

### Investigating the Significance of using Communication Strategies in Promoting Students' Oral Performance

Aida Mohammed Satti Al\_Khteb<sup>1</sup>, Sudan University of Sciences and Technology, College of Graduate Studies *Mob- 0129837496*. - Ahmed Mukhtar ALmrdr Osman<sup>2</sup>, Associate professor, Omdrman Islamic University, Faculty of Arts. *Mob- 00249919560617*. Muntsair Hassan Mubarak Al Hafian<sup>3</sup>, Assistant professor, College of Education, Sudan University of Sciences and Technology. *Mob- 00249913222280*. Tohami Mohammed Hassan Mohammed-Noor<sup>4</sup>, Assistant professor, College of Education, University of Dongola. *Mob- 00249906223333*.

#### Abstract:

This study aimed to investigate the significance of using communication strategies to promote students' oral performance, from teachers' prospctions. The sample of this study consist of (30) teachers. The questioner was designed as a tool for this study. The researcher used (SPSS) program to analyze the data. The findings of the study revealed that: Linguistic problems frustrated students to communicate orally, the friendly relationship between teachers and students helps learners' oral performance, and also Students use gesture to overcome the lexical item difficulties. The researcher recommends that: Teachers should make real communication in the classroom to improve students' performance. Also teachers should attract the learners' attention by using body language.

**Key words:** oral performance, communication strategies and learners' attention.

#### المستخلص:

هدفت هذه الدراسة إلى تقصي أهمية استخدام إستراتيجيات الاتصال لتعزيز الأداء الشفهي لطلاب اللغة الإنجليزية، تكونت عينة الدراسة من (30) معلما. تم تصميم الإستبانة بغرض جمع البيانات. استخدم الباحث برنامج الحزم الإحصائية للعلوم الاجتماعية لتحليل البيانات. أظهرت نتائج هذه الدراسة أن: المشكلات اللغوية تحبط الطلاب من التحدث باللغة الإنجليزية بطلاقة، العلاقة الودية بين المعلمين والطلاب توفر للمتعلمين أداء شفهيًا جيدًا كما يستخدم الطلاب الإيماءات للتغلب علي الصعوبات اللغوية. يوصي الباحث بما يلي: يجب على المعلمين إجراء محادثة حقيقية داخل الفصل لتحسين أداء الطلاب، كما يجب علي المعلمين جذب انتباه المتعلمين باستخدام لغة الجسد.

**الكلمات المفتاحية:** الأداء الشفهي، استراتيجيات الاتصال، وانتباه المتعلمين.

#### 1- Introduction

The concept of "communication strategies defines, as a product of learners' attempts to express meaning in spontaneous speech through a limited target language system, in the authentic communicative situations, not only low-proficiency learners' but also high language proficiency ones are sometimes faced with the communicative problems. In order to solve their problems,

learners' are inclined to develop communication strategies (CSs) to overcome target language deficiencies and eventually develop communicative competence. According to Canale (1983), communication strategies are helpful tools for both native speakers' and foreign language learners' to compensate for insufficient competence.

The Canale's framework of communicative competences includes four main elements: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Among four types of communicative competence, the notion of communication strategies was adopted and labeled under strategic competence, which is the ability to employ strategies of language use in the attempt to reach communicative goals.

### **2- Statement of the Study Problem**

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

### **3- Objective of the Study**

This study set out to achieve the following objective:

1-To identify the barriers that hindered teaching of oral communication.

### **4- Question of the Study**

Considering the study objective, the following research question is put forward:

1- What are the barriers that hindered teaching of oral communication?

### **5- Hypothesis of the Study**

This study has the following hypothesis:

1- There are some barriers that hindered teaching of oral communication.

### **6- Literature Review**

#### **Definitions of communication strategies**

Selinker (1972) proposes that concept of communication strategies (CSs) which he defines as by. Product of learners attempts to express meaning in spontaneous speech

through a limited target language system. Since he first used the term, it has been the subject of much discussion but also of little consensus as to its correct definition. In early work, CSS was regarded as language learners problem – solving behavior in the process of target (CSs) to compensate for their linguistic shortcomings in order to nation focuses on the language learners response to an imminent problem without considering the interlocutor's support for its resolution.

