

Factors Influencing Sudanese University Students’ Oral Communication Skills A Case Study of Bakht-er- Ruda University

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Abstract

The study is about the factors influencing Sudanese university students’ oral communication skills. The main aim of the study is to find out the Sudanese university students’ weaknesses and problematic areas that hinders their oral communication skills in English. The study applied the descriptive and analytical methods to achieve the desired goals. The sample of the study includes undergraduate students and university instructors from Bakht-er-Ruda University. The data gathering instruments namely, questionnaire and interview were used to collect the data of the study. However, the data were analyzed using statistical packages for social sciences (SPSS) program. The findings of the study revealed that factors contributed in reducing students’ oral communication skills were students’ personality factors, Limited access to language lab, syllabuses used provide very minimal exposure to the use of language. Based on the findings, the study recommends that more emphasis on psychological needs of students is needed to help them develop their oral communications kills. In addition to that, instructors should encourage students’ to be engage in a competitive language atmosphere through language labs and language societies. Students should be exposed to a variety of language context.

Key words: students' oral communication skills, Sudanese universities

1.0 Introduction

Language is a means of communication, people transfer information or messages and express their ideas and emotions with language. Language is also used to express everyone's hopes, ambitions, and thoughts. Speaking is very important, since it is the most used skill when someone wants to convey messages and exchange information. Richards (2008: 19) concerns that the mastery of speaking skills in English is a priority for many foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of their spoken language proficiency. Due to the importance of English speaking skills, English is taught as a compulsory subject in Sudan from basic school up to the university to achieve higher level in learning English. To communicate competently, students' must have good capability and self- confidence in speaking the target language. In fact, Sudanese students, like others, often find some difficulties in mastering speaking skills.

1.1 Statement of the Problem

From the current experience of the researchers as a lecturer in Bakht-er-Ruda University, it is observed that the majority of Sudanese students' as foreign language (EFL) learners are weak in oral communication in English. Many Sudanese learners have no ability of speaking skills for normal conversation, participating orally in the classroom discussions and interactions. Also they lack the skills of participating in meetings, speaking to small group, making presentation, etc. Even those who used to participate, most of them are not fluent. Of course, Sudanese EFL learners need to improve their oral communication skills in English language to overcome these problems, and this is why the researchers tries to investigate this problem.

1.2 Objectives of the Study

The research is mainly intended to:

1. Find out the Sudanese university EFL learners' weakness and problematic areas that hinder their oral communication skills in English.
2. Study the causes of these problems and their effects on EFL learners' oral communication.
3. Provide suggestions and strategies that help Sudanese university EFL learners to overcome the problems when communicating in English.

1.3 Questions of the Study

This study attempts to answer the following questions:

1. What are the main problems that Sudanese university EFL learners face, when they communicate orally in English?
2. What are the causes of these problems?
3. What are the best solutions, suggestions and strategies that the Sudanese EFL learners have to adopt so as to overcome these problems?

1.4 Hypotheses of the Study

The study attempts to investigate the following hypotheses

1. Sudanese University students are weak in using oral communication skills.
2. Classroom methodology and techniques do not enable EFL learners to improve their communication skills.
3. Courses taught to EFL university students' do not improve oral skills.

1.5 Significance of the Study

The significance of this study is derived from the importance of speaking skill. It is significant for Sudanese EFL learners; because it may help them to overcome their oral communication problems. Moreover, English language in Faculties of Arts and Education at the Sudanese Universities can benefit from this research; because it sheds lights on the problems that face the Sudanese EFL learners in oral communication. Also the research tries to find certain strategies and suggestions for solving these problems.

1.6 Scope of the Study

This study is limited to covers the factors influencing oral communication skills at Bakht -er-Ruda university students' academic year 2019. It is also narrowed and bounded in the sense that it will not cover the other aspects of the written communication skills.

2. Literature Review

Communication is “the exchange of thoughts, notions, information, and knowledge between speaker and listener through an agreeable code of symbols”. (Dimpleby and Burton, 1998:26). It is all about giving and receiving of signs which have meanings attached to them.

