Sudan University of Science and Technology

College of Graduate Studies

College of Languages

كلية الدراسات العليا

Investigating Teachers Use of Interactive Tasks to Develop Secondary School Students Oral Skills

تقصي استخدام المعلمين للمهام التفاعلية لتطوير المهارات الشفوية لطلاب المدارس الثانوية

A Thesis Submitted in Partial Fulfillment of the Requirement of M.A Degree in English Language (Applied Linguistics)

Submitted by:

      Sulafa Hamed Abdelwahab Mohammed

Supervised by:

      Dr. Mahmoud Ali Ahmed

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Dedication

This study is dedicated to my beloved parents and to my dear brothers, sisters, and daughters.

Acknowledgments

I thank Allah for this great help to reach this level. Also I am very grateful to my **supervisor Dr. Montasar** who helped me through this study. Also I would like to express about my deepest thankfulness for all Doctors and teachers of Sudan University especially, **Prof. Mohumood** who was a real helper to me.

Abstract

This study aimed at investigating Teachers Use of Interactive Tasks to Develop Secondary School Students Oral Skills. The study derives it's significance from the fact that it addresses one of the important areas of language studies, namely interactive tasks. The study sample is represented in (30) secondary school teachers at Bahri Locality. A questionnaire has been employed as a tool for data collection. The researcher used descriptive analytical method. The study concluded to a number of findings, the most important of which are: secondary school teachers do not use interactive tasks to promote secondary school students oral skills, and secondary school teachers have many problems in using interactive tasks. The researcher come out with a number of recommendations, the most important of which are: teachers must be trained into how to use different methods to use interactive tasks and school textbooks must be developed in order to contain more lessons on interactive skills.

مستخلص البحث

هدفت هذه الدراسة إلى تقصى استخدام المعلمين للمهام التفاعلية لتنمية المهارات الشفوية لطلاب المدارس الثانوية. تستمد الدراسة أهميتها من حقيقة أنها تتناول أحد المجالات المهمة لدراسات اللغة، وهي المهام التفاعلية. وتمثلت عينة الدراسة في (30) معلماً من معلمي المدارس الثانوية بمحلية بحري. تم توظيف الاستبيان كأداة لجمع البيانات. استخدم الباحث المنهج الوصفي التحليلي. وخلصت الدراسة إلى عدد من النتائج أهمها: أساتذة المرحلة الثانوية لا يستخدمون المهام التفاعلية لتعزيز المهارات الشفوية لطلاب المرحلة الثانوية، ومعلمي المرحلة الثانوية لديهم مشاكل عديدة في استخدام المهام التفاعلية. يقدم الباحث عددًا من التوصيات، أهمها: يجب تدريب المعلمين على كيفية استخدام طرق مختلفة لاستخدام المهام التفاعلية ويجب تطوير الكتب المدرسية من أجل احتواء المزيد من الدروس حول المهارات التفاعلية.

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Introduction

1.0 Background to the Study

Investigating teachers use of interactive tasks to develop secondary school students oral skills interactive tasks are an effective and intentionally planned format of instruction that makes learning a shared social experience. Students and teachers learn from one another as they work collaboratively and cooperatively—observing, discussing, questioning, sharing, and transferring knowledge. Through these interactions, students learn content knowledge and how to work productively in a group, an important social skill for life.

Interactive tasks are teacher-to-student interactions and student-to student interactions. Teacher questioning, Think-Pair-Share, and small group work are examples of interactive tasks. interactive tasks are important for a variety of reasons.

• Interactive tasks can support reading comprehension. Reading is active and personal involvement with the text. Giving students opportunities to write and talk about the text with others allows students to reinforce their understanding of the text, use the language of text, and exchange ideas about text with others. Students use their receptive language (input) when reading and listening.

Productive language (output) is used when writing and speaking. Using both input and output during content study supports student learning. For example, asking g students to *turn and talk* to find the main idea of the text allows oral processing of the text. Students also make meaning of the text together.

• Interactive tasks help to shift responsibility for learning from the teacher to the student. Recent research tells us the number of opportunities students have to demonstrate their learning through language output is equally important as language input (Anthony, 2008). Rather than simply listening to the teacher, giving students opportunities to respond to information provided by the teacher or through reading or seeing other media focuses students both on communicating what they learn and how they communicate this information.

1.2: Statement of the Problem:

The researcher observed that teachers at secondary school do not use interactive tasks while teaching their lessons. This in its turn has led to students weakness in oral skills. Therefore the researcher tries to investigate why teachers avoid doing so, in addition the research will reveal the causes that made teachers avoid using interactive patterns.

1.3: Objectives of the Study:

This study aims to:

1. To find out to what extend secondary school teacher use interactive tasks.
2. To find out the difficult encounter secondary school teachers in using interactive tasks.
3. To identify to what extent the syllabus include interactive tasks.

1.4: Questions of the Study:

This study addresses the following questions:-

1. to what extent are secondary school teachers use interactive tasks.
2. what are the difficulties encounter secondary school teachers in using interactive tasks.
3. to what extent day the syllabus include interactive tasks.

1-5: Hypotheses of the Study:

1. Teachers at secondary level don't use interactive tasks when they teach oral skills.
2. Time limits, syllabus and classroom environment are the main difficulties encounter to secondary school teachers in using interactive tasks to develop EFL learners oral skill .
3. The secondary school syllabus doesn't contain enough interactive tasks to develop EFL learners oral skills.

1-6: Significance of the Study:

Since idioms are frequently used in spoken and written English, language learners must make an effort to master idioms, though complete mastery perhaps nearly impossible, therefore; being competent in understanding idiomatic expressions within a written texts require a good knowledge of the culture of the target language. As such, this study is extremely important because it addresses one of the significant, but relatively neglected areas of language studies at Sudan University. As for its contribution to knowledge it is intended to increase one's understanding the nature of idiomatic expressions, more specifically, (EFL) learners at Sudan University.

1-7: Methodology of the Study:

This study is descriptive; the researcher will use the statistical analytical method to conduct the study. As for data collection, the researcher will design a Questionnaire for secondary school students, where some of them will be chosen randomly to represent the sample of the study. As for data analysis, the researcher will use the (SPSS) method to reveal the results.

1-8: Limitations of the Study:

This study is limited to investigate teachers to use interactive tasks to develop secondary school students oral skills

To master interactive tasks expressions in spoken and written discourse. The sample will exclusively be drawn from secondary school students at secondary school in the year 2018-2019.

Chapter Two

Theoretical Framework and Literature Review

Chapter Two

Theoretical Framework and Literature Review

2.0 Introduction

One of the main necessities in the learning of a foreign language is the development of the four skills, which are listening, speaking, reading and writing. But in the Sudanese context, especially in public schools, those skills are not developed enough due to a set of factors such as the number of students per classroom, the lack of learning resources, and the exaggerated use of grammar approaches which cause some students to lack motivation in the learning of English. As a consequence, learners have many problems, especially in oral communication. When they try to express themselves orally, they only pronounce isolated words and disconnected sentences making their production poor and meaningless. Since speaking is required in academic and professional performances, the lack of oral production skills becomes a serious disadvantage when compared to private school students. This project proposes the implementation of a research activity which includes the application of some communicative and interactive tasks directed to improve oral skills. Bearing in mind task-based learning and communicative and interactive views, learners can approach speaking as a way to negotiate meaning and to establish social relations with others. To this end, this chapter describes an interactive, two- feedback- loop model that explains core factors and effect of feedback in interactive instruction (Narciss, 2006).

2.1 What are Interactive Tasks?

Interactive tasks are an effective and intentionally planned format of instruction that makes learning a shared social experience. Students and teachers learn from one another as they work collaboratively and cooperatively - observing, discussing, questioning, sharing, and transferring knowledge. Through these interactions, students learn content knowledge and how to work productively in a group, an important social skill for life. Interactive tasks are teacher- to- student interactions and student-to- student interactions. Teacher questioning, Think- Pair- Share, and small group work are examples of interactive tasks.