#### **Promoting communication strategies among learners**

The main objective to master English language, has become to be able to able to communicate the using the language, has become kill has become the main goal in learning English as second language or foreign language. Moreover, he states that the learners will assess their success in language learning, especially how effective they use the language, by looking at how they improved their peaking skill. I believe that communicative competence is learned through a social setting and accepted into their social group Also, a learner acquires the communicative competence by mimic what they have understood and hear while interacting with at hers.

#### **Factors affecting the use of Communication Strategies**

Undoes tonding the (CSc) that students' employ helps teachers understand their strategies competence so that appropriate could by chosen for pedagogical purposes of English. EFL teachers may need to explore further the influence of other learner variables on the use of OCSs by students. This study investigate in particular the effect of motivation in speaking English, teaching methods, psychological barriers, linguistic problems.

### **Innovative teaching strategies Discussion Methods**

According to Mrs-Shubhangi R. Khambayat (2017), a classroom, students' share their knowledge, as a results discussion take place, discussion is an orderly Process of face to face interaction in which participants exchange ideas about an issue for solving a problem, answering a question, enhancing their learning or making a decision. Here students take over the communication skill subject from various points of view and with the help of questioning and answering. In this method of teaching, teacher act as moderator. This is an appropriate method for teaching communication skill subject, which is social in nature.

### **Vocabulary knowledge**

Student need to be able to use word and know what they mean also Possess strong oral language skills this is referred to vocabulary knowledge. It affects students' ability to effectively communicate with their Peers, but it also affects the student's capacity to identify and interpret discourse. Vocabulary can be very successfully taught and learned with good materials among interested learners. Learning new vocabulary need not be unpleasant for learners nor does it require a lot of time or effort from the teachers. The researcher believes, the failure to gain. Adequate vocabulary can have problems consequences for learners' communications skills later in life.

### **How to learn vocabulary?**

Atay and Ozbalagan (2007) they found similar result that students who successfully develop vocabulary are active strategists who are conscious of their learning and can implement steps to regulate their own learning. While for

vocabulary learners Passers little waviness of how to learn new words or how to connect new words to old knowledge. Explicit instruction on vocabulary learning strategies may help students to become more proficient. With a broad range of strategies they can use when learning new vocabulary learning these strategies can be facilitated through learning experiences involving physical movements linking new vocabulary to Prior knowledge and allowing time for students. To reconstruct their new vocabulary's rather than Simple to reconstruct producing it.

### **Facilitate Vocabulary Development**

When providing the students with memory strategies to help facilitate vocabulary development. It important for students to be guided to recall new vocabulary after the meaning of the new word has been discovered. Munro (2008) discovers that the notion that visual strategies play a major role in vocabulary development, but also explores and links other aspect of quality teaching to vocabulary developments then suggests that for students to learn to understand how to say new vocabulary she/he needs to participate in explicit teaching Procedures focus on developing new vocabulary. Through identifying example of what the new word means, saying and doing actions that characterize the new word and suggesting how the new like words they already know.

### **The value of Visual Prompts**

Blasingame and Nusen (2005), also found similar resale that the value of visual Prompts when learning new vocabulary should be taught in related group such as verbs, ges tales, learning new vocabulary. Is best achieved by starting with source or root words and then teaching terms related to that word.

This teaching emphasis on visual learning Strategies does not simply imply that by using visual Prompts students are better prepared to learn new vocabulary.

### **How can Learners Learn new Vocabulary?**

Munro (2008) explain that's action learning. Through action compression asset of learning activities aimed at learning vocabulary. It needs to be taught through an action learning context Students learn new vocabulary by doing the actions that particular word. For examples Students Pretend that is a lion, they act out various Sentences related to the word lion. Students can describe in sentences the actions they do when they teaching strategies Munro suggests include asking questions that cue students in to calling on their Prior vocabulary knowledge Questions such as what is another word for it ?. Althing that is like it? Provide students with the opportunity to link the new vocabulary to their existing word knowledge.

Bond and wasik (2009) they agree that, asking open ended question allows students to explore. The meaning of vocabulary words, the content of a story and interact with their peers and the teachers, using their new vocabulary.

