
Teachers' Attitudes towards Sudanese University Students' Oral Communicative Competence. A focus on Students Majoring in English

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Abstract:

Teaching English has been one of the important jobs to earn a living for many teachers around the globe. Teachers nowadays are trying to adopt different Kinds of modern technologies to help their students to develop their understanding of the language. The present study intends to explore teachers' attitudes towards Sudanese university students' oral communicative competence of those who are majoring in English. More specifically, the study tries to investigate the role of teachers in developing the students' oral communicative competence and how they assess it in classes. A lot of people recently have presented studies related to that concern but still the term communicative competence is complicated when it is related to the oral use of the language. Developing the oral communicative competence of the students majoring in English is one of the major concerns of teachers at Sudanese universities. The paper examines the latest attempts of teachers to achieve the goal of the students' needs to enhance their oral communicative ability in an EFL environment.

Key words: communicative competence, communicative language teaching, EFL.

1.0 INTRODUCTION:

There has been a major focus recently on learning, teaching and assessment in education, in particular, in the field of English language in EFL classes. Enhancing learners' oral communicative competence is one of the aspirations of a considerable number of EFL teachers at Sudanese universities, moreover, teachers' ideas and beliefs affect the way they teach and as a result learners' understanding gets affected afterwards. If people accept the language as a means of communication, teaching and learning language should be in line with that view. If they separate language from communication, language will lose its real nature. In this concern, the researcher believes that language is a system of communication, so if the learners cannot use practically in real life what they learn, their learning will be passive. The researcher thinks that there is no great effort has been made in the field of developing the Sudanese EFL learners' oral communicative competence. EFL teachers at Sudanese universities focus mainly on linguistic competence and do ignore the pragmatic side. It is agreed upon that the goal of language is communication. There should be more opportunities for Sudanese learners to expose to language use in real communication inside and outside classrooms; it shouldn't be very limited. Several studies agree to this claim e.g. Gaily, M., (2014:58) argues that:

EFL teachers in Sudanese context still focus on teaching linguistic competence rather than pragmatic or communicative competence, as a result a lot of Sudanese EFL learners usually encounter serious difficulties whenever engage in like-real communicative setting because of their lack of adequate pragmatic input.

The study aims at investigating the teachers' attitudes of the oral communicative competence of the students at Sudanese

universities and explore efforts have been made to develop that concern.

1.1 The Statement of the Problem

Sudanese universities don't have the financial ability to hire teachers from English speaking countries unlike some other countries in the Middle East or other parts of the world. In China for example, the government hires teachers from the English-speaking countries to develop students' oral communicative competence. Parents also send their children to some English-speaking countries, in particular the UK or the US for the same purpose. The same situation is taking place in Saudi Arabia and other Gulf countries. Sudanese university learners are expected to acquire adequate communicative competence in English as a foreign language. Despite the efforts made within the area of teaching English to university students majoring the language, the outcome as reflected by students' skills and competencies in English is still below expectations.

Developing the communicative competence of the learners is one of the major goals in the process of English teaching. There are even views in this concern: "the essence of English teaching is communication", (Wang, 1996). And that "communicative competence is the essential and ultimate goal of English teaching", (Wang, 1996). However, it seems that it is easier said than done, since an investigation of the English majors at Sudanese universities has shown difficulties whenever engage in real communication. The situation is probably not optimistic among the majority of them.

In the ESL situation, English is learned within the context of an English-speaking society as the case in South Africa and Zimbabwe. Therefore, ESL learners are exposed to English in and out of the classrooms. Thus, they have opportunities to practise their English and observe how the

language used in real situations by interacting with communicatively competent English speakers. These opportunities can lead to the development of pragmatic competence in ESL learners because the learners acquire their knowledge of the English language as it is used in actual situations.