Communication is an act of sending and receiving of messages. It refers to any message, not just the highly structured symbolic messages of language. For them communication is a broader concept than language, and language is included within what is meant by communication. (Bloomer et al, (2005:15)

The verb “to communicate” means to make something known, and to pass or transmit something. It also means to exchange ideas with somebody. (Hornby, 1995: 229) Byrne, (1986:85) states that, communication is a process between sender and receiver or reader and writer. And all have a positive role to perform. It has also been defined as either the exchange of thoughts or information by speech, signals, wittings or behavior or as an interpersonal rapport between individual. (Rai, 2010: 6) The above definitions show that communication involves exchange of thoughts between two parties. In order to transfer an idea, speakers must use symbols (words, Signs, pictures, sounds) which stand for the idea. The symbols must be understood by the person or persons with whom speakers intend to communicate. Both must assign the same meaning to the symbols used; otherwise, there is miscommunication.

Speaking

Speaking is one of language skills. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

A person who knows a language is referred to as 'speaker' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. To most people, mastering the speaking skill is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry out a conversation in the language. (Nunan, 1995: 593).

Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Both are skills which go together and cannot be carried out in isolation (Harmer, 2007: 46)

Factors Affecting Speaking Performance

factors are those that deal with the emotional reactions and motivation of the learners which have a direct effect on learning itself. Students' speaking performance can be affected by the factors that come from performance conditions such as motivation, introversion or extroversion, self-esteem, and anxiety.

Motivation

Motivation is a basic pillar of all kinds of teaching. The language learner is best motivated by real engagement and practice in which he feels the language is truly communicative, that it is appropriate to its context, that his teacher's skills are moving him forward to a fuller competence in the foreign language (Broughton et al, 2003:47).

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

Learners can be roughly divided into the extroverts and introverts. In the process of practicing oral English, the extroverted students tend to be more active in choosing oral English learning strategies than the introverted ones because of their general shyness and passivity in the classroom. The study conclude that the instructors should keep into consideration the individual differences among the students avoiding adhere to one theory of motivation as well as, they should make use of various approaches in their teaching.

Self-Esteem

Self-esteem is a crucial factor in determining an individual's success in speaking activity. This psychological factor affect tremendously on learners, particularly foreign language learners. (Mortaza, 2011:148)

Anxiety

It is a common phenomenon among EFL learners. It refers to an emotional state of apprehension, tension, and fear of negative evaluation from peers and Instructors. (Kumaravadivelu, 2006:33). **It influences** learners forget words, make mistakes, lose concentration. As suggested by Harmer, (2001:51) to minimize anxiety feeling, Instructors need to pay attention to each student's strengths and weakness so that they can create a learning method which accommodates all students in the classroom.

Overcrowded Classes

Overcrowded classes often considered as one of the main constrains for both students' and Instructors and for the teaching-learning process. In overcrowded classes setting, Instructors could not manage his classroom as well as EFL students opportunities decreased. Murcia, (2001:110) confirms that "large classes are often the norm of overseas, limiting both student opportunities to talk and teacher opportunity to provide feedback". Oral communication course aims is to encourage the students' participation and to improve their speaking skill; however, large classes prevent EFL students from getting equal chance of participation during the session.

Previous studies

This section provides an overview of the research studies that are related to factors affecting English speaking skill. Four relevant studies that have investigated the problem of speaking skills are reviewed.

The first study, "Investigated the "Strategies for Developing English Oral Communication in Sudanese Secondary School" is a PhD research study. It was conducted by AL-fadil" at Sudan University of Science and Technology, 2013. This study aimed at

finding out teaching strategies that can be adopted to develop English language oral communication skills for Sudanese secondary school students. The main findings of this study revealed that English language classes' lack of using proper strategies for teaching English speaking skills is obviously reflected in the students' disability to say even a single correct English sentence however, teachers do not use effective listening strategies because they do not teach listening lessons and misuse of proper strategies in teaching and learning English language.