According to (Rivers, cited in Brown, 1994, p. 159). "In interaction students can use all they possess of the language, all they have learned or causally absorbed in real life exchanges. This quote addresses the importance of real interaction which gives the learners the opportunity to demonstrate what they can do in the foreign language. Interaction is the basis of human communication all elements of communicative and interactive competence (grammar, discourse, sociolinguistics, pragmatics) are involved in human interaction. They must work together for successful communication to take place.

Language research, Swain, (1995a; 1995 b) found that students did not develop native- like proficiency in English sentence construction and word choice until they had opportunities for extended output (speaking and writing) and collaborative dialogue that demanded linguistic accuracy. Working with others requires English language learners to: notice the gap between what they want to say and are able to say; test what they want to stand modify output based on feedback from others; and reflect on language use to internalize language knowledge (Swain, 1995a).

2.2 There are many different types of interactive tasks

2.2.1 WARM-UP QUESTIONS

A warm-up question can give everyone in the class a chance to introduce themselves and start to participate in a low-stakes way. In new groups or whenever a new person joins the group, participants should say their names when answering the question of the day. Here are some samples. You might also use questions related to the content of the lesson and which function as a pre- reading activity:

- What would you be doing if you were not here:
- Share a memorable learning experience outside of school.
- describe a time you tried something new and what happened.
- Share a time you had trouble learning something that you eventually mastered.
- Name one of your strengths and one area you would like to improve.
- Talk about your first job.

2.2.2 Highlight/ Lowlight

I have used this check-in as a regular opener in youth classes, in particular. Ask participants to talk about a highlight (something good that recently happened, something they are proud of, etc.) and a lowlight (something that is challenging or difficult). It's important to make it clear that no one is required to share anything with the group. This check-in can quickly let you and everyone else know when good things are happening in your students' lives and should be celebrating, as well as the challenges where students may need support. You will also learn when a student isn't feeling well and may not be up to participating in his or her normal way.

2.2.3 MEMORY GAME

This activity is great for a new group of students, but can be used throughout a semester. The first person starts the activity by introducing herself and answers one or two questions (the name of a pet they once had, their favorite TV show, their worst job, desired career, a place you would like to visit, etc.). The next person starts by introducing the first person and repeating what he said. For example, "This is Eric. The worst job he ever had was as a dishwasher in a buffet restaurant." Then the second person introduces herself, also answering the question. The third person introduces the first two people and then introduces herself. The last person in the chain will need to introduce all the people in the room. For an added challenge, participants can answer and remember two questions. In the debrief afterwards, students will most likely give these reasons for why the activity is important:

-To learn each other's names.

-To learn each other

-To sharpen their memory since school requires remembering lots of things.

All of these reasons are true, of course. We also do activities like this because it helps us get used to speaking in order and listening carefully to each other, two qualities that are important for a well- functioning class. Some students will talk about the importance of listening to the teacher, which is important of course., but we also want to underline the need for students to listen carefully to each other, an element of basic respect and collaboration in the classroom.

2.2.4 Name and Action

This is a good activity for a new group getting to know each other. The group should stand in a circle, which enough room to move arms and legs without bumping into each other. Each member of the group will introduce themselves one at a time by stating their first name and making an action that goes with thier name. Examples include palms together for someone who wants to express their peacefulness, or a shadow jump shot for someone who likes baseball, or pretend writing for someone who likes to write poetry. You might want to clear that the action should not be offensive to anyone in the group. Model the activity by introducing yourself. Everyone in the group should then say your name and do your action at the same time. The next person in the circle then teaches the group her name and action, after which the group says the person's name and does her action three times. Note: An alternate way of running thiactivity requires the group to repeat everyone's name and action from the beginning as each person adds thier action, similar to the memory game.

2.2.5 Ball Toss

This is a good activity for students who know each other and have been through a couple other name activities, but may need practice with each other's names. Students stand in a circle with enough room to move thier arms. Tell the group that we are going to practice our ability to focus and pay careful attention to each other.

This is a simple activity that works best with smaller groups. Ask participants to think about the history of thier name, including first, last, middle or nicknames. What is the history of your name? Were you named after an older relative? Does your name have a meaning? Is there an interesting story connected with your name? Go around the room listening to

everyone's stories. You can learn useful things from this activity. For example, many people don't like thier given names and prefer to use other names. This is also a great way for other students to learn the pronunciation other participants' names. We also learn about our participants' families what is important to them ad they talk about thier names.

2.3.1 Name Contest

Use this activity after a few sessions where participants have started to learn each other's names through activities. Ask a volunteer to go around the circle and say the names of every participant. When that person completes the group or can't continue, ask another participant to go the other direction. You might give a prize to participants who can name everyone in the room.

2.3.2 Make A Map

This great activity for large groups. You and your group will make a human map of the geographical region where people live. If your participants travel to get to your group, make the map larger. If you are working with people in a neighborhood organization, make it just big enough to include where people live. Determine the directions (north, south, east, west) in your classroom, gymnasium or open field. Tell the group that we are going to make a matter our town (city, neighborhood, state). Identify landmarks in different parts of the classroom. Tell the group that we are trying to make an extremely accurate map of the area, based on where people live. Participants should place themselves in relation to other plans landmarks in the room. Give them some time to talk to each other and figure out where they should be. Once everyone is settled, ask participants to introduce themselves to someone who lives nearby and talk about what they like about the area. You might also have people introduce themselves to the larger group from their position and talk about one thing others might not

know about where they live.

2.3.3 Five Things In Common

In your groups, take the next five minutes to find 5 things that everyone at your table has in common. Your goal is to find commonalities among your group that are unique, things that aren't true about the other groups here. You're going to have to investigate and be creative. Ask each other questions. After five minutes, ask each group to read off their list. If any other team generates the same idea, then it must be crossed of the list. Any idea that was not included on another team's list results in a point for the team. The team with the most points after all the reading of the lists is declared the winner.

2.3.4 Two Truths and A Lie

Model this activity by writing three sentences (two true and one false) on the board about yourself. Write truths that are hard to believe and lies that are difficult to distinguish from the truth. (These statements are about me, so you should write your own.)

- I rode across the United States on a bicycle.

- My name was changed when I was one year old.

- I always knew I wanted to be a teacher.

- Tell the group that their job is to figure out which of these statements is a lie. They should ask you questions and judge by your answers: How long did it take you ride across the country? Where did you sleep? On a bicycle? It's fine to continue lying.

At some point, ask the class to vote on the lie. Reveal which statement is the lie. Now, pass out index cards and ask participants to write their own truths and a lie. After collecting the cards, you might read a card aloud and see if the group can guess whose card it is, then ask the group to guess the

lie by asking questions. You can keep the cards and have 1-2 participants answer questions as an icebreaker at the beginning of each class or as an energizer after a break. You can also have small groups play the game with each other, so that everyone gets a chance to answer questions.

2.3.5 Concentric Circles

This exercise is great for building relationships among members of your group. It is especially useful when a new group is forming because it gives participants a chance to have a series of individual conversations. I have used Concentric Circles with students, teachers and administors and it has never failed me.

From two concentric circles of chairs, one circle facing out and one circle facing in, with one chair for everyone in the group. Each person in the group should be sitting across from one person, so they know who they will be talking to. (If you have an odd number of participants, you can participate in the conversations, interrupting yourself to move the group to a new topic of conversation). Tell the group that they will be having a series of conversation on different topics. Apologizing in advance for interrupting them.

In the activity, one at a time, participants will say, "Here you go, (student's name)," and throw a ball to another member of the circle. The person catching the ball will say, "Thank you, (student's name)."You should model this activity with a student by first catching that person's gaze, saying, "Here you go, Natasha," and telegraphing the throw, making sure she is ready. The first time you do this activity, it is important to tell students to make sure the other person is ready before throwing. Each person should throw to a person who hasn't received the ball yet, with the facilitator getting the ball last. In the second round, go a little faster, but follow the exact path

from the first round. Students should throw to the same person they throw to before.

