Sudan University of Science and Technology

College of Graduate Studies

College of Education

Investigating the Problems Encountered by University Students in Using English Spoken Discourse

A Case Study of 1st Year Students in Some Colleges in Sudan University of Science and Technology (SUST)

تقصّي المُشْكِلاتِ التي تواجه الطُلاب الْجامعيين فِي اسْتِخْدامِ الخِطَابِ الانْجِلِيزي الشَفَاهِي

دِرَاسَة حَالة طُلّاب السَنَةِ الأولى في بعض الكليات بجَامْعةِ السُودَانِ لِلعُلُومِ والتِكْنُولُوجيا

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Quranic Opening Verse

قال تعالى:

بسم الله الرحمن الرحيم

"نَرْفَعُ دَرَجَاتٍ مَنْ نَشَاءُ وَفَوْقَ كُلِّ ذِي عِلْمٍ عَلِيمٌ".

سورة يوسف الآية:(76)

Allah The Almighty say:

In the name of Allah The Most Gracious The Most Merciful

We raise to degrees of knowledge (wisdom) whom We please, but overall endued with knowledge is one, the all-knowing".

Yusuf, chapter: 14, verse:76

Dedication

To my parents (May Allah make Paradise their final abode), to my daughter Maimona Hassan Siddig and to the rest of my family members.

Acknowledgements

- **All praise is** due to Allah The Almighty for empowering me to achieve this academic task، at such an age!

  Sincere gratitude is reserved to my supervisor, Prof. Mohammed Bakri Hadidi, for his efforts, guidance and encouragement throughout the preparation of this thesis.
- **All appreciation** is expressed to my co-supervisor, Dr. Muntasir Hassan Mubarak for his invaluable advice and for being so helpful and patient at the different stages of the research.
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Abstract

This study aimed at investigating the problems of **using** English **Spoken** Discourse (ESD) among university students. The study attempted to know the main reasons behind these problems to suggest solutions for them. Lack of Communicative Competence was hypothesised as the main reason behind these problems. The population of the study were forty ESP practitioners; males and females who work at different High Institutions in Khartoum State. A questionnaire (Appendix 1) was **used** to get their opinions. The collected data was analysed by **using** Statistical Package for Social Science (SPSS). In addition, eighty EST Sudanese learners; males and females, were selected randomly from EST colleges in their first year of study at Sudan University of Science and Technology (SUST). An Oral Interview (Appendix 2) was addressed to these learners to investigate their ability of **using** ESD. Their answers were recorded, re-played and analysed by the researcher herself. A descriptive and analytical method was adopted for data processing. The findings revealed that these learners **lack** Communicative Competence that results in their inability of **using** ESD accurately, appropriately and flexibly, in their different social and academic settings. This is because Oral Communication Skills (OCS) are neither taught nor tested. The results also revealed that EST practitioners are not trained to teach these skills as the focus is on reading and writing skills rather than listening and **speaking** skills. The most important recommendations were teaching and testing of ESD, the **use** of authentic materials to motivate learners to **speak** successfully, efficiently and fluently ،besides, training the practitioners in this field. Moreover, the study gave some suggestions for further research.

المستخلص

Abstract (Arabic Version)

هدفت هذه الدراسة لتقصي مشكلات **استخدام** الخطاب الإنجليزي الشفاهي وسط الطلاب الجامعيين، حاولت الدراسة معرفة المسببات الرئيسة لهذه المشكلات لإيجاد الحلول لها. افترضت الدراسة افتقار هؤلاء الطلاب للقدرة التخاطبية الشفاهية كسبب رئيس وراء هذه المشكلات. يتكون مجتمع الدراسة من أربعين من أساتذة وأستاذات اللغة الإنجليزية لأغراض محددة، من الذكور والاناث الذين يعملون في مختلف مؤسسات التعليم العالي بولاية الخرطوم. لمعرفة آرائهم استخدمت استبانة (ملحقة 1) تم تحليلها بواسطة الحزم الإحصائية للعلوم الاجتماعية (SPSS). يضم مجتمع الدراسة أيضا ثمانين من الطلاب السودانيين من الذكور والاناث الذين تم اختيارهم عشوائيا من كليات العلوم والتكنولوجيا بالسنة الأولى بجامعة السودان للعلوم والتكنولوجيا. تم **استخدام** مقابلة شفاهية (ملحقة 2) وجهت لهؤلاء الطلاب والطالبات الذين تم تسجيل اجاباتهم، وإعادة تشغيلها، ثم تحليلها بواسطة الباحثة نفسها. اتبعت الباحثة الطريقة التحليلية الوصفية لمعالجة البيانات. كشفت النتائج عن افتقار هؤلاء الطلاب للقدرة التخاطبية الشفاهية ونتج عن ذلك عدم قدرتهم على **استخدام** الخطاب الإنجليزي الشفاهي بطريقة صحيحة، تتكيف وتتناسب مع البيئتين الاجتماعية والأكاديمية. كل ذلك يعزى إلى عدم تدريس وامتحان الطلاب في مهارات التخاطب الشفاهية. كما كشفت النتائج عن أن هؤلاء الأساتذة والأستاذات ينقصهم التدريب في تدريس تلك المهارات، لأن التركيز ينصب فقط على مهارتي القراءة والكتابة دون مهارتي الاستماع والكلام. من أبرز توصيات هذه الدراسة: تدريس وامتحان الطلاب في **استخدام** الخطاب الإنجليزي الشفاهي، **استخدام** نصوص من مجال تخصصهم لتحفيزهم على التحدث بنجاح، بفعالية وبطلاقة، بجانب تدريب الأساتذة في هذا المجال. فضلاً عن ذلك طرحت الدراسة موضوعات للبحوث المستقبلية.

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LIST OF ACRONYMS

CALL	Computer Assisted Language Learning
CLT	Communicative Language Teaching
DA	Discourse Analysis
EAP	English for Academic Purposes
EBE	English for Business and Economics
EFL	English as Foreign Language
EGP	English for General Purposes
ELT	English Language Teaching
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
ESS	English for Social Sciences
EST	English for Science and Technology
EVP	English for Vocational Purposes
GE	General English
L1	First Language
L2	Second Language
NA	Needs Analysis
OCS	Oral Communication Skills
SPSS	Statistical Package for Social Sciences
TL	Target Language
TSA	Target Situation Analysis

List of Abbreviations

ESD	English Spoken Discourse
Fig.	Figure
GTM	Grammar Translation Method
MTT	Modern Teaching Techniques
No.	Number
OI	Oral Interview
OSD	Oral Scientific Discourse
SCA	Sudanese Colloquial Arabic

Chapter One

Introduction

Chapter One

Introduction

1.1: Background

This chapter involves background to the problem, statement of the problem addressed by the study incorporating the reasons for choosing the topic. The significance, objectives, the questions, hypotheses, and the limits of the study are highlighted as well. The chapter is concluded with a summary.

The educational policy towards English language in Sudan has led to a continuous decline in the four language skills (Sandell: 1982). The status of English is relegated to foreign language status. This suggests that Sudanese learners are not widely exposed to the language; lack of exposure affects language **use** negatively. Moreover, in Sudan, Grammar Translation Method (GTM), which lay great emphasis on structures of the language rather than the functions, has still been **used.** Hence, Sudanese learners face great difficulties when they want to speak English; these difficulties are reflected in their **use** of English; when they speak they seem unnatural as they speak like a book. In addition, they rely greatly on their L1; they tend to employ L1 habits **to use** (speak / write) L_2 ; the Target Language (TL), which is English in our case, (negative transfer) as a result, they **use** wrong English structures (Lado: 1961). Furthermore, they have great problems in **using** appropriate utterances according to the social contexts; they are not able to express themselves appropriately in different contexts. They do not also know how to give every person his or her **due,** how to make apologies, requests, and how to make, accept or reject invitations etc. **In short,**they are not able to **speak** easily, naturally and flexibly.

Bygate (1987: 10) also states that linguistic knowledge does not guarantee successful communication because s**peech** is not **spoken** writing as speech is generally addressed to individual people, while writing is addressed to a public gathering. In addition, the vocabulary may be formal or elaborate, the sentences are long and complex.

According to Chomsky's theory (1965) on language **use**, which concerns itself with how linguistic and non-linguistic knowledge interact in comprehending and **producing speech.** Sudanese learners of English know nearly nothing about English non-linguistic knowledge i.e. pragmatics. They are not able to **communicate** functionally and interactively, namely, they are not fluent or successful **speakers** of English because they do not have good sociolinguistic skills in the Target Language **(TL),** as a result, they make serious mistakes; sometimes they are regarded as rude or impolite.

The researcher also thinks that **Arabicization** has negative effect on **using** English; the learners have become less motivated to **use** English, as it is no longer means of instruction at university level. This means there are many factors that contribute to the problems of **using** English for General Purposes (EGP) in general and English for Specific Purposes (ESP) in particular. Most EST Sudanese learners encounter English at the age of eleven which is a suitable age for Foreign Language Learning (FLL); they can even acquire native-like accent because the critical period for language acquisition has **not** passed. **However, with regard to vocabulary** and grammar acquisition, at any age foreign learners can achieve native proficiency. Yet, the problem lies in the method of teaching which focuses on accuracy rather than fluency. Thus, the learners are quite ignorant of how the language might be **used** in everyday conversation.

Sudanese EST learners enter university their ages range between 18-21; this means they are much more self-conscious when they learn English. If this self-consciousness is accompanied by a lack of **empathy** with the other culture, this inhibits the learning process, learners at this age find great difficulties to overcome inhibition (Yule: 2006:164). All these negative feelings or experiences are **affective factors** that can create a **barrier** to acquisition. If we are stressed, uncomfortable, self-conscious or unmotivated, we shall learn nothing.

As the researcher has long experience as an inspector and a teacher of General English (GE) at secondary level, she confirms that what is taught to these students has nothing to do with Oral Communication Skills (OCS) i.e. listening and speaking, which are paid less attention in our syllabus, are neither taught nor tested. the learners do not have opportunities to practise **speaking** skills, nor do they hear English being spoken outside the classroom since they learn English as a Foreign Language (EFL); they do not use it in everyday interaction. Nevertheless, most of them have sufficient knowledge of how the syntactic and lexical rules of English operate.

Due to the above factors, Sudanese learners face great difficulties when they want to speak English. The researcher intends to survey GE learning situation as general knowledge of English affects specific knowledge.

Hutchinson & Waters (1987:6-7) state that language varies according to context which can be linguistic or situational (physical). Therefore, this study can be dealt with as one of the aspects of language variation according **to use** i.e. register (Speech variety used by particular group of people, usually sharing the same occupation (e.g. doctors, lawyers) or the same interests. This can also be called ‘jargon’, which is

speech or writing containing specialized words or constructions; jargon of scientists and technologists. This type of **discourse** is also known as a genre which **is used** by a discourse community.

As has been mentioned above, this study is concerned with language **use** in the area of ESP; the **users** of the language in this study are the learners of English for Science and Technology (EST). In the different fields of specializations, ESP learners encounter great difficulties in **using English Spoken Discourse (ESD).** For this reason, the area of **using** ESP is more challenging for its learners than the area of **using** EGP.

The **researcher** has chosen this study because more than 25 years of her life have been devoted to learning and teaching GE; at secondary level, she was a student of literary section and she was neither good at math nor at science. Therefore, she did not have any intention to carry out a study that is connected with neither science nor math. Unfortunately, she found herself obliged to carry out this study as she was chosen to teach in one of the colleges of Medical Sciences in KSA. To be prepared and equipped with scientific knowledge for this mission, the researcher decided to carry out a study in the field of Science and Technology. By the way, the researcher has not had the honour of teaching an ESP group, because she neither worked in KSA, nor found a chance to teach such a group in Sudan. Yet, she had taught an ESP course to students whose English language is their major, in the University of the Holy Quran and Islamic Sciences**.** Apart from the above reason, as a teacher of English, sometimes relatives ask the researcher to read medical prescriptions for them; she feels ashamed, as she does not know this kind of jargon!

During the first seminar, the researcher was asked to be more specific about the study with regard to **using** ESP for the purpose of **communication;** to choose either the **spoken** or the written form of

language. Some experts advised her to choose the written form because it is easier. However, she decided to choose the **spoken form** as she herself feels that she lacks **Communicative Competence** (CC) and so do her learners.

1.2: Statement of the Problem

This study will try to investigate university students' ability of **using** English Spoken Discourse (ESD). The study also attempts to know whether these learners are communicatively competent or not. As the researcher has long experience as a teacher and as an inspector of English at secondary level, she observed the following:

- **Grammar Translation Method** (GTM), which ignores Oral Communication Skills (OCS), is the dominant teaching technique in Sudan instead of CLT. This means they do not practise speaking skills because the teachers take most of the talking time. Hence, they are not familiar with the **use** of **ESD** in their current and previous learning experience.
- **The learners are inhibited** and not confident when they want to speak English; this may be attributed to many factors such as lack of active vocabulary, pronunciation problems and lack of Pragmatic Competence, which is part of the general CC. This lack results in their inability to comprehend and produce the **spoken language** appropriately in the different situations.
- **The learners are not motivated to** learn/**use** ESD; this is because they do not need to **use** English in everyday life because it is no longer a means of instruction at university. Moreover, there is no direct contact with **TL** through native **speakers** of English, which in its turn leads to lack of knowledge of the cultural aspects of English. Therefore, they tend

to **use** L1 **(SCA)** habits to **use** the **TL**, which is English in our case. This affects mutual intelligibility negatively and their **speech** sounds strange.

1.3: Questions of the Study

This study attempts to answer the following questions:

1- What are the problems of **using English Spoken Discourse (ESD)** that encounter EST learners?

2- What are the causes of the difficulties of **ESD** that EST learners encounter?

3- To what extent are EST practitioners well trained in teaching **ESD**?

4- What are the EST practitioners' attitudes towards teaching **ESD**?

If the above questions were answered satisfactorily, light would be cast on the problems that encounter EST learners when using **ESD.**

1.4: Hypotheses of the Study

This research has the following as its hypotheses:

1-There are many problematic areas encountered by EST 1st year students when using ESD. Sudanese learners generally are not able to **speak** fluently and to express themselves successfully in the different social contexts and in their academic settings?

2-**There are different reasons behind the difficulties that encounter EST 1st year students in using ESD.** Some of these causes may be due to lack of vocabulary or they may be afraid of making mistakes because the focus is on the accuracy rather than fluency. Hence, the learners are inhibited and find nothing to say.

3-**EST practitioners are not well trained in teaching ESD.** This might be true because teaching the SD is not part of our syllabus at both general level of education and at university level.

4-EST practitioners have negative attitudes towards teaching ESD. This may also be true because neither teachers nor learners are accustomed to dealing with **ESD** that might result in producing negative attitudes.

1.5: Objectives of the Study

This study aims at

1. Investigating the problems of **using** English Spoken Discourse (ESD) encountered by 1st year students of Science and Technology at SUST.
2. Investigating the reasons behind the difficulties that encounter EST 1st year students.
3. Exploring whether EST practitioners are well trained in teaching ESD or not.
4. Finding out EST practitioners' attitudes towards teaching ESD.

1.6: Significance of the Study

- This study is of great significance as it explores the problems of **using** the lingua franca (a common language that people with different native languages can **use to communicat**e)of the modern era i.e. English that now spans across countries and cultures. Moreover, the ability to **speak** it well will open many doors for the person's career and social life. The explosion of information and the revolution in **communication** necessitate knowledge of English combined with Science and Technology. Thus, being competent in **using** ESD of English is a fundamental prerequisite for EST learners as in healthcare professions contact with non-Arabic experts is inevitable; they need to **chat** or **converse** formally.
- In spite of the fact that people belong to different cultures and religions, their interests sometimes contradict and sometimes there are some common interests and issues among humanity concerning Science and

Technology in the globe need to be discussed, for instance, the change in climate.

- Human beings in whatever field; Science, Technology, health care, need **to interact** socially; they need OCS to open, maintain or close **conversations,** to present/discuss topics in academic (university/college) or professional settings (international conferences) etc.
- The ultimate goal of learning any language is **communication** (written/**spoken)** but **speech** has priority over writing; it is the commonest form of **communication.** Generally, it is prestigious to be able to **speak** a foreign/ second language fluently. The fact that the ultimate goal of ESP is to prepare learners to **communicate** effectively in the tasks prescribed by their discipline, must not be forgotten. Hence, it is necessary for EST learners to be able to **speak** with confidence **to interact** socially and to carry out most of their discussions, seminars etc. in academic settings and in their future jobs.
- This study will have a fundamental value for EST teachers and lecturers as it enables them to know better their learners' **spoken problems** and needs, thus they help in solving or limiting these problems.
- The study may also enable EST practitioners as syllabus designers to design textbooks, teaching materials and tests to suit their learners.
- Developing Communicative aspects of language is a neglected area in ESP teaching in general. Nevertheless, heavy emphasis is laid on Linguistic Competence though it is not enough for successful communication as has been mentioned earlier. This study will be one of the few studies that have been carried out in **EST Spoken** Discourse. Therefore, it can be more useful and of great benefit to a large number of researchers.

- The study is also of great significance forthe researcher of the present study herself, as she feels that she lacks Scientific and Technical knowledge of English. Thus, by carrying out this study she will learn something new other than what she is accustomed to (i.e. literary English). For this reason, the researcher is highly motivated to know this kind of **discourse** and to convey this knowledge to her students. The most important thing is that this **knowledge cannot** be achieved except through thorough research and careful study.
- Another thing will be added to the researcher's scope of knowledge; the Pragmatic Competence in English, which she feels she lacks, despite being linguistically proficient. Diana Al-Aghbari (2016:38) confirms this point

  *Being proficient in a language does not guarantee successful **communication.** Rather, high proficiency may render the non-native **speaker** hesitant to initiate conversation especially with Native Speakers for fear of errors. Then in case of any **communication** breakdown, chances of reciprocal misunderstanding can be taken personally or culturally. This is also applicable with new learners of the language.*

Hence, carrying out this study enables the researcher to develop her Pragmatic Competence. For these reasons, she has realized the feasibility of such a study and decided to get involved -even partly- in the field of Science and Technology by carrying out a study on**: 'investigating Science and Technology Students' Problems in Using English Spoken Discourse'.**

1.7: Research Methodology

The researcher adopted both descriptive and analytical method to investigate EST learners' difficulties in **using ESD**, to know the reasons behind **lack of** CC and to find solutions. The current study included qualitative as well as quantitative data; the study made **use** of two tools; an **Oral Interview(OI),** which is **used t**o know whether Sudanese EST learners

are able to **communicate** efficiently or not. In addition, a questionnaire is **used** to know the reasons behind these problems and the solutions from EST practitioners' point of view, besides, knowing the attitudes of the participants towards **teaching ESD**. The validity and reliability of the tools will be confirmed before distribution and SPSS programme will be **used** for analysing the data collected via the questionnaire. As for the data collected through the **OI**, will be analysed by the researcher herself **using tables and** percentages.

1.8: Limits of the Study

This study is restricted to the problems of **using ESD** encountered by EST students in their first year, at SUST, from the year 2015-2018. The sampling consists students of certain colleges of Science and Technology. Thus, the study should not be generalized to all students of Science and Technology. The study includes ways and strategies on developing learners' CC to enable these learners to **use ESD** efficiently in both academic and social settings. However, activities that develop the learners' **fluency** in their discipline will not be included because of the limit of the study in terms of space. Although, **using** different study tools, such as the pre-test and post-test, are effective for checking the learners' progress in CC, they will not be **used** due to time limit, especially the researcher spent two years, from 2015 to 2017, outside Sudan.

Summary of the chapter

This chapter stated the problems under investigation. In doing so, the researcher, formulated four questions to know the reasons behind these problems. Based on these questions, four hypotheses and four objectives have been formulated as well. Moreover, reasons and the significance of carrying out this study was discussed. Finally, methodology and limits of the study were also tackled. The **following chapter** reviews the literature and previous studies related to the current study.

Chapter Two

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2.0: Introduction

This chapter is divided **into three main sections**; the first one covers briefly the literature of the broad area of ESP tackling its definitions, development, types, characteristics and the role of ESP practitioner. **The second section** deals with the area of EST, how it is related to ESP highlighting its characteristics and the learners and teachers' needs and requirements. Moreover, it tackles some strategies for developing the learners' CC. The last section of the chapter surveys the previous studies that are related to the present study. The chapter is concluded with a summary.

2.1: The area of English for Specific Purposes (ESP)

English for Specific Purposes (ESP) refers to the teaching and learning of English as a Second or Foreign Language (EFL/ESL) where the goal of the learners is to **use** English in a particular domain. This means it focuses mainly on the learners' needs. Many scholars define it, among them are:

2.1.1: Definitions of ESP

1: Strevens' definition of ESP (1988: 1-2) makes a distinction between four absolute characteristics and two variable characteristics.

i:The absolute characteristics that ESP is

1-designed to meet specified needs of the learner.

2-related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities.

3-centred on the language appropriate to those activities in syntax, semantics, lexis, discourse, and analysis of discourse, etc.

4- in contrast with 'General English'.

ii. Variable characteristics are that, ESP:

1- may be, but is not necessarily, restricted as to the language skills to be learned (e.g. reading only);

2- is not taught according to any pre-ordained (planned) methodology.

2: Dudley-Evans and St John (1998:4-5) provide their definition after modifying Streven's definition by removing an absolute characteristic and adding other**;** the variable characteristic of an ESP specific methodology that was applied in some cases.

i: Absolute Characteristics

1. ESP is designed to meet specific needs of the learners.

2. ESP makes use of the underlying methodology and activities of the discipline it serves.

3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, skills, discourse and genre.

ii: Variable Characteristics

1. ESP may be related to or designed for specific disciplines.

2. ESP may use, in specific teaching situations, a different methodology from that of General English.

3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.

4. ESP is generally designed for intermediate or advanced students.

5. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

3: Robinson's (1991:3) definition approves the importance of needs analysis in defining ESP. Therefore, her definition is based on two key defining criteria, they are

(a) ESP is 'normally goal-directed'.

(b) ESP courses develop from a 'needs analysis' ,which aims to specify as closely as possible what exactly it is that the students have to do through the medium of English' .

4: Orr (2005: 9) defines ESP as "the branch of English language education which focuses on training in specific domains of English to accomplish specific academic or workplace tasks".

A number of characteristics that are generally found to be true of ESP:

(a)ESP courses are generally constrained by 'a limited period in which their objectives have to be achieved'.

(b)ESP courses are taught to adults **in homogeneous** classes **in terms** of the work or specialists studies that the students are involved in'. All definitions agree **on teaching of English to specific** group of learners who have **specific goals and purposes:** these goals might be professional or academic.

2.1.2: Reasons and Development of ESP

According to Hutchinson and Waters (1987:6-8), there are **three main reasons behind** the emergence of all ESP, they are:

(a) The demands of a brave new world; after World War2, a demand for English to meet the needs, wishes and the demands of the market place was increased.

(b) A revolution in linguistics; due to the expansion in science and technology a need for designing courses for specified groups of learners emerged.

(c) A new focus on the learner whose attitudes, interests, needs and the different learning strategies that are employed by the learner when acquiring the language rather than merely focusing upon the methods of language teaching.

Hutchinson & Waters, (1987: 9-14) highlight **five** phases in the development of ESP**;** these stages were: 1-Register analysis2-Rhetorical or discourse analysis 3-Target situation analysis (TSA) 4-Skills and strategies 5-Learning-centred approach.

2.1.3: How is ESP Related to ELT?

Chris Kennedy and Rod Bolitho (1985: 7) argue that **the development** of ESP is part of the development of ELT, and they both can **use** similar approaches. ESP has traditionally been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

In the **following discussion**, the researcher is going to illustrate how ESP is related to ELT in a diagram, which represents the common divisions within ELT, tracing it from top to bottom. The main goal of ELT is learning and communication as both of them represent base of the diagram which consists of a number of rectangles. As we go up the ELT diagram, we find that it is divided into two main rectangles; English as a Foreign Language (EFL) and English as a Second Language (ESL), and each one is divided into two main rectangles; English for Specific Purposes (ESP) and English for General Purposes (EGP) (sometimes called General English (GE).

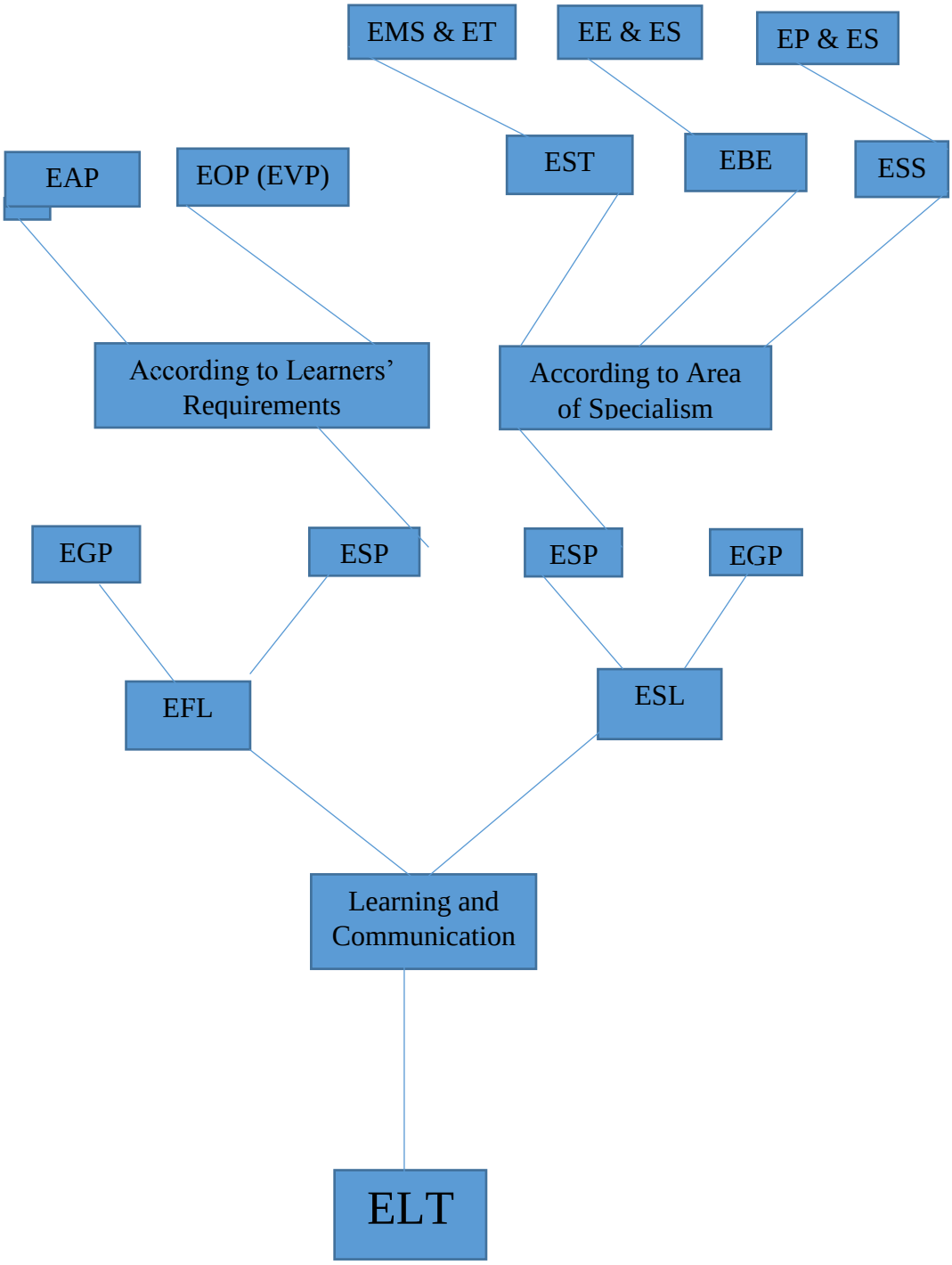
There is one thing which the researcher would like to clarify is that, if the term ‘acquisition ’is used, we can say that ELT can be divided into three main branches, English as Mother Tongue (EMT) which lies under informal acquisition, while the other two branches are EFL and ESL which mainly lie under formal acquisition.

