:5). In fact this point out what is hypothesis in NO. (4).The result from this study fortunately reflects that most of the students of the population of the study have the ability to communicate with present continuous tense according to needing of it in such purposes.

Table (4.12):   I face difficulties to communicate with past simple tense.

Valid Responses	Frequency	Percent
Strongly Agree	116	38.7 %
Agree	88	29.3 %
Neutral	39	13.0 %
Disagree	30	10.0 %
Strongly Disagree	27	0.9.0 %
Total	**300**	**100.0%**

In table (4.12), it's clearly that the majority (68%) of the students show out that they face difficulties to communicate with past simple tense. The percent above is the total percent of the options strongly agree and agree. Then the fewer minorities (13%) of the students are neutral to face difficulties to speak in past simple tense. If the researcher adds the (13%) to the (68%) it becomes (81%).

This 81% percent points out that most of the students don't know the past simple of the infinitive verbs of English language. In Another words

the students haven't the ability of expressing about action that happened and finished. Unfortunately, this is a worst point because to communicate in fluently it needs knowledge of using present simple tense, present continuous tense, future simple tense and past simple tense. The knowledge of those tenses is very importance the learners to communicate correctly.

Knowledge of past simple tense depends on the past of infinitive verbs such as:

infinitive verbs	Its past
Translate	Translated
Teach	Taught
Cut	Cut
Drink	Drank
Sleep	Slept
Are	Were
Is	was

Examples for that

1. Ali translated this abstract for me yesterday.
2. Last Monday Mona slept at that bench.
3. The boys were happy last night.
4. The cat was sick the day before.
5. The baby drank little milk last night.

The shortage or the poor of the students from the knowledge of the past simple tense affect a lot in communication skills. Unfortunately, this lack refers back to the operation teaching. So, if the teachers go over the past simple of the infinitive verbs during or while teaching a lecture and makes the students practices that by various activities there will be no much problem to communicate by.

This point is supported by Scrivener (1994:62) and Pit Corder (973:92). Also this concept is shown in hypothesis NO. (4). the result from this study reflects that the majority of the students face a lot of difficulties to communicate within past simple tense.

Table (4.13):   I am able to articulate this symbol / Ø / accurately.

Valid Responses	Frequency	Percent
Strongly Agree	23	07.7 %
Agree	26	08.7 %
Neutral	24	08.0 %
Disagree	55	18.3 %
Strongly Disagree	172	57.3 %
Total	**300**	**100.0%**

In table (4.13), it clearly that the least minority (16.4) % (the total percent of strongly agree and agree) of the students are able to articulate this symbol /Ø/. The fewer minorities of 8% the students are able to articulate this symbol /Ø/ accurately. For the researcher the students who choose the neutral options are in hesitation to articulate this symbol /Ø/ accurately. It's surly the choosing of neutral options is in large hesitation. So, the researcher calculates the percent of strongly disagree with agree and neutral options together and it becomes 83.6 %. This 83.6 % percent highlights that majority of the students are not able to articulate this symbol /Ø/ accurately, not only that but also the students haven't even a simple background of it.

Generally the students haven't any idea of the sounds of the letters not phonetics just some sounds of some letters. Indeed this is a really problem. What is the researcher knows as a really information that in some countries the learning of English letters have to go together with the learning of the different English letters' sounds.

Unfortunately we lose this in our kindergartens beside primary and high secondary education. Unfortunately the students will not meet the symbols of the letters unless they join English Departments at a university. So, the students who enter a university without joining to an English Sections, they don't even here about the sounds of the letters may be up to graduation.

The question is. Why the English language teachers are not teaching their students just some English sounds?

The learning of the symbols of English letters facilitates English learning for self-educated learners and academic ones. So looking up in a dictionary teaches the learner to utter a new word correctly or check any old utterances that he hears them before. For that, the teaching and learning of the sounds of the letters is very importance issue for oral communication to be understandable and successful. Moreover it saves the time and the efforts.

This point is supported by Pit Corder (1973:92), Harmer (2001:184), Tudor (1996: 193) and Pit Corder (1973:313). Besides that it indicates to what is hypothesis in NO.(1). Hence the result from this study highlights that most of the students are poor in knowledge of knowing the sounds of English letters.