Challenge: By the third round, if the tossing is smoother and the names are getting easier, you can add another ball to the mix. Wait until the ball is about halfway through the chain and then throw to the first person in the chain, saying, "Here you go, (student's name)." You might wait to do this on a second day if it took a while for students to get comfortable with one ball If there was a certain amount of confusion in the activity, you might ask the group what that was like for students who were trying to make the activity work. How does this relate to what can happen in a classroom when we need to work together to learn? This can allow for a conversation about the effect on a classroom when students aren't attuned to each other. What could we do as a group to make those activity work better? Sometimes it just takes practice, which can be true of being a student as well.

2.4 History of My Name

After a few minutes on each topic (enough time for each member of the pair to share), interrupt the group and ask the outer circle to move one chair clockwise. The inner circle should stay seated. Choose a progression of questions that start with everyday topics and can move toward more subject-based questions. The questions should be on a specific topic and arranged logically.

- Talk about the place where you grew up and some of your earliest memories.

- Talk about your favorite and least favorite teacher from elementary school.

- Talk about a time when you had difficulty in school.

- Talk about your career goals.

- Talk about how being in this program will help you accomplish your goals. Talk about where you hope to be 5 years from now.

2.5 Closing and Evaluation

A quick closing at the end of each class is useful as a quick assessment of what students learned and how they are feeling about the class. It also signals a formal end to the session. If you are comfortable receiving the feedback, allowing participants to rate the class is very useful for letting students express accomplishments they are happy about, as well as improvements that could be made. As always, it is important for the facilitator to participate and model openness by sharing as well.

- One word checkout (one word that sums up how you feel about today's group).

- One thing you learned today.

- Rate today's class from 1- 10. Explain your answer.

Learning outcome (or major Drive Question) that was desired from the beginning.

Variation: A group of students writes a series of questions as homework and leads the exercise in class.

11- Reverse Socratic Questioning - The instructor requires students to ask him/her questions, and the instructor answers in such a way as to goad another question immediately but also drive the next student question in a certain direction.

12- Pass the Pointer - Place a complex, intricate, or detailed image on the screen and ask for volunteers to temporarily borrow the laser pointer to identify key features or ask questions about items they don't understand.

13- Turn My Back- Face away from the class, ask for a show of hands for how many people did the reading. After they put hands down, turn around again and ask to hear a report of the percentage. This provides an indication of student participation for today's material.

14- Empty Outlines - Distribute a partially completed outline of today's lecture and ask students to fill it in. Useful at start or at end of class.

15- Classroom Opinion Polls- Infomal hand- raising suffices to test the waters before a controversial subject.

16- Discussion Row- Students take turns sitting in a front row that can earn extra credit as individuals when they volunteer to answer questions posed in class.

2.6 The Problems which face some teachers in using interactive tasks:

A Teacher Teacher's Story

Encourages the students to take part in the problem- solving process even when discussion isn't feasible. Having students write something down (while you write an answer also) helps assure that they will in fact work on the problem.

4- Updating Notes- Take a break for 2-3 minutes to allow students to compare their class notes so far with other stuff, fill in gaps, and develop joint questions.

5- Cliffhanger Lecturing- Rather than making each topic fit neatly within one day's class period, intentionally structure topics to end three- fourths of the way through the time, leaving one quarter of the time to start the next module/topic. Science principles of the spacing effect and interleaving topics.

6- Choral Response - Ask a one- word answer to the class at large; volume of answer will suggest degree of comprehension. Very useful to "drill" new vocabulary words into students.

7- Word Cloud Guessing - Before you introduce a new concept to students, show them a word cloud on that topic, using an online generator (Wordle, Tuxedo,or Tagul) to paste a paragraph or longer of related text, and challenge students to guess what the topic was.

8- Instructor Storytelling - Instructor illustrates a concept, idea, or principle with a real-life application, model, or case- study.

9- Grab a Volunteer - After a minute paper (or better: think pair share) pick one student to stand up, cross the room, and read any other student's answer.

10- Socratic Questioning - The Instulructor replaces lecture by peppering students with questions, always asking the next question in a way that guides the conversation toward a

2.7 Interactive Techniques

These techniques have multiple benefits: the instructor can easily and quickly assess if students have really mastered the material (and plan to dedicate more time to it, if necessary), and the process of measuring students understanding in many cases is also practice for the material - often students do not actually learn the material until asked to make use of it in assessments such as these. Finally, the very nature of these assessments drives interactivity and brings several benefits. Students are revived from their passivity of merely listening to a lecture and instead become attentive and engaged, two prerequisites for effective learning. These techniques are often perceived as "fun", yet they are frequently more effective than lectures at enabling student learning.

Not all techniques listed here will have universal appeal, with factors

such as your teaching style and personality influencing which choices may be right for you.

Instructor Action: Lecture

1. Picture Prompt - Show students an image with no explanation, and ask them to identify) explain it, and justify their answers. Or ask students to write about it using terms from lecture, or to name the processes and concept shown. Also works well as group activity. Do not give the "answer" until they have explored all opinions first.

2- Why Do You Think That? - Follow up all student responses (not just the incorrect ones) with a challenge to explain their thinking, which trains students over time to think in discipline- appropriate ways.

3- Think Break - Ask a rhetorical question, and then allow 20 seconds for students to think about the problem before you go on to explain. This technique.

Mr. Wilson gazes out at her 4th grade class sitting in neatly arranged rows. She is teaching a science unit about how fast processes and slow processes shape and reshape Earth's surface. The class choral reads from the science textbook. Ms.Wilson pauses to ask questions from the Teacher's Manual. What slow process can shape the Earth's surface? ask Ms. Wilson. She observes the same students again raising their hands to answer her question. Robert? Weathering, Robert replies.

The students continue reading. Ms. Wilson periodically asks the students questions. She notices other students are disengaged and fidgeting. Students repeatedly interrupt the lesson with requests to use the restroom. At the end of the lesson, Mr. Wilson's assessment reveals that most students did not learn the important ideas from the text and discussion. What could I do differently? She wonders.Ms. Wilson recalls the other 4th teacher talking

about her success with group work. She decides to have students work in groups for the next science activity. Students, today we are going to try something new! We are going to work in groups. After I've assigned you to a group, please move into that group. Group 1 is around Kayla's desk, Group 2 is at Tyler's desk, Group 3 is at Ava's desk, and Group 4 is at Jackson's desk. She places the students into groups of six. Students move to from groups within the rows of desks. Boys and girls, you are going to read the next chapter and answer the questions at the end of the chapter. Talk turns reading and answering the questions.

2.8 Interactive Tasks

Ms. Wilson circulates around the room, observing each group. One group argues about who will read first. Another group has one person reading the text with two other students giggling and talking. In another group, a student ignores a fellow student's contribution. She brings the class back together and asks questions from Teacher's Manual. Almost the same thing happens. While there are a few more hands raised to answer the questions, the multiple-choice assessment at the end of the chapter shows that most students still didn't learn the lesson's important ideas. Mr. Wilson reflects back on the lesson and again wonders what she could have done differently. She wants her students to stay on task, transition to group work seamlessly, and actively participate in the activity. Ultimately, she wants the students to learn and understand the content.

Ms. Wilson knows she needs help and decides to ask Ms. Turner, the literacy coach, for assistance. Teaching combines content - what students must learn; what teachers must teach- with lesson delivery - how to teach lessons to maximize student learning.

2.9 The strategies of sloving those problems:

Interactive tasks can support reading comprehension. Reading is active and personal involvement with the text. Giving students opportunities to write and talk about the text with others allows students to reinforce their understanding of the text, use the language of text, and exchange ideas about text with others. Students use their receptive language (input) when reading and listening. Productive language (output) is used when writing and speaking. Using both input and output during content study supports student learning.

For example, asking students to turn and talk to find the main idea of the text allows oral processing of the text. Students also make meaning of the text together.

- Interactive tasks help to shift responsibilities students have to demonstrate their learning through language output is equally important as language input (Anthony, 2008). Rather than simply listening to the teacher, giving students opportunities to respond to information provided by the teacher or through reading or seeing other media focuses students both on communicating what they learn and how they communicate this information.