Going back to trace the ELT diagram, we can see that ESP and EGP are two main divisions in each of English as a Foreign Language (EFL) and English as a Second Language (ESL). As for General English (GE), whether as EFL or ESL, we can see that it is taught at both general education (schools) and higher education (universities and institutes).

At the **rectangles** just above the previous ones, there are two main types of ESP based on the learners' needs and requirements i.e. whether they need English for Academic Purpose (EAP) or whether they need it for work; English for Occupational Purposes (EOP), (sometimes known as English for Vocational Purposes (EVP).

At the **next level** higher, ESP is divided into three main types according to the learners' general nature of specialism; they are EST, English for Business and Economics (EBE) and English for Social Sciences (ESS). Each one of them can be for study (EAP) or work (EOP) as the people can work and study at the same time. However, in many cases the language is learnt for immediate use in a study/training environment to be used later. The topmost rectangles of the diagram show the level at which individual ESP courses occur: **EST** can include two, English for Medical Studies (EMS), and English for Technicians (ET). **EBE** comprises courses such as English for Economics (EE) and English for Secretaries (ES), Hutchison and Waters (1987:16-17). The subsequent section explores the area of EST.

Figure 2.1: Types and Classification of ESP



2.2: The Area of English for Science and Technology (EST)

The acronym EST is **used** to refer to English for Science and Technology which appeared in the 1960s. It laid the base for **ESP,** with the rapid growth of the world economy and industry, which causes expansion of disciplines. Consequently, language teaching branched off into more and more specialised areas.

2.2:0 Historical and Theoretical Perspective on EST

In the (1950s and 1960s) the term 'factual English' was used by scholars - among them was Michel West (1967) to mean Scientific English i.e. the English which **is used** to convey scientific facts. The concept of Scientific English Discourse has recently been used with the advent of **CLT** in the 1970s.

According to Chris Kennedy and Rod Bolitho (1985:4), English for Science and Technology **(EST)** is an important branch of ESP, which covers the areas of English for Academic Purposes (EAP} which **is taught** generally within educational institutions. And English for Occupational Purposes (EOP); is taught in a situation in which learners need to **use** English **as part of their work or profession**.

Mackay and Mountford **(1978:5)** note that "ESP and EST are regarded as different from general ELT i.e. **EST** is a distinct area **within ESP**, which is a distinct area within **ESL/EFL** (see types of ESP).

Chris Kennedy and Rod Bolitho **(1985: 6)** define **EST** learners, as the learners who need to learn English for a number **of purposes** connected with their **specialism** i.e. Science and Technology.

Hutchinson and Waters (1987:9) agree with **Chris Kennedy and Rod Bolitho** (1985) that EST is the origin **of ESP**. **Trimble** (1985:20) highlights various significant features of EST discourse such as:

1- **Description:** it is a rhetorical function and is divided into three types (a) physical (b) function and (c) process descriptions.

2- **Definition:** several types of definition are found in written EST discourse lend themselves well for teaching both reading and writing.

3- **Visual-Verbal Relationship:** it covers the placement of the textual material (the verbal) in relation to the visual. This is used for the purpose of illustration.

4-**Instructions:** They are used to tell someone what to do and how to do something to achieve a certain goal. They are found in technical discourse usually in technical manuals. **There are two types of instructions:**

(1) **Direct Instructions,** which are stated in the imperative, and

(2) **Indirect Instructions,** which often sound more like suggestions than command. This type contains modal verbs: "can" "may" "should", and sometimes "must".

(3) **Classification:** it is taken from two perspectives; the direction in which a classification is made whether finding the members of a given class or classification. It is explicit or implicit, and if the former, whether it is a full, or partial classification**.**

Scientific English vocabulary is of **three** types:

1-**Technical Terms 2-Sub-Technical Terms3- Compounding**

1-Technical Terms:

The vocabulary of scientific English may include words that are never **used** outside the subject or field in question. In science, new terms are invented to define new phenomena and to explain new things and processes. Each scientific subject has its store of terms with **precise, narrow meanings.**

2-**Sub-Technical Terms**

Sub-technical terms are also known as **semi-technical** terms. They consist of those words which are **not** specific to a subject speciality but which

occur regularly in scientific and technical texts, e.g. reflection, tendency, isolation, and density. They are commonly met in GE but **change** their 'normal' meaning and take a **specialized meaning** within a scientific and technical context, e.g., cycle (its use in blood cycle).This can cause problems for the learner.

3- Compounding

A biologist also uses compound nouns. This is related to the way of scientific thinking because a scientist usually tends to express his ideas accurately and in a brief condensed way. So, instead of saying: transmission of virus by seed; s/he will say virus seed transmission. Similarly, a disease, which is caused by a fungus, is a fungus disease.

Michel West (1958:95) presents the **requirements** of this group in eight aspects of language ability; these aspects in a **spoken language** are made up of five things: (1) structure (2) vocabulary (3) pronunciation (4) intonation (5) behaviourisms (delay words, polite clichés, gestures, wordless noises). For the written and printed English we must add: (6) writing and spelling (7) reading, and (8) symbols.

(1)They need the most economical structure which is still normal English; not a pidgin.

(2) They need a vocabulary, which is capable of explaining the meaning of the technical terms required in the course, they will be taught in the technical lessons and in laboratories or workshops.

(3) They need a standard of pronunciation, which is intelligible among themselves and others, as they may have contact with foreigners inside or outside the country. (4), (5) Intonation and behaviourisms; as they need to deliver oral presentations and hold discussions. (6), (7) Writing and reading. Reading at this stage is important, as they need to read books and electronic material. At this stage, they need to write essays only. However, at the higher stages **(during work),** these students will be required to write reports and

engage in technical correspondence. (8) Symbols. These will be acquired in the technical class.

2.2.1: EST Learners' Classroom Profile

This profile is intended **to investigate** the relationship between learners' needs and the teaching to know the reasons behind these problems. It is also aimed at investigating the learners' both communication and learning needs to develop learners' CC and to enable them to **use** the language correctly, appropriately and flexibly. The **idea of classroom profile** is taken **from (Burns and Joyce: 2002: 62) a**nd adapted by the researcher to the learning-teaching situation at SUST.

Table 2.1: EST Learners' Classroom Profile

Background	-Recently completed secondary school -All Sudanese; similar language background,1st language is Sudanese Colloquial Arabic (SCA) -Males and females -Age range from18-21; they are conscious of learning English that has negative effect on learning/using it.
Previous learning and language level	-Learn English in a foreign language context (3hours per week) -Focus on reading and writing skills -Oral Communication Skills are neither taught nor tested -Learn science in their 1st language, so they have good command of their specialised contents -Master linguistic competence but lack communicative competence -Beginners level in spoken English -Some pronunciation and intonation problems
Present tuition details	-The teaching is teacher-centred; focus on forms of the language and on accuracy rather than on functions and fluency. - They are not taught how to use the language for the purpose of communication neither in social settings nor in their academic setting. -Lack of exposure to authentic discourse, no access to native speakers, and no use of modern teaching techniques (no modern equipment…this results in unmotivated learners. -**Prescribed textbooks** not relevant to their area of specialization (they learn General English). Aspects of spoken language are not taught) -Learn English 2 hours per week
Access to spoken English	-Large number of them do not use English neither inside nor outside the classroom. This is confirmed by the oral interview. -Some listen to English programmes on TV/radio such as news, films preferably
Learners' attitudes towards learning/teaching	-Oral Communication Skills were not included in their previous learning experience; this has negative effect on using spoken discourse. -Combining English with Science is a great challenge and for some is demotivating. -Autonomous learning may have negative effect on some of them.

EST learners' profile i**ndicates** that the method of **teaching** and the **syllabus** are not based on learners needs. The Oral Interview **(OI)** proves that these learners are not efficient users of **SD** because they lack **CC** that enables them to **comprehend** and **produce** (**use)** the language efficiently.

2.2.2.0: The Reasons Behind the Problems of Using ESD

EST learners' profile indicates that these learners require certain **communication** needs and skills that enable learners to produce **SD**. Thus, EST learners' problems in **using** SD arise from lack of both CC and Pragmatic Competence, as they are complementary parts.

2.2.2.1: Lack of Communicative Competence (CC)

Communicative Competence CC is a term in linguistics which refers to a language **user's** grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to **use** utterances appropriately. However, Hymes (1972) who considers Chomsky's linguistic competence as inadequate criticized Chomsky's notion of linguistic competence. Hence, he replaced it by CC that is broader and more elaborated as it embraces not only linguistic competence but also pragmatic competence. Brown (1994:227) defines Communicative Competence as "That aspect of our competence that enables us **to convey** and **interpret** messages and to negotiate meanings interpersonally within specific context." Cook (2010:42) also criticises Chomsky's linguistic competence because it does not include body language or cultural knowledge, which are necessary for mutual understanding.

Communicative Competence has four components:

1- **Grammatical Competence** i.e. the accurate **use** of words and structures besides meanings and pronunciation. This competence is very important for interpretation of meaning and the accurate production of words.

2- **Discourse Competence** is the complement of grammatical competence; it is the ability to **combine sentences in stretches of discourse** and to form a meaningful whole out of a series of utterances this ability is crucial in interpreting utterances for social meaning.

3- Sociolinguistic Competence is appropriate **use** of utterances according to the social context i.e. the knowledge of the sociocultural rules of language and of **discourse.** This is the ability **to produce** and **understand** the utterance, which is **appropriate** to the context in which they are uttered.

Canale and Swain (1980:30) describe 4-Strategic Competence as "The verbal and non-verbal **communication** strategies (e.g. gestures) to compensate for breakdowns in **communication** due to insufficient grammatical competence or any other difficulties.

Yule (2006:169) **defines CC** as having **three components** "The general ability to **use** the language accurately (Grammatical Competence), appropriately (Sociolinguistic Competence) and flexibly (Strategic Competence) incorporating Discourse Competence in the component of Sociolinguistic Competence.

2.2.2.2: Lack of Pragmatic Competence

As it is stated, by the above discussion, that **Pragmatic Competence** is an integral component of **CC and Thomas has defined it**: (1983:93) cited in Al-Aghbari (2016: 117) as "The ability to **use** language effectively in order to achieve a specific purpose and to understand language in context." This ability is reflected into two aspects: (a) P**ragma-linguistic** that is related to the knowledge of the pragmatic force of linguistic items. (b) **Socio-pragmatic** that refers to the appropriate **use** of language in different social contexts. The following discussion sheds light on the features of language **use** i.e. language in context. The researcher stresses

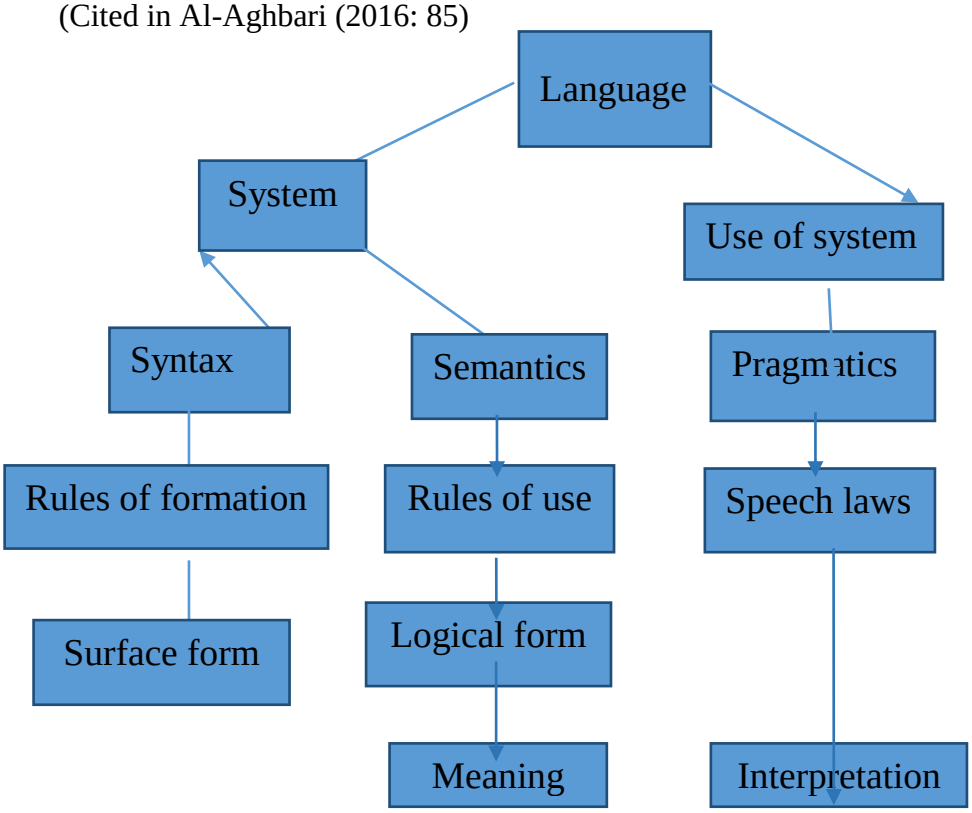
that EST learners should be trained to **use** the above skills in a **spoken** interaction.

2.2.3.0: Features of Using Spoken Language

The features of **using** spoken form of language will be dealt with from two perspectives; the first one is **Pragmatics** i.e. the interpretation of meaning of an utterance in terms of what the speaker 'says/intends to convey or 'intend to mean' when **using** language. The second one is **Discourse Analysis** (DA)) which refers to what the speaker 'intends the listener to 'take' or 'to interpret the function of what is said'

Fig. 2.2: Language and Pragmatic Competence

(Cited in Al-Aghbari (2016: 85)



The figure above describes pragmatics as having to do with both the co**mprehension** of language system and the appropriate **use** of language. Pragmatics has also to do with language in context. Hence, EST learners

should know **how to interpret** meaning of words because of context, (Yule: 2010: 114).

2.2.3.1: Pragmatics

Pragmatics is **defined as the use of language in communication,** particularly the relationship between sentences and the contexts and situations in which they are used. It **is also defined-a**ccording to Yule (2006)**-as the study of (a) invisible meaning (language in context) i.e.** recognising what **is meant** even when it isn't actually said or written.(b) Cross-cultural communication (c)Speech acts (d) Politeness (e) Negative and positive face

In pragmatics **cross-cultural communication** is a difficult task to teach because cultures vary and non-native speakers of English may misunderstand the illocutionary force namely, the intended meaning. Hence, learning and **using** the TL for the purpose of Oral Communication (OC) is necessary because it develops and helps communication.

Speech Act is one of the important aspects of **using** spoken language because EST learners need to respond to their participant(s) appropriately to avoid misunderstanding. The term **'speech act'** is defined by Cook (2010:117) as " The action performed by a speaker with an utterance which is **used** to describe actions such as 'requesting', 'commanding', ' questioning', 'informing' or 'promising'. Speech acts can be direct or indirect;

Table 2.2: Speech Acts

Sentences /utterances	Structures	Functions	Speech acts
You left the door open	Declarative	Statement	Direct
Did you leave the door open?	Interrogative	Question	Direct
Leave the door open please!	Imperative	Command/Request	Direct
You left the door open.	Declarative	Question	Indirect
Could you pass me the salt?	interrogative	Request	Indirect

Halliday (cited in Brown: 1994; 234) provides seven functions which can be taught to EST learners to comprehend them and be trained to **use** them. Some of these functions are:

1- Greeting, parting, inviting, accepting
2- Complimenting, congratulating, flattering, seducing charming and bragging
3- Interrupting
4- Requesting
5- Evading, lying, shifting blame, changing the subject
6- Criticizing, reprimanding, ridiculing, insulting, threatening, warning
7- Complaining
8- Accusing, denying
9- Agreeing, disagreeing, arguing
10- Persuading, insisting, suggesting, reminding, asserting, advising
11- Reporting, evaluating, commenting
12- Commanding, ordering, demanding
13- Questioning, probing
14- sympathizing
15- Apologizing, making excuses

As for politeness, EST learners need to be polite, nice and tactful to people, hence, it is necessary for them to learn and **use** these aspects appropriately. "Your face, in **pragmatics,** is your public self-image", (See Yule 2006; 119). As far as **politeness** convention are based on common sense, for example greeting sensibly come at the begging of the conversations, and farewell at the end. Greeting may or may not include questions about the health of the listener or the relative Bygate (1987: 25).

Negative and positive face are also important in pragmatics as people generally can have both a negative and a positive face. If you use an expression that represents a threat (e.g. direct command) to another

person's self-image. This is called **a face-threatening act i.e. negative face** act while if a person makes the request less threatening to the other person's face this can be described as **a face-saving act i.e. positive face.** The following discussion surveys the **second feature** of language **use** (in context); Discourse Analysis.

2.2.3.2: Discourse Analysis (DA)

Originally, the word **'Discourse'** comes from the Latin word **'discursus'**. It refers to too wide an area of human life. The term **'Discourse Analysis'** in English was first used by the American linguist Zellig Harris in 1952 as the title of an article about the description of connected speech.(Judith Staplers 1988 Cambridge U Press) https//www.cambridge.org.

According to Yule (2006: 124), the word **'Discourse'** is defined as "language beyond the sentence. According to the dictionary of applied linguistics, the word **'discourse'** is defined as a general term for examples of language **use**, i.e. language that has been produced as the result of an act of communication; written/spoken. The analysis of discourse is typically concerned with the study of language in text (written language) and in conversation (spoken -language)". ***Text*** refers to written language while ***conversation*** refers to **spoken language**, which is the concern of the current study.

Michael McCarthy (2008:2) points out that "DA is **not** a method for teaching languages; it is a way of describing and understanding how language **is used.** It is concerned with the study of the relationship between ***language*** and ***contexts*** in which it is used".

As language **users,** EST learners should have more knowledge than what they know about linguistic form and structure so as to make sense of (interpret) what other **users** convey. To achieve this purpose, EST

practitioners should draw their learners' attention to the aspects of **cohesion** (connections in a text) and **coherence (**everything fit together well to make sense). Thus, they can get involved successfully in the different speech events such as debates, conversations, interviews and discussions**.**

DA is relevant to this study as its main concern is language **in use;** how real people **use** real language; whether this language written or spoken. Therefore, EST learners to be efficient communicators, they need **to interpret** the language in context successfully. This depends upon the degree to which the participants share conventions (such as greetings: bowing, pressing palms, kissing), together with the values and beliefs which lie behind them. .

He (ibid) goes on to highlight other aspects of language **use** in context and that EST practitioners should teach their learners how to **use** them; these words are known as **'Deixis'** or **'Deictic expressions';** they are used to point to things or people.

He (ibid) provides a third idea **'Inference', which** is additional information used by the listener to create a connection between what is said and what, must be meant, Another aspect of language **use** in context with regard to referential relationship is **'Anaphora'**; the subsequent reference to an already introduced entity. The first mention is called the **'Antecedent',** (Cook: 2010; 116)**.**

The last aspect of language **use** in context with regard to referential relationship is **{Presupposition}.** Speakers/ writers must be able to depend upon a lot of shared assumptions or expectations to recognize which referent is intended. Thus, they communicate effectively, (Cook: 2010; 117).

Two areas contribute to the field of DA; (a) Paralanguage, which can be written or spoken, or a mixture of both. This means people do not communicate only through words but different communicative behaviours are used alongside with words to help effective communication,(Cook: 2010:50)

(b)Genre is defined by John Wales (cited in Cook: 2010: 52) as a class of communicative events which share some set of communicative purposes. Genre categories include conversations, lessons, e-mails, web pages, brochures, prayers, news bulletins, stories, joke, operas and soap operas. The meanings of words cannot be interpreted or understood unless the word is used in context, which is of two types:

(1) Linguistic Context is known as co-text and refers to the set of other words **used** in the same phrase or sentence. (2) The Physical Context refers to the time and place in which we encounter the linguistic expression. For example, the word 'bank' we cannot decide which type of 'bank' is meant; is it a place where you can get money or a place on each side of the river. The **next** part explores the skills used in spoken interaction.

2.2.4.0: Oral Skills and Spoken Interactions

Spoken language production need to be controlled by the learners themselves i.e. to **use** what they learn in real life situations. Wilkins (1975: 76 cited in Bygate 1987) points out:

> *If language production is controlled from outside i.e. by the teacher, the learner will hardly be competent to control his own language production. Hence, he will not be able to transfer his knowledge from a language-learning situation to a* ***language-using*** *situation. This means there are two kinds of skill; motor-perceptive skills and interaction skills.*

2.2.4.1: Motor-Perceptive Skills

They involve perceiving, recalling, and articulating in the correct order sounds and structures of the language. This means the learner does not make his own choices.

2.2.4.2: Interaction Skills

According to (ibid: 1975) Interaction skill refers to 'controlling one's own language production' and 'having to make one's own choices'.

Interaction skill is the skill of **using** knowledge and basic motor-perception skills to achieve communication. Hence, it involves- making decision about communication such as: what to say, how to say it and whether to develop it in accordance with one's intentions, while maintaining the desired relation with others. Interaction skills also involve the ability to **use** language in order to satisfy particular demand.

2.2.5.0: The Characteristics of Speech That Affect its Nature

There are two types of characteristics that affect the nature of the production of spoken language. They are processing conditions of speech and the reciprocity conditions of speech.

2.2.5.1: Processing Conditions of Speech

In **spoken language**, words production and word understanding are going on simultaneously. As a result, the listener may miss part of what was said, perhaps through noise, or a moment' distraction. Hence he form of **spoken language**, then, is affected by a time limitation and he associated problem of planning, memory, and of production under pressure. (ibid: 1987:11).

Bygate states that the processing and reciprocity conditions of spoken language is different from that of written language. The focus will be on these two factors that affect spoken language, as it is the theme of this study. They are related to the internal condition of speech; the fact that speech occurs under time pressure.

In **spoken interaction**, the time constraint can be accepted to have observable effects. 'Short **speaking** turns' (are more common and not prepared) and 'long speaking turns' (tend to be more prepared). The differences in form reflect the differences in decision-making on the part of the speaker. Therefore, the ability to master the **processing conditions** of speech enables **speakers to** deal fluently with a topic while being listened

to. This ability covers the basic **communicative** skill of producing **speech** at normal speed under pressure of time. This can pose problem for **EST learners** as they have **used t**he language only in written form and with heavy emphasis on accuracy, (Bygate, 1987:8)

2.2.5.2: Reciprocity Conditions of Speech

They refer to the relation between the **speaker** and **listener** (The situation in which both the speaker and hearer are allowed to **speak**. They involve the dimension of interpersonal interaction in conversation. In most **speaking,** the person we are **speaking** to is in front of us and able to put us right if we make a mistake he or she can generally show agreement and understanding or incomprehension and disagreement. This reciprocal dimension affects **speech** because more than one participant is involved in the **spoken interaction,** for example; in **a reciprocal exchange,** a speaker will often have to pay attention, adjust his or her vocabulary and massage to consider the listener and adapt his/her massages according to his/her reaction. The **speaker** also has to participate actively in the interlocutor's massage asking questions reacting and so on. This is something which requires an ability to be flexible in **communication**, and learners may need to be prepared for it. Yet, in writing the situation is quite the opposite; the writer has to anticipate the reader's understanding and predict potential problems, but to make sure that **communication** is taking place (ibid: 1987:12).

The ability to master the processing condition of **speech** is an advantage as it enable us to adjust to what the other person knows and to deal fluently with a given topic while being listened to at a normal speed under pressure of time. On the other hand, it is also an obligation as it forces **speaker/listener** to take notice of each other, and allow him or her the chance to speak i.e. to take turns in the interaction.

According to **Bygate (1987: 22-23) i**n a spoken interaction, the speaker and the listener do not merely have to be good processors of the

spoken words, be able to **produce** coherent and understandable language; but they should be good communicators i.e. **g**ood at saying what they want to say to ensure **mutual understanding.**

2.2.6.0: Communication of Meaning in Spoken Interaction

Communication of meaning depends on two kinds of skill; they are (1) Routines (2) Negotiation skills.

2.2.6.1: Routines

Routines are defined by Bygate (1987: 22-23- 24) as conventional ways of presenting information, they are of two kinds:

(1) Information Routines

They are predictable and include **stories; description** of places and people**; presentations of facts**; **comparisons; instruction. They** require practice under the condition of normal **speech. Information routines include** two types of routines **(a) Expository Routine that** involve information such as description, narration, instruction, comparison. **(b) Evaluative routine.** These kinds of Routines are very essential for EST learners.

(2) Interactional Routines

Interactional routines are **routines** that are based not so much on information content. **They include** the kind of **turns** typically occurring in situations such as **service in counters, telephone conversations, interview situations, casual encounters, conversations at parties, conversations** around the table at dinner party, lessons, radio or television interviews, all tend to be organized to **include turns**. E**ST practitioners** should draw their learners' to this point.