Table (4.14): I understand the meaning of prefixes when they are used in a dialogue.

Valid Responses	Frequency	Percent
Strongly Agree	34	11.3 %
Agree	40	13.3 %
Neutral	56	18.7 %
Disagree	64	21.3 %
Strongly Disagree	106	35.4 %
Total	**300**	**100.0%**

In table (4.14) the total percent of the strongly agree and agree options is (11.3 % + 13.3 % = 24.6 %) This 24.6% shows that the least minority of the students of the sample study understand what is mean by the meaning of using some prefixes when it's used in spoken English. 18.7% of the students say that they are neutral to understand the meaning of prefixes when they are used in a dialogue. When the researcher joins the options of disagree and strongly disagree options together it will be 56.7%. If the researcher adds the neutral options to the last percent it will be 75.4%. This 75.4% percent indicates that most of the students of the sample study are not understand the meaning of prefixes when they are used in a dialogue. Not only that but also the students are not know the meaning of prefixes, how they use nor their

shapes. The table below shows some few examples of how to use prefixes to facilitate oral communication skills.

No.	Prefix	meaning	Example
1.	Re-	again	Rewrite
2.	Over-	Too much	Overcrowded
3.	Mis-	Badly or incorrectly	Misunderstand
4.	En-	Bringing to the condition	Enrich
5.	Non-	Negation	non-alcoholic
6.	Semi-	half	Semicircle
7.	Trans-	Across or beyond	Transnational

So, in teaching operation teachers of English language have to teach their students a lot of different prefixes in the same way or best ways. Moreover they have to make them do too many exercises for that. These exercises which may be in pair works or groups work or even another types of conversations will affect in the students to use the prefixes more correctly and the communication will be within full understanding.

Unfortunately there is a shortage of teaching of that point to the students in general, that why most of the students reply that they don't know the using of prefixes when they are used among different sentences.

In fact this point is supported by Harmer (2001:22), Tudor (1996:92) and Pit Corder (1973:313). Besides that it shows what is hypothesis in NO (1). This indicates that the result from the study that unfortunately

most of the students are not able to understand the meaning of prefixes when they are used in communication topics.

Table (4.15):   I understand the meaning of suffixes when they are used among the speakers.

Valid Responses	Frequency	Percent
Strongly Agree	36	12.0 %
Agree	49	16.3 %
Neutral	48	16.0 %
Disagree	78	26.0 %
Strongly Disagree	89	29.7 %
Total	**300**	**100.0%**

This table which is (4.15) tells out that 28.3 % (which the total percent of strongly agree and agree options) of the students are understand the meaning of suffixes when they are used among the speakers. Only 28.3 % percent of the students can understand meaning of suffixes among different sentences. This highlights that the least minority of the students may understand oral communication when there are different suffixes are used.

16% of the students of the study show that they are neutral to understand meaning of using suffixes in different sentences among some speakers. The total percent of strongly disagree and disagree options is 55.7%.

This percent reflects that the majority of the students do not understand the meaning of suffixes when they used in oral communication conditions.

Knowledge of suffixes where it's inflectional or derivational is very importance for successful conversation. So the students have to learn the different types of suffixes for they play a main role in changing the parts of speech or a word from a noun to be a verb, or from a verb to a noun. The word also can be move from adjective to a noun or from a verb to be an adjective and ……etc.

The table below shows some of examples of suffixes that enter a verb and change it into a noun:

NO	suffix	A verb	A noun
1.	-ance	Attend	Attendance
2.	-ment	Employ	Employment
3.	-tion	Compose	Composition
4.	-sion	Explode	Explosion
5.	-or	Translate	Translator

The table below shows some of examples of suffixes that enter a noun and change it into a noun:

NO	suffix	A noun	A noun
1.	-ist	Reception	Receptionist
2.	-ship	Friend	Friendship
3.	-hood	Mother	Motherhood

The table below shows some of examples of suffixes that enter an adjective and change it into a noun:

NO	suffix	An adjective	A noun
1.	-ness	Busy	Business
2.	-ity	Dense	Density
3.	-iety	Various	Variety
4.	-ian	Physics	Physician
5.	-ism	Social	Socialism