Munro (2008) suggests that students to place new word in their long term memory, the teachers must guide her/him through an action pictare links with known Word learning activity.

The researcher believe the learner's need to become aware of suitable context for their new vocabulary

### **Factors affect how Vocabulary is Learn**

Neuman agree with Dywer (2009) that, the link between words meaning and actions together create a key. Factor in learning new vocabulary. Atay agree with Ozbulgan (2007) that after discover the meaning of new words through different Contexts, students should be guided to recall it to different memory strategies. Denton (2008), claim that, discussion about Word meanings enabling students to translate complex definitions into own language contexts within this learning model, the teachers is more blew to provide instruction that includes discussion of texts and concepts. Ebbers also agree with Denton (2008) that, oral discussion of content vocabulary is common of many successful reading intervention Strategies. Students need to say the word a loud, clearly. Deliberately and repeated, they may be more likely. Remember it within this learning context the students. Should not be Passive learners.

### **7- Research Method**

This study adopted descriptive methods. A purposive sample was used for this study includes (30) teachers. The researcher used a questionnaire as the instrument for data collection, it assisted in building a base on a complete understanding of the study problem. The data collected from the questionnaire were analysed and carried out via the Statistical Package for the Social Sciences (SPSS) and the results displayed for the discussion process.

### 8-Data Analysis Teachers Questionnaire Analysis

Statement (1) Participants in terms of gender.

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	11	36.7%	36.7%	36.7%
Female	19	63.3%	63.3%	63.3%
Total	30	100%	100%	100%

To test this hypothesis descriptive statistic was run and the result demonstrated in tables below:

Statement (2) students using fillers such as (aaa,oah and you know).

Phrase	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	26	86.7%	86.7%	100%
Agree	4	13.3%	13.3%	
Neutral	0	0%	0%	0%
Disagree	0	0%	0%	0%

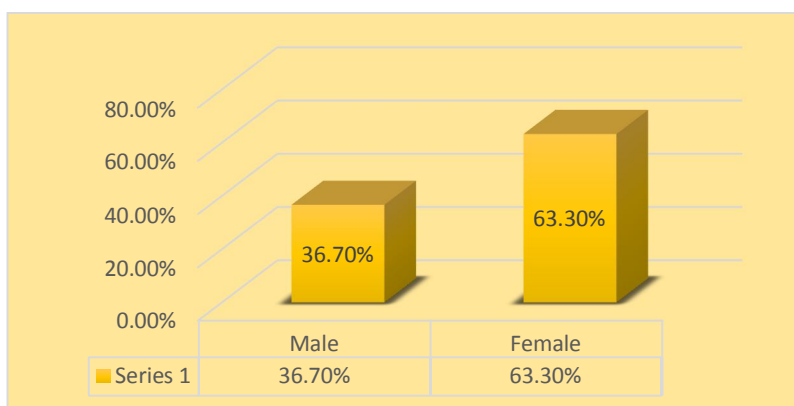


Figure (1) Participants in terms of gender.

From table (1) and figure (1) presented the participant respondent to the questioner (36.7%) were male, while (63.3%) were female, there is Varity of the gender of participant in answering questioner. Figure (1) shown that the highest participated were male.

Statement (3) the friendly relationship between teachers and students provides good learners oral performance.

