Sudan University of Science and Technology

College of Graduate Studies & Scientific Research

Faculty of Education

Impact of Using Communicative Language Teaching Approach in ELT to Improve Students' Speaking Skill at Secondary Schools.

A case Study at Umbadah Secondary School

اثراستخدام نظرية التواصل في تدريس اللغة الانجليزية لتطوير مهارة التحدث للطلاب بالمدارس الثانوية

(دراسة حالة: مدرسة أمبدة الثانوية)

A Thesis submitted to the College of Graduate Studies for a Degree of Ph.D. of English Language in (ELT)

Submitted by

Juma Al Haj Kafi Jarad

Supervised by

Dr. Nada Sid Ahmed El jack

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DEDICATIONS

I dedicate this thesis to the soul of my parents may the mercy of Allah be upon them.

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I would like to thank Allah, the most merciful for granting me health and strength to complete this thesis. Also may thanks go to people who supported me. I would like to acknowledge their support that, let my research possible to see the light. A lot of thanks to Dr. Nada Sid Ahmed El jack for her guidance, encouragement, advice and supervision of this thesis. I wish to express my gratitude to my colleague teachers and students, who helped me through this study. Without their assistance it would have been difficult for me to complete my research.

ABSTRACT

This study, aimed to investigate the influence of using CLT approach in ELT to improve students' speaking skill at secondary schools in Sudan. It has addressed four questions: To what extent do Sudanese secondary school students speak English language fluently? To what extent do Sudanese secondary school students speak English language accurately? How do students' speaking problems creates challenges for teachers when implementing CLT approach? What are English teachers' attitudes towards using CLT approach in classrooms? To answer these questions the researcher adopted descriptive analytic and experimental approaches in research methodology. The subjects of the study were one hundred and fourteen (114) second year students at Hamza Ibn Al Matalib secondary school for Boys at Umbedah Locality in Khartoum State. The researcher has divided the students who were studying at second year into two groups: Experimental and Control. Each group consisted of fifty-seven (57) students. A pre and post tests have been used as primary tools for data collection, supported by an observation check-list used with the experimental group. The researched used SPSS program to analyze the data.Mp3 recorded test was also used as a tool of data collection to measure students' pronunciation. A third tool of data collection was a questionnaire, distributed to twenty teachers who teach English language at secondary schools. The results of the study have shown that: The factors which affected students' speaking skill at secondary schools such as shyness, anxiety, fearful of criticism and lack of self-confidence have been overcome by CLT implementation to great extent. Thus, students' communicative competence has highly been improved and students were being able to speak English language fluently. Pair and group work have provided students with sufficient time to practice speaking with their peers. The researcher has suggested that teaching and learning materials should be up to date to modernize new way of teaching, and students centered-

approach should be the norm in teaching English. Finally, the researcher recommended that: Enough time should be allotted to English period for practicing speaking skill with students. Training of teachers in how to teach oral skills is apriority to enhance students' speaking skills.