On the other hand, the EFL learners' opportunities for English practice are limited solely to classroom activities as the case of the Sudanese learners majoring in English, because they are learning the language in a social environment where it is not commonly used for communication. Therefore, Sudanese EFL learners lack both the chance to practise and observe multiple instances of genuine English communication and a lot of them may not develop the pragmatic communication knowledge needed if they are to develop communicative competence. Hence, it is of utmost importance that teachers of English as a foreign language use pedagogical practices that can provide and foster pragmatic skill development in the EFL situation.

1.2 Research Questions

- 1- For what aims oral communicative competence should be given importance in teaching English as a foreign language at Sudanese universities?
- 2- What is the extent to which oral communicative activities are carried out in Sudanese classrooms English majors at universities?
- 3- How do instructors assess students' oral communicative competence in foreign language classes at Sudanese universities?

1.3 hypothesis of the Study

- 1- It is a must to focus on communication in teaching English as a foreign language as learners have little opportunity to practise their English outside classroom environment.
- 2- Assessing learners' oral communicative competence differs from level to level and university to another.
- 3- Oral English activities in class are not enough to meet the students' communicative language need.

1.4 Objectives of the Study

The aim of this study is to shed light on:

- 1- Survey of the intensity of teachers' attitudes towards factors that affect teaching oral communicative competence at Sudanese universities.
- 2- The correlation between classroom communication and oral communicative competency in real life situation.
- 3- How teachers assess the students' oral communicative competence in class.

2.0 REVIEW OF LITERATURE

2.1 Beliefs about English

English represents different things to different people. For some it represents the language of English literature. For others is the language of the English-speaking world. Some associate it with the language of colonialism. Others see English simply as a means of doing a business and making money. People's views of English, or of any language, are influenced by contacts they have had with the language and its speakers. In the case of English, or the language somebody teaches these contacts vary significantly from one individual to another. It is therefore, instructive to examine the underlying beliefs teachers hold about English and how these influence attitudes toward teaching it. (Jack& Charles, 1996, p.32)

2.2 Teaching English as a Foreign Language

Very often TEFL jobs are advertised as ESOL (English for speakers of other languages). Teaching English as a Foreign Language, English as a Second Language and English for Speakers of Other Languages are the same kind of word depending on which country you are in and who your students are. There is a slight difference between learning a language to survive in the English-speaking country you now live in and learning English while you are in a non-English speaking country. (Maxom, 2009, p.10)

The basis of the distinction between foreign and second language learning is the geographical context in which a language is spoken. An ESL situation is one where English is widely used in commerce, administration, and education. It is a foreign language (EFL) in a country where English plays no such role. When English is taught to non-native speakers in an English speaking-country, ESL usually refers to people who are long-stay or permanent residents, whereas EFL is taught to those who return after a period of time to their own country. (Johnson, K. & Johnson, H., 1999, pp. 133, 134)

2.3 Visioning the Future of ELT

The technology has affected the vision of English language teaching and applied linguistics to a great extent. That needs to be informed by contributions of the technological, social pragmatic and the critical annalistic perspectives. ELT would seem responsible to seek knowledge about technological possibilities that could change the profession for the better or worse. These perspectives on technology hint at the broader context where work in applied linguistics is situated, but to see how critical, technologically informed pragmatism plays out, it needs to be linked to the specifics of English language teaching. In particular, we need to examine the ways in which technology

touches English language learners, their teachers, and teacher education. (Chapelle, 2003, p. 9)

2.4 Non-Native Teachers in the 21st century

There is a recent phenomenon has appeared to show the way that students perceive the non-native speaker (NNS) English teachers. This may be according to the sensitive nature of these issues because NNS teachers were generally regarded as less knowledgeable than native speaker (NS) teachers of English and issues relating to NNS teachers may have also been politically incorrect in the field of studies and discussion. Many researchers have been conducted recently on the issues that have a lot to do with NNS English teachers partly as a result of the establishment of the non-native English speakers' Caucus in the TESOL organization. The most important to shown here is that those studies have been conducted mainly by NNS researchers. Another is that the studies have a great deal of concern on students' attitudes and preferences rather than concentration on the most crucial factor in the study of NNS teachers. Although some exerted efforts to examine all recent studies on NNS English teachers, some may have been included for the clear reason that many dissertations are hard to access because they remain unpublished, so they are still unknown to people. We need some more studies about the NNS English teachers' practice and more researches about the students' perception of those teachers. (Llurda, 2005, pp. 13, 14)

