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Investigating Teachers Views on the Difficulties Encountered by Students in Using Communication Strategies to Develop Oral Skill

تقصي أراء الاساتذة عن الصعوبات التى يواجهها طلاب اللغة الإنجليزية في استخدام استراتيجيات التواصل لتطوير المهارة الشفهية

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الاستهـلال

قال تعـالى:

﴿ اقْـرَأْ بِاسْـمِ رَبِّـكَ الَّـذِي خَلَـقَ ٭ خَلَـقَ الْإِنسَـانَ مِـنْ عَلَـقٍ ٭ اقْـرَأْ وَرَبُّـكَ الْأَكْـرَمُ ٭ الَّذِي عَلَّـمَ بِالْقَلَـمِ ٭ عَلَّـمَ الْإِنسَـانَ مَا لَـمْ يَعْلَـمْ ٭ ﴾

صدق الله العظيـم

سورة العلق الآيات (1–5)

DEDICATION

This study is dedicated to my family.

ACKNOLEDGEMENT

ABSTRACT

This study aims at investigating difficulties encountered by students in using communication strategies to develop oral skill. The researcher adopted the descriptive method for data analysis. One instrument is used as a primary tool for data collection. Namely, (a questionnaire to 40 teachers of English language) at some Sudanese universities. The researcher uses the simple random sampling to select the sample of the study. The result of this study reveal that, fluency oriented strategies are useful for students in developing oral skill, whereas accuracy—oriented strategies are applied by students to improve oral skill further more using message, reduction and alteration strategy can positively encourage students to enhance oral communication; Moreover, instructors are not helpful to direct students to use nonverbal communication so as to guess the intended meaning an addition to that the instructors are not able to encourage ,students to pay attention to the general information contained in speech. Based on the findings mentioned above the researcher recommends that, students communication strategies, Instructors in Sudan should be recommended to develop student's language skills and give more attention to the communication strategies. Teachers should adopt lively topics for discussion to motivate students. The use of realia by teachers should encourage students to speak fluency.

المستخلص

(Arabic Version)

تهدف هذه الدراسة إلى تقصي آراء الأساتذة عن الصعوبات التي يواجهها طلاب اللغة الانجليزية في استخدام إستراتيجيات التواصل لتطوير المهاراة الشفهية. حيث استخدم الباحث المنهج التحليلي الوصفي للبيانات. وقد استخدم الاستبانة كأداة لجمع البيانات، حيث اختار الباحث أربعون عضواً من أعضاء هيئة التدريس في بعض الجامعات السودانية للإجابة على الاستبانة. حيث خلصت الدراسة بأن استراتيجيات الطلاقة الموجهة مفيدة في تنمية المهارة الشفهية. بينما استراتيجيات الطلاقة الموجهة مطبقة من قبل الطلاب لتنمية المهارة الشفهية علاوة على ذلك ، إستراتيجيات اختزال وتعديل الرسالة ، تشجع ا لطلاب بطريقة ايجابية لتحسين التخاطب الشفهي، أيضا خلصت الدراسة بأن المدربون ينقصهم المساهمة في توجيه الطلاب مستخدمين التخاطب غير الشفهي لفهم المعنى المقصود. المدربون ايضا غير قادرين على تشجيع الطلاب لوضع الاهتمام للمعلومات العامة المحتوية في الكلام. يوصي الباحث بأن يجب رفع وعي الطلاب من قبل المدربين على أهمية إستراتيجيات التخاطب. على الأساتذة تبني المواضيع الحية للمناقشة لتشجيع الطلاب.

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CHAPTER ONE

INTRODUCTION

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1.0 Overview

In non-English speaking countries, learning English is considered to be of crucial importance to meet the demands of the increasingly globalized world. At the same time, it is a very challenging task to equip learners with the necessary receptive and productive skills to perform competently in a non-mother-tongue setting. They need to acquire an in-depth knowledge of grammar, a wide range of lexical items and excellent pronunciation. Arabic speaking learners of English encounter many problems in achieving accuracy and fluency in English. Rabab'ah (2003) has pointed out several of the difficulties faced by Arab learners of English, associated with their limited linguistic resources in the target language. They cannot master all the Lexis in English; therefore they do not always succeed in conveying their intended meaning to others while attempting to communicate in English. Their array of linguistic means may fall short in expressing their ideas. Consequently, they use various strategies to overcome communication problems when they lack adequate competence in the target language. They can achieve their communicative goal by either linguistic or non-linguistic strategies, such as, sound imitation, body language, use of fillers, coining new words, paraphrasing, or code switching. These ways are known as communication strategies (CSs). Learners tend to use several different kinds of communication strategies to ease their communication and to overcome their communication difficulties.

In the authentic communicative situations, not only low-proficiency learners but also high language proficiency ones are sometimes faced with the communicative problems. In order tosolve their problems, students are inclined to develop communication strategies (CSs) to overcome target language deficiencies and eventually develop communicative competence (Bialystok, 1990; Dornyei, 1995; Willems, 1987).

According to Canale (1983), communication strategies are helpful tools for both native speakers and foreign language learners to compensate for insufficient competence. The Canale's framework of communicative competences includes four main elements: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Among four types of communicative competence, the notion of communication strategies was adopted and labeled under strategic competence, which is the ability to employ strategies of language use in the attempt to reach communicative goals.

1.1 Statement of Study Problem

Among Arabic speaking students in Sudan, it has been observed that many learners struggle while communicating in English. They cannot express their ideas or interact with other people freely. Many of them are very hesitant to communicate because of their inadequate competence in the target language. Other learners try their best to overcome their communication problems to convey their messages and intended ideas by employing different types of communication strategies. These can be regarded as devices used by learners to overcome their communication breakdowns.

1.2 Objectives of the Study

This study aims at:

1- Investigating EFL students in using of communication strategies to develop oral skill.

2- Finding out the factors that affect the use of communication strategies to enhance oral skill.

3- Highlight the roll of teachers of English in motivating EFL students to involve in oral communication.

1.3 Questions of the study

This study sets out to answer the following questions:

1- To what extent can students make use of communication strategies to develop oral skill?

2 What are the factors that affect the use of communication strategies to enhance oral skill?

3-To what extent can teachers of English motivate EFL students to involve in oral communication?

1.4 Hypotheses of the Study

This study sets out to test the following hypotheses:

1- EFL students make use of communication strategies during their linguistic performance.

2- There are factors affecting the use of communication strategies to enhance linguistic performance.

3-Teachers of English can motivate EFL students to engage in oral communication.

1.5 Significance of the Study

The importance of this study stems from its attempt to bring up new insight into issue pertaining to the investigation of factors affecting the use of communication strategies among EFL students to develop linguistic performance. This study will cover the area of communication. It will help the students of University to be aware of communication strategies; it will help the teachers in developing the points of weakness.

So, it is hoped that the results arrive at the future will help the curriculum designers to take the right decisions with regards to promoting the students in using communication strategies, which is badly needed in their studies so people need to act globally so as to keep space with the rest of the world. Therefore, the significance of this study stems from its emphasis on addressing problems.

1.6 Limits of the Study

The study was limited to investigate the use of communication strategies among EFL students to develop linguistic performance. It is hoped that will tentatively cover the period from (2018-2019). It will be conducted at Sudanese Universities, and the study sample will be exclusively drawn from teacher at (SU) located in Khartoum

1.7 Methodology

The researcher used the descriptive analytical method as well as quantitative method. Questionnaire is used as primary tools for data

collection. A questionnaire will be distributed to teachers of English language at Sudan University of Science and Technology (SUST) in checking their point of view in terms of this issue.

1.8 Organization of the Study

This study consists of five chapters. Chapter one is known as the introduction of the study. It includes background of the study, the problem of the study, the objectives of the study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limits of the study and organization of study. Chapter two is about literature review and previous studies. Chapter three is the study, instruments of the study, validity and reliability, and data collection procedure. Chapter four is about data analysis and interpretation. Chapter five is the final chapter of the study which includes summary of the main findings, conclusion, recommendation and suggestion for further studies.

CHAPTER TWO

LITERTURE REIEW AND PRVIOUS STUDIES

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2.0 Introduction

This chapter will show the related literature review on investigating difficulties encountered by EFL students in using communication strategies to develop oral skill. It will be divided into two parts; the first part is called theoretical background and the second part is called previous studies.