2.10 Interactive Tasks

It challenges students not only to discoverwhat they know and what they don't know, but also to reproduce the language that carries meaning in the classroom. For example, an appropriately scaffolded lesson and well-thought out response activity is likely to pique students' curiosity and desire to learn more about a topic. They work harder at developing the vocabulary and language skills to express what they want to share. This shifts the responsibility and opportunity of seeking and making meaning from the teacher to the students.

- Interactive tasks provide opportunities for peers to support and learn from one another. Students often feel more comfortable working with their peers. A Student struggling to make sense of an idea may understand better when it is explained by a peer (who may have only recently figured it out himself/herself) rather than by an adult (Kohn, 1999). Also, by working in groups, students learn from their shared discoveries and experiences together (Vygotsky, 1978, 1986, Walker, 2005). A well- structured interactive task, one rich with context, visuals, and manipulatives, can include students of mixed- language proficiency. This allows proficient English speakers to model and consolidates their own learning by taking leadership roles. Beginning and developing English learners can try out new words and sentence frames with a small audience. Most importantly, English language learners are thinking and learning in meaningful ways about real content, in spite of a lack of English proficiency. An example of this is having students work in small groups to draw the cause and effect of an earthquake. English proficient students facilitates the process using resources, such as a science textbook.

- Effective Instructional Strategies:

Internet sites, and video , and sharing the learned information. When English language learners work alongside their peers they immerse themselves with learning the cause and effects of earthquakes, through listening and participating in the discussions and, at times, trying to use their new words and Sentences.

- Interactive tasks help build life skills necessary for success in the 21st century. Cooperative opportunities help students prepare for the 21st century, where expectations to work and learn in a team - like environment are frequent (Uchida, Citron, & McKenzie, 1996). Students recognize that

when they work collaboratively, they are better able to solve problems (Kirchner, 2005; Johnson, et al, 1984; Uchida, et al, 1996). Research also has shown that this type of learning, as opposed to competitive or individualistic efforts, results in higher achievement, increased positive inter Person a relationships, and high self- esteem (Gupta, 2004).

- Incorporating student interaction into a lesson can help teachers chunk language and content into manageable pieces. When teachers periodically stop throughout the lesson and allow students to digest and demonstrate their understanding of what has been taught, it makes processing the content more manageable. For example, when teachers have students orally use a new vocabulary word with a partner during explicit vocabulary instructions.

Chapter Three

The Methodology

Chapter Three
The Methodology

3.0: Introduction:

This chapter gives an account for the research method adopted, the population and the sample of the study, the instrument and the procedures for data collection. It also describes how data are analyzed, and how validity and reliability of the study's tool are verified. As mentioned earlier, the present study is a descriptive; the researcher uses the statistical analytical method to conduct the study.

3.1: Population of the Study:

The targeted subjects of this is (30) teachers who are currently courses for teaching English language as a second language in secondary school.

3.2: Sample of the Study:

The sample of this study was exclusively drawn from secondary school teachers who are teaching English; their whole number was (30), the researcher distributed (30) copies of the questionnaire

3.3: The Instrument for Data Collection:

The instrument used for data collection was a Questionnaire for teachers in interactive tasks. The questionnaire was made up of three questions, each question consists of (4) items and it was given in the form of questions that contains a variety of interactive tasks usages, where the participants were asked to read over the questions and put a tick in the right column from. The questionnaire was statistically analyzed.

3.4 Procedures for Data Analysis:

The data collected thorough the questionnaire will be tabulated and treated statistically by the SPSS Programme. The data collected from the

sample questionnaire   items will be discussed in order to gauge the knowledge of teachers about the interactive tasks.

3.5 Statistical Reliability and Validity:

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Re liability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (30) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability Statistics

Cronbach's Alpha	N of Items
0.81	30

Chapter Four

Data Analysis and Discussion

Chapter Four

Data Analysis and Discussion

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community in Sudanese teachers

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2 Analysis of the Questionnaire:

The researcher   distributed the questionnaire on determined study sample (40), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

Hypothesis 1 :secondary school teachers do not use interactive tasks.

Statement No.(1): l use pair work in my lesson

Table No (4.1) The Frequency Distribution for the Respondents' Answers of statement No.(1)

Valid	Frequency	Percent
Strongly agree	22	71.0
Agree	3	12.3
Neutral	2	6.7
Disagree	3	10.0
strongly disagree	0	0
Total	30	100.0

fig (4.1)
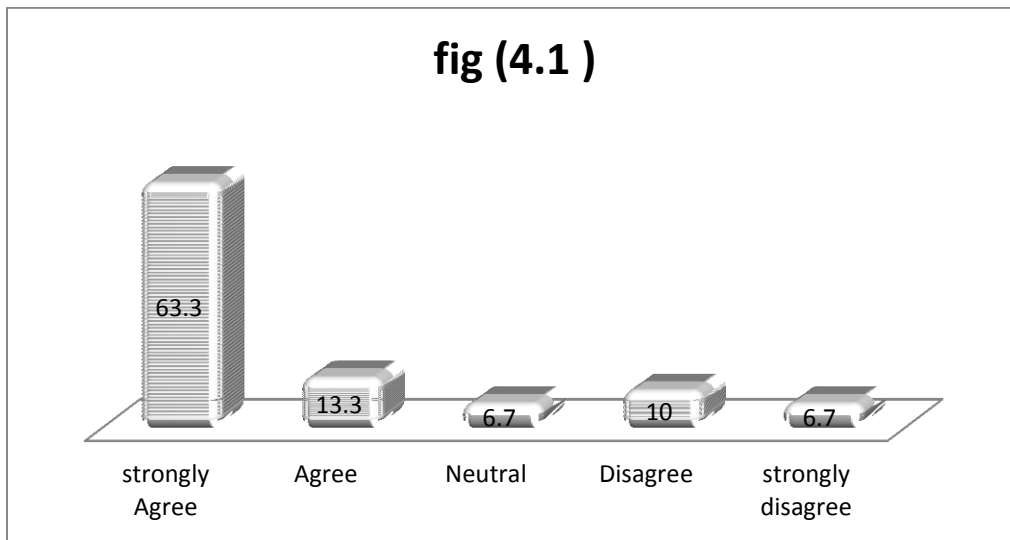
From the above table No.(4.1) and figure No (4.1) It is clear that there are (22) persons in the study's sample with percentage (71.0%) strongly agreed with "l use pair work ‹n my lesson..". There are (4) persons with percentage (13.3%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (3) persons with percentage (10.0%) disagreed. And (0) persons with 0% are strongly disa

Statement No.(2): l don't know how to use pair work because ʻs a waste of time

Table No (4.2) The Frequency Distribution for the Respondents' Answers of statement No.(2)

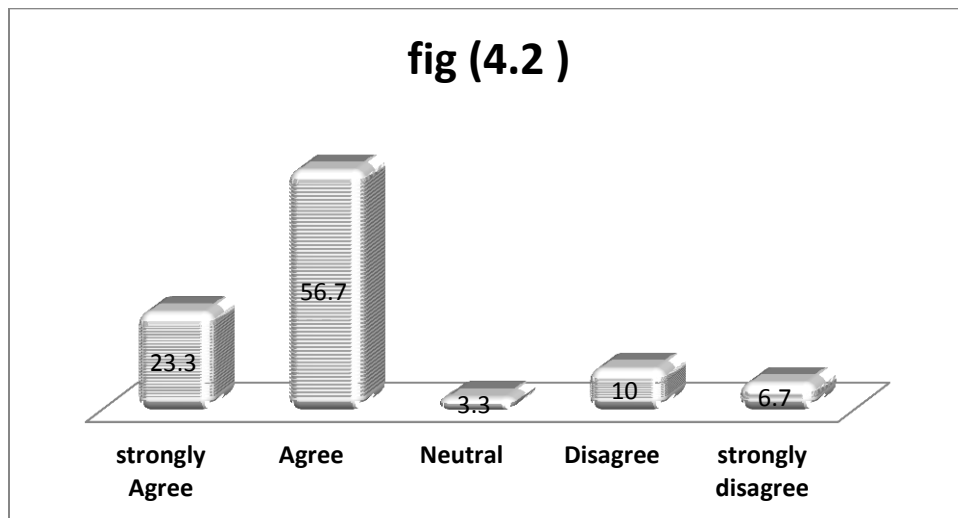| Valid	Frequency	Percent
Strongly agree	8	24.3
Agree	16	55.7
Neutral	1	3.3
Disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0

fig (4.2)

From the above table No.(4.2) and figure No (4.2) It is clear that there are (7) persons in the study's sample with percentage (33.3%) strongly agreed with "l don't know how to use pair work because ʻs a waste of time". There are (17) persons with percentage (56.7%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (3) persons with percentage (10.0%) disagreed. And (2) persons with 6.7% are strongly disagree.