1-Characteristics and Features of Interactional Routines

All interactional routines involve feedback from **speaker's** point of view, they include the following:

- Announcing or indicating one's purpose in advance.
- Indicating friendliness.
  - Checking that the other person is understood.
  - Asking the other person for information or language that he or she is forgetting.
  - Asking the other person opinion.
  - Responding to request for clarification from the listeners, for instance by rephrasing, repeating, giving example or analogies.
  - Checking common ground.
  - Adapting to points made by the interlocutor.
  - Clarifying meaning or intention by summarizing.

From the listener point of view, there is a similar set of responses that complement the preceding ones.

- Indicating understanding facial expression, markers as the speakers proceeds.
- Checking or indicating understanding by summarizing the speaker's meaning or intention.
- Indicating uncertainty about comprehension.
- Indicating incomprehension asking for clarification.
- Indicating currant interpretation.
- Expressing appropriate agreement, reservation or appreciation of speakers point;
- Interrupting where necessary to express any of the foregoing. In a second or a foreign language, this ability does not come simply through learning the vocabulary. Difficulty in a responding can give the impression that the non-native **speaker** is rather stiff, formal, or slow.

It is important for the development of **speaking** skills to have practice in handling Routine types of interaction; these might include:

- Formal committee
- Types of meeting.
- Public meeting.
- Debates.
- Informal chats with friends.
- Service in counter.
- Social interaction.
- Oral presentations.
- Informal discussion.
- Informal planning and decision-making.

2.2.6.2: Negotiation Skills

They are general kinds of skill that are **used to** negotiate specific **communicative** problems to achieve mutual understanding. There are **two** main aspects. They are: (1) Negotiation of meaning and (2) Management of interactions (See Bygate 1987:27-28-29).

In conversational exchanges participants are co-operating with each other; Grice (1975: 45 cited in Yule: 2006) suggests **the co-operative principle:** "Make your contribution just as informative as required." Supporting this principle are four maxims, often called the 'Gricean Maxims:

Table 2.3: The Gricean Maxims

The **quantity** maxim	Make your contribution as **informative** as is required, but not more, or less, than is required.
The **quality** maxim	Do **not say** that which you believe to be **false** or for which you **lack** adequate evidence**.**
The **relation** maxim	**Be** relevant.
The **manner** maxim	**Be** clear, brief and orderly.

For **speakers** to show that they are concerned about following the above four maxims, they **use** some expressions like '**hedges** and **implicatures**'**.**

A- Hedges are defined by (Yule: 2006: 130) as words or phrases **used to** indicate that we are not sure that what we are saying is sufficiently correct or complete. **Speakers use:** '***sort of'*** or ***'kind of'*** as hedges to be accurate in our descriptions such as ***His hair was somewhat (or kind of) long hair*** or ***The book cover is sort of yellow (***rather than it is yellow***).***

Hedges that are **used** at the beginning of the conversational contributions such as:

- *As far as I know…*
- *Now, correct me if I'm wrong, but…*
- *I'm not sure, but…*

B- Implicature as an additional conveyed meaning, its **use** necessitates **some background** knowledge that must be shared by conversational participants to arrive at interpretations of what we hear and read. For more information, (see Yule 2006 pages 131-133).

2.2.7.0: Negotiation of Meaning

Burns and Joyce (2002: 24) offer different classifications for **negotiation of meaning** that **operates at two levels** which in their turns can be classified into **three features**: **(1)Macro level :**(a) Overall discourse structure **(2)Micro level:** (b) Turn taking (c) Topic management

2.2.7.1(a): Macro Level: -Overall Discourse Structure

Burns and Joyce (2002:25) state that overall discourse structure is "**Spoken** interaction fall into **two** broad categories; t**ransactional** and **interactional. Transactional** situations usually involve people in interactions where they **wish to** obtain information or goods and services like going to a bank **or phoning a library** / a company for information about joining or being interviewed for a job, while **interactional** situations

usually involve **speakers in casual conversations** where the main purpose is **to establish or maintain** social contact with other people."

2.2.7.1 (b): Micro Level: Turn Taking The micro level constitutes the **second and third** features where **speakers** draw on knowledge of how and when **to take turns** appropriately, how to clarify misunderstandings, how to keep interaction on track, how to rephrase and how to **provide feedback** to the other speaker. In turn taking **Burns and Joyce (2002: 30& 31)** highlight that **speakers** can be co-operative and mutually supportive if there are few overlaps in turns. They (ibid) note that **turn taking** conventions will **vary** according to particular contextual situations and will depend on such factors as;

- the topic
    - whether the interaction is relatively co-operative
    - how well the **speakers** know each other
    - the relative status of the **speakers**

Turn taking relates to aspects of **who speaks when** and for **how long**. Foreign Language Learners **need** to know how **to handle** turn taking. The **speaker h**as to be efficient at getting turns and to be good at letting another speaker **have** turns. (See Matthews **2002: 102)**. Hence, for the **interaction** to be co-operative, some **speakers** should **not** be given more right than others (e.g. in a classroom/ a court) in relation to the topic under discussion, there should be **no overlap**. **Speakers** should also indicate when they do **not wish to take turns** but are merely attending to the interaction through devices known as **backchannels,** such as '*Uh-hu, Mm, Yes, Right, and Sure*' (Yngve: 1970 cited in Burns and Joyce: 2002: 31).

It is also common in turn taking **speakers** to complete or echo each other's utterances as long as they build on each other's contributions to extend the topic, Burns and Joyce: 2002: 31).

In **management** of **turn taking,** there are also the adjacency pair;(Schegloff and Sacks: 1973) where certain types **require** and **expect** certain kinds of **responses,** for example '*question/answer'; 'offer/acceptance'; 'greeting/greeting';* or '*apology/acceptance';* while *'bye-bye';' Merry Christmas-Merry Christmas'* have fixed combinations of responses. Others, however, will vary according to their function within the specific context and their role in different exchanges in the interaction; for example, ***'Thanks"*** could be a response to a statement of congratulation, a compliment, an offer, the giving of information or an apology and so on.

Bygate (1989: 39 cited in Burns and Joyce: 2002: 30) suggests ways of handling turns in successful **spoken interactions**. They involve five abilities:

Table 2.4: Abilities for Handling Turn Taking

1- signalling that one wishes to speak	*This involves using gestures, phrases or sounds (e.g. Ummm, well, Can I just say something here? Hang on a minute.*
2- Recognizing* the right moment to speak	*This involves recognizing intonation signals such as falling intonation or changes of pace or volume, pauses or closing discourse markers (e.g. so anyway, yeah)*
3- Using one's turn without losing it before it is finished	*This involves saying the right amount and getting to the point which may vary from culture to culture.*
4- Recognizing signals of other people's desire to speak	*This may involve being aware of gesture and body language and initiating phrases or sounds (e.g. er,um)*
5- Letting someone else have a turn	*This may involve nominating another speaker linguistically (e.g. what do you think? You know him, don't you)*

2.2.7.1 (c): Micro Level: Topic Management

Burns and Joyce (2002: 33) comment on this aspect of negotiation of meaning: procedure of **negotiation** of meaning is concerned with what **speakers** follow to ensure that understanding takes place i.e. it has to do with making oneself understood. This depends on how much **background knowledge** can be assumed by the **speaker.** Hence, negotiation of meaning concerns **not only** how much information is communicated, but also **how specific** we are in what we say. This can involve various strategies of communication **such as** paraphrase, metaphor, and the **use** of the vocabulary to vary the degree of precision of which we communicate (Bygate: 1987:32-33).

2.2.7.2: Management of Interactions

The **second aspect** of negotiation of meaning is Management of Interaction which is highlighted by Bygate (1987: 35-36) "**Management of interaction refers to the business of agreeing** who is going **to speak** next, and what s/he is going to **talk** about. It is **also defined** as the freedom participants have which distinguishes a **conversation** from a meeting or a lecture; there is no intervention of anyone else". In this situation, the **interaction t**akes place without a chairperson to decide the **order in** which people will **speak** and what can be **spoken** about, (See Burns and Joyce (2002: 6).**They (ibid: 36)** develop **two aspects** for management of interaction:

1-Agenda Management

Agenda management **refers to control over the content** i.e. it **e**ssentially covers the participants' right to choose the topic and the way the topics are developed, and to choose how long the **conversation** should continue. Here, **speakers** are concerned with the basic freedom to start, maintain, direct and end a conversation without intervention of a third party.

2-Turn Taking

Turn taking has been dealt with above under levels of communication of meaning. The **subsequent part** surveys features and ways of facilitating the production of ESD.

2.2.8.0: Features of Facilitating Spoken Discourse Production

Bygate (1987: 14) states that **oral language** is produced under time constraints which are called '**processing conditions'** and they affect the **speaker who need** to arrange language **and communicate** meanings in a different way from that of writing. The most important of these constraints is time pressure, which affects language **production**. As a result, speakers use two main ways:

(1)Speakers use devices in order **to facilitate production**

(2) Speakers have to often **compensate for** the **difficulties**

2.2.8.1: Facilitation of Production by Using Some Devices

Generally, speakers need to speak English more easily and naturally. However, they have less time to plan, organise and execute their massages. Speech production has three features that ease the pressure and they are helpful in routine interactions, (Burns and Joyce 2002:18-23). These features are:

1-Parataxis and Hypotaxis (Simplifying Structure)

It is easier for speakers to improvise or **use** less complex syntax; (a) they can **use** *parataxis,* which refers to the use of independent clauses by using co-ordinating conjunctions, such as '*and, but'* etc. (b) they can use *hypotaxis* which refers to the use of dependent clauses by using subordinating conjunctions, such as when, although and because. Both types can be used to build up series of continuing elements. (Halliday 1985).Parataxis examples:

- So we went to the beach// and had a picnic.
- We wanted to have a picnic at the beach// but it was raining.

(//= clause boundary).

Hypotaxis examples:

- So we decided to go to the beach// 'cause it was so hot. (ibid: 1985);

2: Using Formulaic Expressions

Formulaic expressions are set of expressions, idioms or colloquialisms, which are made up of fixed wordings or tend to go together and over time they become widely accepted as conventional ways of saying things and they are **used** by speakers in very familiar situations. Therefore, it is easier for speakers to produce their massage if they use these fix conventional phrases to gain time to speak. All these devices facilitate production. They are used by speakers where they are relaxed and not under the pressure to create new structures of language. Hence, the speakers can rely on them to speed up and smooth social interactions, examples of common formulaic expressions:

- *You will never guess who I just met.*
- *Do not mention it.*
- *Hi there, how're things going?*
- *Can I get you something to drink?*
- *I don't want to put you to any trouble.*
- *It is my shout; have this one on me.*
- *Have you heard the one about….?*
- *Could I have a word with you?*

Therefore, **practitioners** should be aware of these expressions and teach them explicitly to their learners. Classroom strategies **for teaching** these expressions are:

A-Practising common expressions for initiating and closing interactional casual conversations (chatting to neighbours).

B-Practising common expressions for initiating and closing transactional interactions (going to bank).

C-Identifying formulaic expressions, which are frequently used in both interactional and transactional interactions.

D-Practising expressions that assist negotiating of meaning (e.g. asking for clarification, repetition, confirmation).

E-Teaching formulaic expressions which facilitate classroom interaction (e.g. requesting materials etc.)

3: Ellipsis

Ellipsis often leads the speaker to produce incomplete sentences or clauses, omitting unnecessary parts of structures that would usually be required by the grammar. It is done on the assumption that the listener can understand what the speaker is referring to because of their shared knowledge of the context and because of the proximity of previous grammatical structures, in the case of giving short answers to questions instead of giving full answers lest speakers sound too formal. Classroom strategies **for teaching** ellipsis:

- Discussing the notion of shared knowledge and redundancy in context.
- Using real samples of spoken interaction to provide examples.
- Teaching language forms which involve ellipsis, e.g. (verb ellipsis, pronoun ellipsis, clause ellipsis)
- Providing oral exercises, which practise patterns of ellipsis.
- Encouraging learners to answer questions with abbreviated structures where appropriate.

4: The Use of Fillers and Hesitation Devices

Bygate (1987: 15) proposes a fourth way in which speakers can facilitate production of speech; the **use** of fillers is one of the learning strategies that help the speaker to get his/her message across. Thus, the speaker achieve fluency; speaks smoothly with as few hesitations and repetitions as possible. When speakers hesitate, they use fillers such as "you know", "ummm", "er" and "okey" as they are trying to think of what

to say next. However, to sound fluent the speaker **should avoid long** pauses that interrupt the flow of ideas and distract the listeners. Therefore, it is advisable to limit their **use, (**Matthews (1994: 78).

2.2.8.2: Compensation for the Difficulties

Bygate (1987: 18) points out that in conversation planning time is limited, therefore speakers need to change, paraphrase or repeat what they have already said in order to ensure clear understanding. These alterations and corrections are permitted and quite common in speech unlike writing. Thus, they compensate for the problems which arise out of time pressure which increases pressure on memory (ibid: 19-20-21). EST teachers should be aware of how these features operate in native speakers' talk and they should device activities that promote their **use.** The **following discussion** sheds light on the ways of developing EST learners' CC.

2.2.9.0: Development of EST Learners' CC

To develop EST learners' CC, the r**esearcher** formulates three phases. The first two stages precedes the actual development of CC, the third one focuses on the actual development of CC, the three **stages** are:

1-Distinction between knowledge and skill

2-Some knowledge about how learners acquire (learn) a foreign language

3-The actual development of Communicative Competence

2.2.9.1: Distinction Between Knowledge and Skill

Knowledge about the language is knowledge of the rules of sentence structure, word formation and pronunciation etc. while a skill is the ability of **using** the language in communication. Bygate (1987: 3) highlights that *knowledge'* and *'skill'* are distinct aspects of foreign language ability:

*To test whether learners can speak a foreign language, they can be given **'speaking practice'** and **'oral exams'** we recognise that there is a difference between **'knowledge'** about the language and **'skill'** in using it.*

Cook (2010: 41) confirms that linguistic knowledge alone does not help learners to communicate efficiently "Knowing the grammar of the language, although essential, is one thing. Being able to put them to use involve other types of knowledge and ability."

Therefore, EST practitioners need to recognize the above distinction and draw their learners' attention to it, to enable them move from the situation of *'knowledge about'* the language to the situation of '*using language as a skill*' (tool for communication). Hence, EST learners should be placed in situations where they practise the structures and functions of the language because they cannot develop CC without the mastery of the basic language structures. EST practitioners should also help their learners to understand that:

- Speaking is an active process of negotiating meaning and of social knowledge of the situation, the topic and the other speaker.
- Speaking does not always mean using grammatically complete and written like sentences.
- Speaking strategies differ depending on the purpose of the interaction.
- Transactional and interactional spoken texts have different features and require different skills.
- Being a speaker also involves being a listener, these two skills are complementary, and both actively help to create meaning.
- Pronunciation is an important aspect of spoken language for mutual intelligibility.
- Speaking helps in learning the other language skills.

The **next discussion** presents other types of factors that affect Foreign Language Learning (FLL).

2.2.9.2: Knowledge About How Learners Acquire a FL

This also an important stage in developing CC because learning comes

before **using** and comprehension precedes production. How can EST practitioners develop these communicative skills unless these learners grasp and learn the functions and structures of the TL? Hence, EST practitioners should know that learning a foreign language is not an easy task; just a matter of pouring knowledge into learners' brains because these learners have different personalities and attitudes towards learning to **use** the foreign language. Moreover, they learn different things in different ways at different times of their age. Therefore, EST practitioners need to know the factors that motivate learners to speak English fluently. To achieve this purpose, cognitive and affective factors in EFL/ESL, besides, the learning theories and teaching methods should be grasped and applied. The factors that affect FLL are:

1-The Cognitive Domain

The cognitive domain, which deal with mental process, consists of two facets; (a) human learning processes in general; (b) the Skinnerian and Behaviouristic learning theories (Brown 1994:75-173) " .

Rogers (1983: 85 cited in Brown: 1993) has analysed human learning behaviour and highlighted that "The goal of education is the facilitation of change and learning. Learning how to learn is more important than being 'taught' something from the 'superior'. In addition, teachers can only facilitate by establishing an interpersonal relationship with their learners, (Brown 1993: 87). Therefore, if the EST practitioners are to motivate their learners to learn ESD and to enhance their CC, they should apply each of them where appropriate.

2: The Affective Domain

The affective domain is the emotional side of human behaviour in FLL i.e. the learners' feelings about themselves and about others with whom they get into contact. These personal variables within oneself and the

reflection of that self to other people affect our communicative interaction (Brown: 1993: 135).

Affective (personality) factors are closely related to Foreign/Second Language Learning, they will be tackled briefly in the discussion below. These **factors** are Self-esteem, Inhibition, Risk taking, Anxiety, Empathy, Extroversion versus Introversion and Motivation. They are all equally important to Second/ Foreign Language Learning. Yet, motivation is the major affective factors to SLA and the most important cause in students' success or failure. Therefore, the researcher is going to explore it in details.

(a): Self-Esteem

According to (Brown, 2007) "to carry successful activity/task require some degree of self-esteem, self-confidence and knowledge of oneself". Teachers, on their parts, should enhance self-esteem in their learners convincing them that "yes, they can do it!" This is very important becaus***e learners*** with weak/ low self-esteem are always inhibited to **use** the language trying to defend their weak 'language' ego unlike those with high self-esteem, they are not inhibited to learn/ **use** the language. (Brown, 2001:61) states that to lower down inhibition in the learner, teachers should encourage them to take risks and should convince them that learning a language necessitates making mistakes through which they can learn.

(b): Inhibition

It is closely related and included in self-esteem as human beings usually build set of defences to protect their ego; Guiora (1972 cited in Brown: 1993: 138) states that:

> *Human ego encompasses the language ego to refer to the very personal, egoistic nature of Second Language Acquisition. An adaptive language ego enables learners to lower the inhibitions that may impede success.*

(c): Risk Taking

It is the ability to make intelligent guess and it is one of the general characteristics of good language learners. Students with low **self-esteem**, avoid **taking risks** fearing that they are going to be laughed at or criticized. Learners with high self-esteem are great risk takers and they do not really bother about what the others may say about them. In this case, teachers should praise **risk takers** for their attempt even if their answer is wrong to reduce the i**nhibition** of the inhibited ones. On the other hand, the teacher should tame high-risk takers because high risk taking according to Ely (1986) will not always yield positive results.

Scovel (1978 cited in Brown 2007: 161) states, "**Anxiety** is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry". It is another important factor in second/foreign language learning.

(d): Empathy

It is defined by (Brown, 2007: 165) as "Putting yourself in someone else's 'shoes' to be able to understand what another person says. He (ibid) states that 'empathy' is crucial to communication; teachers should pay attention to the students' feelings, values and ways of thinking (cultures) since teaching a language is teaching its cultural aspects. So exercises and drills, which require a person to predict /guess another people's responses, can be devised. CLL make FL classes operate on a high- empathy basis.

(e+f): Extroversion in**troversion**

Brown (2007: 167) highlights that **extroversion** and **introversion** are two important affective elements in Second/Foreign Language Acquisition. **Extroversion** represents sociable and outgoing learners, while **introversion** generally represents the shy, risk avoiders and inhibited learners who are silent and refuse to participate in classroom, and do not need the presence of others. Hence, teachers should help them by involving them in different language games and activities principally role-plays.

(g): Motivation

Motivation is very crucial in SLL and FLL because it makes a learner feel encouraged to learn English, which means it, does affect learning. However, researchers cannot indicate precisely how it does that**;** they do not know whether it is the **motivation** that produces successful **learning** or successful learning that **enhances motivation**. According to Gardner (1985), attitudes and motivation are related to success in SLL. Harmer (2001: 51) defines motivation as "Some kind of drive which pushes someone to do things in order to achieve something". Lightbown Patsy and Nina Spada (2011: 39) go further to highlight that:

> *Motivation in second language Learning is a complex phenomenon that can be defined in terms of two factors: **learners' communicative** needs, and their **attitudes** towards the second language community. If learners need to use the second language will therefore be motivated to acquire proficiency in it. Likewise, if learners have favourable attitudes towards the speakers of the second language, they will desire more contact with them.*

Many learners are **extrinsically motivated (instrumentally oriented learners)**. That is, they just want to learn a language to attain some goals, such as succeeding in an exam. This means **extrinsic motivation** is caused by many external factors. In contrast to **intrinsic motivation (integratively oriented learner), which** comes from within the individual **students** who just crave for learning a language. In short, to enhance learners' motivation to acquire/ use the language, teachers should **use** different classroom activities such as role-plays, discussions, audio/visual aids, language games, and group work. Hence, chances of success are increased.

According to Gardner and Lambert (1972 cited in Brown 1993: 152-154) three types or attitudes of **motivation** in Second/Foreign Language Acquisition:

(1) Instrumental Orientation of Motivation

It refers to motivation to acquire a language as means for attaining instrumental goals; getting a job, reading technical material, translation. The learners who are instrumentally motivated are regarded as **extrinsically** motivated learners; they seek reward; marks, jobs etc., (Edward Deci.1975 cited in Brown 1993: 155).

(2) Integrative Orientation of Motivation

It is employed when learners wish to integrate themselves within the culture of the TL, to identify themselves with and become a part of that society. Integrative motivation is an important requirement for successful language learning. The learners who are integratively motivated are regarded as **intrinsically** motivated learners; they do not seek or anticipate reward; they learn the language for its sake (cited in Brown 1993: 155).

(3)Integra-Instrumental Orientation of Motivation

Some learners integrates two types of motivation i.e**. Integra-instrumental** motivation. The learners can learn the language to get a job/ to read technical materials etc. besides, strong wish to integrate themselves within the target culture.

Other factors that affect language learning are dull or irrelevant textbooks, unpleasant learning atmosphere or an exhausting schedule of study and/or work. Hence, authentic relevant materials and relaxed friendly atmosphere are very motivating to learn to speak.

EST practitioners should put into considerations these personality factors and try to involve their learners into the lesson and allow them enough chances to practise the language. The **following discussion** surveys the final stage of developing CC.

2.2.9.3: The Actual Development of CC

At this stage, Communicative Language Teaching (CLT) should be used in the teaching processes with concentration on oral activities such as presentations, phone conversations, discussions and role-plays related to their field of study. Yet, this does not mean the exclusion of the rest of the teaching techniques. Here, the EST practitioner should be like a skilful cook; /she should combine the virtues of the different teaching method i.e. s/he should be eclectic. The following section deals with CLT.

2.2.10.1: Communicative Language Teaching (CLT)

CLT is also **known as** the **Communicative Approach; it** is a method that was introduced by Hymes in the 1970s as a reaction against GTM. It is the newest and most common trend in the teaching of EFL/ ESL and it emphasizes that the goal of language learning is Communicative Competence that makes meaningful and successful communication. It aims at plunging the L2 learner straight into communicative tasks. EST Practitioners should adopt the role of facilitators and guides who give more weight to fluency rather than accuracy. (Cook, 2010:36). Therefore, Williams suggests a two-stage method in helping the EFL learner to achieve CC:

A-Pre-Communicative Activity Stage

At this stage, the learner is placed in a situation where s/he practises the structure of the language because s/he cannot develop CC without the mastery of the basic language structures.

B-Communicative Activity Stage

At this stage, the leaner is immersed straight into communicative tasks. This involves the ability of the learner to search his/her memory for language items learned long ago or half learned and to find imperfect linguistic resources to a communicative end, continuous exercise in the

language helps the learner to correct his/her imperfections to achieve successful **use** of the language **system** in context.

2.2.10.2: Characteristics/Principles of CLT

Here are the major characteristics of CLT as identified by Brown (2001: 43): 1- Classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of Communicative Competence, i.e. Students should not only learn the grammatical rules and lists of vocabulary, but also learning how to use them in appropriate situations.

2-"Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes"; i.e. the various exercises, activities, or tasks used in the language classroom help getting the learners use the language for meaningful purposes.

3-Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use i.e. teachers focus more on fluency; since the primary goal of Communicative Language Teaching is getting students communicate meaningfully, teachers give more importance to fluency and tolerate the students‟ errors. They believe that the students‟ errors are due to a natural outcome of the development of communication skills. 4- "Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom"; i.e. the tasks used in the classroom should provide the students with the skills needed to communicate in real world contexts.

5-Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous l earning.

6-The role of the teacher is that of a facilitator and a guide.

It noticeable that less attention is paid to accuracy, instead of focussing on the teacher and the teaching methods, the focus shifted to learners and toleration of errors is allowed because through repetition and practice learning occurs just as learning L1.

2.2.10.3: Barriers to Communicative Tasks in EFL Classes

Eman Alsolami (2014: 12) highlights Barriers to Teaching English for Specific Purpose among EGP Teachers. The barriers that hinder the EGP teachers from becoming ESP practitioners are:

A: Lack of Functional Academic Literacy and field knowledge, which is one of the main barriers that hinder EGP teachers from teaching in ESP settings. ESP teaching requires understanding the jargons and the language input of the specific field. Participants think that collaboration with subject specialists is the most effective solutions for overcoming this obstacle.

B: Lack of suitable training:

Teaching ESP is different from teaching EGP in terms of the **focus** on the language in context and students' **needs.** Teaching ESP requires both linguistic competencies and content knowledge. Thus, the EGP teachers are not familiar with the ESP setting and lack the training, skills and strategies for ESP teaching. Receiving special efficient kind of training is the best solution to meet the complex **roles of ESP** practitioners

C: Lack of course materials:

Lack of course materials is one of the main barriers that hinder the EGP teacher from becoming ESP practitioners is the lack of course materials. It is a huge challenge to the EGP teacher to provide the ESP learners with the appropriate materials that meet their needs

D: ESP lack of libraries affects the teachers' involvement in the ESP field.

Zhang (2016: 2598) goes on to state that teachers of EFL encounter many challenges when they want to develop their learners' CC. These challenges include:

1-large class sizes that impede practising speaking skill.

2-lack of instructional materials and technological support.

3-One big problem is **unmotivated students** who are reluctant or even refuse to participate.

4-Productive skills (speaking and writing) are more demanding on the part of both learners and teachers.

5-Sad (2008 cited in Zhang) adds that students may feel too **shy or** reluctant to **speak** in class or perform in public. This performance anxiety is an important consideration in EFL classes.

6-He (ibid) says that **anxiety** leads to students' reluctance to engage in communicative activities in class.

7-Harmer (2007) highlights that **cultural differences** can increase learners' reluctance. In cultures where the teacher-centred classroom is still the norm, learners may not respond willingly to communicative activities. Therefore, the development of communicative tasks in EFL classes is surely getting disappointing effects in Sudanese culture.