Part One: Literature Review

2.1 Definitions of communication strategies

Selinker (1972,p82) proposes that concept of "communication strategies" (CSs), which he defines as a by-product of a learner's attempt to express meaning in spontaneous speech through a limited target language system. Since he first used the term, it has been the subject of much discussion but also of little consensus as to its correct definition.

In early work, CSs was regarded as language learners' problem-solving behavior in the process of target language communication. Language learners employed CSs to compensate for their linguistic shortcomings in order to achieve a particular communicative goal. This kind of notion focuses on the language learner's response to an imminent problem without considering the interlocutor's support for its resolution. Thus, it is an intra-individual, psycholinguistic view that "locates CS in models of speech production or cognitive organization and processing" (Kasper & Kellerman, 1997, p. 2).

In contrast, Tarone (1980 p.420) defines CSs from the inter-individual, interactional view, regarding CSs as the "mutual attempts of two interlocutors to agree on a meaning in a situation where the requisite meaning structures do not seem to be shared". Thus, CSs are utilized to bridge the gap between the linguistic knowledge of the foreign language learner and that of the target language interlocutor in real communication situations so as to avoid communication disruptions.

2.2 Communication strategies

Brown (2000,p230) points out that more recent approach seem to take communication strategies as elements of an overall strategic competence. Thus, before mentioning communication strategies, it is necessary to clarify the concepts of communicative competence and strategic competence.

2.2.1 Communicative competence

Hymes (1972,p250) proposes that the term "communicative competence" in contradistinction to Chomsky's notion of linguistic competence. The latter emphasizes the abilities of speakers to produce grammatically correct sentences, and the former includes linguistic competence and sociocultural dimensions. For Hymes, communicative competence enables learners to "convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (Brown, 2000, p.246).

Canale and Swain (1980,p160) states that further develop this notion, identifying four dimensions of communicative competence: grammatical competence (knowledge of what is grammatically correct in a language), sociolinguistic competence (knowledge of what is socially

acceptable in a language), and discourse competence (knowledge of interventional relationships), and strategic competence (the knowledge of verbal and nonverbal communication strategies).

In a word, communicative competence includes both the use of the linguistic system itself and the functional aspects of communication. It is a dynamic, interpersonal construct; it is relative and depends on the cooperation of all the involved participants (Savignon, 1983).

2.2.2 Strategic competence

Strategic competence, the manipulation of language by learners to achieve communicative goals, is the pivotal element in communicative competence. Canale and Swain (1980 p. 30) claim that it relies on "verbal and nonverbal communication strategies…to compensate for breakdowns in communication due to performance variables or due to insufficient competence".

Likewise, Yule and Tarone (1990 p.181) define it as "an ability to select an effective means of performing a communicative act that enables the listener/reader to identify the intended referent". In a later study, they modify the definition to include both the "compensatory characteristics of communication strategies and the enhancement characteristics of production strategies". Bachman (1990) regards strategic competence as a capacity that put language competence into real communication contexts. Paribakht (1985p. 142) suggests that strategic competence is best understood as the skills of a learner to access various solutions to learning and communication problems. These include "both production strategies (oral and written) used to solve lexical, syntactic, and sociolinguistic problems in communicating a message, and reception strategies (aural and written) used to solve similar problems in receiving the message" .

In sum, strategic competence refers to language learners' ability to use communication strategies either to solve communication problems or to enhance the effectiveness of communication, which allows speakers to appear more adept than they actually are (Scarcella& Oxford, 1992, p.72). Thus, strategic competence is especially important for ESL/EFL learners with rather limited oral proficiency.

2.3 The classifications of communication strategies

Most literature on CSs embodies similar and overlapping taxonomies, which may be divided into avoidance or reduction strategies and achievement or compensatory ones (e.g. Tarone, 1980,p400; Faerch& Kasper, 1983; Dornyei& Scott, 1997,p280).

Using the avoidance or reduction strategies (e.g. topic avoidance, message abandonment, meaning replacement), learners veer away from unfamiliar topics, avoid solving communication problems, and reduce or abandon the messages they intended to convey.

These behaviors can negatively affect the content of the interaction and are common among low-proficiency learners. Using the achievement or compensatory strategies, learners tackle communication problems by an alternative plan for reaching their original goals. The achievement or compensatory strategies include cooperative strategies (e.g. appeal for help) and non-cooperative ones (e.g. L1-bases strategies, such as code switching, foreign, and literal translation; interlanguage-based strategies, such as substitution, generalization, exemplification, word-coinage, and restructuring; non-verbal strategies, such as mime and imitation). Other strategies, such as time-gaining strategies (using fillers to gain time to think), prefabricated patterns (using memorized stock phrases, usually for survival purposes) also belong to the category of achievement or compensatory strategies. Using these strategies helps learners complete or continue an oral communication and is regarded as good learners' behavior

2.3.1 Nakatani's Oral communication strategy inventory (OCSI)

Nakatani's (2006,p266) developed the Oral Communication Strategy Inventory for EFL university students in Japan. According to Nakatani (2010, p.118), the term oral communication strategy is used to "highlight interlocutors' negotiation behavior for coping with communication breakdowns and their use of communication enhancers". The questionnaire consists of two parts. The first examines strategies for coping with speaking problems and eight categories consisting of 32 specific strategies are identified: social affective, fluency-oriented, negotiation for meaning while speaking, accuracy-oriented, message reduction and alternation, nonverbal strategies while speaking, message abandonment, and attempt to think in English. With respect to strategies for coping with listening problems, seven categories consisting of 26 specific strategies are identified: negotiation for meaning while listening, fluency-maintaining, scanning, getting the gist, nonverbal strategies while listening, less active listener, and word-oriented.

To sum up, we can say that communicative competence is what one knows; strategic competence is one's ability to employ CSs to handle breakdowns in communication. Effectively utilizing the CSs could allow learners to remain in the conversation, which in turn provides them more opportunities to expose to the target language and produce more utterances.

2.3.2 Factors affecting the choice of communication strategies

Understanding the CSs that student's employ helps teachers understand their strategic competence so that appropriate strategies could be chosen for pedagogical purposes. However, in guiding students to become competent speakers of English, EFL teachers may need to explore further the influence of other learner variables on the use of OCSs by students. This study investigates, in particular, the effect of five variables—gender, language proficiency, self-perceived oral proficiency,

the frequency of speaking English outside the classroom, and motivation in speaking English, on students' OCS use.

2. 4 Gender

In second/foreign language learning, gender differences are discussed mostly in studies of language learning strategies. Several studies have shown that females use language learning strategies more frequently than males (Politzer, 1983,p440; Sy; 1994, Green and Oxford, 1995;Teh, et,al. 2009). Besides, females are reported to be more socially interactive than Males (Ehrman and Oxford, 1988,p320; Green and Oxford, 1995). However, some findings reveal that males employ more learning strategies than females (Wharton, 2000) and others that there are no significant differences between the sexes in their use of language learning strategies (Chou, 2002, Rahimi, Riazi, and Saif's ,2008). In addition, E-Dib (2004) in a study of the choices of language learning strategies by learners in Kuwait concludes that these may be affected by the culture milieu.

As for communication, Baker and MacIntyre (2000,p113) report that girls possess a greater level of willingness to communicate inside the classroom, whereas boys are more willing to use their L2 outside the school context. In Li's study (2010), female university students in Taiwan are reported to apply CSs more often than male students are.

2.5 Language proficiency

A learner's language proficiency is a potentially influential factor in the choice of CSs. It is found that "learners with different target language proficiency levels drew upon different sources of knowledge to solve their communication problems" (Chen, 1990, p.174).

Paribakht (1985,p230) reports that highly proficient language learners with richer linguistic knowledge of the target language tended to rely on linguistic approach, while those with low proficiency adopted a conceptual approach that does not require specific target language linguistic or cultural knowledge to compensate for their weak linguistic knowledge.

Similar results are found in Chen's study (1990,p410), which investigates the relationship between L2 learners' target language proficiency and their strategic competence. Findings reveal that high proficiency learners were prone to choose linguistic-based and low proficiency learners knowledge-based and repetition CSs. In addition, high proficiency learners employed their CSs more efficiently.