Phrase	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	18	60%	60%	90%

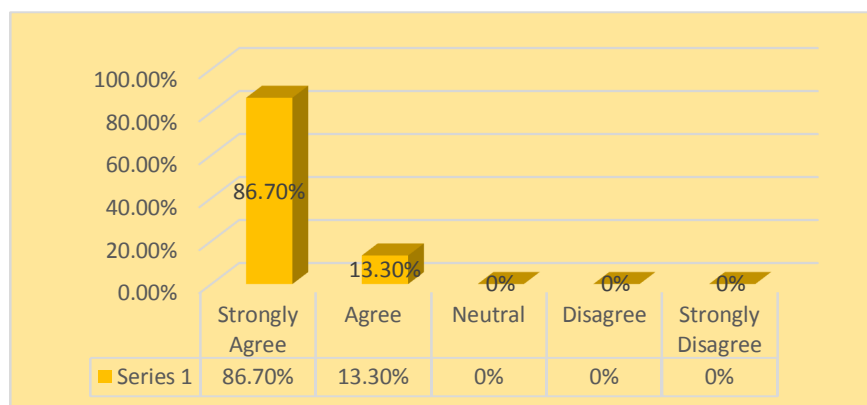
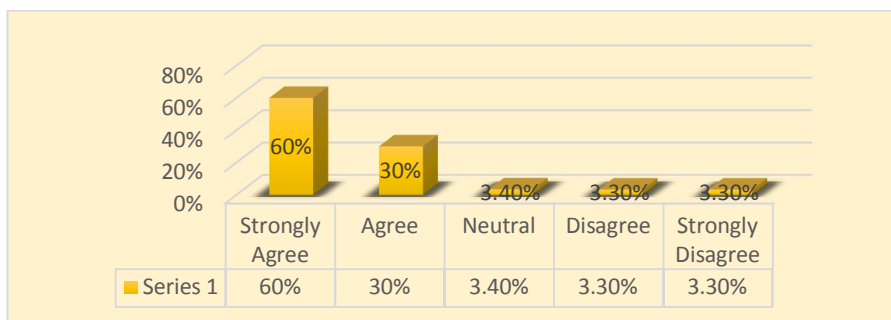


Figure (2) students using fillers such as (aaa,oah and you know).

From the table (2) and figure (2) it is observed that the participants' respondent to the statement "**students using fillers such as (aaa,oah and you know)**". "was "**strong Agree**", the response "**strong agree**" was chosen by (86.7%), while the response "**agree**" was chosen by (13.3%), and the response "**neutral**" was chosen by (0%) no one of participant respondent were "**disagree**" or "**strongly disagree**". This indicate that the highest respondent is agree.

Agree	9	30%	30%	
Neutral	1	3.4%	3.4%	3.4%
Disagree	1	3.3%	3.3%	6.6%
Strongly Disagree	1	3.3%	3.3%	
Total	30	100%	100%	100%



Finger (3) the friendly relationship between teachers and students provides good learners oral performance.

With reference to the table (3) and figure (3) it is observed that the participants' respondent to the statement " **the friendly relationship between teachers and students provides good learners oral performance.**" Were "strongly agree and agree", with cumulative response (90%), while the response "neutral" was chosen by (3.4%), and the respondent "disagree and strongly disagree" were cumulatively chosen by (6.6%). This proved that the highest respondent is agree.

Statement (4) most EFL learners do not enjoy participating in communicative actives in the classroom because of making mistakes.

Phrase	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Strongly Agree</b>	12	40%	40%	80%
<b>Agree</b>	12	40%	40%	
<b>Neutral</b>	2	6.6%	6.6%	6.6%
<b>Disagree</b>	2	6.7%	6.7%	13.4%
<b>Strongly Disagree</b>	2	6.7%	6.7%	
<b>Total</b>	30	100%	100%	100%

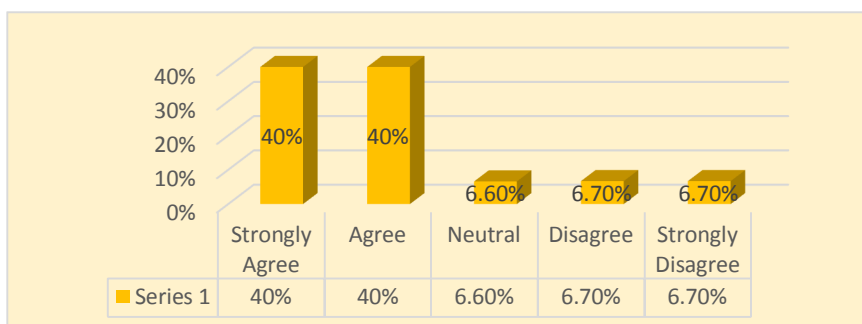


Figure (4) most EFL learners do not enjoy participating in communicative actives in the classroom because of making mistakes.

