

Inability of Using Oral Communicative Strategies

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Abstract:

This paper aims to investigate "the inability of using oral communicative strategies among Sudanese English students (fourth year)". The researcher has used the descriptive method via a questionnaire as a tool for gathering the data of the study. The sample of this study composed of (50) teachers who teach English communication at different Sudanese Universities. The data obtained from the questionnaire has been processed computationally with SPSS program to examine the correctness of the hypotheses of this study. The results have shown that EFL students cannot use communication strategies that adopted in oral communication.

Key words: oral communicative skills, Sudanese English students

INTRODUCTION

Language as a means of communication plays an important role in expressing emotions, building rapport, and making social distance. It is communication through which we can send and receive messages and negotiate meaning effectively (Le, 2005). In fact, with the emergence of communicative language teaching inspired by Hymes, (1972). Construct of communicative competence, focusing on the achievement of functional abilities was seen from a new and different perspective of communicative competence. This breakthrough led to the emergence of notions such as fluency and the use of

communication strategies (Khan, 2007). Teachers of English are in need of equipments that raise and increase their awareness through guides, methods and procedures for promoting their students' competence and proficiency in EFL which in its turn contribute in posing competent generation capable of almost solving most of the problematic issues of foreign language learning and teaching. Therefore, the researcher aimed at looking deeply into such an issue wishing the contribution as the previous studies that tackled this area to uproot the barriers and the hindrances as to Sudanese English language students in foreign language learning in the hope that paving the gateway for them towards the pioneer among all nations. Although there is great interest in the notion of communicative competence in science and real life application, the concept is not easy to define in a general way. The reasons lie in the complexity of communication, the wide variety of related cognitive and social abilities, and also the huge situational variability. What we need in the field of communication, similar to the field of intelligence, is the specification of domain specific abilities. A recent handbook devoted to communication and social interaction skills edited by John Greene and Brant.

AIMS AND SCOPE OF THE STUDY

This study aims to investigate the inability of using strategies of oral communication .The scope of the study is to students of (fourth year) at Sudan University of Science and Technology 2016-2017 whose number is composed of (50) teachers. This paper will examine the inability of using communication strategies among Sudanese EFL students.

LITERATURE REVIEW

Definition of terms

Acquisition: the gradual development of ability in a first or second language by using it naturally in communicative situations

Affective factors: emotional reactions such as self-consciousness or negative feelings that may influence learning.

Applied linguistics: the study of a large range of practical issues involving language in general and **second language learning** in particular.

Background knowledge: information that is not in a text, but is used from memory by a reader to understand the text.

Bilingual: a term used to describe a native speaker of two languages or a country with two official languages, in contrast to monolingual.

Bilingualism: the state of having two languages.

Broca's aphasia: a language disorder in which speech production is typically reduced or distorted, slow and missing grammatical markers.

Communication Strategy: a way of overcoming a gap between communicative intent and a limited ability to express that intent, as part of **strategic competence**.

Communicative approach: An approach to language teaching that is based on learning through using language rather than learning about language.

Communicative Competence: the general ability to use language accurately, appropriately and flexibly.

Competence: the implicit system of rules that constitutes a person's knowledge of a language.

Context: either the physical context or the linguistic context (co-text) in which words are used.

Convergence: adopting a speech style that attempts to reduce social distance by using forms that are similar to those used by

the person being talked to, as a type of speech accommodation, in contrast to divergence.

Conversion: the process of changing the function of a word, such as a noun to a verb, as a way of forming new words, also known as 'category change' or 'functional shift' (e.g. *vacation* in *They're vacationing in Florida*).

Critical Period: the time from birth to puberty during which normal first language acquisition can take place.

Cultural Transmission: the process whereby knowledge of a language is passed from one generation to the next.

Discourse Analysis: the study of language beyond the sentence, in text and conversation.

Generative Grammar: a set of rules defining the possible sentences in a language.

Grammar: the analysis of the structure of phrases and sentences.

Grammatical Competence: the ability to use words and structures accurately as part of communicative competence.

Integrative Motivation: the desire to learn an L2 in order to take part in the social life of the community of L2-users, in contrast to **instrumental motivation**.

Politeness: showing awareness and consideration of another person's public self-image.

Second language (L2) learning: the process of developing ability in another language, after L1 acquisition.

Second Language: is the language that is not one's native language, that is, a language that one learns as an adult, rather than as a child.

Second Language Acquisition: is the acquisition of second language which is also called "L2 acquisition."

Semantics: the study of the meaning of words, phrases and sentences.

Social variable: a factor such as working class or middle class that is used to identify one group of speakers as different from another.

Sociolinguistic competence: the ability to use language appropriately according to the social context as part of communicative competence.

Sociolinguistics: the study of the relationship between language and society.

Speech act: an action such as ‘promising’ performed by a speaker with an utterance, either as a direct speech act or an indirect speech act.

Speech community: a group of people who share a set of norms and expectations regarding the use of language.

Standard language: the variety of a language treated as the official language and used in public broadcasting, publishing and education.

Strategic competence: the ability to use language to organize effective messages and to overcome potential communication problems as part of the communicative competence.