Liskin-Gasparro (1996,p120) indicates that the intermediate high speakers relied mostly on L1-and L3-based CSs, such as language switch, transliteration or foreign zing; while advanced speakers called upon a range of L2-based strategies, including circumlocution. No advanced speakers resorted to message abandonment strategies.

Some studies report an inverse relationship between proficiency level and CS use. Poulisse and Schils (1989,p180) indicate that the most advanced subjects used fewer compensatory strategies than the least proficient ones. The researchers reason that this result is explained by the limited vocabulary of the latter, compelling them to resort more often to compensatory strategies. They also indicate that high proficiency Exploring Factors Affecting the Use of Oral Communication Strategies learners employed fewer CSs to convey meaning.

Students with high language proficiency are apt to use specific strategies in oral communication. In Nakatain's study (2006,p175), students with high oral proficiency tended to use social affective, fluency-oriented, and negotiation of meaning strategies, which are effective for oral communication, since students employed them for keeping the conversation flowing and for maintaining their interaction through negotiation. The low proficiency students relied more on message abandonment and less active listener strategies, which are regarded as ineffective strategies. Chen (2009,p230), who examines the oral communication strategies used by college English majors in Taiwan, maintains that although speaking proficiency is related to the use of oral communication strategies, no direct relationship exists between them. Speaking of the OCS use of students learning English in Taiwan, Li (2010,p170) finds that the highly proficient students utilized CSs more

often and relied more on social, negotiation for meaning, and accuracy-oriented strategies than those with mid or low English proficiency.

Generally speaking, high language proficiency students are more likely to resort tom linguistic knowledge to convey meaning and they are able to select appropriate and effective strategies for interaction. In comparison, low language proficiency students tend to rely on knowledge-based or conceptual-based strategies and to call on abandonment strategies.

2.5.1 Self-perceived English oral proficiency

Bacon and Finnemann (1990 p.316) indicate that speaking is problematic for very deep-seated reasons related to self-concept. A positive view of self can affect the progress of an individual learning. They argue that "It is not the individual's actual skill that counts; rather it is how they perceive their communication competence that will determine WTC". Both the willingness to communicate (WTC) and perceived competence have an impact on the frequency of communication. However, Cheng (2007,p99) reveals that the CSs used and the self-report of oral proficiency did not have a statistical relationship. She points out that

> *"effective communication takes more than the ability to talk. It also involves the use of one's mental faculties in the choice of words, the ability to make other person understand what one is saying and vice versa" (Cheng, 2007, p.99).*

2.5.2 Frequency of speaking English outside the classroom

Huang and Van Naerssen's study (1987,p320) find that Chinese EFL students who are successful communicators more often turned to functional practice approaches. These included speaking with native speakers, friends, or other students, and thinking or talking to themselves in the target language. In Bialystok's study (1981,p200), functional practice is shown to be critical to students' language performance. They

indicate that if "foreign language learners lack the opportunity for constant interaction in the L2, they should be less likely to increase their perceived competence, willingness to communicate, and frequency of communication" (cited in Baker &MacIntyre, 2000, p.312).

Constantly using English also increases one's linguistic outcomes. Piranian (1979,p120) maintains that language learners who have had more exposure to the target language or have acquired it in natural situations are more flexible and successful in using communication strategies. Research suggests that students who actively seek opportunities to speak a second language—both in and out of classroom—become more proficient in second language conversation than students who do not seek them.

According to Clement (1986, p180), "seeking opportunities to communicate would greatly increase the chances for intercultural contact, L2 communication practice and comprehensible input). "The L2 learner's decision to initiate conversation has been linked to the notion of crossing the Rubicon, an irrevocable decision that can lead to success or failure". Thus, habitual exposure to English and interaction with native speakers leads to more successful communication.

2.5.3Motivation in speaking English

Schumann (1986,p310) states that motivation is the driving force that initiates learning in the first place and sustains learning until the planned goals are achieved. High motivation may provoke learners to interact with native speakers of the target language, which in turn increases the amount of input to learners.

McIntyre and Noels (1996, p404) report that those who were substantially motivated more likely to adopt more learning strategies and use them more frequently than those with less enthusiasm. Motivation is typically examined in terms of the intrinsic and extrinsic motives of the learners.

Intrinsic motivation refers to the willingness to engage in an activity because it is enjoyable and fulfilling. Extrinsic motivation refers

to the desire to do it so as to receive an external reward or avoid punishment. It appears that intrinsic orientations are more powerful learning stimuli. However, in both cases, the degree of motivation that an individual learner possesses is the crucial factor for successful learning (Gardner, 1985, p172).

The term strategies of communication was first appeared in Selinker's (1972, p310) paper entitled "Inter-language" to expound certain classes of errors made by L2 learners. The most working definition of a CS is provided by Corder (1983, p. 103): "a systematic technique employed by a speaker to express his meaning when faced with some difficulty." In addition, they classifies CSs broadly into two types: avoidance strategies and compensation strategies. First, avoidance strategies can be subdivided into message abandonment and topic avoidance. Using this type of strategy, L2 learners avoid conveying their messages, and these strategies affect negotiation negatively (Nakatani, 2006). Second, compensatory strategies can be subdivided into 10 categories: circumlocution, approximation, use of all-purpose words, word coinage, prefabricated patterns, nonlinguistic signals, literal translation, foreign zing, code-switching, appeal for help, and stalling and time-consuming strategies (Drnyei, 1995, p103).

L2 learners employ this type of strategy to compensate for missing knowledge and to resort to an alternative plan to convey their message (Nakatani, 2006). As to the classification of CSs, the three types of psycholinguistic, cross-cultural, and interactional perspectives have prevailed in the L2 communication strategy literature. The psycholinguistic view has shown interest in the problem-solving mechanisms that L2 learners use to compensate for their deficient lexical Knowledge (Dͻrnyei&Kormos, 1998).

The cross-cultural perspective, however, has acknowledged the influence of L1 on L2, and L1-based strategies such as language switching, foreignzing, and translation have formed a major part of the several taxonomies of CSs . This line of inquiry into the use of CSs has found that less-proficient L2 learners often tend to resort to L1-based strategies. On the other hand, the interactional perspective, besides

considering CSs as problem-solving devices to bridge the communication gaps, views CSs as pragmatic discourse functions that emphasize part of the intended message (Dᴑrnyei& Scott, 1995a, 1995b; Tarone, 1980).

Meanwhile, unlike earlier studies which tried to identify, define, and classify CSs, later studies were more empirical in nature and have focused on the relationship between CSs and pedagogical issues. By developing an Oral Communication Strategy Inventory (OCSI), Nakatani (2006) used the term oral communication strategy (OCS) instead of communication strategy (CS) "in order to avoid terms that might exacerbate the confusion regarding taxonomies, the term oral communication strategy (OCS) is used instead of communication strategy" (p. 152). The OCSI has 58 items and is divided into two parts. The first eight categories are related to strategies for coping with speaking problems, and the second seven categories are related to strategies for coping with listening problems. The following is a brief description of these strategies (Nakatani, 2006, pp. 155-157):

2.6 Strategies for Coping with Speaking Problems

- Social-affective strategies involve learners' affective factors in social contexts.

- Fluency-oriented strategies are related to fluency of communication.

- Negotiation for meaning while speaking strategies are relevant to the Participants' attempts to negotiate with their interlocutors.

- Accuracy-oriented strategies are concerned with a desire to speak English accurately.

- Message reduction and alteration strategies involve avoiding a communication breakdown by reducing an original message, simplifying utterances, or using similar expressions that can be confidently used.

- Nonverbal strategies while speaking require using eye contact, gestures, or facial expressions to give hints and to help the listener guess the intended meaning.

- Message abandonment strategies are associated with message abandonment by learners in communication.

- Attempt to think in English strategies involve thinking as much as possible in the foreign language during actual communication. The importance of these strategies is that oral communication usually requires a quick response to interlocutors.

II. Strategies for Coping with Listening Problems

- Meaning-negotiation strategies while listening are clearly characterized by negotiating behavior while listening.

- Fluency-maintaining strategies involve paying attention to the fluency of conversational flow.

- Scanning strategies include focusing on specific points of speech, such as subject and verb, the interrogative, and the first part of the speaker's utterance, in which important information is usually contained.