The table below shows some of examples of suffixes that enter a noun and change it into an adjective:

NO	suffix	A noun	An adjective
1.	-ous	Fame	Famous
2.	-y	Wind	Windy
3.	-ly	Friend	Friendly
4.	-ish	Child	Childish

The table below shows some of examples of suffixes that enter a verb and change it into an adjective:

NO	suffix	A verb	An adjective
1.	-less	Help	Helpless
2.	-able	Drink	Drinkable
3.	-ful	Use	Useful

The table below shows some of examples of suffixes that enter a noun and change it into a verb:

NO	suffix	A noun	A verb
1.	-ise	Television	Televise
2.	-ize	Critic	Criticize
3.	-ate	Facility	Facilitate

The table below shows some of examples of suffixes that enter an adjective and change it into a verb:

NO	suffix	An adjective	A verb
1.	-en	Black	Blacken
2.	-ify	Simple	Simplify

The table below shows some of examples of suffixes that enter an adjective and change it into adverb:

NO	suffix	An adjective	Adverb
1.	-ly	Glad	Gladly

The importance of this the teaching and learning of suffixes for English learners is supported by Pit Corder (1973:296), Hilliard (2017:5), Scrivener (1994:62), Harmer (2001:12) and Tudor (1996:92). Also this concept goes with what is hypothesis in item number (1). So the result from the questionnaire shows that the majority of the students are in lack of suffixes knowledge.

Table (4.16):   Our teacher groups us, and helps us to do some activities such as comparing pictures.

Valid Responses	Frequency	Percent
Strongly Agree	29	09.7 %
Agree	24	08.0 %
Neutral	39	13.0 %
Disagree	63	21.0 %
Strongly Disagree	145	48.3 %
Total	**300**	**100.0%**

In table (4.16) also the researcher counts the first two options which are strongly agree and agree together. Then it becomes   (17.7 %). This

percent shows that the least minority of the students that their teachers grouping them and help them to do some activities such as comparing pictures. 13% percent is the responses of the students who have a neutral idea to the concept of group work with comparing pictures' activities.

For the researcher the students who select neutral options are in hesitation for their replying. For that the researcher joins their answering to the strongly agree and agree options.

So if the neutral answering joins to disagree and agree options it will be (82.3%). These (82.3%) percent highlights that the majorities of the students are not grouping in groups nor do different activities such as comparing pictures during lecturing.

In fact there are many activities that are essential in English language teaching, but the comparing pictures activity is the most effective method that educated the students a lot to acquire oral communication skills. The participating of the students in such activities especially the last one, besides the controlling of their teachers guides the students in the right way to speak in English fluency.

The rare of using activities especially the comparing pictures during the operation teaching is one of the main problems that makes the students are so weak in oral communication skills.

This concept is supported by Scrivener (1994:62), Scrivener (1994:63), Tudor (1996:130) and Tudor (1996:14). Hence the result from this study points out that most of the students are not grouping in group work or

pair work nor have been taught by visible comparing pictures activities, So, this is touching the meaning of hypothesis NO.(5).

Table (4.17):   I like my English language textbook.

Valid Responses	Frequency	Percent
Strongly Agree	159	53.0 %
Agree	81	27.0 %
Neutral	32	10.7 %
Disagree	12	04.0 %
Strongly Disagree	16	05.3 %
Total	**300**	**100.0%**

In table (4.17), the total options of strongly agree and agree beside the neutral option is 90.7 %. The researcher adds the percent of neutral option to agree options, because it seems that the students are in the side of the positive option. This 90.7% highlights that the majority of the students like their English language textbook.

This indicates that there is no a large problem in English language textbook, or even the lectures' sheets. Although the sheets are not covering every points of English language teaching or learning to facilitate oral communication for the students, but the students like them. May be the sheets are design in a simple way that helps the students just

to past semesters' examination. The researcher notices, that the reason of the high percent 90.7% for they like English language textbook.