From table (4) and figure (4) the statement which pointed out that **“most EFL learners do not enjoy participating in communicative”**. (80%) of participant were **“Strongly agree and agree”**, (6.6%) was neutral and (13.4%), were **“disagree and strongly disagree”**. This show that most of participant agree with the statement.

Statement (5) the best choice of teaching methods encourage the learners to learn oral performance.

Phrase	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	43.3%	43.3%	80%
Agree	11	36.7%	36.7%	
Neutral	3	10%	10%	10%
Disagree	2	6.7%	6.7%	10%
Strongly Disagree	1	3.3%	3.3%	
Total	30	100%	100%	100%

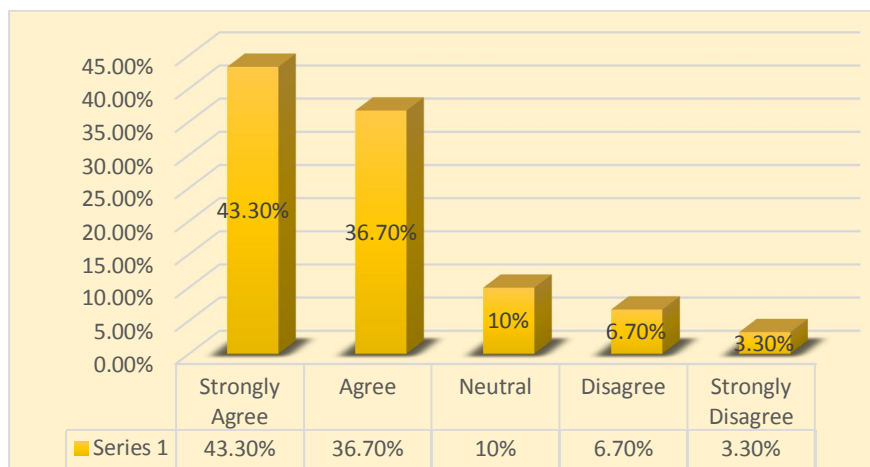


Figure (5) linguistic problems frustrated students to speak English fluently.

From table (5) and figure (5) which state that, **“linguistic problems frustrated students to speak English fluently”**. (80%) were **“strongly agree and agree”** with the item, while (10%) was **“neutral”**, and (10%) were **“disagree and strongly disagree”** this show that most participant agree with the statement.



Phrase	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	43.3%	43.3%	80%
Agree	11	36.7%	36.7%	
Neutral	3	10%	10%	10%
Disagree	2	6.7%	6.7%	10%
Strongly Disagree	1	3.3%	3.3%	
Total	30	100%	100%	100%

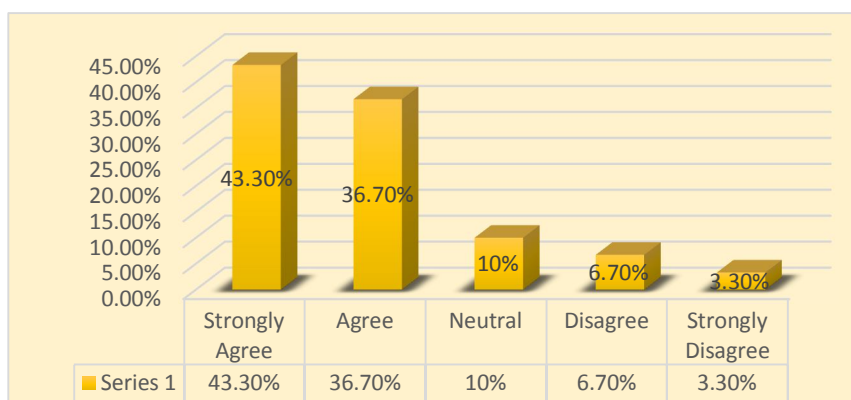


Figure (5) linguistic problems frustrated students to speak English fluently. From table (5) and figure (5) which state that, **“linguistic problems frustrated students to speak English fluently”**. (80%) were **“strongly agree and agree”** with the item, while (10%) was **“neutral”**, and (10%) were **“disagree and strongly disagree”** this show that most participant agree with the statement.