- Getting-the-gist strategies require paying attention to general information contained in speech rather than to specific utterances and considering the context and the speaker's previous sentences to guess overall meaning.

- Nonverbal strategies while listening are related to making use of nonverbal information, such as speaker's eye contact, facial expression, and gestures.

- Less active listener strategies represent negative attitudes towards using active listening strategies for interaction. Students who utilize this strategy translate the message into their native language little by little and depend heavily on familiar words.

- Word-oriented strategies reflect a learner's tendency to capture the meaning of speech by paying attention to individual words.

Although a multitude of research has been done on CSs (e.g., Huang & Van Naerssen, 1987; Maleki, 2007; Nakatani, 2005), there is still an

oblique picture of the use of CSs among different L2 learners and the relevant field has witnessed conflicting findings. Huang and Van Naerssen (1987) found that successful L2 learners employ more CSs than less successful ones. In contrast, some studies found that less proficient students use more CSs (Labarca&Khanji, 1986; Liskin- Gasparro, 1996; Poulisse&Schils, 1989) and also rely on reduction strategies (Ellis, 1985). Low proficiency L2 learners were found to fail to restructure messages as they struggle to find words to express their intended messages (Ting & Lau, 2008). L2 learners were also found to use negotiation or interaction strategies in the form of explicit clarification requests and comprehension checks (Ting & Lau, 2008).

Moreover, Nakatani's (2010) study indicated that L2 learners' use of response for maintenance and signals for negotiation strategies is significantly related to their oral performance. The results further revealed that high proficiency L2 learners are aware of their using strategies to fill communication gaps and meaning-negotiation to enhance mutual understanding.

Chen (2009) investigated the OCSs used by high and low speaking proficiency Taiwanese L2 learners. He found that whereas fluent speakers commonly used social-affective, fluency-oriented, negotiation for meaning while speaking, and accuracy-oriented strategies, less fluent speakers used message reduction and alteration, and message abandonment strategies.

Concerning the effect of strategy instruction, the related literature revealed contradictory results. Some researchers discovered that strategy instruction yielded a significant improvement in the quality and quantity of strategy use (Dörnyei, 1995; Dörnyei&Thurrell, 1991; Maleki, 2007; Nakatani, 2005; Tarone, 1984); however, Labarca and Khanji (1986) reported that L2 learners receiving strategy instruction use fewer CSs. Moreover, Bialystok (1990) and Kellerman (1991) argue that there is no link between communication strategies and pedagogical issues.

Generally speaking, a review of the studies on L2 learners' strategy use reveals that despite the considerable number of research attempts, the field can still be motivating enough for further research. Researchers have reported conflicting results regarding both the effect of strategy instruction and the amount of strategy use by low and high proficiency L2 learners. Therefore, it can be illuminating to further research in this vary field. As such, the aim of this study was to determine the OCSs that fluent and non-fluent Iranian L2 speakers use.

Part two: Previous Studies

Study (1)

Huang (2010) investigates those factors influencing the oral communication strategies of technological university students in Taiwan. Ninety-eight sophomore students of Lunghwa University of Science and Technology participated in it. Nakatani's Oral Communication Strategy Inventory (OCSI) (2006), along with the demographics and English learning backgrounds of students, was used to collect data. Descriptive statistics, a one way ANOVA, the Pearson correlation and multiple regressions using SPSS were applied to analyze the data. The study finds that students most often employed message reduction and alternation strategies and least often employed message abandonment strategies. Students' self-perceived oral proficiency, the frequency of and motivation in speaking English were significantly correlated with the use of oral communication strategies. However, gender and English proficiency did not have any effect on the use of oral communication strategies. Finally, the frequency of speaking English outside the classroom and motivation in speaking English were the powerful predictors of the use of oral communication strategies among this group of learners. Thus, the inquiry highlights the importance of functional practice and intrinsic motivation in the development of communication strategies and oral competence. It is hoped that this study will encourage a more serious reflection on the oral proficiency of technological university students. At the same time, EFL teachers will find more efficient methods to instruct students in effective communication strategies, allowing them to employ the strategies skillfully in their future communication with native and nonnative speakers.

Study (2)

Mirzaei and Heidari (2012) explore that, first, the use of oral communication strategies (OCSs) by fluent and non-fluent Iranian L2 speakers and, second, the association between gender and the use of different types of OCSs. To this end, 50 undergraduate EFL students (20 males and 30 females) at Shahrekord University (Iran) were randomly selected as the participants, and their recorded speech samples were rated by two raters. Furthermore, the OCS inventory used which included eight categories of strategies for coping while speaking and seven categories of strategies for coping while listening. The MANOVA results of the data analysis revealed that fluent L2 speakers employed more OCSs than their non-fluent counterparts. Specifically, the fluent speakers more frequently used social-affective, fluency-oriented, and meaning-negotiation strategies for coping with speaking problems and employed scanning and getting-the-gist strategies for coping with listening problems. However, non-fluent participants significantly utilized more nonverbal and word-oriented strategies for coping with listening difficulties. The findings suggest that non fluent L2 speakers should be familiarized and made aware of the importance of effective OCSs.

Study (3)

Malasit and Sarobol (2011) investigate types of communication strategies (CSs) employed by M.3 (grade 9) English Program students at Joseph Upatham School and the effects of task type and English speaking proficiency: high, middle, and low on their CS use. The data were collected via one-way and two-way speaking tasks. Students' oral performances were recorded and transcribed by the researcher. Data analysis was based on integrated framework comprising avoidance strategies (Tarone, 1980) and compensatory strategies (Faerch and Kasper, 1983; Dornyei and Scott, 1997). Results showed that the students' use of CSs was significantly affected by task type since students were inclined to employ CSs in two-way task significantly more frequently than in one-way task. However, the three groups did not differ in the total number of communication strategies used, and the most-frequently used CS is fillers/hesitation devices. This study could be of value in providing the significant beneficial implication for foreign

language teaching and learning in which the development of strategic competence should be incorporated in ESL/EFL teaching curriculum.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discussed the following methods of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study will adopt the descriptive analytical method. The instruments will be used as primary tools for data collecting methods in this study (questionnaire for teacher).

3.1 Research Method

3.2 Population and Sample of the Study

The populations for this study university staff members at some Sudanese universities. The researcher was used the simple random sampling to select the population of the study. The sample of the study composed teachers of English at some Sudanese Universities. Given the questionnaire; it was designed according to the hypotheses of study to check teachers' point of view.

3.3 Instrument

The researchers used adopt one tool to collect the information of this study. The tool includes the questionnaire which gave to 30 teachers of English language at some Sudanese Universities whom selected randomly. The instrument is a questionnaire which was distributed to the teachers from both sexes. This questionnaire included a covering page which introduces the topic of research identifies the researcher. It uses likert 5- point scale (strongly agree, agree, neutral, disagree and strongly disagree). A questionnaire designed based on the questions of the study. The questions of the study turn to statements that provide suggested answers from the teachers at university level was supposed to select the option which correspond to their responses.

3.4 Validity and reliability of the research Tools

The questionnaire was judged by three Ph.D. holding referees who specialists in the study field of English. Some of the referees make some amendments, and others were recommended that the questionnaire was reasonable in terms of items . In this case , the researcher revise all amendments, and some of typing mistakes on his questionnaire was corrected.

3.5 Statistical Reliability and Validity

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

3.7 Summary

This chapter has discussed the research methodology and the research tool adopted for data collection. The chapter has provided a detailed description of all the stepts and procedures followed in each tool, including population, sample, validitiy and reliability of each instruments.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 40 respondents who represent the teachers' community in Sudanese Universities and observation checklist is conducted to second year students at Universities of Holy Quran and Islamic Science - College of Languages.

4.1 The Responses to the Questionnaire

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

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

4.2 Analysis of the Questionnaire

The researcher distributed the questionnaire on determined study sample (40), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, neutral, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose

.

4.3 Test of the study Hypothesis:

Hypothesis one: EFL students make use of communication strategies during their oral skill.

Item (1): Fluency-oriented strategies are useful for students in developing oral skill.