But still design of sheets play a main role in weakness of communication. So the sheets or textbooks are not designing with involving to the activities that make the students practice them formally or informally. That why there is shortage of oral communication? Because surly lectures are not covering all the points that have been design in syllabuses. When the researcher joins the replying of the disagree and strongly disagree options, it becomes 9.3% percent. This shows that the fewer minorities of the students are not like their English textbook.

The above concept is supported by Tudor (1996:215), Harmer (2001:295), Wheeler et al (1983:247), Pit Corder (1973:322) and Harmer (1987:22). Also it shows what is hypothesis in item NO.(1). So the result from this study points out that most of the students are like their English language textbook.

Table (4.18):   I am able to form different types of questions.

Valid Responses	Frequency	Percent
Strongly Agree	23	07.7 %
Agree	17	05.7 %
Neutral	34	11.3 %
Disagree	45	15.0 %
Strongly Disagree	181	60.3 %
Total	**300**	**100.0%**

In table (4.18) the total percent of strongly agree and agree options is (7.7% + 5.7%+ = 13.4%). This (13.4%) percent shows that the least minority of the students are able to form different types of questions. (11.3 %) percent of the replying the students sample is neutral. This also indicates that the least minority of the students are neutral to form different types of questions.

When the researcher joins the percent of disagree to strongly disagree one it becomes 75.3%. The (75.3%) percent determines that the majority of the students who are chosen for the study are not able to form different types of questions.

Forming of questions that every communicator has to know can be done by questions' words (wh-words) or questions that are answering by yes or no replying. Below are some examples for wh-words' questions.

NO	Wh-word question	Function	Example
1.	What	1. Asking for information about something	What are you doing?
	What	2. asking for repetition or	What? I can't hear you.
2.	When	Asking about time.	When did he leave?
3.	Where	Asking about place or position.	Where do they live?
4.	Which	Asking about choice	Which colour do you want?
5.	Who	Asking about human (subject)	Who opened the door?
6.	Whom	Asking about human (object)	Whom did you see?
7.	Whose	Asking about ownership.	Whose are these keys?
8.	Why	Asking for reasons.	Why do you say that?
9.	How	Asking about manner, condition or quality.	How was your exam?
10.	How far	Asking about distance,	How far is your company from here?
11.	How long	Asking about length of	How long is the exam?

		time.	
12.	How many	Asking about countable things.	How many cars are there?
13.	How much	Asking about uncountable things.	How much sugar do you want?
14.	How old	Asking about age.	How old are you?

* Questions that answering by yes or no replying are a lot them such as:

1. Is this your phone? Yes its or no it isn't.

2. Are these your sisters? Yes they are or no they aren't.

3. Will you travel tomorrow? Yes I will or no I will not.

4. Have you got a motorbike? Yes I have or no I haven't.

5. Are you lucky? Yes am I or no am I not.

6. Do you swim? Yes I do or no I don't.

7. Does Mona active? Yes she does or no she doesn't.

8. Did you see me? Yes I did or no I didn't.

9. Can Ali helps you? Yes he can or no he can't.

10. Has Mohammed got the license? Yes he has or no he hasn't.

The above forming of different types of questions are just some of a lot. Thus, if the students are educated how to form the questions in their different ways in their periods of education, and supervised at many activities, how can the oral communication be normal for them?

Especially as it's known that oral communication skills depends on forming different types of questions, according to the different purposes and topics. Unfortunately there is an absent of teaching of forming questions with full details for the students. That why it's clearly from the study that the students have no ability to form different types of questions. This makes the oral communication skills is very weak among the students. Teachers of English language have to take care of this point during lectures.

This idea is supported out by htt://en.wikipedia.org/wiki//, htts://golobaldingitalcilizen.org//, Pit Corder (1973:293), Pit Corder (1973:297). This concept goes with hypothesis NO.(2). Hence, the result from the study indicates that a lot of the students are not able to form different types of questions.

4.5 Verification of the study

This part is to explain how is the five hypotheses of the study have been tested throughout the study.

4.5.1 The first hypothesis

The weakness in English oral communication is due to the syllabuses design.

* I know the positions of the parts of the speech in the sentences.

The analysis of (SPSS) shows that (84.6%) of the students aren't know the positions of the parts of speech among different sentences. This result is considered as strong evident in confirming the first hypothesis.