Statement No.(3):I use group work ᴂn my lesson..

Table No (4.3) The Frequency Distribution for the Respondents' Answers of statement No.(3)

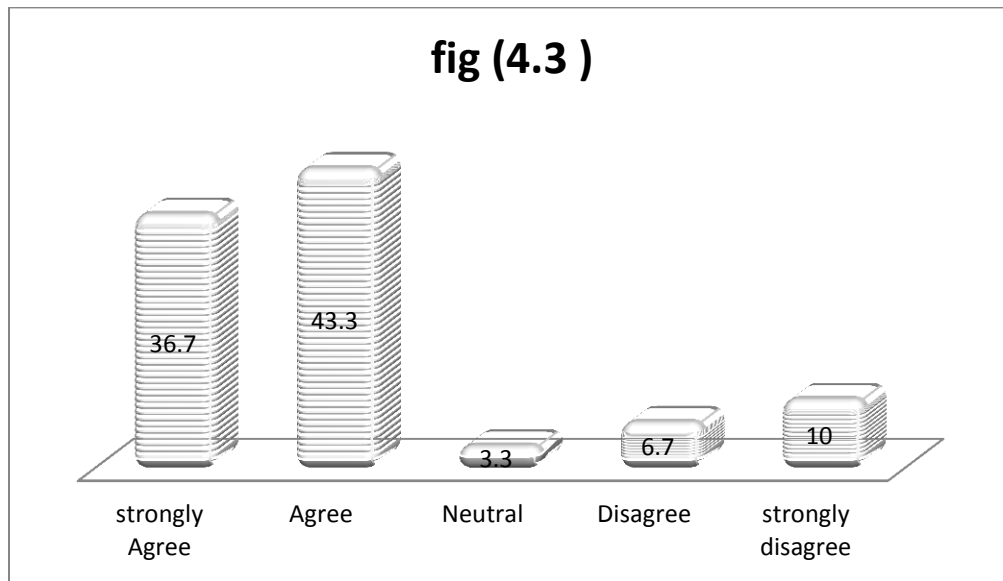| Valid	Frequency	Percent
Strongly agree	11	36.7
Agree	13	43.3
Neutral	1	3.3
Disagree	2	6.7
strongly disagree	3	10.0
Total	30	100.0

fig (4.3)

From the above table No.(4.3) and figure No (4.3) It is clear that there are (11) persons in the study's sample with percentage (36.7%) strongly agreed with "I use group work ᴂn my lesson. ". There are (13) persons with percentage (43.3%) agreed with that, and (1)   persons with percentage (3.3%)   were not sure   that, and (2) persons with percentage (6.7%) disagreed. And (3) persons with 10.0% are strongly disagreed.

Statement No.(4): Interactive task motivate my students to learn English.

Table No (4.4) The Frequency Distribution for the Respondents'
Answers of statement No.(4)

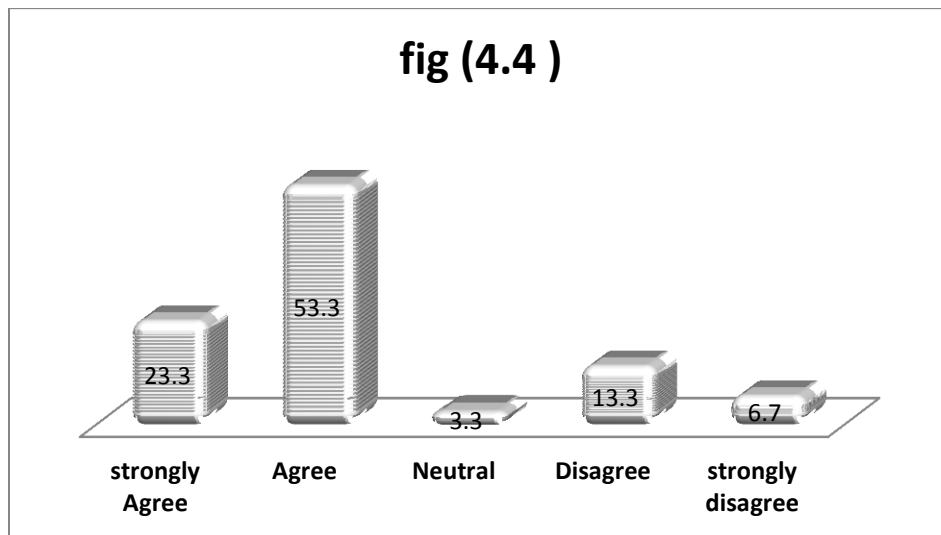| Valid	Frequency	Percent
Strongly agree	7	23.3
Agree	16	53.3
Neutral	1	3.3
Disagree	4	13.3
strongly disagree	2	6.7
Total	30	100.0

fig (4.4)

From the above table No.(4.4) and figure No (4.4) It is clear that there
are (7) persons in the study's sample with percentage (23.3%) strongly
agreed with "Interactive task motivate my students to learn English...". There
are (16) persons with percentage (53.3%) agreed with that, and (1) persons
with percentage (3.3%) were not sure that, and (4) persons with percentage
(13.3%) disagreed. And (4) persons with 6.7% are strongly disagre

Hypotheses two: secondary school teachers have many problems in using interactive tasks.

Statement No.(5): Students aren't serious when I use interactive patterns..

Table No (4.5) The Frequency Distribution for the Respondents' Answers of statement No.(5)

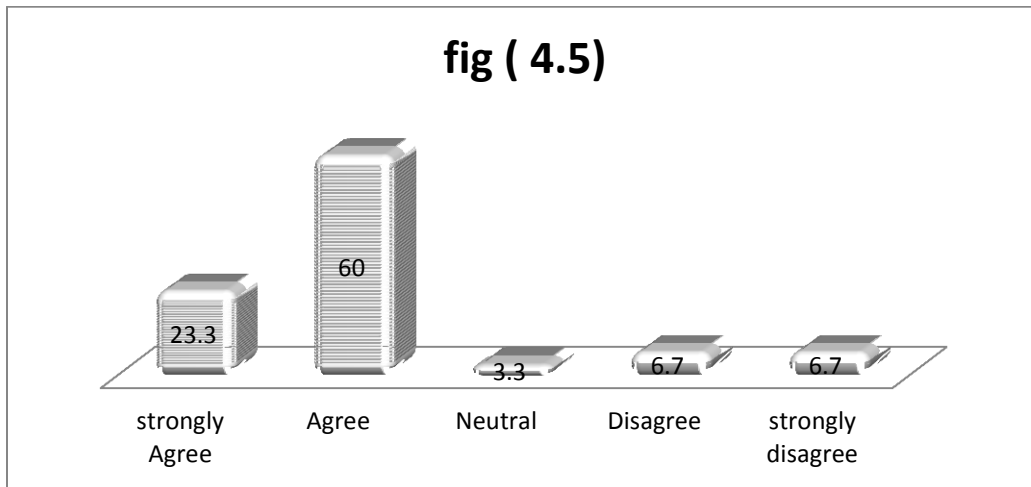| Valid	Frequency	Percent
Strongly agree	7	23.3
Agree	18	60.0
Neutral	1	3.3
Disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

fig (4.5)

From the above table No.(5.5) and figure No (5.5) It is clear that there are (7) persons in the study's sample with percentage (23.3%) strongly agreed with "Students aren't serious when I use interactive patterns...". There are (18) persons with percentage (60.0%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagree.

Statement No.(6): Students use their first language to communicate with each other during interactive patterns tasks.