Phrase	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	43.3%	43.3%	80%
Agree	11	36.7%	36.7%	
Neutral	3	10%	10%	10%
Disagree	2	6.7%	6.7%	10%
Strongly Disagree	1	3.3%	3.3%	
Total	30	100%	100%	100%

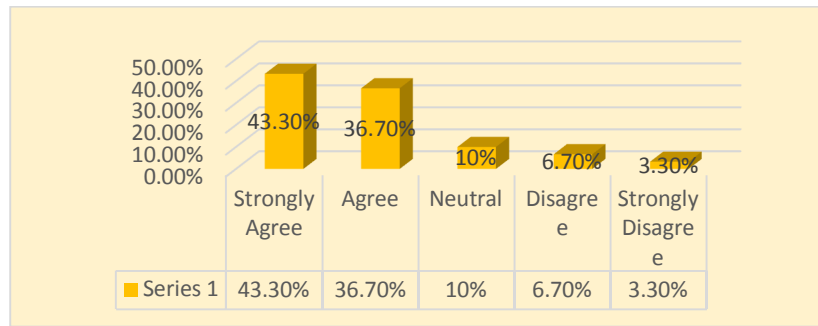


Figure (6) the best choice of teaching methods encourage the learners to learn oral performance.

From the table (6) and figure (6) it is noticed that the participants' respondent to the statement "the best choice of teaching methods encourage the learners to learn oral performance" were "strongly agree and agree", with (80%), while (10%) was neutral and (10%) were "disagree" tis show that most of participants agree with the statement.

**Statement (7) teachers make real communication in classroom.**

Phrase	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	36.7%	36.7%	73.4%
Agree	11	36.7%	36.7%	
Neutral	6	20%	20%	20%
Disagree	2	6.6%	6.6%	6.6%
Strongly Disagree	0	0%	0%	
Total	30	100%	100%	100%

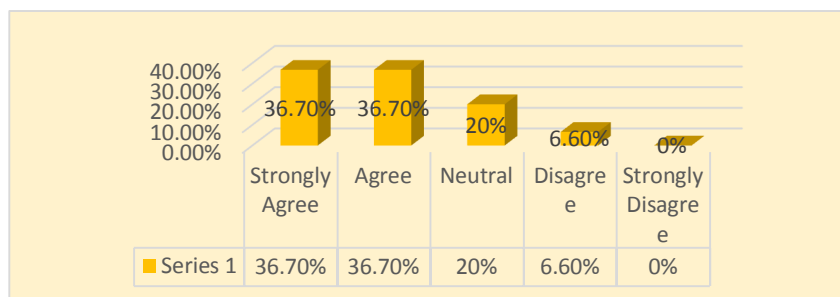


Figure (7) teachers make real communication in classroom.

From the table (7) and figure (7) it is noticed that the participants' respondent to the statement "teachers make real communication in classroom" were "strongly agree and agree", with (73.4%), while (20%) was neutral and (6.6%) were "disagree" tis show that most of participants agree with the statement.

Statement (8) teachers attract the learners' attention by using body language.

Phrase	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	50%	50%	90%
Agree	12	40%	40%	
Neutral	2	6.7%	6.7%	6.7%
Disagree	1	3.3%	3.3%	3.3%
Strongly Disagree	0	0%	0%	
Total	30	100%	100%	100%

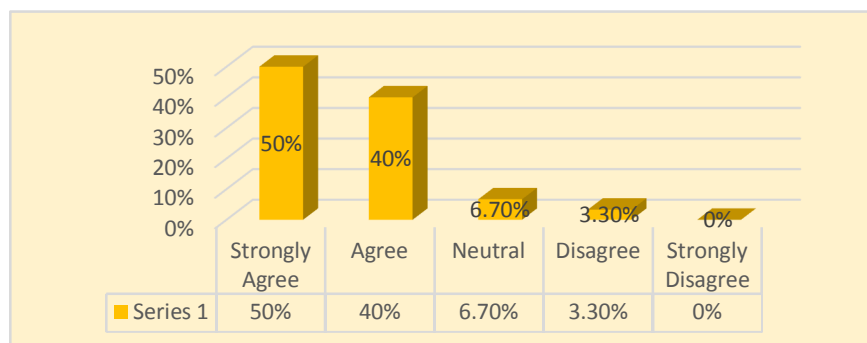


Figure (8) teachers attract the learners' attention by using body language.