8-**Limited oral interaction** of students in class, and inadequate opportunities to speak English outside class does not support the development of CC.

2.2.10.4: Strategies for Developing Learners' CC

Regina and Chinwe (2014: 77) suggest strategies for developing **CC** in English as a Second Language and it can be applied to a Foreign Language Situation. The EST practitioner can play different roles in which s/he is seen as **a guide** and **facilitator not** as **a controller**. Thus, his/her learners are enabled to learn and **use** the following techniques and strategies:

1: Oral Conversation

This involves interaction with friend, especially fellow bilinguals or native speakers through oral conversation. These interactions which usually occur in a friendly atmosphere help the EFL learner to think in the target language and talk in a natural, comprehensible and communicative way.

2: Storytelling

This is another way of developing communicative competence because it helps the EFL learner to use language extensively. The speaker shows his/her ability to communicate effectively by using appropriate words and phrases to distinguish characters in the story being narrated. The stories of scientific fiction can be used.

3: Drama

Spoken proficiency can be acquired by performing a drama. It helps the EFL learner to develop his/her communicative skills; to create and use language effectively. Where the lines of play are forgotten, he improvises, thereby, showing his linguistic competence. The drama of scientific fiction can also be used.

4: Composition Writing

This is another exercise that promotes communicative competence in English. It combines the skills of reading for exact information and the skill of using the information to organize a coherent text. Regarding EST learners, scientific essays, which are related to their field of study, can be written and discussed/explained orally.

5: Role-Playing

Role-play is a game in the target language in which the EFL learners can act out the parts that have been assigned to them in well defined situations. Learners are encouraged to use their knowledge and imagination in process of constructing dialogues. EST learners can role-play nurse-doctor; doctor-patient; pharmacist-clients; interactions etc.

6: Dialogue

They are intended to be a representation of actual speech encounters in the real world. Ideally they are an effective means of practising the normal give and take in conversation. Dialogues of everyday and social interactions can be practised e.g. (vocabulary in use).

7: Using Language Acquisition Videos and Other Audio-visual Aids

Watching and listening to native speakers during the CNN and BBC news casting on television and radio, watching life events in English films and practising what has been heard and learnt, aids the EFL learner in developing vocabulary and in improving his/her CC in English. Moreover, the **use** of language acquisition videos is a fun and interesting way to encourage and facilitate second/foreign language growth and CC. These videos encourage imitation by using the tools which scientists and technologists use, and activities which these learners love. They also teach and reinforce the skills of identifying, labelling, imitating and vocalization. The researcher thinks that CALL, CMC etc. can be used to develop Communicative Competence. Zhang (2016: 2598) suggests the use of smart phones and messaging apps for developing Communicative Competence*:*

8: Consistent Reading and Language Games

Communicative Competence can also be acquired through the reading of books, newspapers and magazines and using language games like the puzzles. EST learners can read their textbooks or any material which relevant to their area of specialism.

9: Asking Questions for Clarification and Cooperation

The EFL learner asks the speaker to repeat or explain already made statement for clarification purposes. By this, s/he goes into an interactional dialogue with the speaker who could be either a native speaker or his fellow bilingual and this helps him/her to develop communicative competence in English using questions related to their field of study.

10: Repetition

The act of repeating continuously what the native speaker says or teaches is another communicative exercise which helps the EFL learner to develop his/her communicative competence.

11: Engaging in Internal Monologue

This involves the art of talking to oneself that the EFL learner does in the target language to enhance his/her communicative competence. It could be the recitation of a poem, a piece of writing or self-constructed speech. Each EST learner can recite a dialogue adopting the different roles using materials relevant to his study. In the **following section,** the researcher is going contributions of researchers to the area of EST.

2.3.0: Section Three: Previous Studies

To review some of related previous studies is significant in giving clear picture on the problem under investigation besides, strengthening the ideas of the current study by stating the differences and similarities. In addition to enriching the research within formation. The researcher surveyed both global and local studies; they are presented in an ascending order to know the historical development of the problem. Each study is followed by a comment.

2.3.1: Fatah Al- Ruhman Dafallah Abudur-Rahman**(August, 2007)wrote a study on 'ESP Learners' Needs, A Case Study of Medicine Students at Some Sudanese Universities', Khartoum; Sudan.**

This study investigated ESP learners' needs and their role in course design at some Sudanese universities tackling the needs in the faculties of medicines in three universities studying medicine through the medium of English language; their needs have been divided in to three categories; general needs academic needs job needs. The study also aims at investigating the language skills required by these learners. The study formulated three hypotheses; the first one stated that the most needed English subject is

academic reading , the second one stated that majority of the subjects regardless of their academic level have the same English needs and the last hypothesis is majority of the student do not have further base communication non- academic English needs. The **researcher** adopted a descriptive and analytic methodology. The data have been collected by using Al-Busairi's (1990) questionnaire. The findings of the study revealed that EST courses are not relevant to the students' specialization and the learners are not motivated. I addition to that ESP teachers are unqualified and trained and excessively loaded. The most needed English subject is listening skill not academic reason as the study hypothesized. The students in different levels do not have the same English needs this indicates that they need English for professional purposes. The **recommendations** provided by this study

- Designing a syllabus that can meet the requirements and goals of the target group in learning ESP. In addition, to improving listening skills by devoting more material to it as it is the most needed skill.
- The **use** of authentic materials bridged the gap between academic and occupational English. Moreover, using authentic materials encourage effective communication in both academic and professional settings
- The study recommended that ESP teachers should collaborate with the subject matter teachers.

A Comment:

This study is related to the current study as it deals with the needs of the students of medicine and their problems. The findings of this study were similar to findings of the current study that confirm that what EST learners learn is not relevant to the learners' field of study. The recommendations of the two studies are almost similar as well.

2.3.2: Hafeda Hamzaoui (**2011-2012) presented a study** on "**Motivation in the ESP Classroom: The Case of Third Year LMD Engineering Students".** Tlemcen, Republic of Algeria.

The main purpose of the study was to identify the origin of Algerian Engineering students‘ insufficient motivation to learn English. The population of the study is limited to a group of students in third year LMD engineering students who study at Abou Baker Belkaid University of Tlemcen. This sample population may not be representative. Data collection was done through three instruments of research: a students’ questionnaire completed by the sample population, a structured interview addressed to ESP teachers, and a classroom observation. Qualitative, quantitative and statistic analyses were proceeded to in order to have insights into Algerian students‘ motivation and orientations in learning English at University, in the field of engineering. This work investigated aspects of motivation within the context of an ESP course attempting to evaluate the Algerian students‘ reactions towards the specialized language course.

Based on the hypotheses, the study showed that:

- BME engineering students are instrumentally motivated or rather; they lack motivation that was due mainly to the low proficiency level of students, the inappropriate teaching methods and strategies and the unavailable ESP teaching materials and training.
- The application of appropriate methods and strategies for teaching and the use of ICT and technology seemed useful to create a motivating classroom atmosphere as well as good achievement in the teaching of ESP in our universities. Based on the results, the following **recommendation** should be considered.
- The good selecting of materials, teacher‘s ways of presenting the content with regard to context are considered to be the most motivating factors in the process of ESP approach learning.
- English language courses should be designed to enable these students to function effectively at both their academic and occupational settings. As they have greater desires to learn the English language for both utilitarian

and academic reasons, therefore, both English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) should be implemented.

A Comment:

The above study is intended to identify the reasons behind Engineering Algerian students' lack of motivation to learn English, while the current study discusses the types of the orientation of motivation to learn/use Spoken Discourse. The two studies arrived at the same results that Foreign Language Learners generally lack motivation or rather instrumentally motivated to learn English in general (to learn to speak it according to the present study).

2.3.3: Jameel Ahmad (March 2012) carried out a study on: "**Stylistic Features of Scientific English": A Study of Scientific Research.** Jeddah Community College, KAU, **Saudi Arabia.**

This study explored the stylistic features that characterize scientific English and make it different from any other language used in any other discipline. Moreover, a contrastive analysis of literary and scientific language was undertaken to make the nature and discourse of scientific English clearer

In order to carry out this research, ten scientific research articles drawn from scientific journals such as "The Lancet, BMJ and Down to Earth were analysed. On the other hand poems drawn from classical English poets such as Milton, Spenser, John Keats, Hopkins etc. have been taken up for general linguistic survey. **The findings** of this study **were:**

- The scientific use of language is devoid of any emotional expression. It was also found that frequent use of Passive Voice in scientific articles makes scientific research findings impersonal and universal. Nominalization and 'interrogative gambit' are unique discourse features in scientific research journals.

- It was found that scientific use of English is marked with accuracy, precision and objective interpretation of facts and findings and frequent use of the passive voice and interrogative forms. This indicates that scientific language represents universal truth and verifiable research findings.
- On the contrary, literary use of language is embedded in an emotive feeling and human impulse; literary language is subjective interpretation of life. In- addition, it represents the artist's feeling and emotions. **Based on the results**, the following points were **recommended:**
- The frequent use of the Passive Voice is immensely useful for researchers of science as it can help them in writing their research papers with grammatical accuracy and organize their findings in a systematic manner.
- The different functions of interrogative form in scientific research articles are also very significant. They will make the researchers familiar with how to arouse interest and curiosity about scientific issues among readers by putting questions.
- Discussion about hedging device in this study is equally important for the scientists so that they can increase the acceptability of their findings and results.

A Comment:

The study above explored in details the stylistics features of scientific English in Jeddah in Saudi Arabia while the current study incorporates the stylistic features and characteristics of EST discourse to enable both EST learners and practitioners to use the language appropriately.

2.3.4: Ehab Fouad Ali Ahmed (2013) wrote a research on **'ESP Needs Analysis; English Language Communitive Programs as Received by Engineering Specialists, Riyadh Area'. Khartoum. Sudan.**

This study investigated the English Language Communitive needs of engineering professionals in Riyadh area and their views on ESP

mechanism. The study used the framework of needs analysis to investigate the extent of English use in the careers of engineering professional the required level of the four skills in different actives. The researcher has used three questionnaires as a tool for study. The population of the study consisted of students of college of engineering- Majma'ah University where 470 copies of the questionnaires were distributed to employees from different companies. Interviews were also made with employees of Aramco and SABEC. This **proves** that the English language course that engineering professional study seem inadequate in relation to English language use in a work place.

- They lack experience in using English in professional work environment.
- They lack ESP skills required for differentiating ESP from GE.

The recommendations of this study were:

- Allowing English to emerge as link language and purposefully making class multi-lingual. Thus, local students are forced to communicate in English.
- Forming multi-lingual team to share a project to allow more opportunity to communicate and work with each other's.
- Making English as language of interface computer in school or college and popular digital.
- Student have to be taught kind of English, which is relevant to industrial work place situation. Creating artificial work place environment within academic setting.

A Comment:

The above study investigates the communicative needs of Engineering students in their future work place in Riyadh in KSA. The study used a questionnaire and an interview. However, the current study deals with EST learners' present academic communicative spoken needs. This has been

achieved through EST classroom profile. Additionally, a questionnaire and an OI helped in digging deep into the learners' problems of **using ESD.**

2.3.5: Mohammad Kaosar Ahmed, (2014) carried out a study on: "**The ESP Teacher: Issues, Tasks and Challenges English for Specific Purposes",** Chittagong, Bangladesh.

This paper was intended to discuss the issues, tasks and challenges of the ESP teachers; some basic concepts of ESP; the effectiveness of ESP teaching and its objectives, teaching strategies and ESP teaching objectives were presented. Moreover, tasks of the ESP teachers like curriculum development, course design, needs analysis, assessment, some problems and challenges for the ESP teacher were explained. **The findings of the study were:**

- The needs analysis process involves: Target Situation Analysis: They include identification of tasks, activities and skills learners are/will be using English for, besides what the learners do and do not know and can or cannot do in relation to the demands of the target situation.
- Discourse analysis: Descriptions of the language used in the above.
- Learner factor analysis: Identification of learner factors such as their motivation, how they learn and their perceptions of their needs.
- Teaching context analysis: Identification of factors related to the environment in which the course will run and what the ESP course and teacher can offer.

Recommendations offered by this study were:

- The course title should match the qualification of an ESP practitioner.
- The students need more a course in EAP rather than a course in EOP. - ESP practitioners' qualifications should match the intended course and they should be trained according to the course title.
- In the future, more trained teachers and teacher-training institutions are - required because students will come up with different objectives and

specialized vocabulary and expressions. More field-specific vocabulary will emerge.

- Students should be familiarised with the exam questions, format and evaluation in details before the exam in the class.

A Comment:

The above study surveyed the challenges that encounter ESP practitioners in general. Hence, analysis of the teaching context was done. This is related to the present study as the questionnaire was mainly intended to know EST teachers' problems and challenges in teaching Spoken Discourse. The two studies arrived at a conclusion that ESP practitioners lack training. But the study above recommended learners' familiarity with the exam format which is an essential point.

2.3.6: Nwoji J. O,**(2015)** investigated the area of: "**An Assessment of the Impact of Information Communication Technology on Secondary School Teachers", in Kebbi State, Nigeria.**

This paper focused on the impact of Information Communication Technology ICT on secondary school teachers in Kebbi State with Birnin Kebbi as the case study. (ICT) is one of such new technologies that have brought about digital revolution. This research made use of structured questionnaires to get the views of the teachers. A sample of eight hundred and fifty (850) questionnaires was distributed to selected secondary school teachers, out of which six hundred and eighty-five (685) copies of the questionnaires were completed and returned by the respondents. The responses from the questionnaires were analysed and interpreted. The findings from the result show that:

- ICT has contributed immensely towards teaching-learning process amongst secondary school teachers in Kebbi State.
- There is need for training and retraining of teachers, proper supervision of teachers to enhance full utilization of ICT facilities available in schools.

Constant power supply should be made available to schools to further enhance steady use of the facilities. Based on the results, the following Computer literacy should be established through availability of computers, computer utilization, and content competencies in the schools, as well as through teachers effectiveness in the areas of teaching-learning, record keeping, supporting student academic performance, teachers job performance, school discipline and community services. **Recommendations** were offered

- The application of ICT has transformed the learning and teaching process in which secondary school teachers deal with knowledge in an active, self-directed and constructive way.
- ICT is not only employed as an instrument, which can be added for existing teaching methods but also seen as an important instrument to support new ways of teaching-learning process. It is being integrated into the teaching-learning process in various educational institutions in Nigeria and the world in general.
- ICT facilities are available in most schools. However, there is still need for more training and retraining of teachers. And constant power supply should be made available in schools so as to avail teachers, more opportunity of using these facilities.

A Comment:

The above study is related to the current study in terms of using Technology in learning/teaching processes in secondary schools in Nigeria. Structured questionnaires were employed for data collection. While the current study discusses the use of Technology for developing EST learners' Communicative Competence at university level using a questionnaire and an oral interview.

2.3.7: Eiman Fatah Alaleem Mohammed Khalid (November **2015) investigated** "**The Problems of Teaching ESP in the Sudanese Universities":** Khartoum, Sudan.

This study investigated the problems of teaching ESP in four of the Sudanese universities; namely, U of K, SUST, OIU and Ahfad University for Women. The Investigation includes ESP syllabus content and incorporation of English language skills within the ESP curriculum in Sudanese universities. The main tools of this research are questionnaires that are designed for the ESP lecturers, and structural interviews designed for the heads of ESP departments. The sample size comprises 34 subjects taken out of 63 ESP lecturers and heads of departments of the universities understudy where ESP is anticipated to be administered as a part of their academic programme. **The results revealed** that the main problems were:

- Lack of training of the ESP lecturers and insufficient ESP syllabus content in addition to the low level of learners at English language. To overcome these problems, the research **recommends** the following:
- ICT facilities are available in most schools. However, there is still need for more training and retraining of teachers. And constant power supply should be made available in schools so as to avail teachers, more opportunity of using these facilities.
- Better lecturers' training in the field of ESP, and provision of sufficient ESP material course which is to be developed based on learners' needs. - ESP syllabuses should include English language skills within the ESP curriculum.

A Comment:

The above study is relevant to the current study in terms of discussing ESP teachers' lack of training and insufficient ESP materials in general, in four Sudanese Universities. However, the current study focuses mainly on

EST practitioners at SUST. The same tools of data collection and the same methodology were used.

2.3.8: Diana Al-Aghbari (2016) **investigates "Pragmatic Competence in Teaching English to the Students of Medicine at Taiz University**. A PhD Thesis submitted to the University of Strasbourg in France.

This study is intended to investigate the area of pragmatics to highlight the reasons for communication breakdown (mutual misunderstanding) when communicating in a Foreign Language context. The researcher employed a mixed method approach; a questionnaire was used as a tool for data collection on the quantitative side of the research, and an interview as a qualitative instrument for data collection and analysis. The questionnaire was distributed to 56 second year students from the faculty of medicine at Tai University; 12 males and 44 females. As for the participants in the interview, they were seven graduate students of the faculty of medicine at Tai University. This group includes three males and 4 females It is intended to find out how graduate students perceive the past experience with English and how they wish to develop it. All the participants are Yeminis. The **main findings** of the study were:

- Low level of pragmatics among the learners is revealed and the influence of L1 culture is clear.
- Positive tendency was shown among graduate students towards developing Pragmatic Competence although they show reluctance at first.
- The most teaching practices are devoted to developing Linguistic Competence while the area of Pragmatics is neglected. The **recommendation** offered by this study were:
- Pragmatic Competence proves to be important and it should be integrated in the ESP classroom.
- Simple exposure is not enough; there should be pedagogic intervention in the ESP classroom.

- Focus on medical jargon should be minimised and Pragmatics should be incorporated in the language teaching.

A Comment:

This study is the most relevant study to the current study as it deals with Pragmatics, which is one of the components of Communicative Competence. Moreover, the population of the study were the students of medicine. The results of the two studies are almost similar in terms of great emphasis is laid on Linguistic Competence while Communication Skills in Foreign Language context is neglected.

2.3.9: Khalda Abdel Rahim Osman Mohammed **(April 2017) wrote** on "**Investigating Strategies for Understanding the Meaning of Specialist English Vocabulary in the Faculty of Medicine;"** University of Khartoum; Sudan.

This study investigated strategies for understanding specialist meaning of medical vocabulary. The data were collected by using four research tools, two questionnaires; the researcher with 10 experienced teachers in English Language and medical field conducted one for 30 teachers and the other for 100 3rd year medical students, an interview. Finally, a vocabulary test was done with the same medical students. The study depends on descriptive and analytical methods; qualitative and quantitative information. The validity and reliability of the tools were confirmed before distribution. SPSS was used for data analysis and the results obtained were tabulated and discussed.

The findings of the study revealed that medical students are encountered by different difficulties in understanding medical English vocabulary, words roots and frequent use of prefixes and suffixes. Moreover, 62% of medical students mentioned that the English courses were irrelevant to the medical field. In addition, 70% of the teachers stated that the English courses should be EAP for medical students, besides, the textbooks and teaching materials were not available, and the time for

covering the syllabus is not sufficient. Based on the **findings,** the following **recommendations** were suggested:

- Medical English should be taught in the first year and in the advanced levels. Subject teachers and syllabus designers should take medical students' needs and difficulties into consideration.
- The faculties of medicine for the teaching staff who should innovate their researches and academic information should hold up to date training programmes.
- Using a mixture of teaching and learning strategies in addition to using technology and computer labs for more exposure to enhance medical English vocabulary.
- The number of medical students in classroom should be appropriate besides, preparing classroom with all necessary audio-visual means to promote teaching process.

A Comment:

The focus of the above study was on medical vocabulary. Hence, it is partly related to the present study as two of the sub-questions of the Oral Interview were about whether the learners encounter difficulties in learning general/ specialist vocabulary. The majority of the interviewees of the current study stated that they have no great difficulties in learning specialist vocabulary. However, they have great problems in learning general vocabulary and their meanings.

2.3.10: Lastly Prof. V. Chandra Sekhar Rao (Dec. 2017) investigated a study on "**English For Science And Technology: A Learner Centred Approach",** Andhra Pradesh, **India.**

This paper dealt with the importance of Communicative Language Learning and the learner-centred environment to the engineering students. This study **aimed** at encouraging the engineering students to involve actively in their own learning processes.

- Providing them opportunities to talk by using pair work or group work to stimulate their interest and cultivate their critical thinking
- Developing their autonomy and interaction in order to succeed in their employability and to meet workplace needs and to strengthen and promote the integrated language skills and their abilities.

Methods of data collection employed using both qualitative and quantitative approaches and the research findings are discussed with the descriptive data collected from the Questionnaires, Interviews and Classroom Observations. The questionnaire data were gathered from 180 participants (120 B.Tech students, 30 teachers of EST and 20 teachers of technical subjects) belonged to different Engineering Colleges affiliated to JNTU, Hyderabad.

Based on the hypotheses of the study, the **findings revealed** that:

- **T**he teachers of English in Engineering Colleges need a special set of competencies than those of the General English teachers.
- The learners need to be equipped with certain language skills and with latest technology and multi-media software.

The study r**ecommended** the following:

- Focus should be on language skills and sub-skills and their priority such as: 1.Listening 2.Speaking, 3.professional Speaking, 4. Grammar, 5. Reading, and 6. Professional Writing.
- The EST Teachers to be facilitators, knowing the strategies of modern classroom teaching and providing many activities in the classroom and making them active participants.
- Phonetics should be taught for correct pronunciation besides, The four language skills; Listening, Speaking, Reading and Writing should be given much importance to meet the learners' needs and demands.

A Comment:

The study above is also related to the current study because it deals with CLL, which indicates that there is emphasis on the learners (engineering students) and their needs. Its focus is on the four language skills while the focus of the present study is confined to speaking skills. It used three tools for data collection; a questionnaire, an interview and classroom observation. However, the current study did not **use** observation because of time factor. Generally, the researcher of the present study has benefited a lot from all the above studies; especially the one conducted by Diana Al-Aghbari on Pragmatics as it is closely related to the present study. It investigates the area of ELT with regard to ESP context from a different angle i.e. language usage while most of the studies conducted on ESP dealt with methodology, testing, and curriculum. Hence, this study is one of the few studies that tackles the area of using ESD.

Summary of the chapter

This chapter shed light on the main area of ESP which refers to the teaching and learning of ESL or EFL where the goal of the learners is to **use** English in a certain area of specialism. Then the area of EST, is a sub category within the larger field of ESP, is characterised by exclusion of feelings, fixation of meaning, logic, clarity, **and selected vocabulary**. It also displayed EST classroom profile that reflected the learning and teaching needs. Finally, the chapter surveyed the previous studies that are related to the current study. The focus of **the coming chapter** is going to be on the methodology and procedure of the study.

Chapter Three

Methodology of the Study

Chapter Three

Methodology of the Study

3.0: Introduction

This chapter is divided into four sections; the first one displays the population and sample of the study i.e. it describes the **people** who were asked through the different tools. The second one describes the procedure for data collection. The third one explores the tools that were used to collect information to investigate the problem. The last one tackles the validity and reliability of the tools.

3.1: Population and Sample of the Study

Getting the opinions and suggestions of different people helps a lot in knowing the learners' problems and their solutions. Hence, two different groups represented the study population. The first group were Sudanese learners in their first year of study at university level. The second group were the EST practitioners (teachers) who were indispensable factor in dealing with the problems of using spoken discourse, as they are the people who convey and receive information to/from the learners. Consequently, they know the learners' problems and difficulties best and they can help in finding solutions.

The study used two different samples; they were students of Science and Technology in their first year of study at Sudan University of Science and Technology (SUST) and EST practitioners who work in the different Sudanese universities.

Fifty EST teachers/ practitioners were chosen **as a sample for the study.** They were both males and females who work at the different Sudanese universities; governmental and private in Khartoum State. These EST teachers helped in finding out the problems and their

solutions, through participating in the questionnaire. Their opinions and attitudes towards using spoken discourse were explored as well

The first sample of the study were the students of Science and Technology in their first year at Sudan University of Science and Technology because the first year of study at university is the year of challenges; new subject matter associated with English language besides, autonomous learning and contact with the opposite sex. The learners were chosen as a case study in order to investigate the problems that encounter EST learners when **using** EST spoken discourse. Furthermore, the reasons behind these problems were discovered and their attitudes towards **using** this kind of discourse were recognised as well.

The sample included about 90 EST learners who were divided into three small groups each one consists of about 30 students. They were males and females who were selected randomly from the assigned colleges, namely: Computer Sciences, Pharmacy and Medicine at the University of Sudan for Science and Technology (SUST). To tackle the learners' problems, they were asked through an OI**.**

3.2: Procedures for Data Collection

After reading a large number of books about ESP, EST, Discourse Analysis and Speaking Skills, the researcher was able to design the questionnaire which was distributed among fifty EST practitioners. The researcher adopted both descriptive and analytical method to investigate EST learners' difficulties in **using** ESD and to know the learners' problems behind lack of Communicative Competence. The study included qualitative as well as quantitative data. The EST practitioners dealt with the questionnaire differently: some treated it seriously; filled and returned it immediately, while some kept it in their desks and did not

fill it in until they were asked. They did that because they were too busy. Some of them said that they had lost it and asked for another one. Due to all these inconveniences, the researcher received **forty copies** (instead of fifty). However, most teachers did not find difficulties in answering the questionnaire except those who had no knowledge about Discourse Analysis, but the researcher helped them to answer the questions by explaining the difficulties. Thus, the data gathered through the questionnaire were analysed, tabulated and sorted out statistically by using SPSS programme. The researcher discussed and commented on the results in chapter **four.**

The **OI** (see appendix 2) was formulated by the researcher herself and was approved by expert as had been mentioned before. The researcher collected the data of the Oral Interview (OI) through asking the EST learners orally and recording their answers by using mobile phone with the help of researcher's 17-year old daughter. The recorded information that were gathered from the answers and responses to the relevant questions of the oral interview **OI** (see appendix 2), were analysed by the researcher. The collected data were **re-played and** analysed by the researcher herself at home. and **In addition,** the results of data collection were analysed and discussed In addition, and the comments were tabulated and presented in writing in chapter four as well.

3.3: Tools of the Study

Using different tools helps a lot in collecting different, appropriate data and in getting the opinions of different people.The current study made **use** of two tools; a questionnaire was **used** to know the reasons behind these problems and the solutions from EST practitioners' point of view, besides, getting the attitudes and opinions of the participants

towards **using** ESD. The questionnaire is of five-point scale and it is composed of thirty questions based on the hypotheses of the study (see appendix 1). As has been mentioned above, it was revised for validity by experts/ Professors and then the researcher had the final copy approved before distribution. SPSS programme was **used** for data analysis and the results obtained were tabulated and discussed.