The second study "Investigated the Factors Influencing Students Talking Time in English Language Class in Secondary Schools in El-Obeid Town", is a PhD research study. It was conducted by. Kamil Mohamed Alhassan at Bakht -er-Ruda University Sudan 2016. The study aimed at improving the students' performance in that skill. The study concludes that, the insufficient number of the speaking activities in Spine together with the lack of Instructors' training in that area and the shortage in students text books are the main reasons behind the student's incapability of using English inside the classrooms. The study recommends thorough training for Instructors' method of teaching ELT and supplementing the students' text books.

The third study "Developing the student's Speaking Skill through Communicative Language Teaching" by Mennaai Sanna 2013. The objectives of the study were to investigate the development of students' speaking skill through the use of communication Language teaching approach (CLT) and whether it is effective to overcome the students' problems is speaking skill, to describe what teachers should do in applying CLT in classroom in teaching activity and analyze the benefits of teaching learning process for the teacher and students. The main findings of the study were: there are many reasons that cause the poor level of speaking skill of secondary school students, most of the teachers are not well qualified to teach speaking skill, students don't have enough opportunities to practice communication and syllabuses are completely effective in teaching (CLT).

The fourth study “Improving English Language Speaking Skills of Ajloun National University Students 2016.” is a paper presented by researchers Abdel-Rahman Al-Eiadeh, Mahmoud A. Al.Sobh, Samer M. Al-Zoubi and Fadi Al-Khasawneh. This study aimed to enhance the oral communication skills (conversations) of ANU students. The sample of the study consisted of 20 students (12 female students and 8 male students) all of them are studying English language, the majority of the sample were the seniors and juniors students, while freshman were minority students. The researchers used random sample method. To achieve the objectives of the present study, the researchers used semi- structured interview as an instrument for data collection. The results of this study revealed that the students of ANU face many problems related to speaking skill, such as confusion and embarrassment; students did not learn speaking lessons correctly at school, and face difficulty in pronouncing some words. The results also showed that the most frequent problems were the limited amount of vocabulary among students, while the least frequent problems were the difficulty in understanding questions. This study also presented some of appropriate solutions to overcome the weakness in speaking skill, such as practicing speaking English inside and outside the classroom effectively, using the modern social media to communicate in English and to express the students feelings and needs.

3. Methodology

The descriptive analytical research method was used in this study. Questionnaire and interview were the data gathering tool. These tools were used to collect precise data that could enrich the study. Thus both qualitative and quantitative data analysis were used to provide a better chance to attain reliable findings.

3.1 Sample of the Study

The selected sample of study was students at university level in the first, second and third academic year 2019. The total number was 126, forty five were males and eighty one were females' students. The sample purposively was selected by using a simple random sampling.

Furthermore, ten English instructors were chosen to respond the interview.

3.2 Instruments of the Study

The study used two data collection tools. Firstly, a set of questionnaire consisting of thirty six questions divided into four domains was used for students'. These domains are (personality factors, classroom techniques and academic syllabuses). Secondly, the interview was for lecturers. Both tools investigated the factors influencing oral communication skills.

3.2.1 Validity of the Instruments

The questionnaire items and interview questions were refereed by six experts in the field of English Language teaching from different universities who rated them as clear, applicable and made some minor changes which were incorporated.

3.2.2 Reliability of the Questionnaire

The questionnaire was piloted at a Faculty of Arts, (first, second, and third level). Sixteen students were chosen from each group and the results were used to compute the reliability using Cronbach's Alpha test. The Cronbach's Alpha test produced a high alpha coefficient of (0.86).

4. Data Analysis

4.1 Students' Questionnaire Quantitative Analysis

A- Table (1) Students Personality Factors (Confidence).