* Our teacher teaches us the sounds of the letters.

Throughout the analysis of the above question (75.7%) of the sample students are not taught the sounds of the letters. This proves the correct using of the first hypothesis.

* I am able to articulate this symbol / Ø / accurately.

The analysis of the above sentence indicates that (83.6%) of the population have no ability to articulate this symbol / Ø /. This result approves the first hypothesis of the study.

* I understand the meaning of prefixes when they are used in a dialogue.

In this question also the statically analysis also shows that (75.4%) of the students are not understand the meaning of prefixes when they are used in a dialogue. In fact this one goes with the concept of the first hypothesis.

* I understand the meaning of suffixes when they are used among the speakers.

Throughout the investigating of English oral communication, it is found that (55.7%) of the population are not understand the meaning of suffixes when they are used among the speakers. This clarifies the concept of the first hypothesis.

* I like my English language textbook.

About this question the result of the SPSS is that (90.7%) of the sample population are like their English language textbook. This result verifies the first hypothesis.

4.5.2 **The second hypothesis**

* I practice dialogues with my classmates after lectures.

The analysis of the above question is (76%) of the students are not practice dialogues with their classmates after lectures.

This point verifies the concept of the second hypothesis.

* I am able to form different types of questions.

(75.3%) of the students who are chosen for the study are not able to able to form different types of questions, according to the analyses of statistical package social science. Hence this verifies the second hypothesis.

4.5.3 **The third hypothesis**

* I understand any conversation when the speaker speaks with short sentences.

According to the result of the study there are (56%) of the students haven't ability to understand any conversation when the speaker speaks with short sentences. This point meets whit is proposed in hypothesis number three.

* I understand any conversation if the speaker speaks with long sentences.

According to the analysis of the sentence (55.3%) of the students are not understood any conversation even if the speaker speaks with long sentences. This faces the concept of the third hypothesis.

4.5.4 **The fourth hypothesis**

* I am able to speak with present simple tense.

The analysis of the sentence shows that (71%) of the sample are not able to speak with present simple tense. This proves the using of the fourth hypothesis.

* I have the ability to communicate with present continuous tense.

The following result (54%) shows that the majority of the students have the ability to communicate with present continuous tense. This verifies goes with the fourth hypothesis.

* I face difficulties to communicate with past simple tense.

The analysis of SPSS indicates that (81%) of the students face difficulties to communicate with past simple tense. This clarifies hypothesis number four.

4.5.5 **The fifth hypothesis**

* I understand English lessons more through activities.

The result of the study highlights that (70.4%) of the population can understand English lessons more through activities. This majority of the students with high percent face the concept of the fifth hypothesis.

*   Our teacher groups us, and helps us to do some activities such as comparing pictures.

For the above sentence the SPSS indicates that (82.3%) of the population are not grouping us, and doing some activities such as

comparing pictures with them. This concept goes with the fifth hypothesis of the study.

4.5 **Summary of the chapter**

Within this chapter the researcher has displayed the results of the data collected from the population (students of Alfula campus batches of years 2014 – 2017) for the faculties of Arts, Education, Veterinary Medicine and Natural Resources & Environmental studies. Theresearcher has used the questionnaire which is analyzed according to the statistical packages for social science. The results of the information have been tabulated via computer, and then it's used to display the information for discussion. Furthermore the verifications of the study hypotheses are used at the end of this chapter.

Chapter Five

Summary, Findings, Recommendation, Conclusionand Suggestions

5.0 Introduction.

This chapter summarizes the main points that have been discussed earlier, thus it divides into four sections. Section one focuses on the research summary so far, while section two is devoted to findings that the research has come up with.

Section three is about the recommendations and the last section is about the conclusion of the study.

5.1 Summary.

The study has been carried out for the purposes of discovering the problems of weakness of communication for university students during their periods of study. The study of the research is conducted in Al-fula town at Peace University, for the students of Faculty of Arts, Faculty of Education, Faculty of Natural Resources and Environmental studies beside Faculty of veterinary Medicine.