The questionnaire (see appendix 1) is one of the cheapest and most effective ways of gathering various and appropriate data and it can make data comparable and easy to analyze. As teachers are the people who know their learners' problems, a questionnaire was designed to get their views and to touch upon the learners' difficulties of **using** English for Science and Technology (EST) spoken discourse. The questionnaire is mainly intended to find out reasons behind these problems from EST teachers' point of view and to find solutions. It is also designed to know EST teachers' problems in teaching EST spoken discourse if there are and their solutions. It was also intended to explore EST practitioners' attitudes towards teaching ESD and to know whether they are trained on teaching this kind of discourse or not. Fifty copies were distributed among EST teachers who work in different universities; private and governmental, in Khartoum state.

The Oral Interview (OI) (see appendix 2) is one of the commonest procedures for assessing spoken language proficiency. Hence, it was **used** to know whether Sudanese EST learners are able to communicate efficiently or not. It is designed by the researcher herself to collect data pertaining to EST learners' problems in **using** EST spoken discourse efficiently and fluently. It is an effective tool in getting the learners' opinions, checking their fluency and knowing their speaking problems because it is easy to get them to speak -even in Arabic -than to get them

to read and write in English. It is also intended to investigate the learners' ability of comprehending and producing appropriate utterances in different social contexts i.e. how these learners function socially and professionally. To achieve this purpose, one-question oral test was supposed to be **used** to tackle their problems in their area of specialism. Unfortunately, this purpose was not achieved as the learners were not taught how to conduct an oral presentation at this stage of their study; mid-semester two, of their first year at university.

The **OI** is composed of eight questions; the first three ones were intended to check the learners' fluency and pronunciation problem(s) if there is {are}. The last five questions were designed to help in finding out the learners' problems in using EST spoken discourse and their solutions).

When conducting the Oral Interview, at first, the majority of the learners did not like the idea of the interview; therefore, they were reluctant and not willing to take part in the interview. After being enlightened about the nature and purpose of the interview, about one-third of the learners responded enthusiastically to the interview and all of it was carried out orally and in English while, few ones answered in Arabic.

The learners were very noisy because the researcher was left alone with them; their teacher excused herself. In spite of this, the researcher did really enjoy interviewing them because those who participated in the interview seemed to be very interested in the topic. Moreover, the researcher had the opportunity of discussing some of their speaking problems with them. Large number of the learners complained of their inability of using speaking skills, they attributed this inability to lack of

practice. About eighty answers (instead of hundred) were recorded from the learners and analysed later by the researcher herself.

3.4: Validity and Reliability of the Tools

The questionnaire and the Oral Interview **OI** were conducted for this study by Validity and Reliability as measuring criteria. According to Harmer (2002: 322), the test (the interview in this study) is considered (to be) valid if it tests what it is supposed to test. The two tools; EST teachers' questionnaire and EST learners' Oral Interview (see appendices (1& 2) were formulated by the researcher, then revised by experts for validity. The experts made some modifications to some items, additions and deletions until the whole items in the two tools were approved. Therefore, through these two tools the researcher achieved the purpose for which they were intended.

Table: 3.5 the experts who were involved in reviewing the tools

The experts	Their ranks	Academic Institutions
1-Dr.Mohammed Al-Shingeeti	Associate Prof.	Al-Ribat University
2- Dr. Amna Badri	Associate Prof.	Ahfad University
3- Dr Nada Al-Jack	Associate Prof.	SUST/ SELTI
4-Dr.Muntasir H. Mubarak	Assistant Prof.	SUST

Having been approved by the above experts, both of the **OI** and the questionnaire were considered reliable since the results obtained were stable because these EST learners and EST practitioners would give the same answers if they were asked again (stable measure). Reliability means stability of measure, which gives the same results if it is implemented on the same sample. The researcher is considered to ensure

stability of the study measure, which she has built before using it in the study by using the Statistical Package for Social Sciences (SPSS) for analytical operation and the results shown as follows:

Val =$\sqrt{\text{reliability}}$.

Reliability of test = 0.99

Validity of test = 0.99 =P.value

Summary of the chapter

This chapter tackled the population and sample of the study. In addition, the tools that were used for collecting the data were explained highlighting measures of the validity and reliability of the tools. It also described the methodological process which was adopted for data collection and analysis. **The next chapter** is going to discuss, in details, the process of data analysis through **using** tables an

Chapter Four

Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Discussions

4.0: Introduction

This chapter presents, analyses and discusses the data that were collected from the Oral Interview OI) and the questionnaire and their results. The results of the OI were analysed and discussed by the researcher herself through re-playing the recordings, writing down the results and comments. The results of the questionnaire were analysed and discussed according to its hypotheses that will be rejected or accepted. To achieve this purpose, Statistical/ Packages for Social Sciences (SPSS) were used to analyse the data collected through the questionnaire.

4.1: Application of the Tools of the Study

This study used two tools; a questionnaire (appendix 1)was used to be answered by EST practitioners to tackle their problems and the **learners'. A**n Oral Interview (appendix 2)was addressed to the learners to check their oral proficiency and their problems.

4.1.1: Analysis of EST Teachers' Questionnaire

The questionnaire is intended to know the learners' problems from EST teachers' point of view to support and strengthen the learners' answers. The areas which cannot be covered by the Oral Interview, such as EST teachers' training /lack of training and their attitudes, can be discovered through the questionnaire as we ll.

While distributing the questionnaire, the researcher had a chance to discuss the topic of EST learners' problems in using the Spoken Discourse with some of EST teachers who work in SUST. Most of them were experienced teachers. They confessed that they teach General

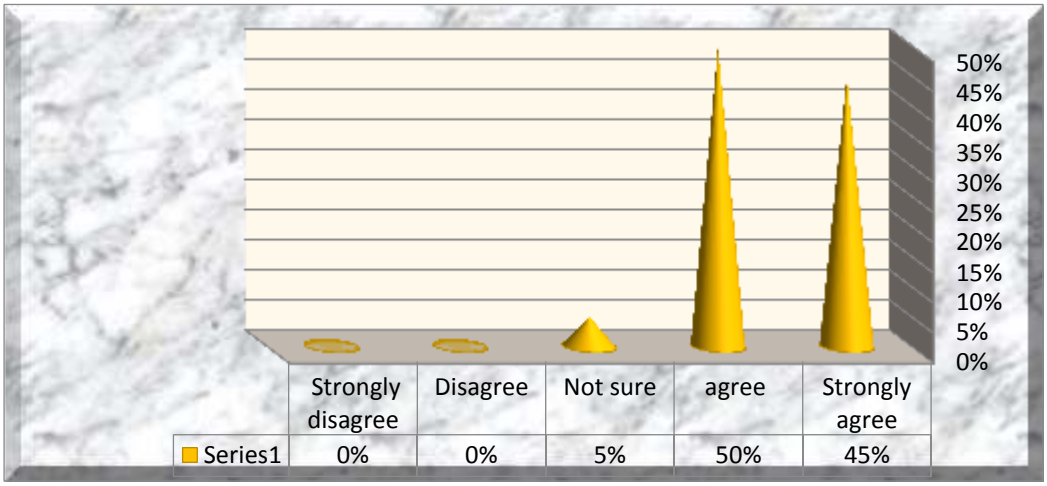
English (GE), the teaching is done traditionally; no technological aids and no authentic materials are used. This is also confirmed by EST learners' answers of the interview. This learning environment demotivates learners to use spoken discourse and impede EST learners' fluency.

4.1.1.1: Hypothesis 1: There Are Many Problematic Areas Encountered by EST 1st Year Students When Using Spoken Discourse.

Table 4.6: *Most EST learners face problems when using technical vocabulary*

Options	Frequency	Percentage
Strongly agree	18	45%
agree	20	50%
Not sure	2	5%
Disagree	0	0%
Strongly disagree	0	0%
Total	40	100%

Fig.4.3: *Most EST learners face problems when using technical Vocabulary*



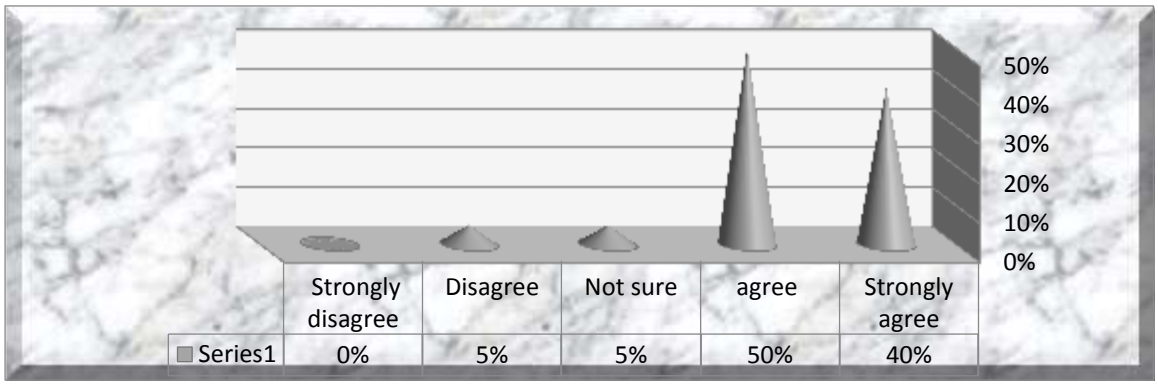
The results in the above table and figure indicate that the majority of EST teachers, whose answers range between strongly agree and agree,

confessed that their learners encounter great difficulties when they want to **use** (speak) English (See tables from 4.7.to 4.13.and figures from 4,4 to 4.10). The learners' answers of the Oral Interview confirm this result (**see tables 4.39.and 4.40**) The researcher's observations, while interviewing them,{confirm that the learners are not fluent speakers of English See appendix two; the first two questions} Moreover, some of them answered in Arabic, which means they find great **difficulties in using** correct and meaningful English utterances. Therefore, this statements successfully accepted

Table 4.7: *Most EST learners find difficulties in **using** correct and meaningful utterances.*

Options	Frequency	Percentage
Strongly agree	16	40%
agree	20	50%
Not sure	2	5%
Disagree	2	5%
Strongly disagree	0	0%
Total	40	100%

***Fig. 4.4** Most EST learners find difficulties in **using** correct and meaningful utterances.*



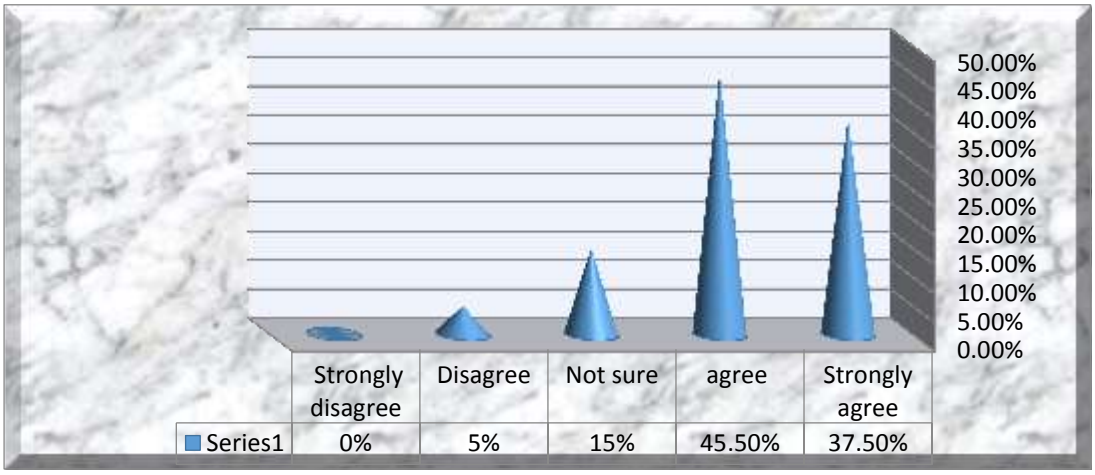
The answers in the above table and figure proved that EST learners have different problems; some of them are the incorrect and inaccurate **use** of utterances in a given context. This indicates that they lack Linguistic Competence. The researcher attributes this to lack of

exposure to **ESD** in general. Since the highest percentage is going to positive direction of the statement and these answers of the study sample were agreed on, this statement is confirmed.

Table 4.8: *EST learners have problems in **using** appropriate utterances according to different social contexts (lack of sociolinguistic competence).*

Options	Frequency	Percentage
Strongly agree	15	37.5%
agree	17	45.5%
Not sure	6	15%
Disagree	2	5%
Strongly disagree	0	0%
Total	40	100%

Fig.4.5: *EST learners have problems in **using** appropriate utterances according to different social contexts (lack of sociolinguistic competence.*



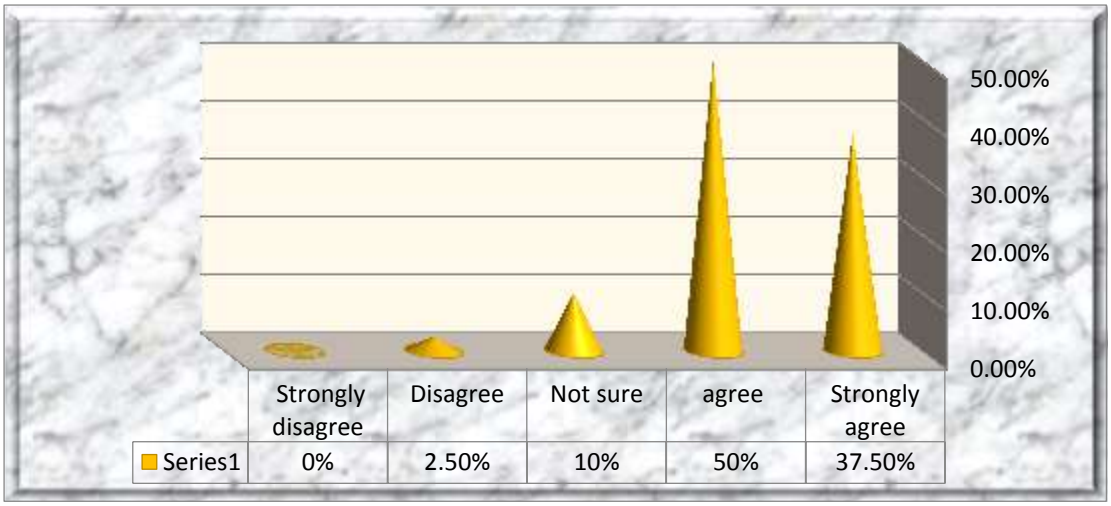
The above percentages show that these learners are not fluent or successful **users** of English, as they are not able **to use** appropriate utterances in certain context. This proves that they lack Pragmatic Competence that is embedded in Communicative Competence and it is responsible for comprehending and producing appropriate utterances. This inability is **due to the use of GTM** that ignores the communicative aspects of the TL. The learners' **OI** confirms this (See results in tables

4.39.and 4.40), since the highest percentage is going to positive direction of the statement, this statement is accepted.

Table 4.9: *EST learners lack the ability to combine ideas to achieve cohesion in form above sentence level. (Lack of discourse competence)*

Options	Frequency	Percentage
Strongly agree	15	37.5%
agree	20	50%
Not sure	4	10%
Disagree	1	2.5%
Strongly disagree	0	0%
Total	40	100

Fig.4.6: *EST learners lack the ability to combine ideas to achieve cohesion in form above sentence level. (Lack of discourse competence)*



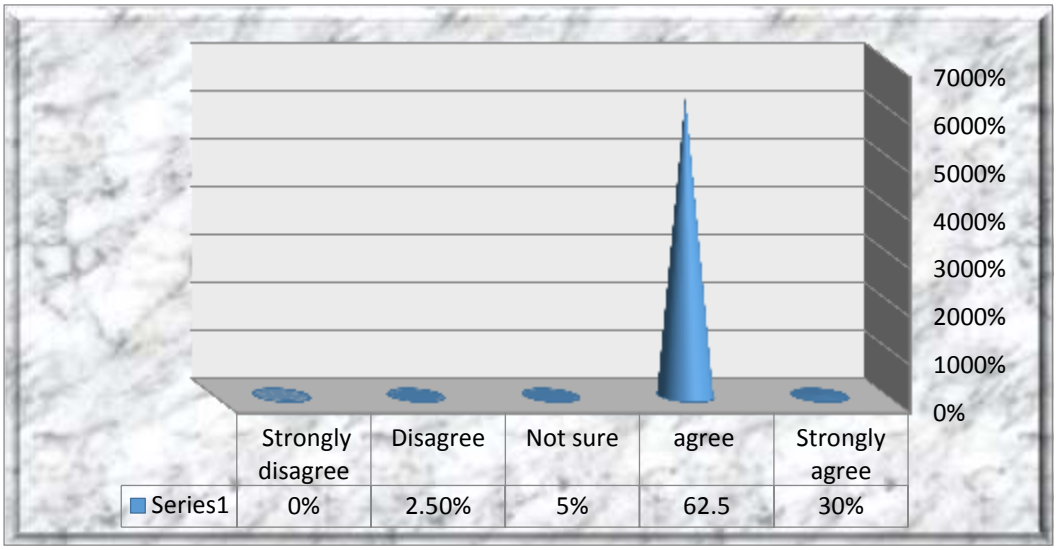
The results in the table and figure above indicate that the learners **lack the ability of using grammatically** combined utterances in a conversation. This means they lack discourse competence which is one of the components of Communicative Competence. (See results in tables 4.39.and 4.40 of the OI) The researcher observed this while conducting the **OI a**nd she thinks that this is attributed to both **lack of exposure and practice.** The highest percentage is going to positive direction of the

statement, and these answers of the study sample were agreed on, hence, this statement is successfully accepted.

Table 4.10: *Most EST learners lack the ability to combine ideas achieve coherence in thought above sentence level. (Lack of discourse competences).*

Options	Frequency	Percentage
Strongly agree	12	30%
agree	25	62.5
Not sure	2	5%
Disagree	1	2.5%
Strongly disagree	0	**0%
Total	40	100%

Fig.4.7: *Most EST learners lack the ability to combine ideas to achieve coherence in thought above sentence level. (Lack of discourse competences).*



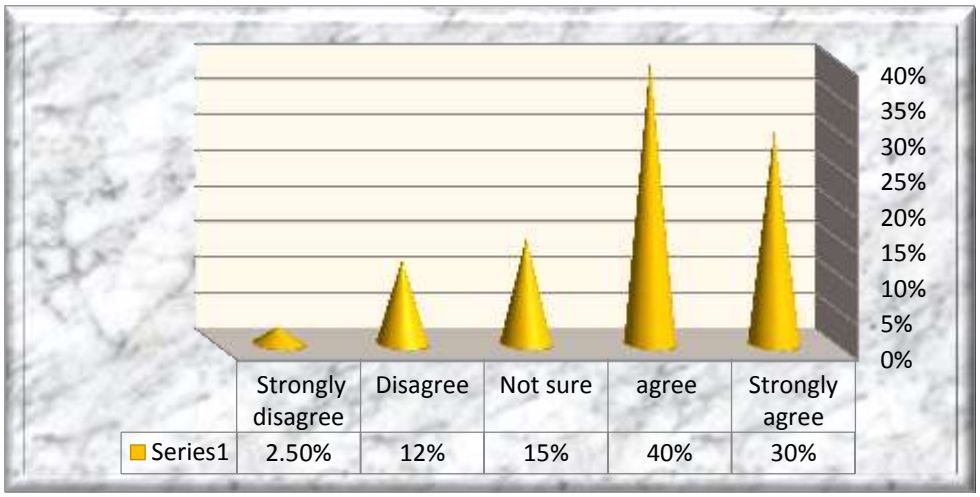
The results above show that the learners lack the ability **of using meaningful** combined utterances in a conversation. This means they lack discourse competence which is also one of the components of Communicative Competence. The researcher observed this while conducting the **OI**. Furthermore, some of them declared that they do not have problems **in using** specialist lexes and their meanings but

they do have **problems in using general** vocabulary meaningfully in conversations (See results in table 4.45 of the **OI**). The researcher thinks that (as mentioned earlier) this is also attributed to both lack of **exposure and practice**. (See also results in tables 4.43.and 4.44of the **OI**). The majority of learners confess that they do not listen to English being spoken nor do they speak it inside/or outside classroom Since the highest percentage is going to positive direction of the statement, and these answers of the study sample were agreed on, this statement is **confirmed.**

Table 4.11: *EST learners have problems **in using** non-verbal communication strategies such as gestures (lack of strategic competence).*

Options	Frequency	Percentage
Strongly agree	12	30%
agree	16	40%
Not sure	6	15%
Disagree	5	12%
Strongly disagree	1	2.5%
Total	40	100%

***Fig.4.8**: EST learners have problems in using non-verbal communication strategies such as gestures (lack of strategic competence).*



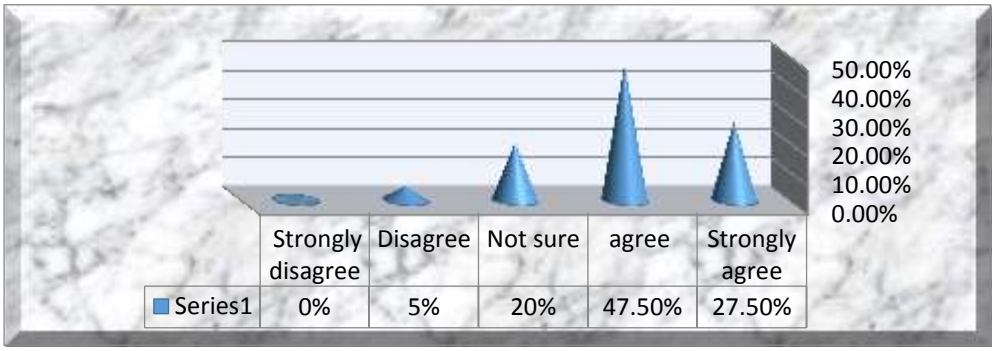
These results above indicate that non-verbal aspects of **communication do not constitute** great problems to learners. The

researcher can confirm that as she has long experience with English language as a teacher and inspector of English at secondary level and as a lecturer at university level. She can also say that Sudanese learners generally can overcome difficulties while speaking English **by using gestures and fillers** to avoid breakdown in communication; they are accustomed to **using** these non verbal aspects when **using** their L1. This was also observed during **the OI.** Therefore, this statement **is** successfully **confirmed.**

Table 4.12: *Most learners have **problems in pronunciation** aspects.*

Options	Frequency	Percentage
Strongly agree	11	27.5%
agree	19	47.5%
Not sure	8	20%
Disagree	2	5%
Strongly disagree	0	0%
Total	40	100%

Fig. 4.9: *Most learners have problems **in pronunciation** aspects.*



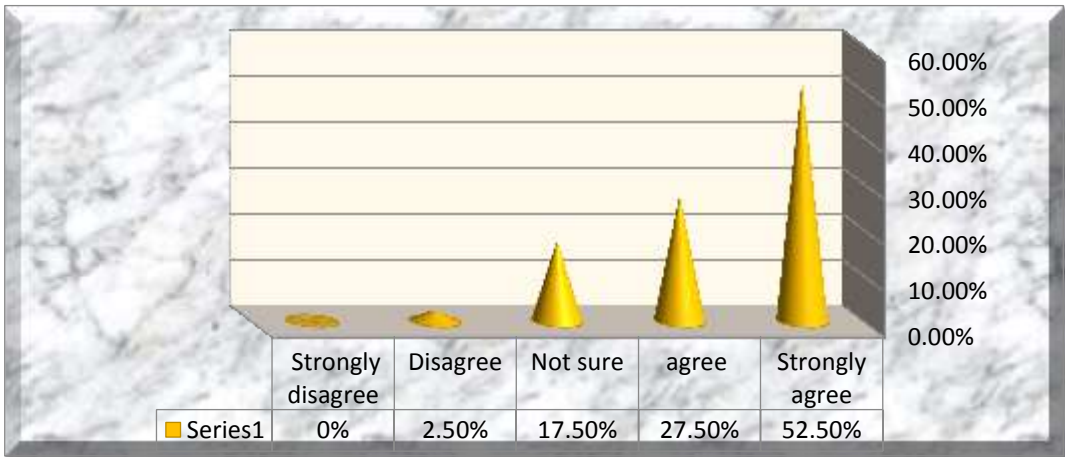
The above results prove that the learners **do have** pronunciation **problems** although some of them try to adopt native speakers of English accent. The researcher noticed that they **mispronounce** some words and they substitute sounds with sounds which leads to change in meaning, then lead to break down in communication. The majority of the learners **tend to use** the sounds, and aspects of connected speech of L1 to pronounce (use/produce) L2. Thus, their listeners may misunderstand

them (Results in tables 4.43.and 4.44 confirm this). This indicates teachers' negligence about giving correct model of pronunciation at previous levels of study. Some pronounce English words phonetically ignoring the fact that each language has a different system of phonology. Moreover, some may not be trained on the aspects of pronunciation. As the highest percentage is going to positive direction of the statement and the answers of the study sample were agreed on, this statement **is** successfully **achieved**.