Students personality factors (confidence)							
Test value ,3							
	Items	Mean	St.D	T	Def.	Sig	
1	I am shy, so that I often use my mother tongue when I talk to peers	3.05	1.493	.418	125	.677	No dif.
2	Shy in speaking is due to laughing of the classmates	2.57	1.317	3.652	125	.000	Dif.
4	I feel that other students are better than me in speaking English Language	3.60	1.187	5.703	125	.000	Dif.
6	In English class, I always sit at the back or avoid eye contact with the teacher for fear of being asked to answer questions.	2.33	1.397	5.356	125	.000	Dif.
8	I am not confident in speaking class.	3.29	1.379	2.326	125	.022	Dif.
9	In English class, I will take the initiative in answering the instructors' questions as possible as I can.	2.51	1.164	4.743	125	.000	Dif.
10	In English class, I feel confident that I can speak English well.	2.96	1.311	.340	125	.735	No dif.
11	I feel confident about speaking English in class	2.71	1.293	3.101	125	.002	Dif.

With reference to table (1) above, the result shows that there is a lack of confidence, students found this feeling as constrain for them to

speak in the target language. It is quite obvious from the table above the statistical significance for all items is less than the level of significance (0.05), the means of items (1, 8, 9, 10, 11, 4) are significantly greater than the hypothesized value (3) that indicates all the respondents are agree with these items, however, items (2, 6) are significantly indicates that the respondents are disagree with these items respectively. Therefore, the result of the statistical analysis above, it can be inferred that the personality factor "communication confidence" has grate effect on the students' overall speaking performance.

B - Table (2) Students personality factors (Motivation)

Students personality factors (Motivation)						
Test value =3						
	Items	Mean	St. D	T	Def.	Sig (2tailed)
7	English is not my first choice.	2.14	1.349	7.133	125	.000
12	I really enjoy speaking English.	1.85	1.074	12.278	125	.000
13	I am very interested in speaking English.	2.16	1.204	10.063	125	.000
14	I take great interest in participating in the activities of English Corner or English Club	2.62	1.251	3.417	125	.001
15	I like dealing with the people who speak English.	1.66	1.060	13.367	125	.000
16	I want to learn spoken English well, for it will be helpful for my future job	4.61	1.017	16.901	125	.000

Dealing with the table above, the result of T- test calculated value has shown that the students' motivation tends to be very low. Table (2) above, indicates that the "mean" is quite higher compared with the hypothesized value (3) However, it is quite clear from the table above all the items confirm that, the statistical significance for all items reached less than the level of significance (0.05), Thus, it can be safely said that the t- test results proved to be statistically consistent with the hypothesis. Hence, motivation represents one of the obstacles that affect Sudanese EFL university students' oral communication skills. Motivation is an inner energy. No matter what kinds of motivation the learners possess it will enhance their study interest. (Juhana, 2012: 103). It is clear that, students' with high motivation to succeed can persist in learning and achieve better scores than those who have

low motivation of success showing that motivating students' to learn is urgent priority for every teacher.

C. Table (3) Students personality factors (Anxiety)

Students personality factors (Anxiety)							
Test value =3							
	Items	Mean	St.D	T	Def.	Sig (2tai)	
3	I worry and feel stressed to speak English.	3.21	1.336	1.800	125	.074	No dif
5	I fear of my English instructor.	2.87	1.233	1.372	125	.172	No dif

As shown in table (3) above, the statistical result reveals that the mean of item 3 relatively near to the hypothesized value (3). Moreover, item 5 has no significance result to indicate that students' communication weaknesses is attributed to the anxiety factors.

D. Table (4). Students personality factors (Previous Experience)

Students personality factors (Previous experiences)							
Test value =3							
	Items	Mean	St.D	T	Def.	Sig (2tail)	
20	We speak most of the time using our mother tongue	4.06	1.239	8.914	125	.000	Dif.
21	We have a lack knowledge of English vocabulary that reduce our speaking skills.	4.56	1.360	4.586	125	.000	Dif.

Referring to the table (4) above, the mean of items (20, 21) are significantly greater than the hypothesized value (3). This indicates, the respondents were highly agree with these items, Moreover, the results obtained from the t- tests for the two items are reliable. Thus, students' views clarified the fact that the use of mother tongue and lack of knowledge considered to be as main factors that attributes to students oral communication skills.