The study contains five chapters. Chapter one is an introduction to the research study which focuses on the statement of the problem, the questions of the study, the hypotheses, beside the aims of the study, the significance of the study as well as limitation. While chapter two concentrates on the literature review and previous studies.

Chapter three shows the details of the methodology and the instruments that are used to collect data information which is carried out in the way of techniques of the questionnaire.

In fact these data collection is a very heavy work, because the researcher does lot efforts to do that. Moreover there are some details for the validity and reliability and how it's done. While chapter four states the description of data analysis and the discussions. Chapter five which is the last one highlights the summary, findings, recommendations, conclusions and suggestions.

5.2 Findings.

Throughout the conducting of this investigation, the results of this study have been highlighted the following findings:

1. There are a lot of students who have a deep right disposition to communicate in English language.

2. There are a few students who have limited ability to communicate in English language.

3. The students are in lack of many factors that can make them communicate.

4. There is really strong weakness of English language communication.

5. Although most of students have a positive attitudes to communicate in English language, but there is no effect encouragement for them.

6. There is no understanding for English conversation among a lot of the students.

7. Unfortunately there is no practicing for some activities which make the students communicate later on inside halls or outside them.

8. Unfortunately there is no knowledge to the parts of speech and their positions among sentences and how can they use in different situations according to the needing of purposes.

9. There is nether teaching to the phonetics, nor even to go simple over the sounds of the letters.

10. There is neither using of group work or pair work toneither the students nor practicing to some activities that facilitate the communication skill.

11. There is no background to the important tenses and how the students use them to express about their habits or according to their needs.

12. There is no understanding to the using of affixes where its prefixes or suffixes, nor understanding their use or even their shapes.

13. Students like the English language textbooks and English university sheets.

14. The students have no ability to produce different types of questions according to their needs or according to their purposes.

15. The teaching operation is not covering or focusing on the points that make the students communicate fluency.

16. English language teachers are the main factors that can play an important role for the students to communicate easily.

17. Unfortunately most students enter the university with a lot of shortage to general English language skills, where it's reading, writing, listening, or even simple understanding of speaking.

5.3 Recommendations:

From the study; there are some recommendations that have been noticed. These notices may contribute a lot to lead the students to communicate fluently in English language. They are such as:

1. English language teachers have to take care of the short form sentences and the long form sentences. That means to drill the students to practice to speak a lot by using short and long form sentences.

2. English language teachers have to focus on pair work and group work. Within these works where its pair or group teachers have to make the students practice a lot of different types of dialogues, beside using various activities specially the effects ones which enforce the students to flow up and exercises them more. That is such as comparing pictures activities.

3. English language teachers have to be surely qualified with deep qualifications of many experiences which may gain from the long periods of teaching. Moreover teachers of universities must take many courses in English language teaching.

4. Syllabuses, English courses, English textbooks and the universities' sheets have to design according to the exactly needing of communication skills. In other words the designing of English

curriculum especially the universities' sheets have to focus on how to graduate communicators' students.

The designing of the above sheets must contain at least the sounds of the letters if not some simple parts of phonetics.

5. During teaching operation, English language teachers have to clarify the affixes to their learners. They have to teach the students how to use prefixes and suffixes in different situation for different purposes.

6. Another study can be hold in the area of the best characteristics of the English language teachers. These characteristics have to be the ones that qualified the teachers to graduate students who can communicate easily.

7. Students have to be encouraged to use mass-media a lot, especially the parts of listening to various English conversations. This is available nowadays in the networks or which is easy to be downloaded with phones.

8. Students have to be encouraged to go over English literatures' books (according to the students' levels), besides having lab lectures which deal with listening and discussing to what is seen in C.Ds or projectors.

9. Students have to be taught the parts of speech with different types of practices.

10. Students have to learn the uses of present tenses, past tenses and the future actions, because the tenses determine the time expressing and facilitate the communication process.

11. One of the most important concepts is that the students have to learn how they can ask questions, where they yes or no question or Wh-words questions.

12. Lectures of English language have to change their traditional ways of teaching English language by using vision activities.

13. Students should be exposed to extra activities by means of developing their competence and performance, fluency and accuracy.

14. The use of multi-media in presentation is required to motivate students and encourage them to be excellent communicators.