Table 4.13: *Learners have problems in comprehending native speakers.*

Options	Frequency	Percentage
Strongly agree	21	52.5%
agree	11	27.5%
Not sure	7	17.5%
Disagree	1	2.5%
Strongly disagree	0	0%
Total	40	100

Fig.4.10: *Learners have problems in comprehending native speakers*



EST learners **use the aspects** of L1 to produce L2. Conversely when they listen to native speakers, they experience great difficulties in comprehending them. This **is due to lack** of contact with native speakers

of English, which constitute a meaningful input of authentic discourse (lack of exposure). The learners' answers to the OI confirms this (see tables 4.43.and.4.44). Since the whole statement in **hypothesis one was confirmed, and is** successfully **accepted.**

Table 4.14: ***This table illustrates the mean and standard deviation and Chi- Square and degree of freedom and p.value of answering about the Statements of hypothesis one.***

Statement	***Mean***	***STD***	***Ch2***	***DF***	***p.value***
1. Most EST learners face problems when using technical vocabulary.	4.300	0.791	29.40	3	0.000
2. Most EST learners find difficulties in using correct and meaningful utterances.	4.250	0.776	26.40	3	0.000
3. EST learners have problems in using appropriate utterances according to different social contexts (lack of sociolinguistic competence).	4.125	0.853	15.40	3	0.000
4. EST learners lack the ability to combine ideas to achieve cohesion in form above sentence level. (Lack of discourse competence).	4.225	0.733	24.20	3	0.000
5. Most EST learners lack the ability to combine ideas to achieve coherence in thought above sentence level. (Lack of discourse competences).	4.125	0.853	37.40	3	0.000
6. EST learners have problems in using non-verbal communication strategies such as gestures (lack of strategic competence).	3.825	1.083	17.75	4	0.000
7. Most EST learners have problems in pronunciation aspects; segmentals (phonemes) and supra-segmentals (intonation, stress, consonants clusters).	3.975	0.832	15.00	3	0.000
8. EST learners have problems in comprehending native speakers of English.	4.300	0.853	21.20	3	0.000

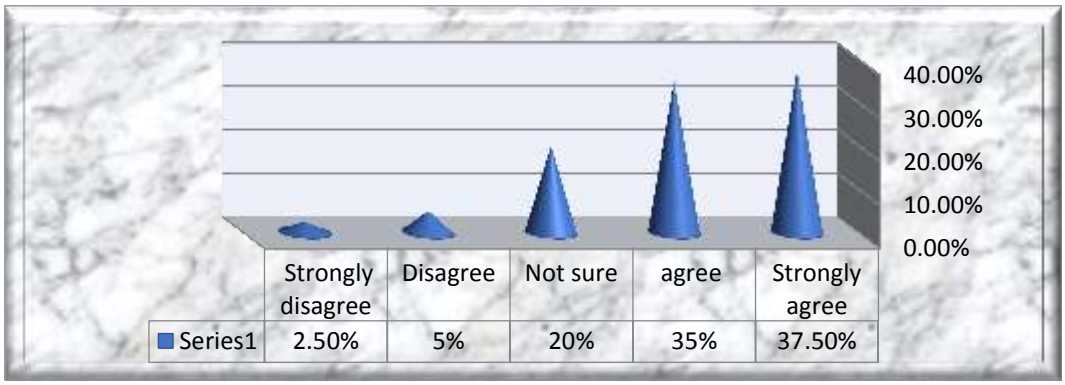
The above table indicated the mean, standard deviation, Chi-Square, degree of freedom and p.value .regarding the answers of respondents of the study sample about the above statements. It has been noticed that all means are greater than mean stated in hypothesized mean which is about (3) which implies that all means of these statements are in positive direction and show that the standard deviation ranges from (0.733 to 1.083). The difference between the highest standard deviation and the lowest is less than one which means there is similarity and homogeneity of answers made by respondents which pointed that the P.value of all Statements is less than 0.05 this shows that the answers are in the positive direction; this is in line with what has been stated **in the hypothesis one .**

4.1.2- Hypothesis 2: There are different reasons behind the difficulties that encounter EST 1st year students in using Spoken Discourse.

Table 4.15 *GTM is the dominant approach in teaching **ESD.***

Options	Frequency	Percentage
Strongly agree	15	37.5%
agree	14	35%
Not sure	8	20%
Disagree	2	5%
Strongly disagree	1	2.5%
Total	40	100%

Fig. 4.11: *GTM is the dominant approach in teaching **ESD.***

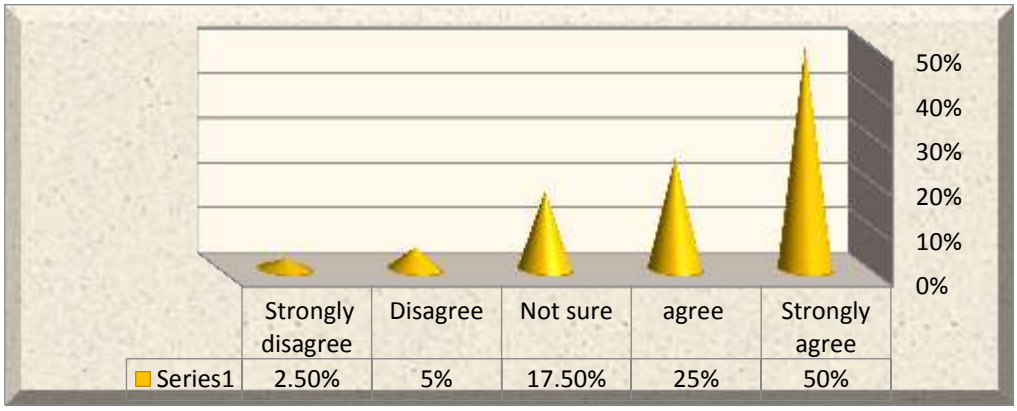


As it is shown in the above table and figure, the highest percentage is going to positive direction of the statement. The answers of the study sample were agreed on and they confirm that the **use** of GTM, which focuses on grammar, reading and writing skills, is one of the main reasons behind the learners' inability of **using ESD** efficiently. The learners' answers to **OI** confirms this, (See results in tables 4.41.and 4.42); the learners are not successful communicators; they speak like a book. Thus, this statement is successfully accepted.

Table 4.16 *EST learners are not taught **OCS** in their previous learning experience.*

Options	Frequency	Percentage
Strongly agree	20	50%
agree	10	25%
Not sure	7	17.5%
Disagree	2	5%
Strongly disagree	1	2.5%
Total	40	100%

***Fig. 4.12** EST learners are not taught **OCS** in their previous learning experience*



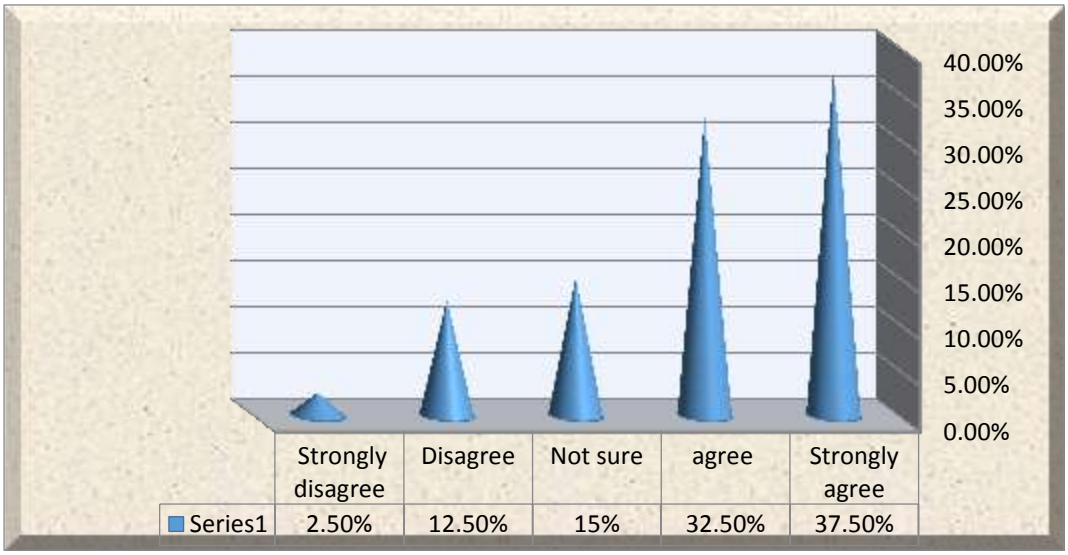
The results above prove that Oral Communication Skills **(OCS)** (listening and speaking) are neither taught nor tested. Moreover, they are taught by Sudanese teachers at all levels of education which in its

turn minimises the **use** of the TL for communication. The results in table 4.16.and figure 4.14 confirm these results, besides, the results of the OI (See tables 4.41.and 4.42). For this reason, this statement **is** successfully **confirmed.**

Table 4.17 *EST syllabus lacks activities that motivate learners to speak.*

Options	Frequency	Percentage
Strongly agree	15	37.5%
agree	13	32.5%
Not sure	6	15%
Disagree	5	12.5%
Strongly disagree	1	2.5%
Total	40	100%

Fig.4.13 *EST syllabus lacks activities that motivate learners to speak.*



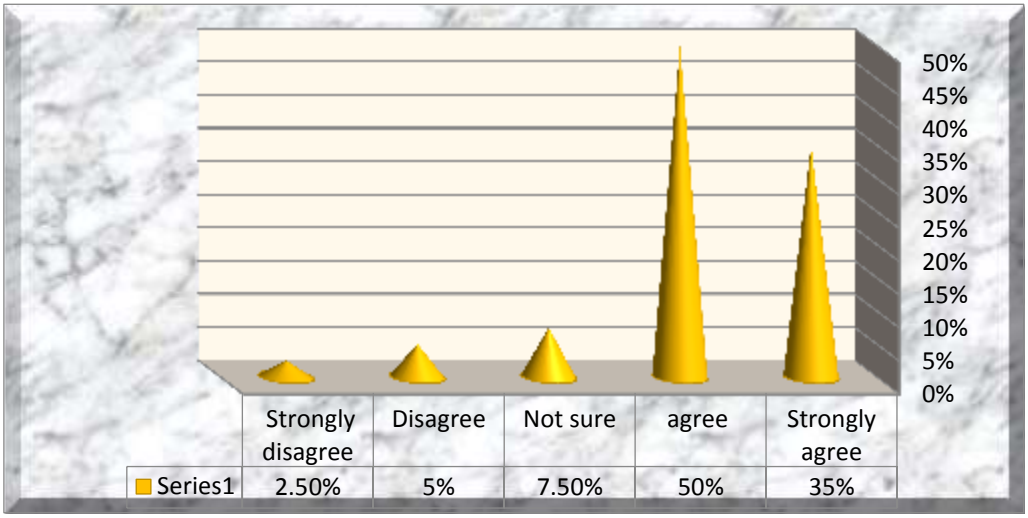
The results above indicate that OCS are neglected which means there are no activities or tasks that motivate learners to speak and to develop their OCS. This is proved through discussing the reasons behind the learners' problems, some EST practitioners stated that they teach General English. The researcher attributes this to the education policy in Sudan, which does not include these materials in our

syllabuses to enhance learners' motivation which is an effective factor on the part of learners in language **learning and using**. Furthermore, the results of the **OI** confirm this statement (See table 4.43 and 4.44), hence, this statement **is accepted**.

Table 4.18 *the absence of MTT discourages learners* ***to use*** *ESD.*

Options	Frequency	Percentage
Strongly agree	14	35%
agree	20	50%
Not sure	3	7.5%
Disagree	2	5%
Strongly disagree	1	2.5%
Total	40	100%

Fig.4.14 *the absence of MTT discourages learner* ***to use*** *ESD*

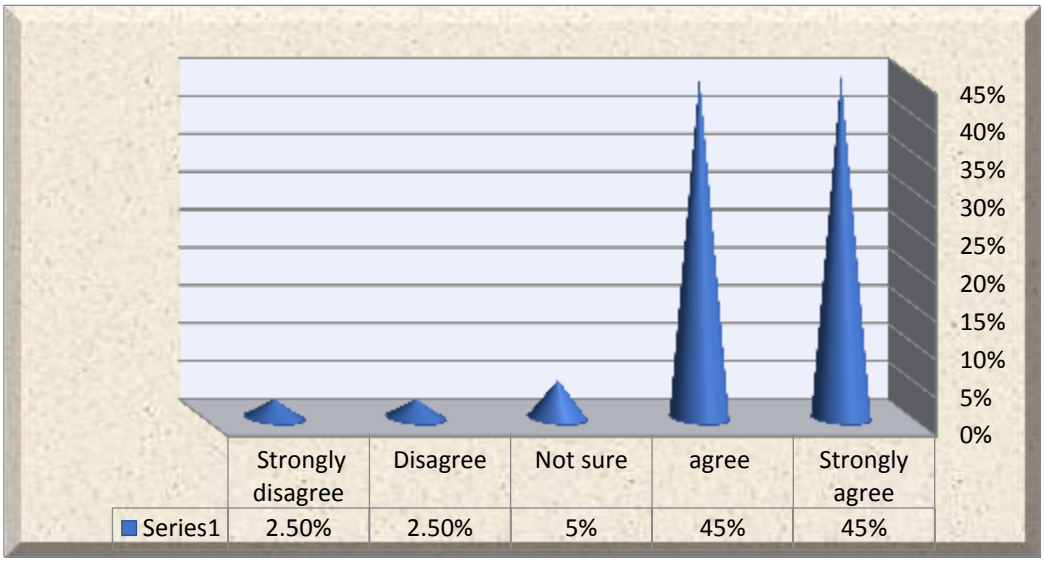


The above results indicates that modern technology has no place In an EST classroom. While discussing the learner' problems with the EST practitioners, the majority declared that the teaching is conducted traditionally. Moreover, EST learners' classroom profile (See table: 2.1) and the results of the OI confirm this, (See tables 4.43.and 4.44).Thus, this statement **is** successfully **accepted.**

Table 4.19 ***Using*** *Mother Tongue* ***(SCA)*** *inside and outside classroom demotivates learners to* ***use ESD.***

Options	Frequency	Percentage
Strongly agree	18	45%
agree	18	45%
Not sure	2	5%
Disagree	1	2.5%
Strongly disagree	1	2.5%
Total	40	100

Fig.4.15 *Using Mother Tongue* ***(SCA)*** *inside and outside classroom demotivates learners* ***to use ESD.***

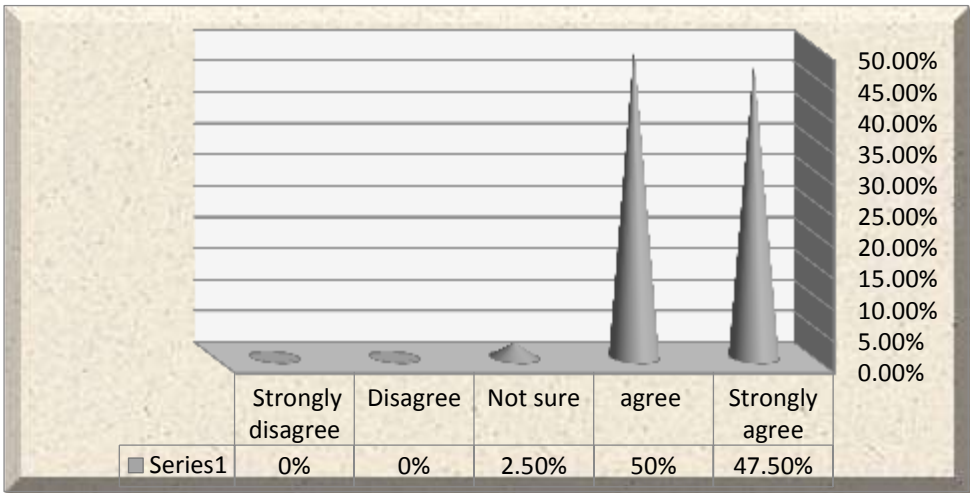


Results in table 4.16, and figure 4.12 confirm the results of the above table and figure. In addition, EST learners' classroom profile (See table 2.1) and the results of the **OI** also confirm this, (See results in tables 4.43.and 4.44). All these results prove that these learners are not widely exposed to the language and they are allowed for practising the spoken language. Thus, this statement **is** successfully **accepted.**

Table 4.20*: **Lack of exposure** to the language increases EST learners' inability of **using ESD.***

Options	Frequency	Percentage
Strongly agree	19	47.5%
agree	20	50%
Not sure	1	2.5%
Disagree	0	0%
Strongly disagree	0	0%
Total	40	100%

Fig. 4.16** Lack of exposure to the language increases EST learners' inability of **using ESD.

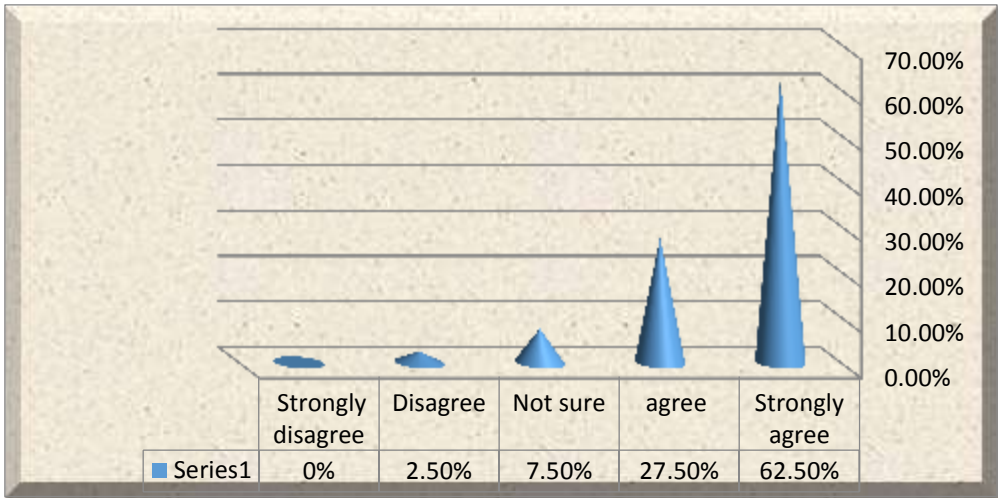


These results above show lack of exposure to English spoken input is a major reason behind the learners' problems in using ESD. This is because they study the TL in a foreign setting where there are few opportunities of being exposed to the TL. Hence, this increases their inability of **using ESD**. The interviewee's answers confirm this result (See tables 4.43.and 4.44) Thus, this statement **is** successfully **confirmed.**

Table: 4.21 *EST learners are only concerned about passing the exam (instrumentally motivated).*

Options	Frequency	Percentage
Strongly agree	25	62.5%
agree	11	27.5%
Not sure	3	7.5%
Disagree	1	2.5%
Strongly disagree	0-	0%
Total	40	100%

Fig.4.17 *EST learners are only concerned about passing the exam (instrumentally motivated).*

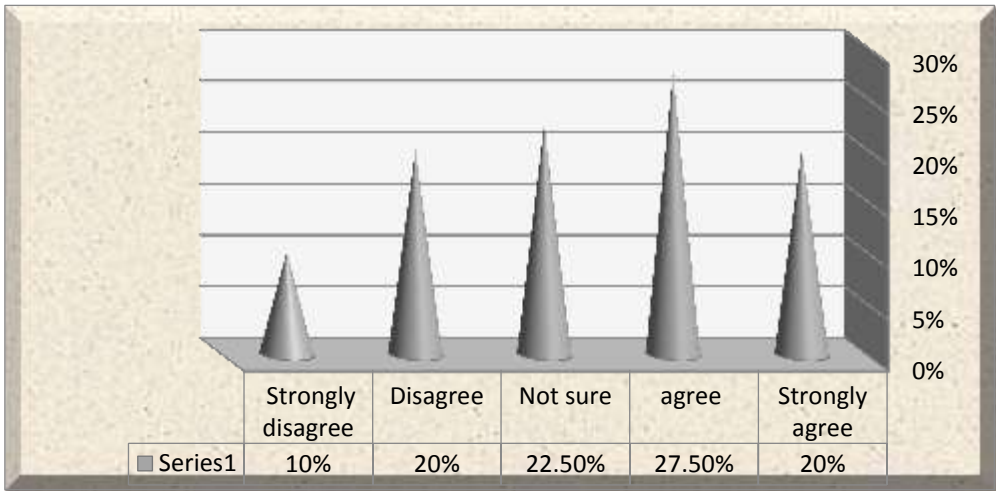


Nearly all respondents agreed on the answers which are in favour of the above statement. Hence, instrumental orientation of motivation affects language **use** for oral communication negatively because aspects of oral language are neither taught nor tested. The answers in tables 4.18 and 4.19.and figures 4.14 and.4.15 confirm these results. Thus, this statement **is** successfully **confirmed.**

Table: 4.22 *Most of EST learners know very little about **using** the latest technological aids such as the internet and computers.*

Options	Frequency	Percentage
Strongly agree	8	20%
agree	11	27.5%
Not sure	9	22.5%
Disagree	8	20%
Strongly disagree	4	10%
Total	40	100%

Fig.4.18: *Most of EST learners know very little about **using** the latest technological aids such as the internet and computers*



The respondents' answers range between "strongly disagree and disagree. The researcher thinks that these respondents did not read the question well before answering because even non- educated people know that young people know best about the use of modern technology. Another point to add is that more than 22% chose "not sure" for answering this question. This means the answers of the study sample were not agreed upon. Hence, the highest percentage is not going to the positive direction of the statement which indicates that this statement is **rejected.** In spite of this, hypothesis two **is**

successfully **accepted** because the rest of the statements have been confirmed.

Table 4.23: *illustrates the mean and standard deviation and Chi-Square and degree of freedom and p.value of the answers about the Statements of hypothesis two*

Statements	***Mean***	***STD***	***Ch2***	***DF***	***p.value***
1. Grammar translation method is the dominant approach in teaching EST discourse.	4.000	1.013	21.25	4	0.00
2. EST learners are not taught oral communication skills in their previous learning experience.	4.150	1.051	29.25	4	0.00
3. EST syllabus lacks activities and tasks that motivate learners to speak.	3.900	1.128	17.00	4	0.00
4. The absence of modern teaching techniques discourages learners to use oral discourse.	4.100	0.928	36.25		0.00
5. Using mother tongue (Arabic) inside and outside classroom demotivates learners to use oral communication skills.	4.275	0.877	41.75	4	0.00
6.lack of exposure to the language increases EST learners' inability of using spoken discourse,	4.425	0.636	17.15	2	0.00
7. EST learners are only concerned about passing the exam (instrumentally motivated.	4.500	0.751	35.60	3	0.00
8.most of EST learners know very little about using the latest technological aids such as the internet and computer	3.275	1.281	3.25	4	0.00

The above table indicated the mean , standard deviation, Chi-Square, -degree of freedom and p.value .regarding the answers of respondents of the study sample about the above statements it has been noticed that all means are greater than mean stated in hypothesized mean

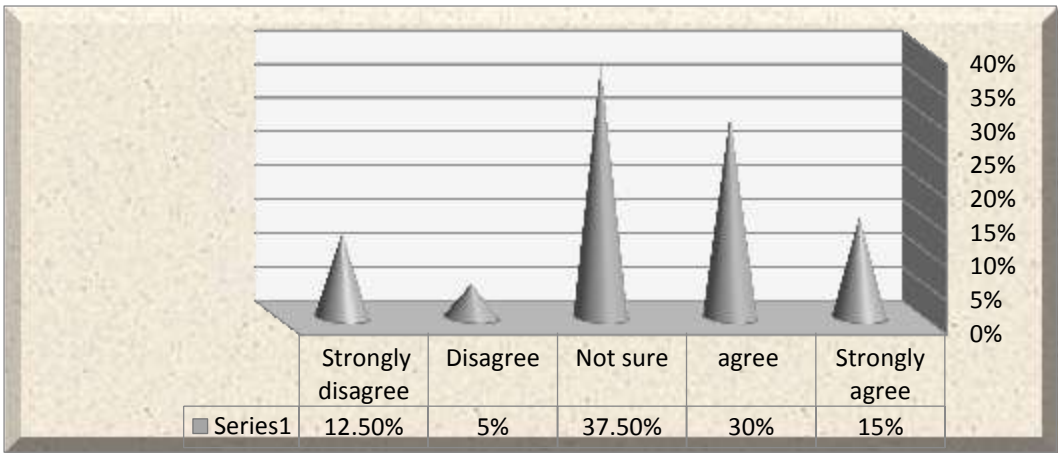
which is about (3) which implies that all means of these statements are in positive direction and show that the standard deviation ranges from (0.636 to 1.128) The difference between the highest standard deviation and lowest is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the p.value of all Statements is less than 0.05 this show that the answers are in the positive direction .this is in line with what has been stated **in the hypothesis two .**

4.1.3: Hypothesis 3: EST practitioners are not well-trained in teaching OSD.

Table 4.24 *Sudanese universities (SUST) organize(s) Training Programmes that develop EST practitioners' speaking skills*

Options	Frequency	Percentage
Strongly agree	6	15%
agree	12	30%
Not sure	15	37.5%
Disagree	2	5%
Strongly disagree	5	12.5%
Total	40	100%

Fig.4.19 *Sudanese universities (SUST) organize (s) training programmes that develop EST practitioners' speaking skills.*

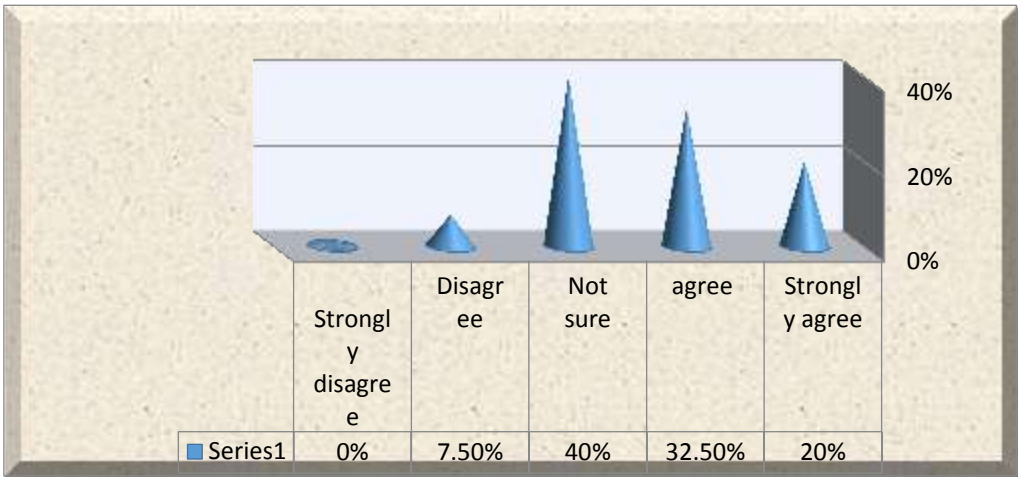


Most answers of the study sample were "not sure" which indicate that there are no training programmes for ESP teachers, and lack of training is one of the main reasons behind learners' difficulties **in using ESD.** Thus, this statement is successfully confirmed.