Table No (4.6) The Frequency Distribution for the Respondents' Answers of statement No.(6)

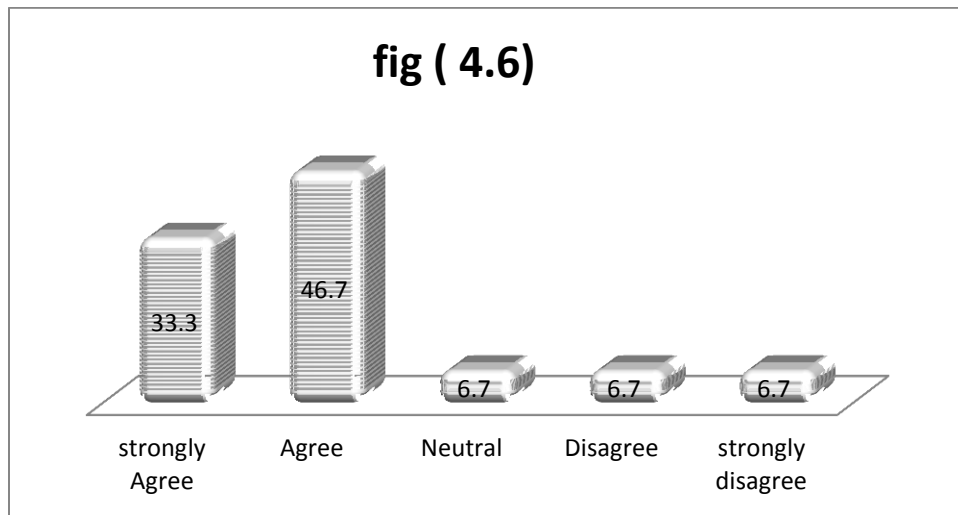| Valid	Frequency	Percent
Strongly agree	10	33.3
agree	14	46.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

fig (4.6)

From the above table No.(4.6) and figure No (4.6) It is clear that there are (10) persons in the study's sample with percentage (33.3%) strongly agreed with "Students use their first language to communicate with each other during interactive patterns tasks.There are (14) persons with percentage (46.7%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed.

Statement No.(7): The teachers aren't trained to carry out ‹interactive tasks

Table No (4.7) The Frequency Distribution for the Respondents' Answers of statement No.(7)

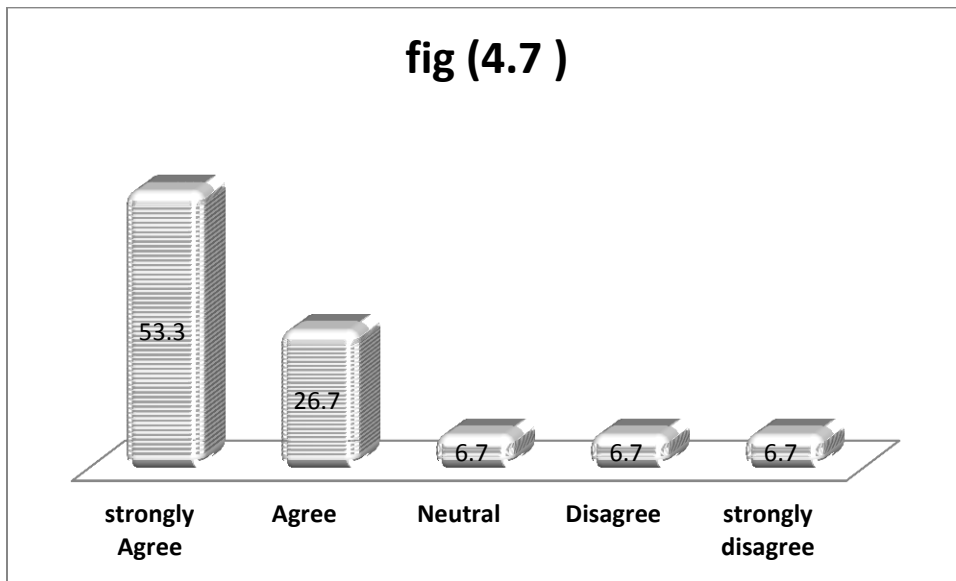| Valid	Frequency	Percent
Strongly agree	16	53.3
agree	8	26.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

fig (4.7)

From the above table No.(4.7) and figure No (4.7) It is clear that there are (16) persons in the study's sample with percentage (53.3%) strongly agreed with "The teachers aren't trained to carry out ‹interactive tasks.". There are (8) persons with percentage (26.7%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed

Statement No.(8): The number of the students in my class one many to carry out interactive tasks.

Table No (4.8) The Frequency Distribution for the Respondents' Answers of statement No.(8)

Valid	Frequency	Percent
Strongly agree	6	20.0
Agree	18	60.0
Neutral	1	3.3
Disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0

fig (4.8)
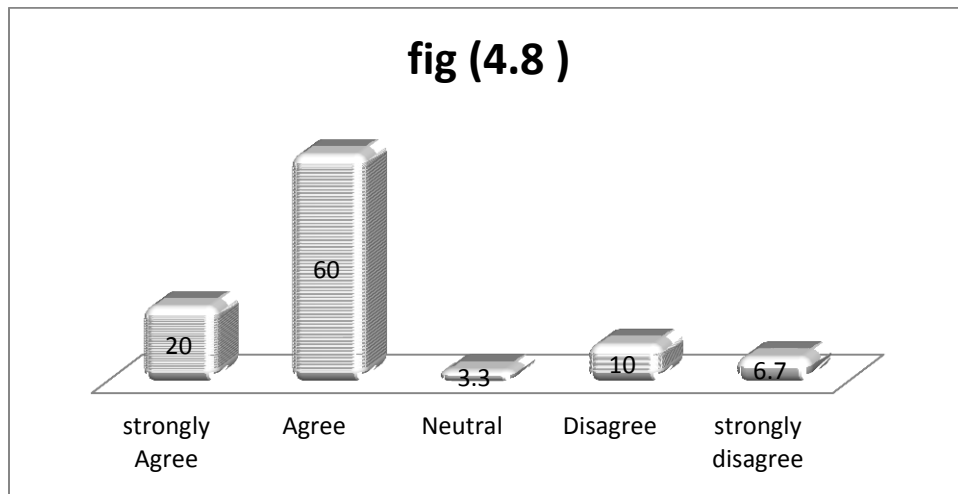
From the above table No.(4.8) and figure No (4.8) It is clear that there are (6) persons in the study's sample with percentage (20.0%) strongly agreed with "The number of the students in my class one many to carry out interactive tasks.". There are (18) persons with percentage (60.0%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (2) persons with percentage (10.0%) disagreed. And (2) persons with 6.7% are strongly disagree.

Hypotheses three: secondary school syllabus do not use interactive tasks.

Statement No. (9): There is no interactive task in Sudanese English syllabus.

Table No (4.9) The Frequency Distribution for the Respondents' Answers of statement No.(9)

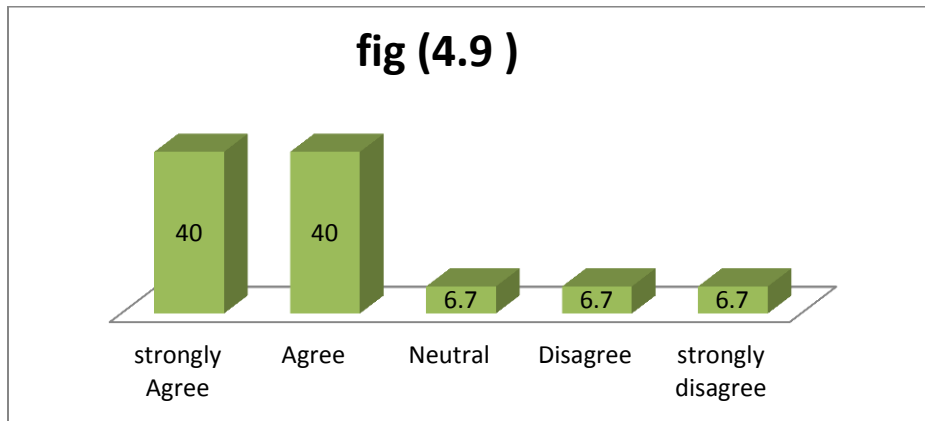| Valid	Frequency	Percent
Strongly agree	12	40.0
Agree	12	40.0
Neutral	2	6.7
Disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

fig (4.9)

From the above table No.(4.9) and figure No (4.9) It is clear that there are (12) persons in the study's sample with percentage (40.0%) strongly agreed with "There is no interactive task in Sudanese English syllabus.". There are (12) persons with percentage (40.0%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed.