2.5 The Need to Teach the Comprehension of Spoken English

There has been a revolution in EFL teaching in the last twenty years. Before it was still the case that spoken English was poor in comparison with written language. Nowadays, there is much concern in spoken English; moreover, the importance of teaching spoken English is universally acknowledged. Any one

learning a foreign language needs it for talking even if there are other aspects of learning the language such as listening, writing and reading. The revolution has ensured that the problems of understanding the spoken form of the foreign language have received increasing attention and great focus both on research and on teaching. Still students are facing obstacles and complexity in learning spoken English as a foreign language. One reason why it is hard for them is that a foreign language needs much effort and special attention inside classroom and much practice outside classroom or school environment. Another reason is why it is hard to understand a foreign language is that students typically learn the foreign language, particularly if the learning setting is a classroom, in terms of words and sentences. Third reason is that students neglect the part of communication which is fundamental in language learning. They do that either they feel shy or they lack competency. They take good care of grammar rather than developing spoken ability in English. Fourth reason is that many teachers especially native speakers have a very idealistic impression of how English is spoken. Most students find it difficult to disassociate knowledge of how a word is spelt from how it is pronounced. Non-native speaker teachers of English should teach 'good' English to their students in terms of pronunciation and other necessary aspects of the language. Students whose education has been affected by untrained teachers or new teachers may find it difficult to understand native speakers when they listen to them talking to each other. They may have considerable difficulty in understanding what is going on or what is said. Nevertheless, two students studying English as a foreign language may have a good command of spoken English – may speak fluently when they talk to each other. (Brown, 1990, pp. 1, 2)

2.6 The Nature of Classroom Discourse

Talk in the classroom shares the many properties of general conversation, but is unique in several ways. The participants in the classroom and the physical characteristics of the school are among the most obvious of these distinctions. The content, dialogue, and flow of classroom discourse are possibly less understood but equally defining.

The content of classroom discourse is shaped and constrained by a social context predominantly centered around educational tasks and discussions. The school becomes a major source of intellectual and literate stimulation in the child's early life, and language is largely the medium of the curriculum. In general, social interactions with the teacher and peers pave the way for children to personally engage in and internalize the lessons of the classroom. What they learn and how well they learn is classroom. In fact, a student's contribution to classroom discourse is often used as an evaluative means by which a teacher can assess specific knowledge and comprehension of the listener in a lesson. (Wells & Chang Wells, 1992, pp. 44.)

The dialogue of discourse reflects the special classroom context in the various combinations, or configurations, of interactional exchanges between students and teachers. In each classroom, common linguistic patterns within specific activity structures are identifiable. These language registers' are referred to as "curriculum genres". Studies of classroom discourse reveal that specific rules of language participation occur that must be mastered by students if they are to be successful in the verbal interactional exchanges in the classroom. (Garcia, 1992, pp. 54-62)

It has been argued that the content, dialogue, and flow of the traditional classroom discourse have been influenced by the mainstream cultural norms, often limiting the type and form of communication that is used in the classroom and

possibly limiting equal access to school knowledge. Children with language differences or difficulties may also struggle with interactional routines in the classroom because of the ways they express themselves in classroom discourse .Understanding these differences and accommodating for them in verbal exchanges can increase learning and success in school. (Au & Jordan, 1981, p. 37)

2.7 Why Students Use the Mother Tongue in Class

One challenging thing for teachers is that when students are unwilling to use English in the classroom, in particular, when having communicative activities. This is often seen as an example of student/ teacher failure. It is a matter of wasting class time if students are not using English and tend to use their mother tongue. There are many reasons why students revert to their native language in certain activities in class. One of these reasons, they may be given a difficult task, for example, in a discussion about the future of English as a global language or a global warming, such topics are linguistically difficult for them. Their only possible chance, if they really want to say something about the topic, is to use their first language to escape from necessary words and expressions that they do not really know in the target language. In other words, the choice of the task has made the use of their own language is completely inevitable. So, we cannot blame the students for this. Another reason why students use their own language in the classroom is because it can come natural, they may not mean to use it. Also, teachers can be one of the reasons behind that because they may not encourage them or pay much attention to that, so that students may not feel comfortable or motivated to use the target language. (Harmer, 2006, p. 131)