5.4 Conclusion.

To illustrate the study investigation that has been carried out to identify the weakness of oral communication skills for the students of the Peace University faculties of Arts, Education, veterinary Medicine, Natural Resources and Environmental studies In Al-fula town. It's very difficult to determine whether the students be able to communicate in English language or not, but consequently the researcher chooses the problems of weakness of English oral communication and studies a lot of concepts that concerning oral communication skills have been practically and theoretically stated, presented, analyzed and discussed widely throughout the investigation until come up to the findings and recommendations up to this conclusion of the study.

The purpose from these procedures is to facilitate oral communication skills for the universities' students, not to finish university periods of study without even understanding the simple ways of oral conversations.

   At last the researcher hopes that the recommendations have to be taking care for them by both the teachers of English language and the learners of it.

5.5 **Suggestion**

The following suggestions can use as titles for other studies.

1. Facilitating English language communication.

2. Avoid disabilities of English oral communication skill.

3. The effect of listing skill in maintainingEnglish oral communication competence.

4. The positive role of Audio libraries in attractsEnglish oral communication skill.

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<h1 style="text-align:center">Appendixes</h1>

Appendix (1)

In the Name of Allah the Compassionate all Merciful No God but God Mohammed is Prophet of God, Peace upon to him

<div style="text-align:center">

Sudan University of Science and Technology

College of Graduate Studies

Survey Questionnaire

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This questionnaire is about investigating the Investigating University' Students' Weakness of in English OralCommunication Skill at Peace University: (A case Study 2016 – 2019)

Dear Student:

Thank you for your participation in responding to this questionnaire. It will help the researcher to collect data for the study to identify the reasons behind the Problem of Weakness of Communication in Oral Productive Skill at Peace University. It is surely that your answers will only be used for researching.

Please use the tick ($\checkmark$) to fill the options that suit you.

1. Gender:

   a. Male ☐   b. female ☐

2. Level:

   a. 1st year ☐   b. 2nd year ☐

   c. 3rd year ☐   d. 4th year ☐

   e. 5th year ☐

Please read the following questions carefully with full understanding then tick (✓) the options that suit you best.

No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagreed
1.	I understand any conversation when the speaker speaks with short sentences.					
2.	I understand any conversation if the speaker speaks with long sentences.					
3.	I practice dialogues with my classmates after lectures.					
4.	I know the positions of the parts of speech in the sentences.					
5.	Our teacher teaches us the sounds of the letters.					
6.	I understand English lessons more through activities.					
7.	I am able to speak with present simple tense.					
8.	I have the ability to communicate with present continuous tense.					

9.	I face difficulties to communicate with past simple tense.				
10.	I am able to articulate this symbol / Ø / accurately.				
11.	I understand the meaning of prefixes when they are used in a dialogue.				
12.	I understand the meaning of suffixes when they are used among the speakers.				
13.	Our teacher groups us, and helps us to do some activities such as comparing pictures.				
14.	I like my English language textbook.				
15.	I am able to form different types of questions.				

Appendix (2)

Pilot – Run Member

S.N	Name	Qualifications	Years of Experiences	Place of Work
1.	Dr. Hamid Ali Idris	Ph.D. Associate Professor. Applied Linguistics.	28 years	University of Dalanj, Faculty of Education.
2.	Dr. Adam Turshein	Ph.D. English Language.	17 years	University of Dalanj, Faculty of Education.
3.	Dr. Mohammed Ali Hassan Al Madani	Ph.D. English Language.	17years	University of Kordofan, Faculty of Arts.
4.	Dr. AwadBakhitKhlil Ismail	Ph.D. English Language.	27 years	University of Kordofan , Faculty of Arts.
5.	Dr. Suleiman Mohammed Suleiman	Ph.D. English Language.	28 years	Peace University, Faculty of Education.
6.	Dr. ElbashirAbdallah ElbashirAlnadeef	Ph.D. English Language Teaching (ELT).	17 years	Peace University, Faculty of Education
7.	Dr. Mustafa Ali Mohammed	Ph.D. Applied Linguistics	6 years	Peace University, Faculty of Arts.