From table (8) and figure (8) which state that, **“teachers attract the learners' attention by using body language”**. (90%) were **“strongly agree and agree”** with the item, while (6.3%) was **“neutral”**, and (3.3%) were **“disagree and strongly disagree”** this proof that most participant agree with the statement.

**Statement (9) most EFL learners do not enjoy participating in communicative actives in the classroom because of making mistakes.**

Phrase	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	40%	40%	80%
Agree	12	40%	40%	
Neutral	2	6.6%	6.6%	6.6%
Disagree	2	6.7%	6.7%	13.4%
Strongly Disagree	2	6.7%	6.7%	
Total	30	100%	100%	100%

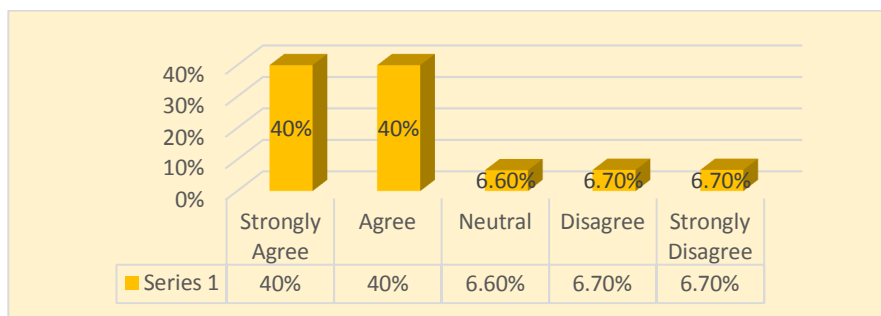


Figure (9) most EFL learners do not enjoy participating in communicative activities in the classroom because of making mistakes.

From table (9) and figure (9) the statement which pointed out that “**most EFL learners do not enjoy participating in communicative**”. (80%) of participants were “**Strongly agree and agree**”, (6.6%) was neutral and (13.4%), were “**disagree and strongly disagree**”. This shows that most of the participants agree with the statement.

**Statement (10) students use gesture to overcome the lexical item difficulties.**

Phrase	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	36.7%	36.7%	63.4%
Agree	8	26.7%	26.7%	
Neutral	6	20%	20%	20%
Disagree	3	10%	10%	16.6%
Strongly Disagree	2	6.6%	6.6%	
Total	30	100%	100%	100%

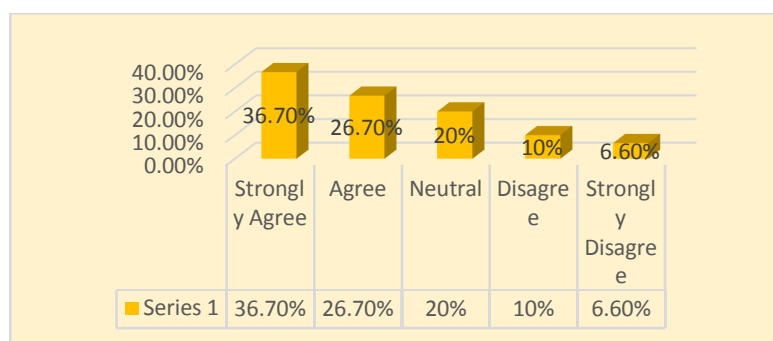


Figure (10) students use gesture to overcome the lexical item difficulties.

From the table(10) and figure(10) the participants' response to the statement " **students use gesture to overcome the lexical item difficulties** " were "**strongly agree and agree**", with cumulative (63.4%), while the respondent "**neutral**" was chosen by (20%), and the response "**disagree and strongly disagree**" was chosen by (16,6%) of the total participant.