Table No (4.1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	29	72.5	72.5	72.5
Agree	4	10.0	10.0	82.5
Neutral	1	2.5	2.5	85.0
Disagree	5	12.5	12.5	97.5
strongly disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	
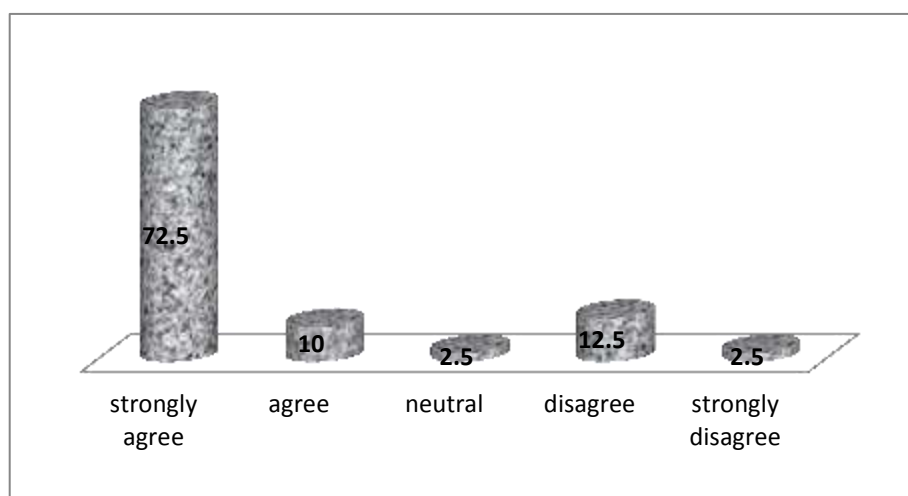
Fig(4.1)

With reference to table (4.1) and figure (4.1) regarding the statement "Fluency-oriented strategies are useful for students in developing oral skill ". It's clear that participants' responses to strongly agree is 72.5%, agree turned out to be 10.0% neutral is 2.5%,, disagree is 12.5%, whereas strongly disagree is only 2.5%. This demonstrates that students should be well- trained in developing fluency-oriented strategies.

Item No.(2): Negotiation with interlocutors (i.e. partners) can help students to involve in oral activities.

Table No (4.2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	18	45.0	45.0	45.0
Agree	15	37.5	37.5	82.5
Neutral	1	2.5	2.5	85.0
Disagree	4	10.0	10.0	95.0
strongly disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	
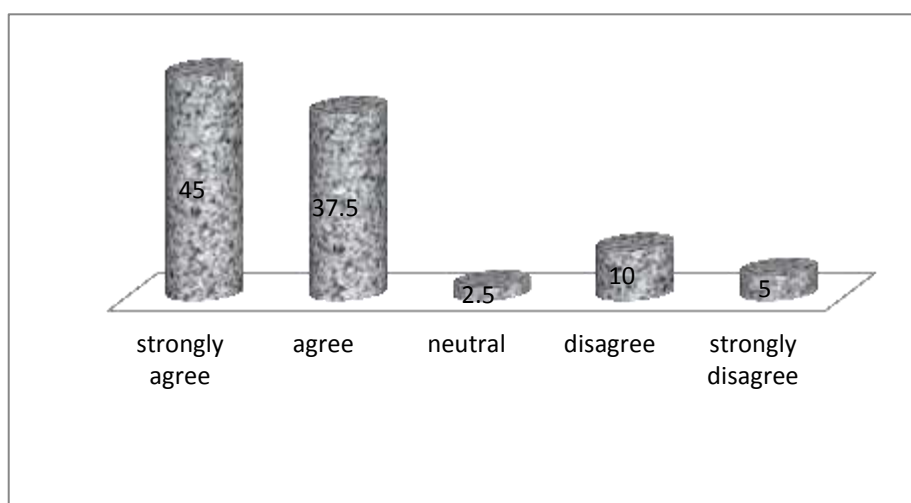
Fig (4.2)

With reference to table (4.2) and figure (4.2) concerning the statement "Negotiation with interlocutors (i.e. partners) can help students to involve in oral activities". It's clear that participants' responses to strongly agree is 45.0%, agree turned out to be 37.5% neutral is 2.5%,, disagree is 10%, whereas strongly disagree is only 10%. This demonstrates that students should be well- trained in developing negotiation with interlocutors.

Item No.(3): Accuracy – oriented strategy are applied by students to improve oral skill.

Table No (4.3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	40.0	40.0	40.0
Agree	17	42.5	42.5	82.5
Neutral	1	2.5	2.5	85.0
disagree	5	12.5	12.5	97.5
strongly disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	
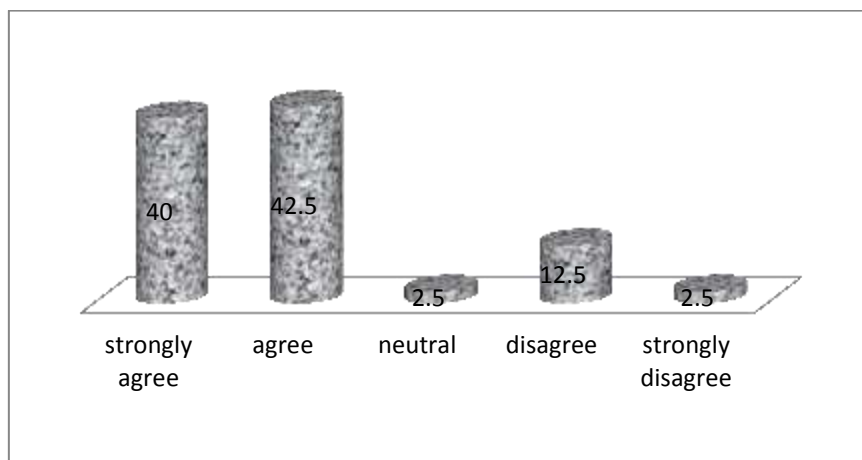
Fig (4.3)

With regard to table (4.3) and figure (4.3) concerning the statement " Accuracy – oriented strategy are applied by students to improve oral skill." It's observed that participants' responses to strongly agree is 40%, agree turned out to be 42.5%, neutral is 2.5%, disagree is 12.5%, while strongly disagree is only 2.5%. This justifies the idea that, students should be well- trained in enhancing Accuracy – oriented strategy

Item No. (4): Using message reduction and alteration strategy can positively encourage students to enhance oral communication.

Table No (4.4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	26	65.0	65.0	65.0
Neutral	8	20.0	20.0	85.0
Disagree	4	10.0	10.0	95.0
strongly disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	
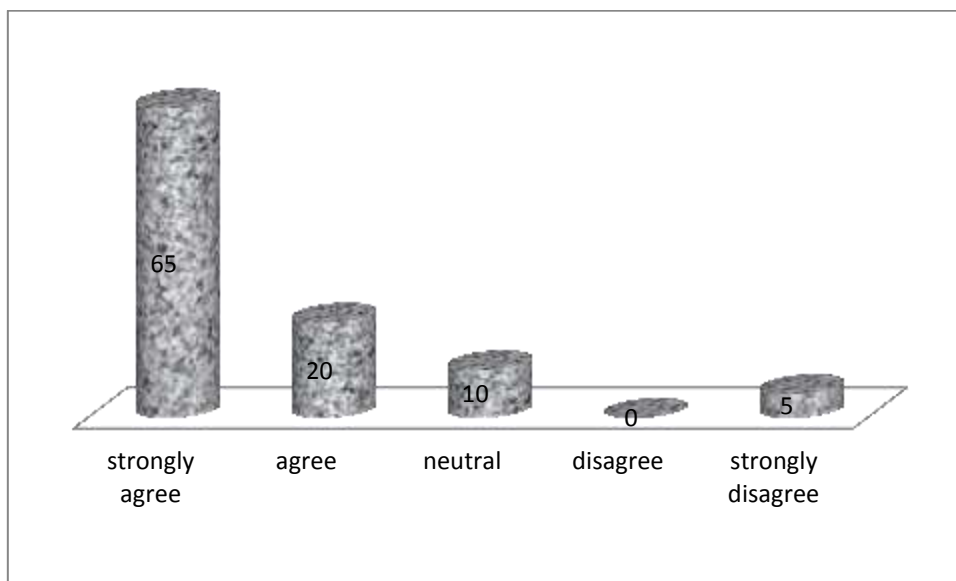
fig (4.4)

With regard to table (4.4) and figure (4.4) focusing on the statement "Using message reduction and alteration strategy can positively encourage students to enhance oral communication ". It's noticed that participants' responses to strongly agree is 65%, agree turned out to be 20.0%, neutral is 20.0%, disagree is 16.30%, whereas strongly disagree is only 5.0%. This strengthens the view of that; EFL students should be able to utilize message reduction and alteration strategy.