Statement No (10) : The syllabus is not designed in away of using interactive task.

Table No (4.10) The Frequency Distribution for the Respondents' Answers of statement No.(10)

Valid	Frequency	Percent
Strongly agree	6	20.0
Agree	11	36.7
Neutral	3	10.0
Disagree	8	26.7
strongly disagree	2	6.7
Total	30	100.0

fig (4.10)
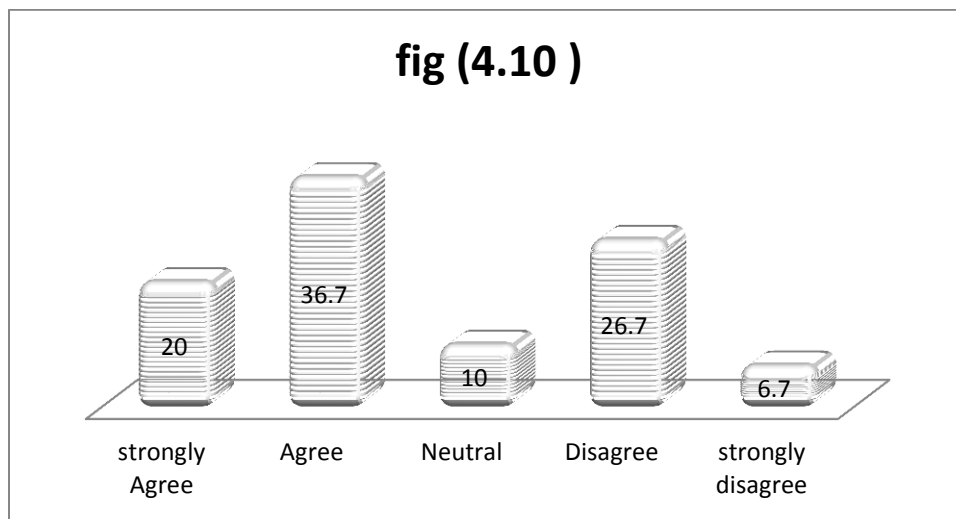
From the above table No.(4.10) and figure No (4.10) It is clear that there are (6) persons in the study's sample with percentage (20.0%) strongly agreed with "The syllabus is not designed in away of using interactive task..". There are (11) persons with percentage (36.7%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (8) persons with percentage (26.7%) disagreed. And (2) persons with 6.7% are strongly disagreed.

Statement No.(11): The syllabus interactive show the steps of using interactive patterns

Table No (4.11) The Frequency Distribution for the Respondents' Answers of statement No.(11)

| Valid	Frequency	Percent
Strongly agree	4	13.3
agree	13	43.3
Neutral	1	3.3
disagree	6	20.0
strongly disagree	6	20.0
Total	30	100.0

Fig (4.11
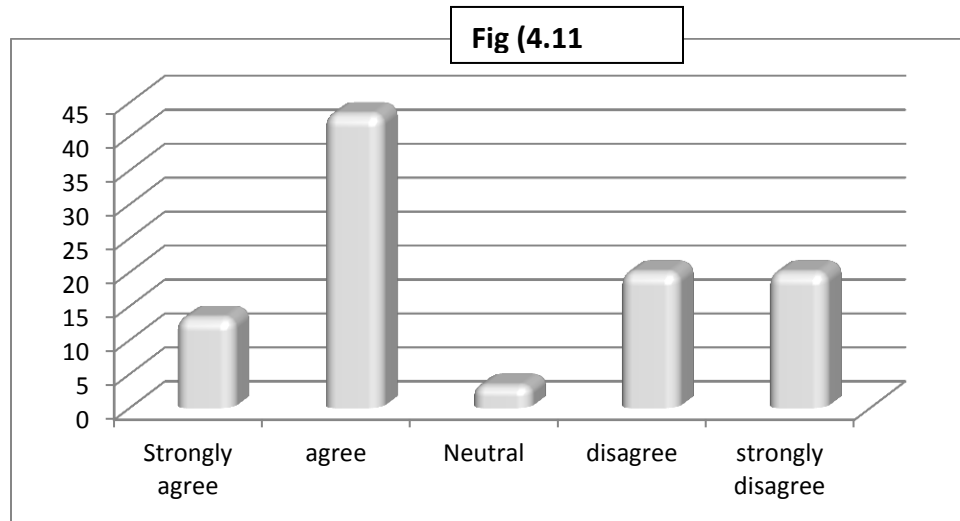
From the above table No.(4.11) and figure No (4.11) It is clear that there are (4) persons in the study's sample with percentage (13.3%) strongly agreed with "The syllabus interactive show the steps of using interactive patterns .". There are (13) persons with percentage (43.3%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (6) persons with percentage (20%) disagreed. And (6) persons with 20.0% are strongly disagreed.

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Statement No.(12): The topics used for teaching interactive patterns are boring

Table No (4.12) The Frequency Distribution for the Respondents' Answers of statement No.(12)

| Valid	Frequency	Percent
Strongly agree	12	40.0
Agree	12	40.0
Neutral	2	6.7
Disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

fig (4.12)
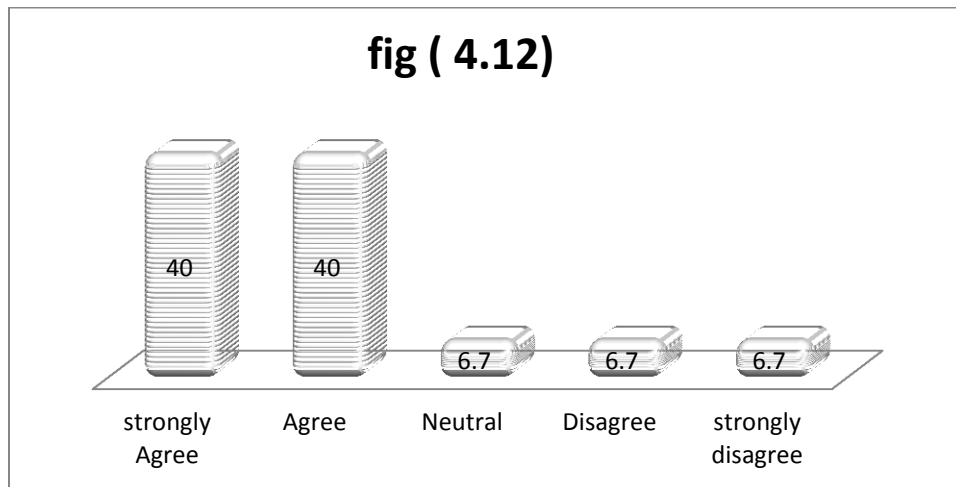
From the above table No.(4.12) and figure No (4.12) It is clear that there are (12) persons in the study's sample with percentage (40.0%) strongly agreed with "The topics used for teaching interactive patterns are boring.". There are (12) persons with percentage (40.0%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed

For overall questionnaire

Table No (4.13) The Frequency Distribution and percentage for the Respondents' Answers in overall questionnaire