Table 4.25 *the Training Programmes of EST practitioners do not focus on **OCS.***

Options	Frequency	Percentage
Strongly agree	8	20%
agree	13	32.5%
Not sure	16	40%
Disagree	3	7.5%
Strongly disagree	0	0%
Total	40	100%

Fig.4.20: *the Training Programmes of EST practitioners do not focus on **OCS.***



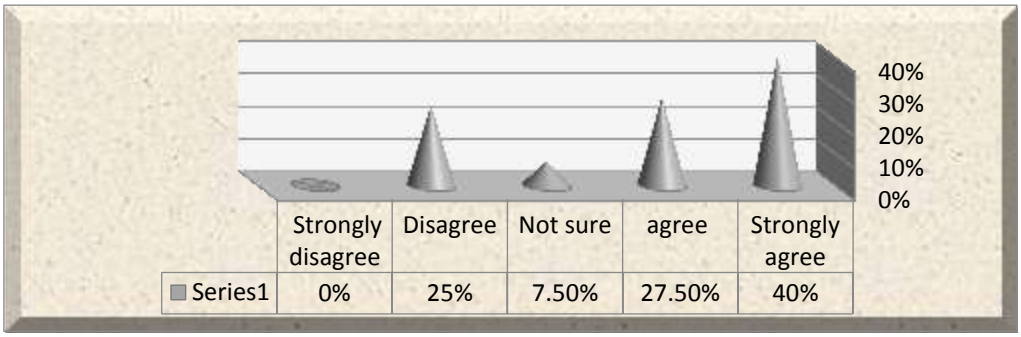
The results above table and figure show that the highest percentage is going to positive direction of the statement. The answers of the study sample similar to the answers in table.4.25 and figure.4.22: as about 40% of the respondents chose "not sure" for their answers. This result confirms the results of the above table that means there **are no training programmes** with regard to teaching OCS**.** Rather, there are **no training** programmes of any kind at SUST. This lack of training is

reflected negatively on EST teachers' performance. Therefore, this statement is accepted.

Table 4.26: *EST practitioners are not well trained to teach their learners how* ***to use ESD****.*

Options	Frequency	Percentage
Strongly agree	16	40%
agree	11	27.5%
Not sure	3	7.5%
Disagree	10	25%
Strongly disagree	0	0%
Total	40	100%

Fig.4.21: *EST practitioners are not well trained to teach their learners how to use* ***ESD****.*

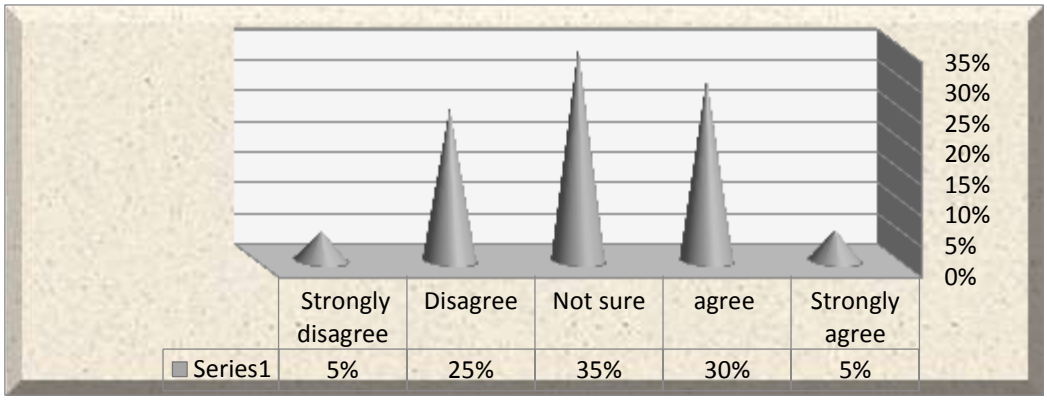


The results in the table and figure above show the highest percentage is going to the positive direction of the statement. The answers of the study sample in tables.4.25, .4.26, and figures 4.20, 4.21 respectively confirm the results in the table above. Therefore, this statement is successfully accepted.

Table 4.27 *Most EST practitioners have negative attitudes towards Training Programmes.*

Options	Frequency	Percentage
Strongly agree	2	5%
agree	12	30%
Not sure	14	35%
Disagree	10	25%
Strongly disagree	5	5%
Total	40	100%

Fig.4.22: *Most EST practitioners have negative attitudes towards training programmes.*

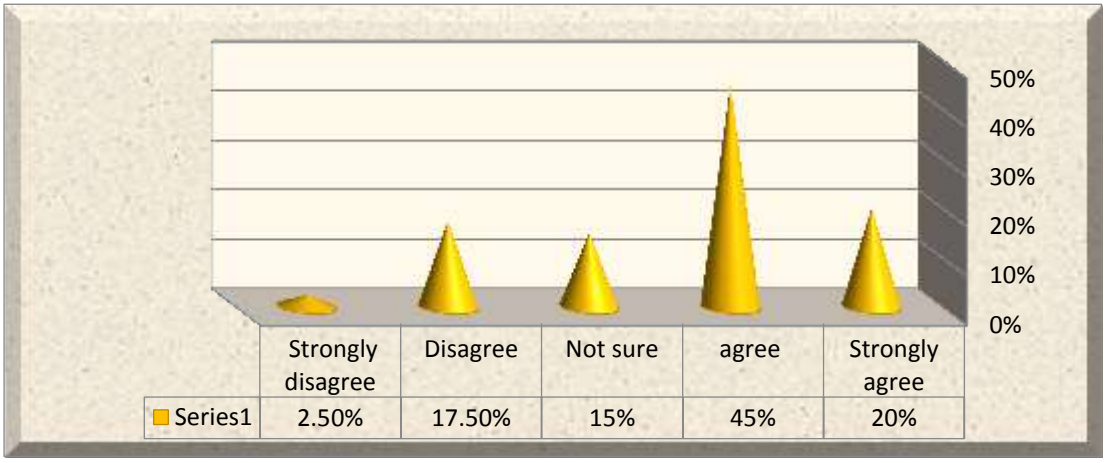


In the above table and figure the highest percentage **is not going** to the positive direction of the statement and most answers of the study sample were "not sure". Therefore, this statement **is rejected**.

Table 4.28*: EST practitioners / teachers **have no knowledge** about the strategies of teaching real world tasks (e.g. future work place.)*

Options	Frequency	Percentage
Strongly agree	8	20%
agree	**18**	**45%**
Not sure	6	15%
Disagree	7	17.5%
Strongly disagree	1	2.5%
Total	40	100%

Fig.4.23: *EST practitioners **have no knowledge** about the strategies of teaching real world tasks (e.g. future work place.)*

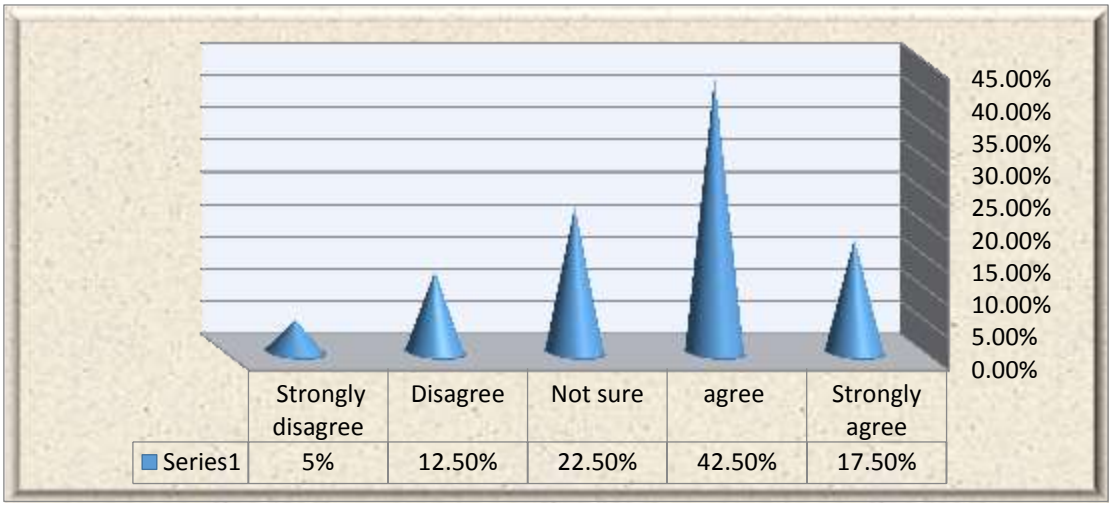


The results in the table and figure above prove that EST practitioners **have no** knowledge about strategies of teaching real world tasks which means **they do not receive** any kind of training concerning their academic or professional **spoken needs.** Therefore, this statement is successfully confirmed.

Table 4.29 *EST practitioners **are not trained t**o provide correct pronunciation forms of technical terms.*

Options	Frequency	Percentage
Strongly agree	7	17.5%
Not sure	9	22.5%
Disagree	5	12.5%
Strongly disagree	2	5%
Total	40	100%

Fig 4.24 *EST practitioners are not trained to provide correct pronunciation forms of technical terms.*

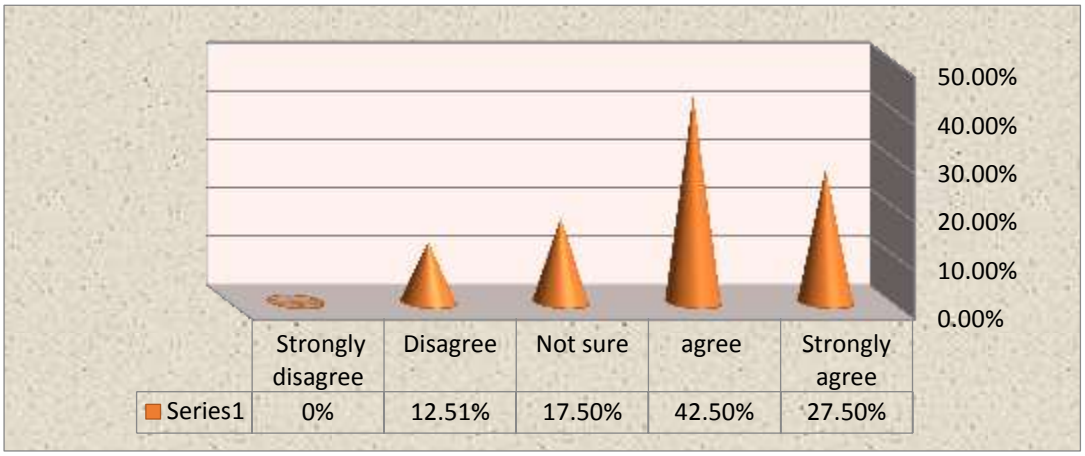


The results above prove that EST teachers are **not trained** on the area pronunciation. Moreover, results in table 4, 43 and 4, 44 of the OI show that the learners do have pronunciation problems. Thus, the above results have been confirmed and the above statement is **confirmed** as well.

Table 4.30: *EST practitioners are not trained to combine different teaching techniques (eclecticism) that help learners to communicate orally.*

Options	Frequency	Percentage
Strongly agree	11	27.5%
agree	17	42.5%
Not sure	7	17.5%
Disagree	5	12.51%
Strongly disagree	0	0%
Total	40	100%

Fig.4.25: *EST practitioners are not trained to combine different teaching techniques (eclecticism) that help learners to communicate orally.*



The above results indicate that GTM is the dominant teching technique. Due to the researcher's long experience in the field of teaching English, she can state that at all levels of education GTM is the dominant teaching techniques at all levels of education in Sudan. This means it is not combined with any other teaching method to satisfy the learners' communicative needs and to motivate them to use ESD. The answers in tables from 4.16 to 4.23.and figures 4.14 to 4.21of questionnaire confirm the above result; the use of GTM is one of the main reasons behind the learners problems in using ESD. The results of

the whole statements of hypothesis three have been confirmed; except for the one concerning whether EST practitioners have negative attitudes towards teaching ESD. Nonetheless, this hypothesis is accepted.

Table 4.31: *The table below illustrates the mean and standard deviation, Chi-Square, degree of freedom and p.value of the answers about the Statements of hypothesis three:*

Statement	***Mean***	***STD***	***Ch2***	***DF***	***p.value***
1. Sudanese universities (SUST) organise (s) training programmes that develop EST practitioners'/ teachers' speaking skills.	3.300	1.181	14.25	4	0.00
2.the training programmes of EST practitioners/teachers do not focus on oral communication skills	3.650	0.893	9.80	3	0.00
3. EST practitioners / teachers are not well trained in teaching their learners how to use spoken discourse.	3.825	1.117	8.60	3	0.00
4. Most EST practitioners have negative attitudes towards training programmes.	3.050	0.986	16.00	4	0.00
5. EST practitioners/teachers have no knowledge about the strategies of teaching real world tasks (e.g. future work place.)	3.625	1.079	19.25	4	0.00
6. EST practitioners / teachers are not trained to provide their students with correct pronunciation forms of technical terms.	3.550	1.085	16.00	4	0.00
7. EST practitioners / teachers are not trained to combine different teaching techniques (eclecticism) that develop their learners' ability to communicate orally.	3.850	0.975	8.40	3	0.00

The above table indicates the mean, standard deviation, Chi-Square, degree of freedom and p.value .regarding the answers of respondents of the study sample about the above Statements. It has been

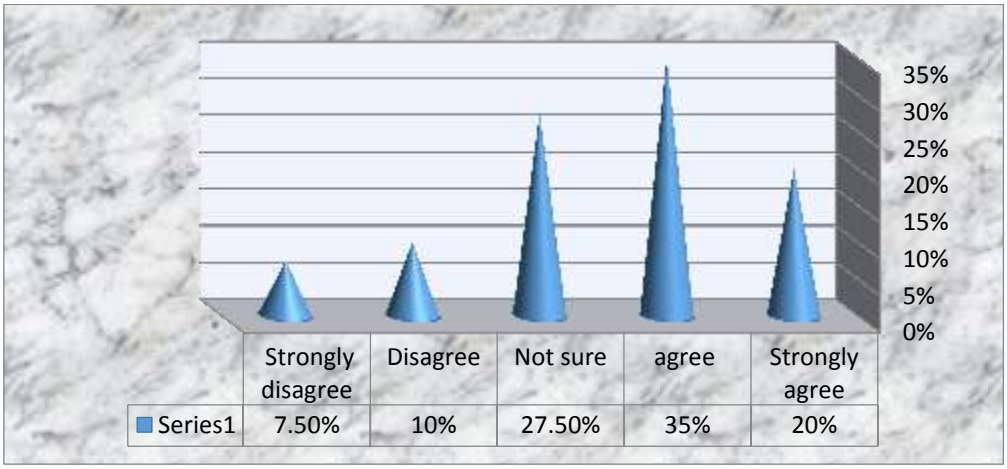
noticed that all means are greater than mean stated in hypothesized mean which is about (3) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (0.93 to 1.181) The difference between the highest standard deviation and lowest is less than one which means there is similarity and homogeneity of answers made by respondents which pointed that the p.value of all statements is less than 0.05 this show that the answers are in the positive direction which is in line with what has been stated in the hypothesis three.

4.1.4: Hypothesis4: EST practitioners have negative attitudes towards teaching OSD.

Table 4.32*: Practitioners have sense of inferiority towards teaching ESP because the students consider ESP as a minor subject.*

Options	Frequency	Percentage
Strongly agree	8	20%
agree	14	35%
Not sure	11	27.5%
Disagree	4	%10
Strongly disagree	3	7.5%
Total	40	100%

Fig. 4.26 *Practitioners have sense of inferiority towards teaching ESP because the students consider ESP as a minor subject.*

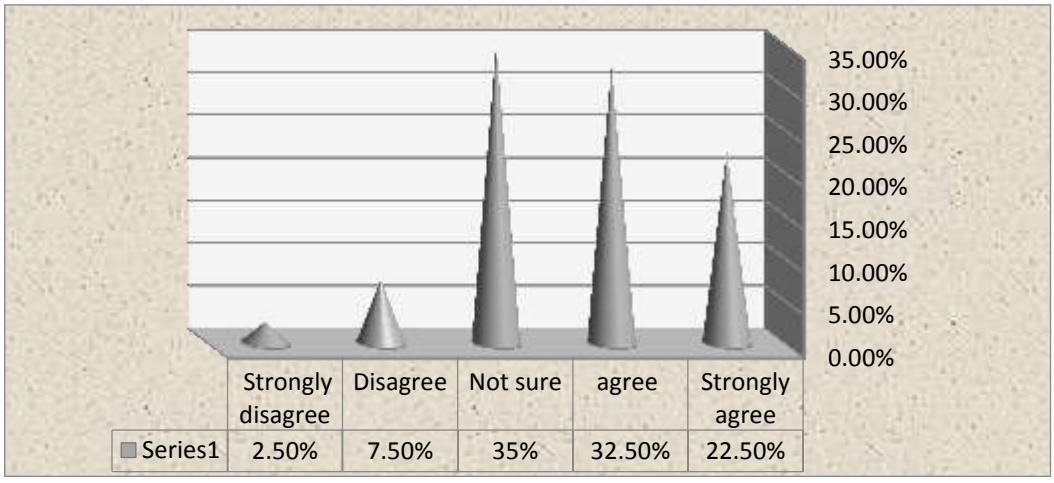


The results show that more than half of the respondents think that EST teachers have sense of inferiority towards teaching the ESD. The researcher states that this is true from her personal experience at university level; learners usually pay much attention to their area of specialism rather than the university requirements. For this reason, teachers can have a sense of inferiority. Hence, this statement is accepted.

Table 4.33 *EST practitioners have a positive will to teach* ***ESD***

Options	Frequency	Percentage
Strongly agree	9	22.5%
agree	13	32.5%
Not sure	14	35%
Disagree	3	7.5%
Strongly disagree	1	2.5%
Total	40	100%

Fig.4.27 *EST practitioners have a positive will to teach Oral Scientific Discourse (****ESD).***



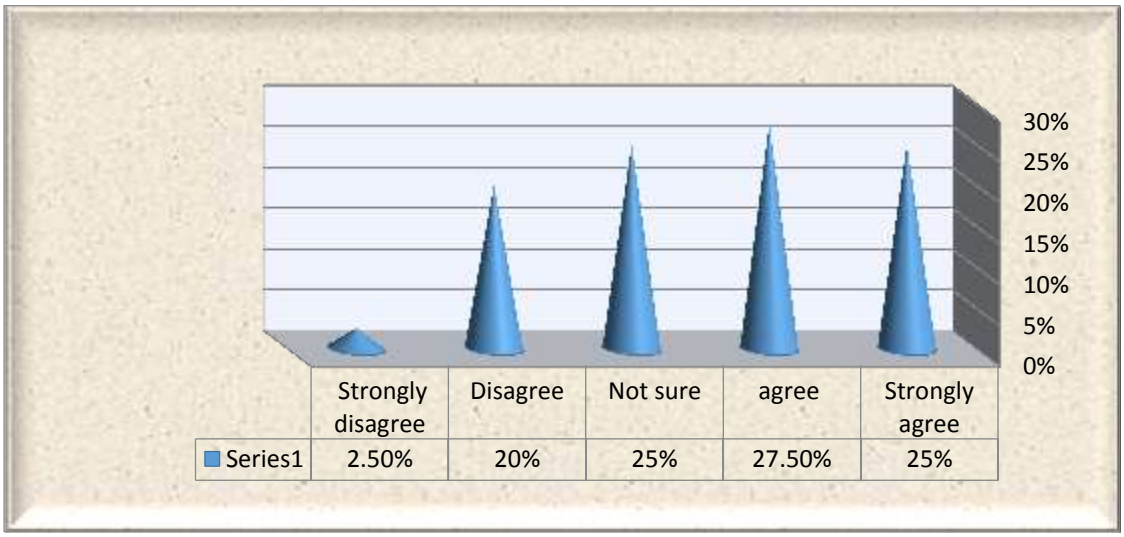
The results show that one-third of the respondents chose "Not sure" for answering this question. While the majority chose “agree and “strongly agree” respectively. This indicates that they have positive

will to teach scientific register even though they have a sense of inferiority towards teaching non-English major group this kind of discourse. Thus, this statement is confirmed.

Table 4.34 *EST practitioners are not familiar with* ***using ESD*** *in their teaching.*

Options	Frequency	Percentage
Strongly agree	10	25%
agree	11	27.5%
Not sure	10	25%
Disagree	8	20%
Strongly disagree	1	2.5%
Total	40	100%

Fig.4.28 *EST practitioners are not familiar with using* ***ESD*** *in their teaching.*

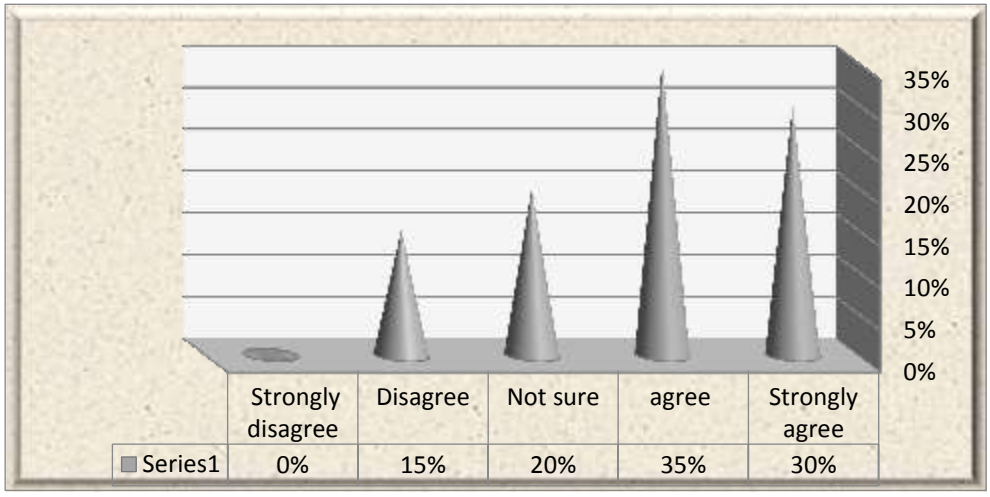


The results above indicate that EST practitioners are **not familiar** with teaching **ESD,** as teaching and testing **OCS** are **not** part of their past learning/teaching experience. Even the syllabus does **not** contain such tasks and activities as has been mentioned earlier. Therefore, this statement is confirmed as well.

Table 4.35 ***EST practitioners are not integratively motivated to use OSD (their goal is examination success).***

Options	Frequency	Percentage
Strongly agree	12	30%
agree	14	35%
Not sure	8	20%
Disagree	6	%15
Strongly disagree	0	0%
Total	40	100%

Fig.4.29 *EST practitioners are not integratively* ***motivated*** *to* ***use OSD*** *(their goal is examination success).*

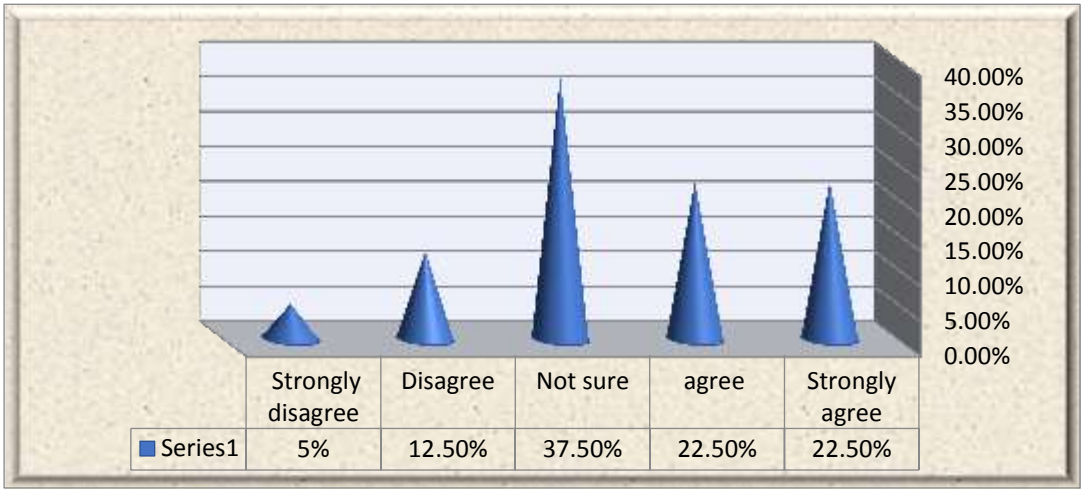


The answers of the study sample indicate that EST practitioners are **not** integratively motivated to **use OSD**. This can be attributed to many factors; such as absence of **use** of authentic materials besides, absence of contact with English speaking people, and modern technology is not used in the EST classroom etc. although it plays an effective role in developing EST learners' CC. Therefore, this statement **is confirmed.**

Table 4.36 *EST practitioners lack **interest** in teaching **ESD**.*

Options	Frequency	Percentage
Strongly agree	9	22.5%
agree	9	22.5%
Not sure	15	37.5%
Disagree	5	12.5%
Strongly disagree	2	5%
Total	40	100%

***Fig.4.30 EST** practitioners lack interest in teaching **ESD**..*

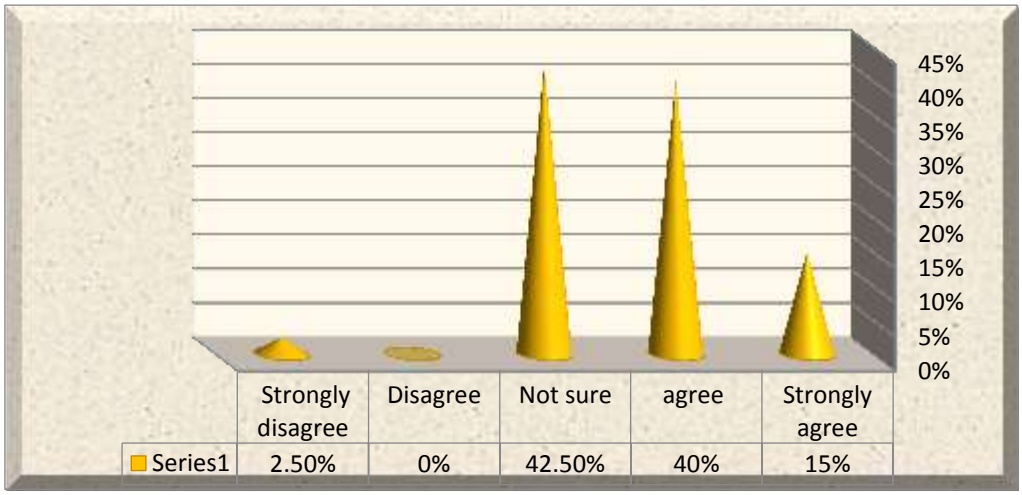


The results in tables 4.33 to 4.36 .and figures 4.27 to 4.30 respectively confirm the results in the table and figure above. This means EST practitioners are willing to teach Scientific Jargon although they are neither interested nor integratively motivated to **use ESD**. This has negative effect on the learners' ability and motivation to **use ESD**. This lack of interest may be attributed to difficulty in dealing with scientific register, which is caused by absence of collaboration with the subject matter teacher and EST learners. Hence, this statement is successfully accepted.