Item No.(5): Instructors are not helpful to direct students using non-verbal communication so as to guess the intended meaning.

Table No (4.5)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	23	57.5	57.5	57.5
Agree	3	7.5	7.5	65.0
Neutral	5	12.5	12.5	77.5
Disagree	8	20.0	20.0	97.5
strongly disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	
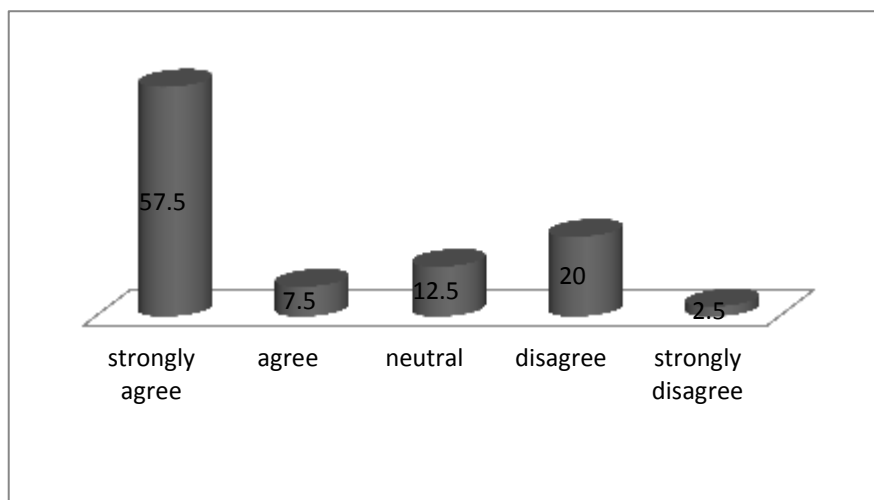
fig(4.5)

With reference to table (4.5) and figure (4.5) concentrating on the statement "Instructors are not helpful to direct students using non-verbal communication so as to guess the intended meaning ". It's clear that participants' responses to strongly agree is 57.5%, agree turned out to be 7.5%, neutral is 12.5%, disagree is 20%, whereas strongly disagree is only 2.5%. This indicates that EFL students should be able to deal with non-verbal communication so as to guess the intended meaning.

Item No.(6): Teachers are unable to help students with the scanning strategy (i.e. focusing on specific point of speech) to develop EFL students oral skill.

Table No (4.6**)**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	24	60.0	60.0	60.0
Agree	5	12.5	12.5	72.5
Neutral	1	2.5	2.5	75.0
Disagree	8	20.0	20.0	95.0
strongly disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

fig(4.6)

31
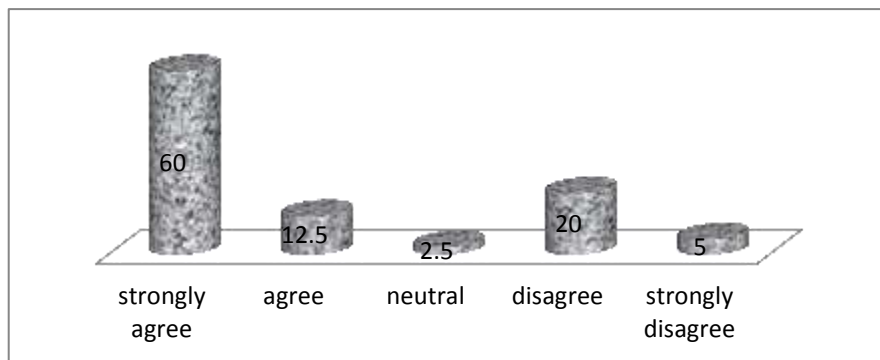
Concerning the table (4.6) and figure (4.6) referring to the statement " Teachers are unable to help students with the scanning strategy (i.e. focusing on specific point of speech) to develop EFL students oral skill ". It's illustrated that participants' responses to strongly agree is 60%, agree turned out to be 12.5%, neutral is 2.5%, disagree is 20%, whereas strongly disagree is only 5. %. This demonstrates that EFL students should be able in inferring the meaning scanning strategy.

Item No.(7): Instructors are not able to encourage students to pay attention to the general information contained in speech.

Table No (4. 7)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	13	32.5	32.5	32.5
Agree	16	40.0	40.0	72.5
Neutral	1	2.5	2.5	75.0
Disagree	9	22.5	22.5	97.5
strongly disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	
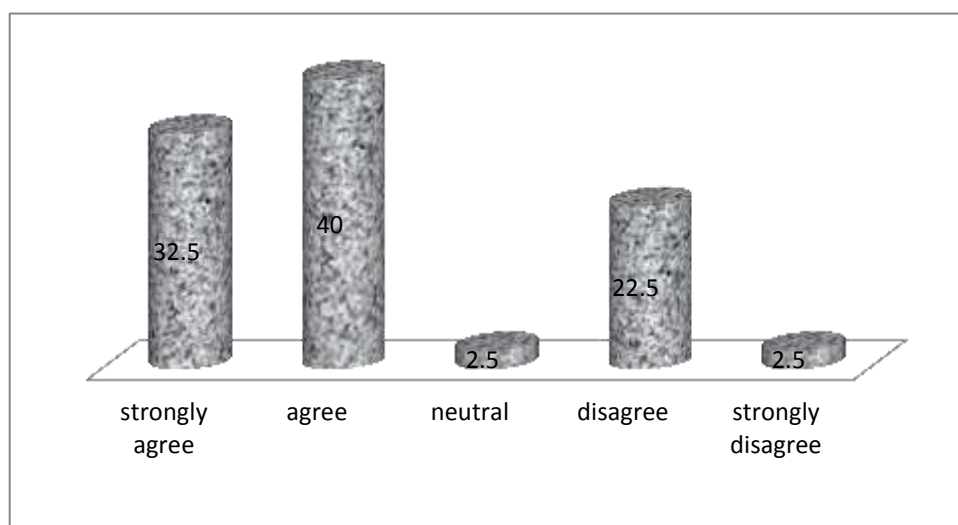
fig(4.7)

With regard to the table (4.7) and figure (4.7) referring to the statement "Instructors are not able to encourage students to pay attention to the general information contained in speech ". It's showed that participants' responses to strongly agree is 32.5%, agree turned out to be 40.0%, neutral is 2.5%, disagree is 22.5%, whereas strongly disagree is only 2.5%. This proves that should pay attention to the general information contained in speech.

Item No.(8): Teachers are unable to help students with non-verbal strategy such as eye contact and facial expression related to oral skill.

Table No (4.8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	25.0	25.0	25.0
Agree	11	27.5	27.5	52.5
Neutral	13	32.5	32.5	85.0
Disagree	4	10.0	10.0	95.0
strongly disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	
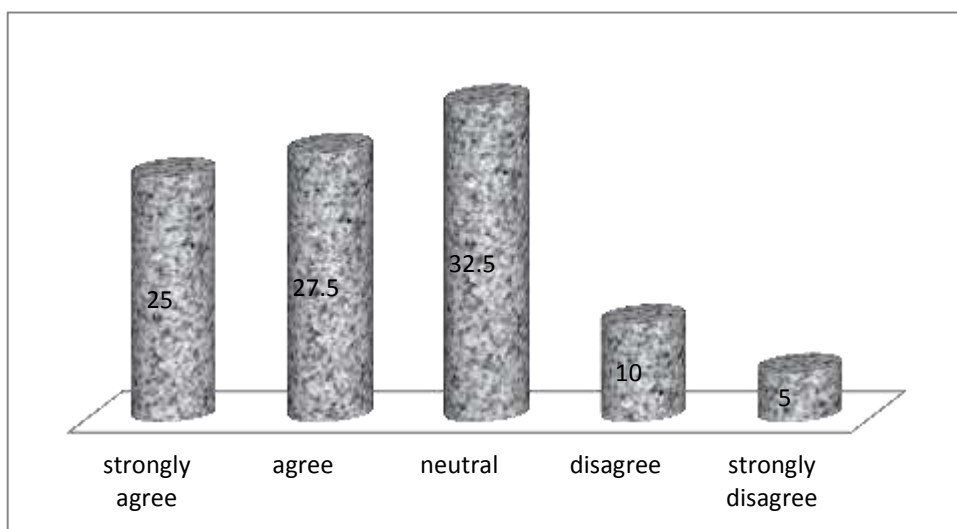
fig(4.8)

Regarding to the table (4.8) and figure (4.8) relating to the statement " Teachers are unable to help students with non-verbal strategy such as eye contact and facial expression related to oral skill". It is clear that participants' responses to strongly agree is 25.0%, agree turned out to be 27.5%, neutral is 32.5%, disagree is 10.0%, while strongly disagree is only 5.0%. This illustrates that teachers should train students in using non-verbal strategy.