4.2 Table (5) Analysis of the second domain (Instructors / Techniques, Activities)

Instructors / Techniques							
Test value =3							
	Items	Mean	St.D	T	Def.	Sig (2taile)	
19	We demotivated from our instructors towards speaking English	2.71	1.321	5.125	125	.000	Dif.
22	Instructors do not motivate us to speak in the classroom.	2.19	1.218	7.461	125	.000	Dif.
23	Instructors do not encourage us to question-asking and opinions during	2.02	1.207	9.156	125	.000	Dif.

	classes.						
24	instructors do not encourage us to express our point of view in English	2.56	1.175	9.022	125	.000	Dif.
25	Instructors do not provide pair and group activities	2.23	1.286	6.648	125	.000	Dif.
26	Instructors do not ask us to do role-play to practice speaking skills.	2.09	1.139	8.998	125	.000	Dif.
27	instructors do not give feedback in speaking class	2.26	1.133	7.315	125	.000	Dif.
28	Instructors do not use correction strategies to adjust our oral mistakes.	2.36	3.859	2.816	125	.006	Dif.

The table (5) above, reveals students' attitudes on the instructors' role and teaching techniques used inside the class. It is quite obvious from the results above, the items (23, 24, 25, 26, 27,) assures that, the statistical mean of are at higher level than the test value (3). This results, confirms the roles of the instructors is likely passive in terms of the techniques he uses while teaching or his attitude towards students. With regard to items (19, 22, and 28) are significantly indicated that the respondents are disagree with these items respectively. This means that the items justify the positive roles of the instructors. However, the significant point needs to be highlighted here is that instructors must have high understanding of the subjects they teach and appreciate how knowledge in their subject is applied, organized, linked to other disciplines and applied to real world contexts. They should also understand how to motivate students to learn and how to maintain students' interest skillfully. Therefore, lack of each of these skill, abilities, and knowledge in instructor side can cause students to be less motivated towards learning a language.

B- Table (6) Activities

Activities							
Test value =3							
No	Items	Mean	St. D	T	Def.	Sig (2tailed)	
17	In my class, we are more than hundred (100) students.	3.08	1.468	.607	125	.545	No dif
18	We use Language Lab to practice speaking skills.	3.02	1.362	.131	125	.896	No dif
29	There is no debatable topics to encourage discussions inside the class.	2.67	1.320	2.768	125	.006	Dif.
30	I assign many speaking tasks to be practiced inside and outside the class	1.98	1.364	.915	125	.362	No dif
31	Time devoted to speaking English language is enough for us.	2.89	1.316	.948	125	.345	No dif

With reference to table (6) above, the result shows the statistical significance for all items is less than the level of significance (0.05), this means that items (17) overcrowded classes can be considered as the factor that may lead to hinder the development of oral communication skills. Furthermore, the result obtained from item (18) shows that learners are rarely access to lab of language; this indicates the necessity of language lab in developing learners' speaking performance. The result of item (29), indicates that the use of debate and discussion for developing students' oral skills seems to be quite seldom, however, item (30) indicates that the use of language tasks to be practiced inside and outside the lecture room is relatively ignored. This could be due to large classes that may impede students to have sufficient time to practice speaking, or it could be attributed to students' related factors such as shyness. With reference to item (31), obviously, time devoted for oral communication inside the class tends to be not enough for learners to practice the speaking tasks.

4. 3 Table (7) Analysis of the third domain of the questionnaire

Syllabus Test value =3							
No	Items	Mean	St. D	T	Def.	Sig (2taile)	
32	We have material concerning Listening and Speaking skills.	1.91	1.058	11.51	125	.000	Dif.
33	Course material is accompanied by audio material	2.12	1.080	10.01	125	.000	Dif.
34	Syllabus contains enough speaking activities to be practiced in class to enhance speaking skills.	2.15	1.257	3.331	125	.001	Dif.
35	Course material satisfy our needs of speaking.	2.81	1.407	1.520	125	.131	No Dif
36	Course material is suitable for our age, knowledge and background	2.29	1.057	7.584	125	.000	Dif.