2.8 Grammatical Competence

Savignon (2002) points out that in studies of communicative competence development, grammar or “form accuracy” (p. 6) is not frequently discussed. She argues that this infrequent discussion of grammar leads to learners' impression that grammar is not important. Savignon writes that “communication cannot take place in the absence of structures, or grammar, a set of shared assumption about how language works, along with a willingness of participants to cooperate in the negotiation of meaning” (p. 7).

2.9 Communicative Language Teaching

Nunan (1989) says in this concern:

“Among other things, it has been accepted that language is more than simply a system of rules. Language is now generally seen as a dynamic resource of the creation of meaning. In terms of learning, it is generally accepted that we need to distinguish between ‘learning that’ and ‘knowing how’. In other words, we need to distinguish between knowing other grammatical rules and being able to use the rules effectively and appropriately when communicating” (p. 12).

He then adds:

“The view has underpinned communicative language teaching (CLT). A great deal has been written and said about CLT, and it is something of a misnomer to talk about ‘the communicative approach’ as there is a family of approaches, each member of which claims to be ‘communicative’ (in fact it is difficult to find approaches which claim not to be communicative!). There is also frequent disagreement between different members of the communicative family” (p. 12).

Communicative Language Teaching refers to a number of approaches that are based on the belief that language is not just a system of roles but a resource for creating meaning. A distinction is made between knowing language rules and being

able to use them effectively and appropriately in communication. This has led to the belief that the aim of foreign language teaching should be to allow learners to be able to use the FL for communication with others. Syllabi were proposed that suggested that the main purpose of the classroom should be to develop the learners' communicative ability. In the beginning the insistence on meaning instead of form ousted grammar teaching from the classroom. The early advocates of CLT believed that focus on meaning would make possible automatic acquisition of structures too. Later proponents of CLT came to see value in form-focused activities as well. Second language research and, in particular, insights from studies on learning styles suggested learner-centeredness as one of the key concepts.

According to Brown (2001) CLT, as it is conceived and practised today, can be described as based on the following tenets: classroom goals reflect the main aim of language teaching-communicative competence; teaching should promote authentic, pragmatic use of language; both fluency and accuracy are developed; learners are prepared to use language productively and receptively; language teaching should make learners aware of learning styles and strategies so that they become autonomous learners; teachers take on the role of facilitators. (Brown, 2001, p. 480)

The goals of CLT are to develop learners' communicative competence, dealing mostly with the idea that students want to become proficient speakers of the target language. CLT assumes that the motivation of learners is mostly integrative, thus supporting the different communicative activities and styles of teaching. Instrumental motivation, on the other hand, may not lead to real language competency, especially where the goals of learners may be short term, like passing an exam. Indeed, research has shown that in EFL environments learners' motivation is mostly instrumental. A study with Japanese

students, which will later be described in detail, concluded that students did not feel a pressing need to use English; therefore, the goal of communicative competence seemed too distant for them. (Sano, Takahashi & Yoneyama, 1984, pp. 170-177)

3.0 METHODOLOGY

3.1 Introduction

This part of the study deals with the methodology. It based on the descriptive qualitative approach and a case study for data collection and analysis of the teachers' interview. In the process of collecting information, the researcher depends on an interview for EFL teachers who teach English at Sudanese universities. The methodology of this study was designed to investigate teachers' attitudes about: Sudanese university students' oral communicative competence. A case study of those who are majoring in English.

3.2 Study Sample

The sample of the teachers' interview, investigated for the purpose of conducting this study consists of 10 teachers from different Sudanese universities. It was distributed among them. The teachers are of different qualifications. 6 of them are ph. D holders, 3 have masters and 1 has an MA. All of them teach at universities.