Item No (9): Highly motivated teachers can raise students' interaction with the native speakers in the target language.

Table No (4.9)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	15	50.0	50.0	50.0
Agree	14	36.7	36.7	86.7
Neutral	4	3.3	3.3	90.0
Disagree	4	3.3	3.3	93.3
strongly disagree	3	6.7	6.7	100.0
Total	40	100.0	100.0	

fig(4.9)

34
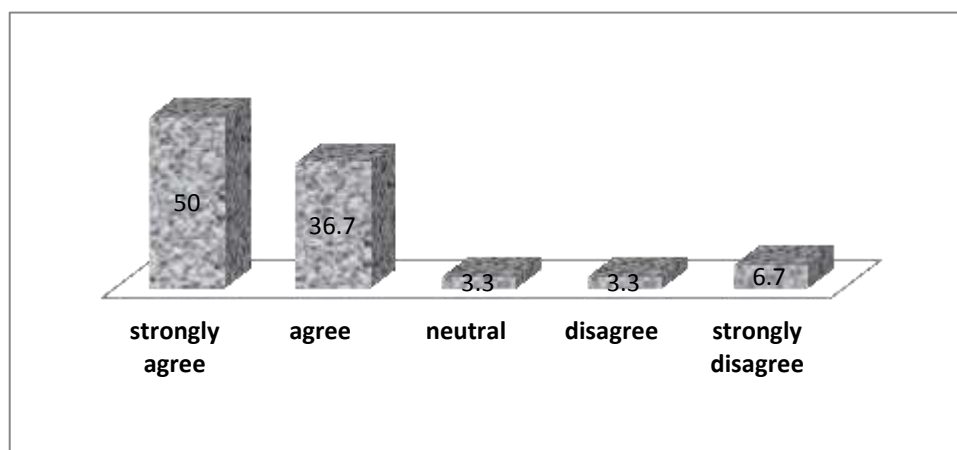
With regard to the table (4.9) and figure (4.9) relating to the statement "Highly motivated teachers can raise students' interaction with the native speakers in the target language ". It is obvious that participants' responses to strongly agree is 50%, agree turned out to be 36.7%, neutral 3.3%, disagree is 3.3%, while strongly disagree is only 6.7%. This emphasizes that EFL students should be well- trained in developing oral communication.

Item No (10): Teachers are unable to adopt lively topics for discussion to motivate students.

Table No (4.10)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	15	16.7	16.7	16.7
Agree	21	70.0	70.0	86.7
Neutral	1	3.3	3.3	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	40	100.0	100.0	
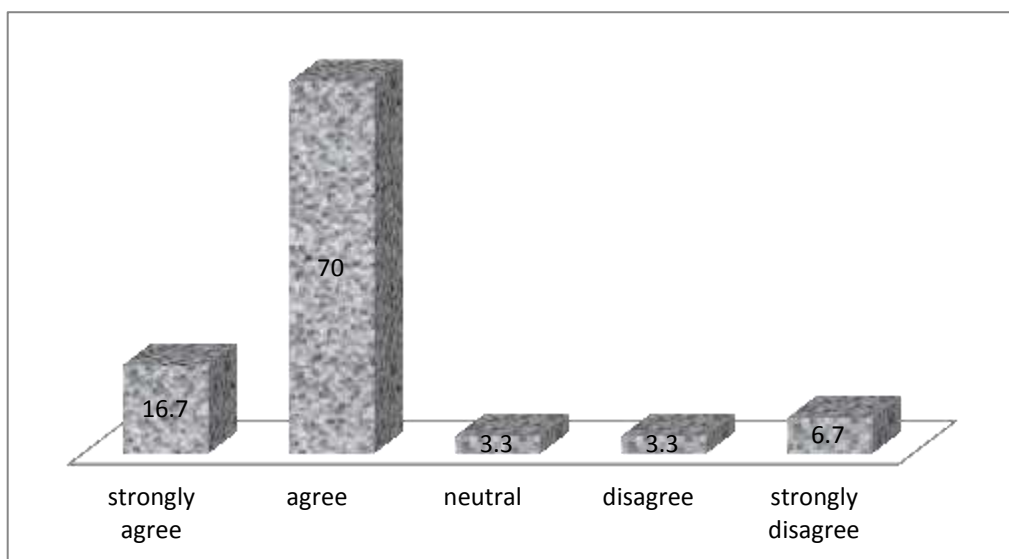
fig(4.10)

With regard to the table (4.10) and figure (4.10) relating to the statement "Teachers are unable to adopt lively topics for discussion to motivate students". It is obvious that participants' responses to strongly agree are 16.7%, agree turned out to be 70%, neutral is 3.3%, disagree is 3.3%, while strongly disagree is only 6.7%. This emphasizes that teachers should create discussing topics for students to develop class activities.

Item No (11): The use of realia by teachers can encourage students to speak fluently.

Table No (11)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	4	6.7	6.7	6.7
Agree	14	36.7	36.7	43.3
Neutral	15	33.3	33.3	76.7
Disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	40	100.0	100.0	
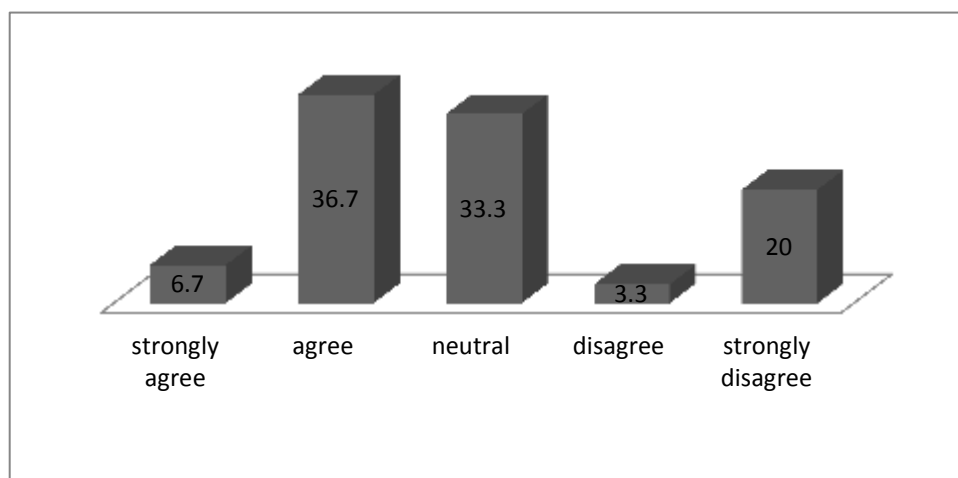
fig(4.11)

With referring to the table (4.11) and figure (4.11) relating to the statement "The use of realia by teachers can encourage students to speak fluently". It is obvious that participants' responses to strongly agree is 6.7%, agree turned out to be 36.7%, neutral is 33.3%, disagree is 3.3%, meanwhile strongly disagree is only 20%. This shows that teachers should be aware of using physical objects to increase students' participations.

Item No (12): Teachers can set good examples (i.e. extrinsic motivation) to encourage students in oral skill.