Table 4.37: *EST practitioners have positive attitudes towards teaching* ***OSD,*** (scientific jargon/ register).

-Options	Frequency	Percentage
Strongly agree	6	15%
agree	16	40%
Not sure	17	42.5%
Disagree	0	0%
Strongly disagree	1	2.5%
Total	40	100%

Fig. 4.31: *EST practitioners have positive attitudes toward teaching* ***OSD,*** (scientific jargon/ register).



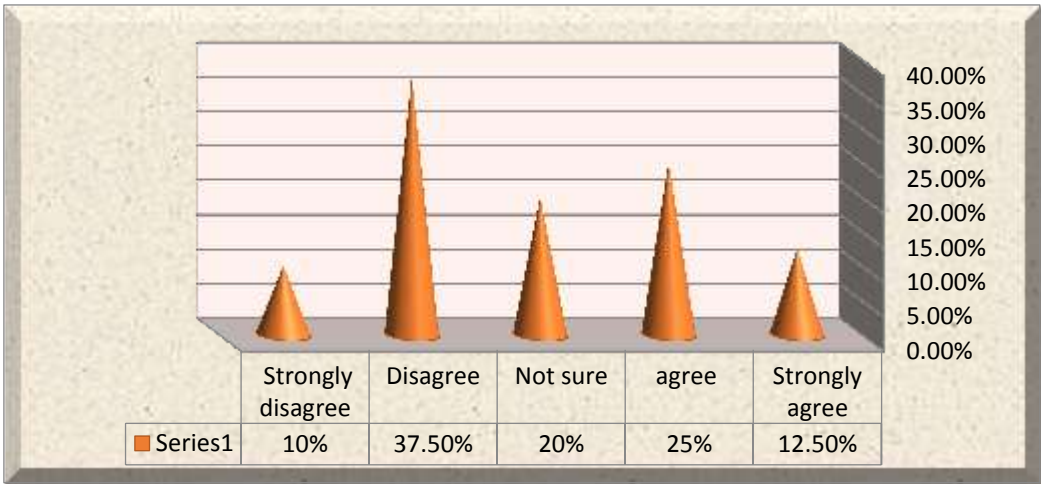
Results in the table and the figure above show that EST practitioners /teacher shave positive attitudes towards teaching OSD. Moreover, the results in table 4.34 and figure 4.30 confirm the above results. The researcher thinks that they have positive attitudes towards teaching in general as they are teachers, but they may not have positive attitudes towards teaching **OSD** for two reasons. Firstly, most of them were students of literary sections, which means they usually **lack** interest in Science and Technology. Secondly, **OCS** were **not part** of their

previous learning/teaching experience. Therefore, according to the above results, this statement is accepted.

Table 4.38: *EST practitioners have negative attitudes towards* ***using*** *Modern Teaching Techniques MTT to teach* **OSD**.

Options	Frequency	Percentage
Strongly agree	5	12.5%
agree	10	25%
Not sure	8	20%
Disagree	15	37.5%
Strongly disagree	2	10%
Total	40	100%

Fig.4.32 *EST practitioners have negative attitudes towards* ***using*** *MTT to teach* ***OSD.***



Results in table in the table above indicate that the highest percentage is going to positive direction of the statement. Logically, nearly all people today are interested in **using modern technology** in the different aspects of life. Therefore, this hypothesis is accepted as EST teachers **have no negative** attitudes towards **using** MTT in their teaching if these techniques are available. The problem lies in their unavailability.

Since, the whole statements of hypothesis four have been **confirmed,** this hypothesis **is** successfull**y accepted.**

Table 4.39: *Illustrates the mean and standard deviation, Chi-Square, degree of freedom and p.value of the answers about the Statements of hypothesis four.*

Statement	***Mean***	***STD***	***Ch2***	***DF***	***p.value***
1. Practitioners / teachers of EST have sense of inferiority because the students consider EST as a minor subject.	3.500	1.155	10.40	4	0.00
2. teachers practitioners of EST have appositive will to teach scientific register (discourse)	3.650	1.001	17.00	4	0.00
3. EST practitioners are Not familiar with using oral scientific discourse in their teaching.	3.525	1.154	8.25	4	0.00
4. EST practitioner/ teachers are not integratively motivated to use oral scientific discourse (their goal is examination success.	3.800	1.043	4.00	3	0.00
5. EST practitioner / teachers lack interest in teaching oral scientific discourse.	3.475	1.086	13.00	4	0.00
6. EST practitioner / teachers have positive attitudes toward teaching the subject in which EST oral discourse is used	3.650	0.834	18.20	3	0.00
7. EST practitioner / teachers have negative attitudes toward using modern teaching techniques to teach oral scientific discourse	3.025	1.165	12.25	4	0.00

The above table indicated the mean , standard deviation, Chi-Square degree of freedom and p.value .regarding the answers of respondents of the study sample about the above Statements it has been noticed that all means are greater than mean stated in hypothesized mean which is about (3) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (1.165 to 0.834) The difference between the

highest standard deviation and lowest is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the p.value of all Statements is less than 0.05 this show that the answers are in the positive direction .this is in line with what has been stated in hypothesis four.

4.2.0: Analysis of the Oral Interview (OI)

The Oral Interview is divided into two parts; part one contains the first three questions which were intended to check EST learners' fluency and social interaction; how they respond to questions, take turn and maintain conversations, Furthermore, aspects of cohesion, coherence {discourse competence}and aspects of using appropriate utterances{sociolinguistic competence} were tackled. Additionally, observations were made during the Oral Interview to tackle aspects of pronunciation etc. The students answered the whole questions orally and their answers were recorded and analyzed later.

4.2.1: Analysis and Discussion of Part One of the OI

The researcher experienced great difficulties in (conducting) carrying out the Oral Interview. Firstly, arranging the time with the EST teachers was not an easy task. Secondly, while conducting the Oral Interview, the researcher was left alone with about more than hundred learners after they have been enlightened about the purpose of the interview. Thirdly, many did not like the idea of the Oral Interview, yet, the researcher reassured them itis not a test and no marks will be given /subtracted, it is optional, just their opinions were needed for the purpose of a study on spoken skills. Hence, some of them felt relaxed and responded enthusiastically to the interview.

The questions

1-Speak about/introduce yourself briefly: Name, date and place of birth, your likes and dislikes etc.

With regard to **this question,** no a student seemed to begin introducing him or herself by any kind of greetings or the like. This indicates that they are not accustomed **to using** Spoken Discourse in general.

2-Why did you choose this university/ study?

As for the above **question,** the learners gave different answers; the majority said that they had chosen this field because it was their personal desire, while some said that it was their parents'/relatives' desire. Moreover, others said that their results made/force them (to) enter the college. With regard to the language **used,** some of the learners show /clear problems in **using** coherent {meaningful utterances} and cohesive utterances {grammatically correct utterances}. Moreover, even those who have no problems in grammar, they speak like a book i.e. they **use** full sentences {not utterances]; no contracted forms used at all. This means that they master the system but they **lack the skill of using it**, (see Fig.4.5).

3- Is English taught in isolation from real use? (I.e. in the English classroom, are the texts/ grammar items related to the learners' field of specialism/ authentic materials used?).

In response to the above question, the learners confirm what the EST teachers had already confessed{while distributing the questionnaire the researcher had discussed the issue **of using** authentic materials}that the English which is taught to these students is General English {GE} and **no** authentic material **is used.** Therefore, this can be one of the sources of difficulties **in using** EST **SD.** Absence of authentic material in the EST classroom lead to lack of motivation. (See tables from 4.7 to 4. 14 and figures from 4.6.to 4.13) about the different problems.

4.2.2: Analysis and Discussion of Part Two of the Oral Interview (OI).

Question 4: Do you encounter any difficulties when you want to speak English?

Table 4.40: Analysis of question 4 of the OI

Learners' answers	Learners' number	Percentage
Yes	71	88.7
No	9	11.3
sometimes	0	0
total	80	100%

The table above shows that most of EST learners encounter difficulties when they want to speak English, while the vast majority of declared that they **have great difficulties** when they **use ESD** in general. The researcher also noticed that they are not fluent speakers while interviewing them. Moreover, some of them answered in Arabic {see appendix two; the first 3 questions}. This is also confirmed by EST teachers who stated that their learners find difficulties in **using** correct and meaningful utterances {See tables from 4.7 to 4.14, and figures from 4.6 to 4.13}. These answers proved that EST learners have different problems in **using ESD** in general. Hence, hypothesis one is accepted.

Question 5: What kind{s} of these difficulties? NB: The learners who have difficulties are 71 out of 80:

Table 4.41: Analysis of question 5 of the OI:

Kinds of difficulties	Learners' number	Percentage
Grammar & tenses	27	38.2%
General vocabulary	34	47.8%
Pronunciation	10	14.0%
Total	71	100%

The results of the above table show that little number of students find difficulty in pronunciation. However, the researcher's observations during the **interview contradict this result**; that these learners have great pronunciation problems. The above table also shows that the majority of the students have problems in constructing correct English sentences (four levels of linguistics) which means they have problems **in using ESD because grammatical knowledge helps communicative knowledge** {Teachers answers confirm this result see table 4.7and figure 4.6 of the questionnaire}. Therefore, the source of learners' difficulties can be attributed to their previous learning experience because all these aspects of linguistics can be taught, acquired and tested. As for pronunciation, if their teachers provided good model of pronunciation they would not have pronunciation problems. Hence, teachers can be one of the sources of learners' difficulties of pronunciation. Therefore, hypothesis **1 is accepted.**

Question 6: Do you listen to any English programmes on BBC/ Voice of America (VOA) or the like?

Table 4.42: Analysis of question 6 of the OI:

Learners' answers	Learners' number	Percentage
Yes	25	31.2%
No	40	50.0%
sometimes	15	18.8%
total	80	-100%

The results of the above table show that half of the interviewees do not listen to any English programmes with percentage while only 1/3rd of the students listen to English programmes. The majority of them said that they usually listen to songs. Yet, few of them said that they listen to educational programmes. Therefore, the results shown on the above table

prove that lack of exposure **to ESD** is one of the reasons behind learners' problems in **using** this kind of discourse**.**

Question 7: Do you speak English inside the classroom? (Any activities used to develop your speaking ability {such as pair/ group work, discussions simulations presentations etc.)? What about outside the classroom?

Table 4.43: Analysis of question 7of the Oral Interview

Learners' answers	Learners' number	Percentage
Yes	20{with the teacher}	25.%
Never	25	31.2%
Rarely	35{outside classroom}	43.8%
Total	80	100%

The results in the above table indicates that the majority of learners **never use ESD** neither inside nor outside classroom while the minority of learners **rarely use it** chatting with friends. Hence, with these results the researcher **conclude**s that spoken skills are not paid much attention and **ESD** is neglected at this level of university as the students enter university with poor speaking background.

Question 8: Do you find any difficulties when using scientific terms? If yes, you find them difficult because

Table 4.44: Analysis and discussion of question 8 of the OI:

Learners' answers	**Learners' number**	**Percentage**
(a) They are difficult to pronounce.	19	23.7%
(b) Of the frequent use of prefixes and suffixes.	08	10.0%
(c) We do not have enough time to practice.	38	47,5%
(d) All of the above.	15	18.8%
Total	**80**	**100%**

The above table shows the difficulties encountered by EST learners when **using** Scientific Vocabulary. Almost half of the students stated that frequent use of suffixes and lack of practice in **using** scientific vocabulary is the main reason behind their problems of **using** this kind of vocabulary while few of them pointed out that those scientific words are difficult to pronounce. During the OI few learners said that they have no great problems in **using** scientific vocabulary, but they have problems in **using** general vocabulary (they have limited active vocabulary but wide passive vocabulary). With these results, we conclude that **using** scientific vocabulary pose a problem for EST learners. This is confirmed by EST teachers' answers in the questionnaire {appendix 1 question 1}; the results pointed high percentage in "agree and strongly agree". This means they agree that EST learners have problems in **using** scientific vocabulary in general. In short, these problems and difficulties that are encountered by ESP learners do not arise because of the learners' defective knowledge (see Fig. 3) of the language system, but from unfamiliarity with the language **use.** Hence, these learners need to be familiarized with the language **use** through exposure to authentic discourse, which is not enough in a foreign language context. Therefore teaching the aspects of spoken language; such formulaic expressions and speech acts, can be effective.

4.2.3: Verification of Hypotheses

As hypothesized by the study, the findings and the results of the analysis of EST practitioners' questionnaire and the learners' Oral Interview revealed that these learners are encountered by different problematic areas when using ESD i.e. they are not able **to use** it appropriately, accurately and flexibly in their different social and academic settings. The researcher observed that the learners are not fluent speakers while interviewing them; they speak like a book. This means

that they master the system but they lack the skill **of using** it. Moreover, some of them answered in Arabic.(see tables from .4.7 to .4.14 and figures from .4.6 to..4.13 of the questionnaire), (see also table .4..42 of the Oral Interview. These results prove that they have many problems **in using** spoken form of language. The main reason behind these problems is lack of Communicative Competence. **Therefore, hypothesis1 is accepted.**

The results of both the learners' Oral Interview and EST practitioners' Questionnaire also confirmed hypothesis two; that there are different causes behind the difficulties **in using SD.** Results in tables .4.16 to .4.23 and figures from .4.14 to 4.21 of the questionnaire display the respondents' answers with regard to **the main reasons behind** these problems. ; Analysis and discussion of questions 1&2 of the **OI c**onfirm these results, they state that the main reason behind the difficulties that encounter EST learners is lack of both Communicative Competence and Pragmatic Competence, besides, some pronunciation problems, (see tables; 4.41, 4.42. All these problems are caused by the use of GTM, lack of practice and exposure to the TL (see tables .4.43. and 4.44 of the Oral Interview. **Hence, hypothesis 2 is accepted**.

As for **hypothesis three,** the results of the analysis of the questionnaire also revealed that EST practitioners are not trained to teach SD. Results in tables .4.25 to.4.31 and figures from .4.22 to .4.28 of the questionnaire display the respondents' answers with regard to the EST teachers' training/ lack of training. The results shown on these table and figures state that the practitioners are neither interested nor motivated to teaching Spoken Discourse because they are not trained. Moreover, they confessed that they **use** traditional ways of teaching; see classroom profile, table: 2.1.**Therefore, this hypothesis is accepted.**

With regard to **hypothesis four,** results in tables .4.33 to .4.39 and figures 4.29.to .4.35 prove that EST practitioners **have negative attitudes** towards teaching EST **SD.** This is attributed to many factors; refer to the discussion of the above-mentioned tables. **Therefore, this hypothesis is accepted** despite some participants chose "not sure"; EST practitioners/ teachers can have positive attitudes towards **teaching SD** if they are trained in this area.

Summary of the Chapter

The chapter has displayed, analysed and discussed the data gained via the Questionnaire and the Oral Interview. It has also discussed the results of the tools and it has shown their efficiency in achieving their goals in accepting the hypotheses of the research or rejecting them. The chapter is concluded with an account how the hypotheses of the study were accepted and verified. The **following chapter** concludes the study summarizing the study and its results. Moreover, it offers recommendations and suggestions for further research.

Chapter Five

Summary of the Study, Findings, Recommendations, Conclusion and Suggestions for Further Studies

Chapter Five

Summary of the Study, Findings, Recommendations, Conclusion and Suggestions for Further Studies

5.0: Introduction

Section one of this chapter illustrates a brief summary of the study and the findings related to the questions and hypotheses of the study. Section two provides recommendations, while section three presents conclusion and **section four provides** suggestions for further studies.

5.1: Summary of the Study

This study investigated EST students' problems in **using** English **SD** in their first year of study. The study discussed the importance of mastering the ability to **use SD** and highlighted the importance of adopting a more learner-centred approach in teaching EST **SD**. The study also provided some useful information about EST learners' problems **in using** English **SD** and the barriers that hinder them from becoming efficient and successful **communicators o**f English. Light was also shed on the main **causes** of these problems; **lack of** Communicative Competence that include Pragmatic Competence was highlighted as the main reason behind the learners' problems, besides, **lack of** exposure to authentic materials and **lack** of practice. Ways of developing CC were presented. Moreover, ways and strategies of facilitating the production of **SD** and classroom techniques to teach formulaic expressions were discussed to motivate and enable EST learners to become more efficient in **using SD**. The study explored the barriers that **prevent EST** teacher from becoming ESP practitioners, such as **lack of** suitable training, **lack of** subject knowledge and **lack of** relevant materials.

5.2: Findings

Based on the investigation and results of data analysis, the following are the main findings:

1- EST learners encounter different difficulties when they want to use English Spoken Discourse (**ESD)**, they seem inhibited and reluctant. Therefore, they are not confident, efficient and successful communicators.

2 -EST learners lack CC, which include Pragmatic Competence; hence, they do not **use** the language appropriately, accurately and flexibly whether in their academic or social settings.

3-EST learners are not motivated to learn/use ESD; or rather, they are instrumentally motivated; they just care about passing the exam.

4-EST **syllabus lacks** activities and tasks that motivate learners to **use** ESD. They also **lack** exposure to authentic discourse, besides, absence of contact with native speakers of the Target Language (TL).

5- Technology has no place in EST classroom which is traditional; the learning is teacher-centred not learner-centred. Moreover, the learners' present and future needs are neglected i.e. the learners are not taught what they need in their future work place.

6-EST practitioners are not trained to teach ESD because the focus is on reading and writing, hence, they are not are not interested in teaching it.

7-There is no collaboration between EST practitioners and subject matter teachers. The main teaching technique is Grammar Translation Method.

5.3: Recommendations of the Study

Based on the above findings, the researcher **recommended** the following:

1-Introducion of teaching and testing OCS at both basic and secondary levels to familiarize learners with E**SD** and enable them to communicate confidently, appropriately and fluently.

2-The Ministry of Higher Education and Scientific Research should provide the colleges of Science and Technology with the latest technological equipment that motivate learners to **use** this kind of discourse successfully in their EST classroom.

3-EST practitioners should inspire their learners to overcome their natural inhibitions about speaking the Foreign Language by plunging them in situations that compel them to speak English fluently and efficiently (e.g. contact with English speaking people).

4-EST learners should have enough practice of Oral Activities such as (presentations, role-plays, simulations etc.) to promote their Communicative Competence (CC).

5-EST Practitioners should have a special efficient training on this field t**o overcome** the barriers and to adopt the different **roles** of the **ESP practitioners; as** a guide, a facilitator, researcher, syllabus designer and a collaborator.

6- The **use** of appropriate methods and strategies in their teaching i.e. EST practitioners should be eclectic adopting different teaching techniques with the **use** of CLT as the main teaching techniques.

7-ESP Teachers, in the different fields, should exchange and share ideas with other ESP teachers across the country through **using** ESP forums.

8-The **use** of authentic materials and Modern Technology to enable learners to interact in both social and academic contexts and later in their future work place. Thus, enjoyable and relaxing atmosphere can be created in the EST classroom.

9-EST learners should be exposed to the cultural aspects of the TL as these aspects enhance mutual understanding, besides, teaching the aspects of pronunciation that help mutual understanding.

10-Collaboration between the subject matter teachers and the EST practitioners is effective in removing the barriers. Moreover, interest in the subject matter on the part of the EST practitioner is also helpful.

5.4: Conclusion

In conclusion, the researcher discovered that teaching ESP in a Foreign Language context is more demanding than teaching EGP. Hence, interest in the subject matter on the part of the ESP lecturer, collaboration with both learners and lecturers of the subject matter is necessary to achieve the learners' needs.

Another thing she discovered is that learning to speak a foreign language is not an easy task as it involves developing a number of complex skills and different types of knowledge about how and when to communicate as preparation for speaking, Furthermore, there are different learners with different personalities and attitudes towards the TL and every learner has his/her attitudes towards the foreign language, his/her ability and motivation or lack of it. For this reason, EST practitioners should know that learning to speak a foreign language is not an easy task

Finally. the researcher is extremely pleased that she attained what she aimed at i.e. she has had a chance of gaining Scientific English knowledge; learning how to **use** and **teach** ESD and how CC can be developed. Moreover, she can now help her learners to be communicatively competent.

5.5: Suggestions for Further Studies

The researcher suggests further studies to be done in the area of EST in order to enhance learners' Communicative Competence; the following are the suggestions:

-The effect of acquiring the cross-cultural aspects of the Target Language on enhancing Communicative Competence.

-Designing authentic materials that promote EST learners' Communicative Competence.

-The use of CLT in an EST classroom.

- Investigating the problems of **learning** EST **SD.**

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Appendices

Appendix {1}

Teachers' Questionnaire

Sudan University of Science & Technology (SUST)

College of Graduate Studies

College of Education – English Department

Dear colleague,

The researcher is conducting a Ph.D. study in the field of English Language Teaching: **"Investigating Science and Technology Students' Problems in Using English Spoken Discourse".**

This questionnaire is designed as a tool for data collection, it includes 30 items. Your answers will be of great help to obtain reliable results. Therefore, your co-operation is highly appreciated. Yet, your information will only be used for the purpose of this study.

Thank you

The Researcher

March 2018

The Questionnaire

You are kindly requested to read the following statements, and then put a (√) inside the square opposite to the suitable option that you think is the most appropriate. The questionnaire is a five-point scale:

Strongly Agree= SA, Agree= A, Not Sure = NS, Disagree= DA, Strongly Disagree= SD

Hypothesis 1: There are many problematic areas encountered by EST 1st year students when using ESD.						
Items No.	**Statements**	**SA**	**A**	**NS**	**DA**	**SD**
1	Most EST learners face problems when using Technical Vocabulary.					
2	Most EST learners find difficulties in using correct and meaningful utterances.					
3	EST learners have problems in using appropriate utterances according to the different social context (lack of sociolinguistic competence).					
4	EST learners lack the ability to combine ideas to achieve cohesion in form above sentence level.(lack of discourse competence)					
5	Most EST learners lack the ability to combine ideas to achieve coherence in thought above sentence level.(lack of discourse competence).					
6	EST learners have problems in using non-verbal Communication Strategies such as gestures (lack of strategic competence).					
7	Most EST learners have problems in pronunciation aspects; segmentals (phonemes) and supra-segmentals; (intonation, stress, consonant clusters)					
8	EST learners have problems in comprehending native speakers of English.					

Hypothesis 2: There are different reasons behind the difficulties that encounter EST 1st year students when using ESD.						
Items-No.	**Statements**	**SA**	**A**	**NS**	**DA**	**SD**
9	Grammar Translation Method (GMT) is the dominant approach in teaching EST discourse.					
10	EST learners are not taught Oral Communication Skills in their previous learning experience.					
11	EST syllabus lacks activities and tasks that motivate learners to speak.					
12	The absence of Modern Teaching Techniques (MTT) discourages learners to use Oral Discourse.					
13	Using Mother Tongue (MT) (Arabic) inside and outside classroom demotivates learners to use Oral Communication Skills.					
14	Lack of exposure to the language increases EST learners' inability of using Spoken Discourse.					
15	EST learners are only concerned about passing the exam (instrumentally motivated).					
16	Most of EST learners know very little about using the Latest Technological Aids such as the internet and computers.					
Hypothesis 3: EST practitioners are not well trained in teaching ESD.						
Items No.	**Statements**	**SA**	**A**	**NS**	**DA**	**SD**
17	Sudanese Universities /SUST organize (s) Training Programmes that develop EST practitioners/ teachers Speaking Skills.					
18	The Training Programmes of EST practitioners/teachers do not focus on Oral Communication Skills.					
19	EST practitioners/teachers are not well trained in teaching their learners how to use Spoken Discourse.					
20	Most EST practitioners have negative attitudes towards Training Programmes.					

21	EST practitioners/teachers have no knowledge about the strategies of teaching real world tasks. (Future work place). .					
22	EST practitioners/teachers are not trained to provide their students with correct pronunciation forms of Technical Terms.					
23	EST practitioners/teachers are not trained to combine different teaching techniques (eclecticism) that develop their learners' ability to communicate orally.					

Hypothesis 4: EST practitioners have negative attitudes towards teaching ESD.

Items No.	Statements	SA	A	NS	DA	SD
24	Practitioners/ teachers of EST have sense of inferiority because the students consider EST as a minor subject					
25	Teachers/ practitioners of EST have a positive will to teach Scientific Register (jargon).					
26	EST practitioners are not familiar with using Oral Scientific Discourse in their teaching.					
27	EST practitioners/teachers are not integratively motivated to use Oral Scientific Discourse (their goal is examination success).					
28	EST practitioners/teachers lack interest in teaching Oral Scientific Discourse.					
29	EST practitioners/teachers have positive attitudes towards teaching the subject in which EST Oral Discourse is used.					
30	EST practitioners/teachers have negative attitudes towards using Modern Teaching Techniques to teach Oral Scientific Discourse.					

Appendix {2}
EST Students' Oral Interview (OI)
Sudan University of Science & Technology (SUST)
College of Graduate Studies

College of Education – English Department

Dear Dr._____

The researcher is conducting a Ph.D. thesis entitled: **"Investigating Science and Technology Students' Problems in Using English Spoken Discourse".**

The following Oral Interview is designed to investigate the areas of difficulties encountered by 1st year students of Science and Technology. You are kindly requested to go through the interview questions for the purpose of validity. I do appreciate your time and I would be extremely grateful for your assistance.

Thank you.

The Researcher

March 2018

The Oral Interview Format

The learners will be interviewed orally and Individually; the purpose is to check how they function socially to:

- check fluency and the ability of responding to questions.
- check whether there are marked pronunciation problems.
- tackle their speaking problems.

Their answers are going to be recorded to be analysed later.

Directions:

In this part of the test, you will answer three questions. For each question, begin responding immediately after you see a signal. No preparation time is provided.

The questions:

In the first questions learners are supposed to respond immediately; **1-S**peak about/introduce yourself briefly: Name, date and place of birth/hobbies/ likes/ dislikes, etc.

2-Why did you choose this university/ study?

3-Is English taught in isolation from real use? (I.e. in the English classroom are the texts/ grammar items related to your field of specialism (authentic materials used?).

In the second part of the interview, the students will be given about one minute to think:

4-Do you find any difficulties when you want to speak?

5-What kind(s) of these difficulties do you encounter?

6-Do you listen to any English programmes on BBC/ Voice of America (VOA) or the like?

7-Do you speak English inside the classroom? (Any activities that develop your speaking ability? What about outside classroom?

8- Do you find any difficulties in using scientific terms? If yes, you find them difficult because:

(a) they are difficult to pronounce.

(b) of the frequent use of prefixes and suffixes.

(c) we do not have enough practice of using them.

(d) all of the above.