Form the result obtained above, the amount and weight of listening and speaking material tend to be relatively little. The result highlighted above, indicates that the speaking syllabus seems to be unaccompanied with suitable audio material. From the result, it is clear that the amount of speaking activities in the syllabus tends to be quite rare. In this regards, the students' course materials in terms of oral communication should be based on a certain criteria that could lead to achievable goal of oral communication. It worth mentioning here, the university syllabuses seems to be beyond the student's background.

4.4 Teachers' Interview Qualitative Analysis

As mentioned in chapter three, the interview is designed to support the questionnaire results. This part presents the findings of the ten interviews conducted by the researchers with ten instructors.

In the presentation of the results of the instructors interview, the researchers analyzed and discussed the answers from the interviews and connected the results to the previous work in the study. The responses were analyzed in terms of themes related to the study objectives.

The analysis includes some quotations from the answers of the interviewed instructors were used to facilitate the analysis and discussion.

Q.1 what are the problems of Sudanese university students', when they communicate orally in English?

The instructors' responses to this question demonstrates that 6 out of 10 (60%) of the respondents think that, the problems of Sudanese university students' when they communicate orally in English is referred to students' personality problems such as, fear of making mistakes, anxiety, shyness, lack of self-confidence, negative attitude and demotivation. Besides that, they also referred it to other obstacles such as linguistic problems, limited vocabulary and lack of exposure to real language contexts. On the other hand, the other 4 out of ten (40%) referred it to the use of mother tongue and limited background knowledge due to their previous experiences at secondary schools. One of the respondents said that "They are not well prepared to communicate when they were in general education".

It is clear from the answers mentioned by the interviewees that the problem of the students' communication revolve around the personality factors.

Q.2 what are the causes of Sudanese university students' oral communication problems?

This question serves the first hypothesis of the research. For this question the interviewee answers display that (70%) of the problem can be traced back to a number of factors that are related to the instructors and teaching. Instructors spend most of the time talking inside the class, without giving chances to students to speak and

interact with themselves as well as, factors related to overcrowded classes and factors related to syllabus designing. 20% of the respondents said that the problem of communication pertains to the lack of the exposure and authentic listening and speaking material. However, (10%) said that the negative transfer of students previous experience of mother tongue into the target language affect their communication respectively.

Q.3. what are the strategies do the Sudanese university instructors', have to adopt to overcome these problems, in order to improve their oral communication skills?

In answering the question above, (40%) of the interviewee responds that students should be given an opportunity to practice the language through group work and pair work, as well as, the syllabuses must be full of activities to be practiced inside and outside the class with emphasis on outdoor activities such as language club, films exposure, and debates. However, (50%) of the respondents provide remarkable answer which said that motivation should come first. One of the respondent says that "let learners believe in themselves until they feel confident to communicate themselves". Furthermore, (10%) of the respondents group said that the best way of developing student's communication skills is to "exploit the students phones to enhance language use"

Q.4- How often do you provide opportunities for oral practices inside the class?

With regards to this question, instructors' responses to this question are as follows: (40%) of them said that they devote 40% of the class time providing opportunities for oral practice. 30% said that, they always throw the ball into students court; this means that they use students center techniques to teach oral activities. 30% of the respondents said that they may provide the chance in case of the situation.

Q.5- What are the materials-related factors (the speaking syllabus) that affect student's learning English speaking skill?

This question emphasizes the notion of effective syllabuses that could lead to enhance oral language proficiency outcome. However, syllabus

has a key role in enhancing students' oral skills. Students should be taught according to the latest and modern techniques in which they are exposed to the four language skills. In the light to question above, (80%) of the interviewees said that the suitable syllabuses which contain oral composition, debating topics, full of oral activities, and relevant to students lives and culture. The other (20%) of the respondents said that, the best suitable syllabuses which include materials accompanied with authentic audio and electronic devices; to allow each group to have their own material depending on their age.