Table (A) represents the Academic qualification.

qualification	Frequency	Percentage%
BA	1	10
MA	3	30
PH.D	6	60
Total	10	100

3.3 Tools of data collection

3.4 Teacher interview questions

The interview was processed according to the following subheadings:

- (i) Implementation of the interview questions.
- (ii) Validity of the interview questions
- (iii) Procedures

3.4.1. Implementation of the interview questions

The interview questions were designed to investigate teachers' views and attitudes towards Sudanese university students' oral communicative competence. It was also designed to obtain teachers' opinions on how students like communicative competence and the techniques teachers adopt to develop their students oral communication.

The interview consists of 8 questions. In most of them teachers were given opportunities to say what they think about the subject and to give ideas. Teachers were asked to say yes or no for few questions without giving more details but the researcher accepted more ideas which they were introduced by some.

The first question was designed to investigate teachers' opinions about the difficulties that might face their students while expressing themselves in spoken English. Teachers were asked to state the reasons behind those expected obstacles.

Question 2 was designed to see what activities the teachers did in classrooms to develop the students' oral communicative competence. Teachers were asked to give some examples.

The third question was designed to investigate the teachers' opinions about teaching communicative competence at Sudanese universities.

Question 4 was designed to measure the teachers' attitudes and satisfaction about their students' spoken English in real life situations.

The fifth question was designed to see how teachers assess their students' oral communicative competence in class. Question six was designed to know what aids teachers use to develop the students' communicative competence.

The seventh question was designed to investigate the teachers' views about how their students like communicative language teaching.

The last question was designed to investigate the teachers' opinions about their encouragement towards teaching oral communicative competence.

3.4.2. Validity of the interview questions

To check and revise the questions' validity, they were given to some experts who checked it carefully. They gave some positive and a few negative remarks about the questions. The researcher put their suggestions into consideration for the final set of questions and did some modifications.

3.4.3. Procedures

The researcher distributed the questions of the interview among the teachers who teach at different Sudanese universities. He asked them politely to answer the questions honestly. Those teachers teach students who are majoring in English. For more clarification the teachers were informed with the followings:

- The title of the study.
- Their identity would be kept confidential and that providing their names allows the researcher to contact them for follow-up data collection.
- To inform the researcher about their highest qualifications.

- To state their years of experience.
- To state whether they teach outside Sudan or not. If yes, they were asked to say what country/s.
- The researchers' email and mobile number are written below for further recommendations or suggestions.

The first two questions of the interview are shown as follows:

1. Do your students have any difficulties expressing themselves in oral English? If so, what do you think are the reasons?

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2. During your class, did you do any activities that developed your students' oral communicative competence? If yes, please provide an example(s).

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4.0 DATA ANALYSIS

4.1 Introduction

The main purpose of this part of the study is to present, analyze, interpret, and discuss the data collected through the interview questions which were given to 10 respondents who represent teachers at different Sudanese universities.

4.2 The responses to the interview

The responses to the interview of the 10 teachers were computed. The following is an analytical interpretation and discussion of the findings regarding different viewpoints related

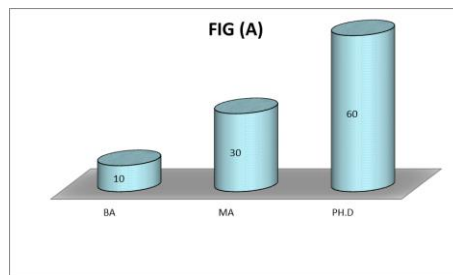
to the objectives and hypotheses of the study. The interview was analyzed statistically and discussed. The following tables support the discussion.

4.2.1. Discussion and analyses of the interview questions

The researcher distributed the interview questions on determined study sample (10) of various years of experience and different qualifications. The answers have been analyzed and computed. The following tables and discussions show the results.

Table (A) and figure (A) represent the Academic qualification.