THEORETICAL BACKGROUND ON COMMUNICATION STRATEGIES

Strategies have consequently been divided into two types; learning and communication. Learning strategies are defined by O'Malley and Chamot (1990) as conscious belief or behaviors used by persons to make easy their conception, learning or retain latest information. Communication strategies, in contrast, are referred to as an individual's attempt to find some techniques to bond the gap between their communication goal and the current linguistic resources. Maleki (2007) Says that the concept of communication strategies was first introduced by (Selinker, 1997). It has been investigated by different researchers. Mei and Nathalang (2010) include that, there has been no agreement on its exact definition Scholars seem to have general disagreement on the exact nature of communication strategies and the issue of teachability of these strategies.

Bongaerts and Poulisse, (1989) state that Communication Strategies (CSs) as learners' problem solving behavior and evidence of their underlying mental processes.

ORAL COMMUNICATIVE STRATEGIES (OCSS)

Communication strategies comprise a subset of language learning strategies, with the focus on approaches to conveying meaningful information that is new to the recipient (Cohen, 1996). Second language (L2) speakers in order to handle communication breakdowns and to communicate more effectively, get help from communication strategies. Natatani and Gho, (2007) say the psycholinguistics view examine learners' problems -solving behaviors arising from gaps in their lexical knowledge.

MATERIALS AND METHODS

This study was conducted at Sudan University of Science and Technology fourth year students in the department of English Language. A purposive sample used for this study includes (50) teachers who teach communication skills at different Sudanese universities.

Tools of the study

The researcher used a questionnaire as a tool to gather data as for the study. The researcher used the descriptive method in conducting this study.

RESULTS AND DISCUSSION

The researcher used a questionnaire as the main tool for collecting the data related to the study. The researcher has designed the questionnaire to measure teachers' attitude

towards the use of oral communicative competence strategies among Sudanese EFL students.

The Analysis of the Questionnaire in Relation to the Hypotheses

*The hypotheses of this study are being tested with significance level 0.05.

H1. BA students of EFL cannot use suitable communication strategies related to the situation.

This questionnaire is seeking information about the students. In fact, these items elicit information about the targeted teachers in terms of their qualifications and years of experience in teaching oral communication. The teachers were requested to indicate their answers by five options: "Strongly agree", "Agree", "Neutral", "Disagree", "Strongly disagree".

4.2.1 Qualification

Table (1) qualifications: The table below classifies the targeted teachers in terms of their qualifications.

Value	Frequencies	Percent
BA	18	36.0%
MA	19	38.0%
PhD	13	26.0%
Total	50	100.0%

Table (2) This table illustrates the targeted teachers according to their years of experience of teaching oral communications.

Value	Frequencies	Percent
1-5 years	33	66.0%
6-10 years	17	34.0%
Total	50	100.0%

Statement (1): They use Idiomatic expression in oral communication

Table (3)

Value	Frequencies	Percent
Strongly agree	1	2.0%
Agree	8	16.0%
Neutral	4	8.0%
Disagree	21	42.0%
Strongly disagree	16	32.0%
Total	50	100.0%

The table and the figure above, the statistical results show that strongly agree by (2.0%) agree by (16.0%) Not sure by (8.0%) disagree by (42.0%) Strongly Disagree by (32.0%). And the majorities (74.0%) of the respondents do not support the statement which claims that they use Idiomatic expressions in oral communication

Statement (2) They understand others gestures when they communicate

Table (4)

Value	Frequencies	Percent
Strongly agree	5	10.0%
Agree	7	14.0%
Neutral	4	8.0%
Disagree	25	50.0%
Strongly disagree	9	18.0%
Total	50	100.0%

The table and the figure above, the statistical results show that strongly agree by (10.0%) agree by (14.0%) Not sure by (8.0%) disagree by (50.0%) Strongly Disagree by (18.0%). And the majorities (68.0%) of the respondents do not support the statement which claims that they understand others gestures when they communicate.

Statement (3): They use eye contact while communicating

Table (5)

Value	Frequencies	Percent
Strongly agree	6	12.0%
Agree	8	16.0%
Neutral	9	18.0%
Disagree	20	40.0%
Strongly disagree	7	14.0%
Total	50	100.0%

The table and the figure above, the statistical results show that strongly agree by (12.0%) agree by (16.0%) Not sure by (18.0%) disagree by (%40.0) Strongly Disagree by (14.0%). And the majorities (64.0%) of the respondents do not support the statement which claims that they use eye context while communicating.

Statement (4) They use body language appropriately

Table (6)

Value	Frequencies	Percent
Strongly agree	3	6.0%
Agree	10	20.0%
Neutral	7	14.0%
Disagree	21	42.0%
Strongly disagree	9	18.0%
Total	50	100.0%

The table and the figure above, the statistical results show that strongly agree by (6.0%) agree by (20.0%) Not sure by (14.0%) disagree by (42.0%) Strongly Disagree by (18.0%) And the majorities (60.0%) of the respondents do not support the statement which claims they do not use body language appropriately.

REPORT DISCUSSION

The data collected was analyzed in relation to the hypotheses of the study. The data was collected by a questionnaire which had

been administered to English language teachers at Sudan University of Science and Technology. After analyzing the results with the main hypotheses, the results have shown that the students cannot use communicative strategies that adopted in oral communication.

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