Q.6- Do you think university environment encourage developing oral skills? If not, why?

The instructors' responses to this question fall into different answers: 60% of the respondents said that the university environment does not encourage developing oral language skills. One of the respondent said that "Since English is practiced only inside the lecture rooms and it is not practiced outside, then the environment will not allow students to promote their command of English". For other respondents 30% said yes, the university environment allows students oral development. While, 10% says to some extent. University environment for English students should be different from other departments. Currently university environment is not suitable as far as English language is concerned Exam-oriented English syllabus.

5 Discussion of the results

5 -1 Discussion of question one and hypothesis one

Q1- What are the problems of Sudanese university students', when they communicate orally in English?

H1- Sudanese University students are weak in using communication skills.

To answer question one and test the hypothesis one, the researchers analyze the data which shown in the tables, (1), (2), (3) and (4). The result reveals that Sudanese University students are not weak in using communication skills. This result shown above, is highly agree with the results of both the questionnaire which was responded by the students, and the result of the of instructor's interview. The same result was obtained by (Ahmed, 2002 and Nasr. E, 2015).

5-2 Discussion of question two and hypothesis two

Q2- What are the causes of these problems?

H02 Classroom methodology and techniques do not enable EFL learners to improve their communication skills.

To answer question two and test the hypothesis two, the researchers analyze the data which shown in the tables No. (5) and (6). The result reveals Classroom methodology and techniques enable EFL learners to improve their communication skills. This result shown above, highly agree with the results of both the questionnaire which was responded by the students, and the result of the instructors' interview. The same result was obtained by (Alfadil, 2010)

5-3 Discussion of question three and hypothesis three

Q3- What are the best solutions, suggestions and strategies that the Sudanese EFL learners have to adopt to overcome these problems?

H3- Courses taught to EFL university students do not improve oral skills.

To answer question three and test the hypothesis three, the researchers analyze the data which shown in the table, (7). However, the result reveals that courses taught to EFL university students improve oral skills. This result shown above is highly agree with the results of both tools, the questionnaire which was responded by the students, and the result of the interview of instructor's.

5.2 Findings

The researchers obtained the following findings:

For the first hypothesis of the study: "Sudanese University students are weak in using communication skills". The significant finding is that;

1. The problem of the student's communication revolved around the personality factors such as, communication confidence, language anxiety, and shyness.
2. Students lack motivations for learning a foreign language.
3. Most of the time students' using their mother tongue
4. Limited knowledge of English vocabulary schema that reduce our speaking skills.

5. Overcrowded classes hindering the implementation of language practice inside the class.
6. Limitation of access to language lab to practice listening speaking skills.
7. There is no debatable topics to encourage discussions inside the class.
8. Instructors spent most of the time talking, without giving chances to Students' to practice speaking.
9. Instructors do not use strategies that develop speaking such as: role-play, debates, and presentation - assignment.
10. Lack of exposure to authentic contexts of language situations.
- 11- Limited language practice.
- 12- Teacher should encourage a competitive language atmosphere among students'

5.3 Recommendations

Based on the findings above, the researchers recommending the following

1. More emphasis on psychological needs of students is needed to help them build their communication confidence as well as to reduce their language anxiety and shyness. Students should be told not to worry about their mistakes during the speaking activities. In addition to that they should be told making mistakes is a part of learning a language. However, Instructors should exert efforts to promote students' positive motivation and attitudes towards English language.
- 2- Students should be provided with a good classroom environment such as: comfortable, flexible seating arrangement, reasonable number of students, avoiding mother tongue use and active vocabulary schema to enable them practice language easily.
- 3- Use of motivating teaching strategies inside the classroom such as: cultural debatable topics, discussions, role-play, and presentations to develop speaking skills. In addition to that, instructors should encourage students' to be engage in a competitive language atmosphere through English club and language societies outside the college.

- 4- Labs should be used for enhancing teaching listening and speaking to expose students' to a variety of language through films and real life contexts.
- 5- Universities should emphasis on outcome based-syllabuses rather than content based or exam oriented syllabus.

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