Table No (12)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	40.0	40.0	40.0
Agree	5	16.7	16.7	56.7
Neutral	1	3.3	3.3	60.0
Disagree	14	33.3	33.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	40	100.0	100.0	
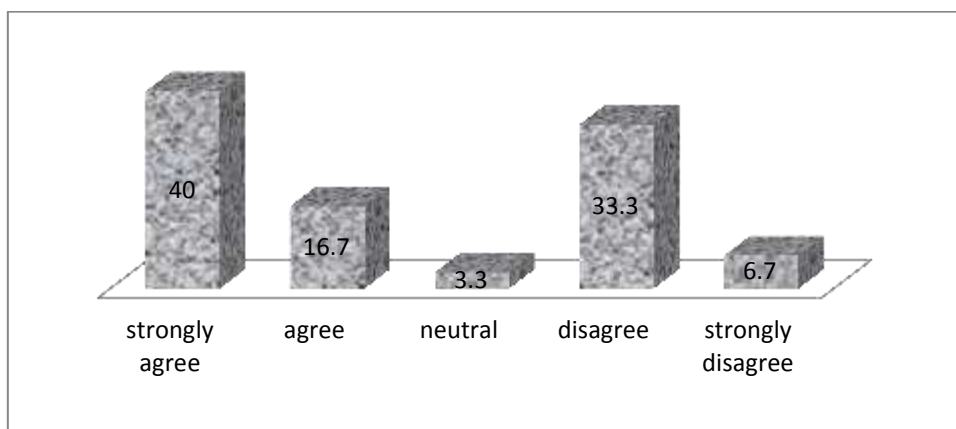
fig(4.12)

With referring to the table (4.12) and figure (4.12) relating to the statement "Teachers can set good examples (i.e. extrinsic motivation) to encourage students in oral skill." It is obvious that participants' responses to strongly agree is 40%, agree turned out to be 16.7%%, not sure is 3.3%, disagree is 33.3%, meanwhile strongly disagree is only 6.7%. This indicates that teachers should give students instances to motivate them orally.

1- <u>EFL students make use of communication strategies during their oral skill.</u>

Table No.(4.13) Chi-Square Test Results for Respondents' Answers of the Questions of the

No	Statement	mean	SD	Chi square	p-value
1	Fluency-oriented strategies are useful for students in developing oral skill.				
2	Negotiation with interlocutors (i.e. partners) can help students to involve in oral activities.				
3	Accuracy – oriented strategy are applied by students to improve oral skill.				
4	Using message reduction and alteration strategy can positively encourage students to enhance oral communication.				

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the

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respondent who agreed with the statement "Fluency-oriented strategies are useful for students in developing oral skill.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Negotiation with interlocutors (i.e. partners) can help students to involve in oral activities.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " Accuracy – oriented strategy are applied by students to improve oral skill.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using message reduction and alteration strategy can positively encourage students to enhance oral communication.

According to the previous result we can say that the first hypothesis of our study is accepted.

2- There are factors affect the use of communication strategies to enhance oral skill.

Table No.(4.14) Chi-Square Test Results for Respondents' Answers of the Questions

No.	Statement	mean	SD	Chi square	p-value
1	Instructors are not helpful to direct students using non-verbal communication so as to guess the intended meaning.				
2	Teachers are unable to help students with the scanning strategy (i.e. focusing on specific point of speech) to develop EFL students oral skill.				
3	Instructors are not able to encourage students to pay attention to the general information contained in speech.				
4	Teachers are unable to help students with non-verbal strategy such as eye contact and facial expression related to oral skill.				

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (17) which is greater than the tabulated value of chi-square at the degree of freedom

(4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Instructors are not helpful to direct students using non-verbal communication so as to guess the intended meaning.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers are unable to help students with the scanning strategy (i.e. focusing on specific point of speech) to develop EFL students oral skill.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Instructors are not able to encourage students to pay attention to the general information contained in speech.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%)

among the answers of the respondents, which support the respondent who agreed with the statement "Teachers are unable to help students with non-verbal strategy such as eye contact and facial expression related to oral skill.

According to the previous result we can say that the second hypothesis of our study is accepted.

3- Hypothesis Three: Teachers of English can motivate EFL students to engage in oral communication.

Table No.(4.15) Chi-Square Test Results for Respondents' Answers of the Questions of the.(3)

No	Statement	mean	SD	Chi square	p-value
1	Highly motivated teachers can raise students' interaction with the native speakers in the target language.				
2	Teachers are unable to adopt lively topics for discussion to motivate students.				
3	The use of realia by teachers can encourage students to speak fluently.				
4	Teachers can set good examples (i.e. extrinsic motivation) to encourage students in oral skill.				

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent

who agreed with the statement "Highly motivated teachers can raise students' interaction with the native speakers in the target language.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers are unable to adopt lively topics for discussion to motivate students".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The use of realia by teachers can encourage students to speak fluently.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers can set good examples (i.e. extrinsic motivation) to encourage students in oral skill.

According to the previous results we can say that the third hypothesis of our study is accepted.

4.4 Summary of the Chapter

This chapter has covered the data analysis of the study which is about investigating teachers' views towards using information communication technologies (ICTs) to teach oral skills. This is done through a questionnaire to the teachers of English at some Sudanese Universities. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results of the study.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGESSTIONS FOR FURTHER STUDIES

CHAPTER FIVE
MAIN FINDINGS, CONCLUSIONS,
RECOMMENDATIONS
AND SUGESSTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents the discussion of main findings gained when applying the tools and conclusions. Moreover, a brief recommendations and suggestions were given at the end of the chapter.

5.1 Main Findings

The results of this study investigate the difficulties encountered students in using communication strategies to develop oral skill. Researcher has summarized following findings:

1- Fluency-oriented strategies are useful for students in developing oral skill.

2- Negotiation with interlocutors (i.e. partners) can help students to involve in oral activities.

3- Accuracy – oriented strategy are applied by students to improve oral skill.

4- Using message reduction and alteration strategy can positively encourage students to enhance oral communication.

5- Instructors are not helpful to direct students using non-verbal communication so as to guess the intended meaning.

6- Teachers are unable to help students with the scanning strategy (i.e. focusing on specific point of speech) to develop EFL students oral skill.

7- Instructors are not able to encourage students to pay attention to the general information contained in speech.

8- Teachers are unable to help students with non-verbal strategy such as eye contact and facial expression related to oral skill.

9- Highly motivated teachers can raise students' interaction with the native speakers in the target language.

5.2 Conclusion

As we have seen above, Learners should be well- trained in using communication strategies. On the other hand, teachers of English should be exposed to real life of the native speakers when teaching communication strategies.

5.3 Recommendations

In the light of the results of the study, the followings are recommended:

1- Students' awareness should be raised by instructors about the significance of communication strategies.

2- Instructors in Sudan should be recommended to develop students' language skills and to give more attention to the communication strategies.

3- Teachers should adopt lively topics for discussion to motivate students.

4- The use of realia by teachers should encourage students to speak fluently.

5- Teachers should set good examples (i.e. extrinsic motivation) to encourage students in oral skill.

5.4 Suggestions for Further Studies

The communication strategies are still an inviting area in the field of language learning. Thus, the researcher would like to suggest that the impact of communication strategy teaching on EFL learners' oral production in content-based courses is definitely one of the most effective skills that learners can acquire and apply both inside and outside the classroom. Moreover, the use of oral communication strategies by Sudanese EFL critical thinkers should be presented.

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Appendix

Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of MA study, designed to elicit teachers' views about the investigating difficulties encountered by EFL students in using communication strategies to develop oral skill.

We would, greatly, appreciate your cooperation by filling in the questionnaire. Your individual responses will be kept, strictly, confidential.

Please, tick the appropriate opinion in the given spaces.

	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Fluency-oriented strategies are useful for students in developing oral skill.					
2	Negotiation with interlocutors (i.e. partners) can help students to involve in oral activities.					
3	Accuracy – oriented strategy are applied by students to improve oral skill.					
4	Using message reduction and alteration strategy can positively encourage students to enhance oral communication.					
5	Instructors are not helpful to direct students using non-verbal communication so as to guess the intended meaning.					
6	Teachers are unable to help students with the scanning strategy (i.e. focusing on specific point of speech) to develop EFL students oral skill.					
7	Instructors are not able to encourage students to pay attention to the general information contained in speech.					
8	Teachers are unable to help students with non-verbal strategy such as eye contact and facial expression related to oral skill.					
9	Highly motivated teachers can raise students' interaction with the native speakers in the					

	target language.					
10	Teachers are unable to adopt lively topics for discussion to motivate students.					
11	The use of realia by teachers can encourage students to speak fluently.					
12	Teachers can set a good example (i.e. extrinsic motivation) to encourage students in oral skill.					