**Statement (11) teachers being aware of learning style.**

Phrase	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	40%	40%	73.3%
Agree	10	33.3%	33.3%	
Neutral	4	13.3%	13.3%	13.3%
Disagree	2	6.7%	6.7%	13.4%
Strongly Disagree	2	6.7%	6.7%	
Total	30	100%	100%	100%

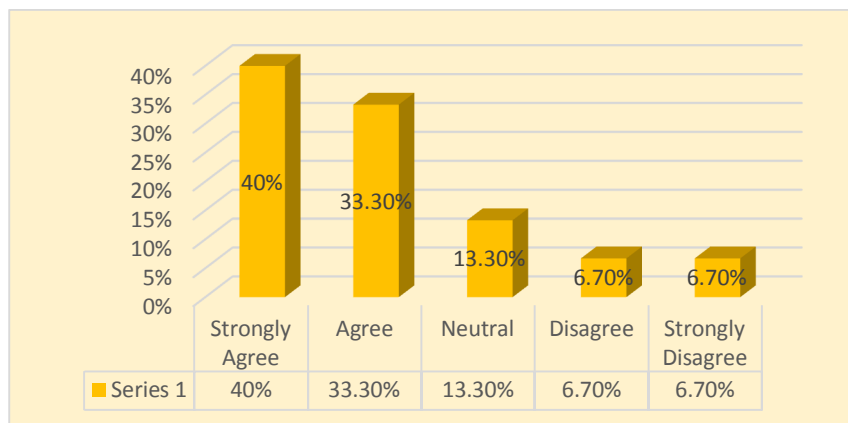


Figure (11) teachers being aware of learning style.

From table (11) and figure (11) which stated that, “**teachers being aware of learning style**”. (73.3%) were “**strongly agree and agree**” with item, (13.3%) was “**neutral**”, and (13.4%) were “**strongly disagree and disagree**”, with statement. Most of participant agree with the statement.

**9- Discussion of the Results**

The researcher found that the average of the total of the ten items which represent the hypothesis “there are benefits of using communication strategies to promote students' oral performance” is (86.7%) with “agree”, whereas the total average of the ten items who “disagree” is (15.3%) this means that the obtained a strong approval according to Likert's five-point scale. Hence, according to the results above the hypothesis is completely confirmed and so it is completely acceptable.

**10- Findings**

The researcher has come out with the following finding after the analysis of obtained data.

- Linguistic problems frustrated students to speak English fluently.
- Students' attitudes represent the most important factor for using phrasal verbs.
- The friendly relationship between teachers and students provides good learners oral performance.
- Students use gesture to overcome the lexical item difficulties

### 11- Conclusion

The main objective of this research was to investigate how students improve their oral fluency through implementation of oral communication strategies. The findings of this study show that linguistic problems frustrated students to speak English fluently. Students' attitudes represent the most important factor for using phrasal verbs, the friendly relationship between teachers and students provides good learners oral performance, therefore, explicit instruction on the use of communication strategies is necessary to help the students communicate their message when target linguistic resources is inadequate.

### Recommendations

Based on the finding of the study, the researcher recommends the following.

- Teachers should make real communication in the classroom to improve students' performance.
- Teachers should attract the learners' attention by using body language.

### References

Atay, M & Ozbalagan, P. (2007). Spoken language, "<http://www.com/LAD/html>.  
Bond, T. & wasik, Y. (2009). Strategies of target language learner communication: message adjustment. In 6<sup>th</sup> conference of

the Rumanian –English linguistics project. Timisoara. International Review Applied Linguistics, Vol.18, pp.59-72.

Canalem R. (1983). Language Learning Strategies. The learning style for EFL students, online pop13 vol 93.

Denton, S. (2008). Communication strategies, foreign talk, and repair in interlanguage. Language Learning, 30, 417-431.

Denton, T. (2008). Task Type and Task Processing Conditions as Influences on Foreign Language Performance. Language Teaching Research 1: 185.

Dwyer, M (2009). Focus on the language learner. Oxford: Oxford University Press.

Mrs-Shubhangi R. Khambayat (2017)

Munro, H. (2008). Combining communication strategies and vocabulary development. The Internet TESLJournal, 12 (2).[http:// iteslj.org/ Techniques /Williams](http://iteslj.org/Techniques/Williams).

Ozbulgan,Z. (2007). Teaching Communication Strategies in an EFL Class of Tertiary Level .Theory and Practice in Language in Language Studies, Vol.4, 10, pp.2033-2041

Selinker, L. (1972). Inter language, international Review of Applied Linguistics.