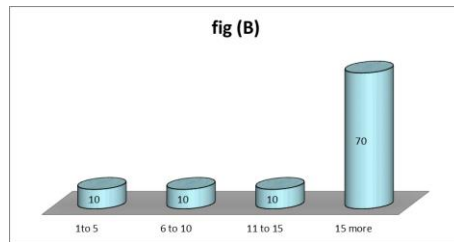
qualification	Frequency	Percentage%
BA	1	10
MA	3	30
PH.D	6	60
Total	10	100



It is clear from the above table (A) and Figure (A) that most of the study samples are PH.D holders with 60% and 30 % have MA as qualification while only 10% have BA.

Table (B) and figure (B) represent the years of experience.

Experience	Frequency	Percentage
1to 5	1	10
6 to 10	1	10
11 to 15	1	10
15 more	7	70
total	10	100



From the above table and figure, 70% from the study sample have experience more than 15 years and 10% 11 to 15 while 10% have experience from 6 to 10 years, also 10% have experience from 1 to 5 years.

Table (1) the frequency distribution of the respondents' answers about question (1)

Do your students have any difficulty expressing themselves in oral English? If so, what do you think are the reasons.

Factors	Frequency	Percentage
Psychological factors	4	40
Environmental factors	5	50
Methodological factors	1	10
Total	10	100

The respondents' answers showed that all of them answered yes and 40% of them think the reasons are Psychological factors and 50% says Environmental factors and only 1% they think the reasons are Methodological factors.

Table (2) the frequency distribution of the respondents' answers about question (2) During your class, did you do any activities that develop your students' oral communicative competence? If yes, please provide an example(s).

Examples	Frequency	Percentage
Encouraging methods	3	30
Work on groups	4	40
Educational techniques	3	30
Total	10	100

From the above table (2), it is clear that 30% of the respondents' answers use encouraging methods and 40% use work on groups and 30% adopt educational techniques.

Table (3) the frequency distribution of the respondents' answers about question (3) Do you feel that communicative language teaching at Sudanese universities fails to address issues specific to EFL environment ?

Answers	Frequency	Percentage
Yes	9	90
No	0	0
Not sure	1	10
Total	10	100

From the above table (3), it is shown that 90% of the respondents' answers said yes and only 10% were not sure.

Table (4) the frequency distribution of the respondent's answers about question (4) Are you satisfied with your students' English performance in real life situations?

Answers	Frequency	Percentage
Yes	3	30
No	7	70
Total	10	100

From the above table (4), it is shown that 30% of the respondents answered yes and 70% no.

Table (5) the frequency distribution of respondent's answers about question (5) How do you assess your students' oral communicative competence in class?

Answers	Frequency	Percentage
Oral activities	7	70
Observation	1	10
Feedback	2	20
Total	10	100

From the above table (5), it's clear that most teachers assess their students through oral activities with percent 70% and

there are 10% do that using observation, while 20% prefer to use feedback.

Table (6) the frequency distribution of the respondent's answers about question (6) Do you use videos or computer programmes to develop your students' communicative competence ?

Answers	Frequency	Percentage
yes	8	80
no	0	0
Not sure	2	20
Total	10	100

From the above table (6), it is shown that 80% of the respondents answered yes for using videos and computer programmes to develop their students' communicative competence and 0% said no, while 20% were not sure.

Table (7) the frequency distribution of the respondents' answers about question (7) In your opinion, how do students like communicative language teaching?

Answers	Frequency	Percentage
Student centre approach	8	80
Group work activity	1	10
Pair work activity	1	10
Total	10	100

It is clear that 80% of the teachers think that students like communicative language teaching through (student centre approach) , while 10% of the teachers think that students like it through (group work activity), and 10% of the teachers think that students like that idea through (pair work activity).

Table (8) the frequency distribution of the respondent's answers about question (8) Do you think that teachers at Sudanese universities are encouraged to use communicative languages teaching?

Answers	Frequency	Percentage
yes	0	0
No	7	70
Not sure	3	30
Total	10	100

From the above table (8), it is shown that 0% of the respondents answered yes and 70 said no, while 30% were not sure.