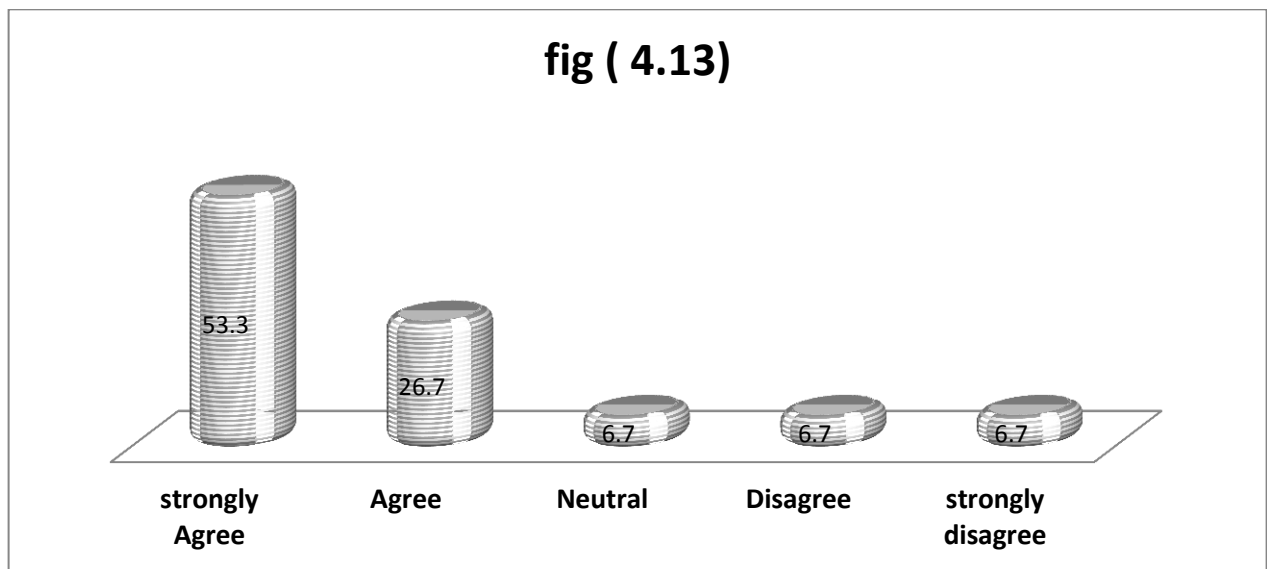| Valid	Frequency	Percent
The mean of persons who Strongly agreed with all statements	**16**	**53.3**
The mean of persons who agreed with all statements	**8**	**26.7**
The mean of persons who was neutral	**2**	**6.7**
The mean of persons who disagreed with all statements	**2**	**6.7**
The mean of persons who Strongly disagreed with all statements	**2**	**6.7**
Total	**30**	**100.0**

fig (4.13)

From the above table No.(4.13) and figure No (4.13) It is clear that there are (16) persons in the study's sample with percentage (53.3%) strongly agreed with overall statement . There are (8) persons with percentage (26.7%) agreed , and (2) persons with percentage (6.7%) were not sure t, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed

Table No.(4.14) Chi-Square Test Results for Respondents' Answers of the Questions of the _Hypothesis (1) : ……………………………………_

Nom.	Statement	Mean	SD	Chi square	p-value
1	l use pair work ‹n my lesson.	3.4	1.9	17	0.00
2	l don't know how to use pair work because ‹s a waste of time	2.5	2.6	17	0.00
3	I use group work ‹n my lesson	2.4	2.4	13	
4	Interactive task motivate my students to learn English.	3	0.8	25	0.03
5	Students aren't serious when I use interactive patterns.	2.9	1.6	20	0.00
6	Students use their first language to communicate with each other during interactive patterns tasks.	3.4	1.9	17	0.00
7	The teachers aren't trained to carry out ‹interactive tasks.	2.5	2.6	17	0.00
8	The number of the students in my class one many to carry out interactive tasks	2.5	1.7	15	0.00
9	There is no interactive task in Sudanese English syllabus.	2.7	2.7	15	0.00
10	The syllabus is not designed in away of using interactive task.	2.8	.02	20	0.001
11	The syllabus interactive show the steps of using interactive patterns	2.5	0.7	21	0.008
12	The topics used for teaching interactive patterns are boring	3.5	2.7	26	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**l use pair work ᶜn my lesson.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**-l don't know how to use pair work because ᶜs a waste of time.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **I use group work ᶜn my lesson.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the

answers of the respondents, which support the respondent who agreed with the statement "**-Interactive task motivate my students to learn English.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Students aren't serious when I use interactive patterns**

of the differences for the respondents' answers in question No (1) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Students use their first language to communicate with each other during interactive patterns tasks.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**The teachers aren't trained to carry out ،interactive tasks.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that,

there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**The number of the students in my class one many to carry out interactive tasks**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**There is no interactive task in Sudanese English syllabus.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**The syllabus is not designed in away of using interactive task.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**The topics used for teaching interactive patterns**

**According to the previous result we can say that the second hypothesis of our study is accepted**

**Table No.( ) Chi-Square Test Results for Respondents' Answers of the overall questionnaire**

For over all questionnaire	mean	SD	Chi square	p-value
	3.3	1.3	16	0.00

The mean of the chi-square calculated values of for the significance of the differences for the respondents' answers in over all questionnaire   was (16) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with all hypothesis of the study.

Chapter Five

Summary, Conclusions and Recommendations

Chapter Five

Summary, Conclusions and Recommendations

5.0 Introduction

This chapter provides a summary of the study, conclusions, recommendations and suggestions for further studies.

5.1 Summary and Conclusions

This study is an attempt to investigate teachers use interactive tasks to develop secondary school oral because the modern tools of teaching may develop the teaching process and to identify whether teachers are aware to use the interactive tasks or not.

To achieve the set objectives, the study adopted a mixed-methods approach: the descriptive analytical and experimental methods. This allowed the research instruments to complement each other. Hence, experiments, questionnaires, were used to address the research questions, confirm hypotheses and objectives. The (SPSS) program version 30 was used for data analysis.

5.2 Main Findings

- The first hypothesis state secondary school teachers do not use interactive tasks. and after we test that hypothesis by using chi-square test we found that The mean of calculated values of chi-square test for the significance of the differences for the respondents' answers in all statements related to the hypothesis (1) was (16) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the hypothesis (1) and according

to this results its clear that the first hypothesis is accepted and this mean secondary school teachers are really don't use interactive tasks.

- The second hypothesis state secondary school teachers have many problems in using interactive tasks and after we test that hypothesis by using t-test The calculated values of T – TEST for the significance of the differences for the respondent's answers in overall test which is greater than the tabulated value of T – TEST at the degree of freedom (39) and the significant value level (0.05%) which was (6.54). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that the hypothesis related to this part is accepted which indicate that teachers have problems in using interactive tasks.

-The third hypothesis state secondary school syllabus do not use interactive tasks after we test that hypothesis by using t-test The calculated values of T – TEST for the significance of the differences for the respondent's answers in over all test which is greater than the tabulated value of T and according to this results its clear that the third hypothesis is accepted.

5.3 Recommendations

1- Teachers must be trained in how to use different methods to use interactive tasks .
2- hold some workshops in the successful and easy use of interactive tasks.
3- The school book must be develop in order to contain more lessons interactive tasks.

5.4 Suggestions for further study:

- Investigating teachers of Sudan university use of interactive tasks to develop oral skills.

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Appendices

Appendix (1) Questionnaire

Nom.	Statement	mean	SD	Chi square	p-value
1	l use pair work ‹n my lesson.	3.4	1.9	17	0.00
2	l don't know how to use pair work because ‹s a waste of time	2.5	2.6	17	0.00
3	I use group work ‹n my lesson	2.4	2.4	13	
4	Interactive task motivate my students to learn English.	3	0.8	25	0.03
5	Students aren't serious when I use interactive patterns.	2.9	1.6	20	0.00
6	Students use their first language to communicate with each other during interactive patterns tasks.	3.4	1.9	17	0.00
7	The teachers aren't trained to carry out ‹interactive tasks.	2.5	2.6	17	0.00
8	The number of the students in my class one many to carry out interactive tasks	2.5	1.7	15	0.00
9	There is no interactive task in Sudanese English syllabus.	2.7	2.7	15	0.00
10	The syllabus is not designed in away of using interactive task.	2.8	.02	20	0.001
11	The syllabus interactive show the steps of using interactive patterns	2.5	0.7	21	0.008
12	The topics used for teaching interactive patterns are boring	3.5	2.7	26	0.00

Source: The researcher from applied study, SPSS 24