4.3 Discussion of the results

The results are discussed according to the sequences of data analyzed by the instruments used in the research. The discussion is necessary to investigate teachers' views and attitudes to promote the students' oral communicative competence at Sudanese universities.

All teachers who answered the interview questions except one think that their students are having difficulty expressing themselves in oral English. They put psychological, environmental and methodological factors behind those difficulties.

Teachers agreed that they did a kind of activities that might develop the students' oral communicative competence. The teachers introduced some examples like work on groups, educational techniques and encouraging methods.

All the teachers except one agreed that communicative language teaching at Sudanese universities fails to address issues specific to EFL environment and most of them think that they are not satisfied with their students' English performance in real life situations.

Most of the teachers say that they assess their students' oral communicative competence in class, through oral activities. One does that by observation and two through feedback.

Most of the teachers use either videos or computer programmes to develop their students' communicative competence.

5.0 CONCLUSION

5.1 Summary

The main purpose of this study is to investigate and explore teachers' attitudes toward students' oral communicative competence at Sudanese universities who are majoring in English, besides how to overcome difficulties that might face students in that concern. To achieve this, the researcher used an interview for teachers. The interview was applied on a group of teachers of different qualifications teaching at Sudanese universities.

5.2 Findings

From this study, the researcher came up with the following findings:

- 1- Most English Courses at Sudanese universities taught in the target situation contain some speaking materials not to teach authentic spoken English, but merely written English spoken aloud. The speaking materials used do not contain most of the characteristics of the authentic spoken language such as lack of complete sentences, the low density of information, the short turns, the frequent turn taking, the negotiation of the message etc.
- 2- Most books are not provided with real life speaking materials. Even though the approach adopted in almost all courses is the communicative approach, yet neither the speaking materials nor the procedures used are communicative. They aim at accuracy rather than fluency.
- 3- Communicative speaking is not taught, but only written language is taught in a spoken form. Real life spoken language is rarely taught. Learners practise uttering well-formed

sentences with accurate grammar and pronunciation. This seems to be the aim of speaking. Learners do not use the spoken language for communication in the real world.

4- The role of the teacher in the spoken language lesson in the target situation is traditional to a great extent. Most teachers act as 'givers of knowledge'. Being a giver of information is not the teacher's main concern. Our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for a variety of communicative purposes.

5- Teachers pay attention only to literacy skills because the evaluation of the learners' performance depends only on the written exams. In Sudan and some other parts of the Arab World "evaluation depends mainly on documentation". A rule which must not be applied in the field of teaching a foreign language where a skill like speaking could be considered as the first among the four skills to assess the learner's proficiency in the target language. Most teachers neglect the speaking lessons and instead they prefer to teach some writing or reading materials from which learners may benefit in their written exams. The teacher here plays his / her role as a planner wrongly. But teachers think that this is what necessity demands. The courses are too long compared with the time specified for teaching them. So, why not utilize the time specified for the speaking activities (a skill in which learners are not going to have any exams) in teaching something written to raise the standard of the learners in the written exams; the only channel through which learners are evaluated in most Arab countries.

6- Most teachers themselves have not acquired their English in a communicative or interactive way. They were one day receivers of non-communicative form of English and they are naturally now non-communicative producers of the language. We cannot expect a non-communicative or non-interactive

teacher (producer) to produce a communicative or interactive learner (receiver). Even when the textbook does not contain any real life speaking materials, a communicative teacher should play his/her role as an interactive planner and introduce into the class some real life speaking materials from time to time.

5.3 Recommendations

- 1- The study recommends that teachers should encourage students and get them aware of the importance of oral communicative competence. They should use different materials in classrooms to develop their communication ability and guide them to better sources and techniques to develop it outside the classroom environment.
- 2- The research recommends that an oral communicative language test should be added to the table characteristics of the university students' marks to emphasize its importance.
- 3-The study recommends that communicative competence language teaching should be given to children at schools at an early age.

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