مســـــتخلص البحث

هدفت هذه الدراسة الي تقصي اثراستخدام نظرية التواصل في تدريس اللغة الانجليزية لتطويرمهارة التحدث لطلاب المرحلة الثانوية في السودان . تطرقت الدراسة الي اربعة اسئلة : الي اي مدي يتحدث طلاب المرحلة الثانوية في السودن اللغة الانجليزية بطلاقة ؟ الي اي مدي يتحدث طلاب المرحلة الثانوية في السودان اللغة الانجليزية بدقة ؟ كيف احدثت مشكلة تحدث اللغة الانجليزية تحديا للمعلمين حين استخدام نظرية التواصل؟ ماهي وجه نظر معلمي اللغة الانجليزية في استخدام نظرية التواصل لتدريس اللغة الانجليزية داخل الفصل؟ للاجابة علي هذه الاسئلة : اعتمد الباحث المنهج الوصفي التحليلي والتجريبي في منهجية البحث . المستهدفون من الدراسة (114) مائة واربعة عشر من طلاب السنة الثانية بمدرسة حمزة ابن عبد المطلب الثانوية بنين محلية امبدة- ولاية الخرطوم. قام الباحث بتقسيم الطلاب الذين يدرسون بالسنة الثانية لمجموعتين مجموعة تجريبية واخري ضابطه،احتوت كل مجموعة علي (57) طالبا . الاختبار القبلي والبعدي استخدم كاداة اولية لجمع البيانات مع الاستعانة بقائمة متابعة الاستاذ مع المجموعة التجريبية . استخدم الباحث برامج حزمة التحليل بالحاسب الالي لتحليل البيانات بطريقة (SPSS). وكذلك وضع اختبار تسجيل صوتي (Mp3). كاداة ثانوية لجمع البيانات لقياس نطق الطلاب السليم. اما الاداة الثالثة لجمع البيانات الاستبانة وقد تم توزيعها لعدد عشرون معلما يقومون بتدريس اللغة الانجليزية بالمرحلة الثانوية. اظهرت نتائج البحث الاتي : ان العوامل التي تؤثر علي طريقة التحدث لطلاب المرحلة الثانوية تتمثل في الخجل، التوتر النفسي، الخوف من النقد، وعدم الثقة في النفس. وتم معالجتها باستخدام نظرية التواصل لحد كبير. وبذلك تطورت قدرة الطلاب الاستيعابية بصورة هائلة ومكنتهم من تحدث اللغة الانجليزية بطلاقة، ايضا ساعدت عملية تقسيم الطلاب مثني ومجموعات صغيرة علي منح الطلاب وقتا كافيا لممارسة مهارة التحدث مع رفقائهم.اقترح الباحث الاتي : تطوير الوسائل التعليمية باستمرار لتواكب طرق التدريس الحديثة، وان يكون الطالب محور العملية التعليمية. واخيرا من اهم التوصيات : زيادة تخصيص زمن كافي لحصة اللغة الانجليزية لاتاحة فرصة للطلاب ممارسة التحدث مع بعضهما. كما يجب تدريب المعلمين علي كيفية استخدام نظرية التواصل في تدريس اللغة الانجليزية كاولوية لتعزيز مهارة التحدث.

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CHAPTER ONE

INTRODUCTION

CHAPTER ONE

1.0 Overview

1.1 Introduction

Speaking is just one of English four skills (listening, reading and writing). Mohammed (2007,p.23) says that, if we consider the basic four skills of language listening, speaking, reading and writing) speaking seems to be clearly the most important language skill. Those who know language are generally referred as speakers of that language as if speaking included all other skills, and many if not most foreign language (FL) learners are interested in learning to speak.

Moreover, speaking is defined as ''the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts''(Chaney and Burk 1998,p.13) mention that, speaking regards as essential skill in learning and teaching English as a foreign language(EFL).Over the years, speaking has been undervalued and its importance unrecognized: a lot of researchers used to teach it through repetition practice and memorizing dialogues. But in recent time CLT approach considered to be the most important approach to teach speaking skills and enhance students' communicative competence.

So, this study will illustrate a high light on the importance of implementing CLT approach in improving students' speaking skills in secondary schools, because the students have poor level to speak English language properly. This is due to some factors such as: lack of motivation, anxiety, fearful of criticism, use of mother tongue and lack of self-confidence. On the other hand, teachers faced great challenges to implement CLT approach in classrooms.

It is clearly, witnesses that many students perform speaking task under a variety of conditions. Nation and Newton(2009), believe performance conditions can affect speaking performance. The four types of performance conditions that Nation and Newton suggest include time pressure, planning, the standard of performance and the amount of support. The easiest and the best way for the students to learn speaking skills is through CLT approach.

Efrizal (2012), speaking skills based on benefits of English language learning as well as achieving the goals values of CLT. However, some methods see language as set of grammar, vocabulary: It identify language as an abstract set of semantic, syntactical and lexical features; others see language as a concept and norms of communicative speech. It is knowing that, before the emergence of CLT approach. ELT methods were classified into traditional models such as: audio-lingual, grammar translation, pre communication, total physical response and natural approach. (Richards & Rodgers, 2001), explain that learners in classroom may focus on grammar, vocabulary and pronunciation, these aspects consider to be a key for learners to master communication activities.

According to Harmer(1998), learning activities in CLT focuses on real oral communication with a variety of language aspects. That is to say, it is not focusing on form of grammatical patterns if distinguish with communicative activities. It represents how to construct the sentences that base on term of grammar during learning process of English language.

1.2 Statement of the problem

The study will give an idea about the importance of using CLT approach in speaking and its impact on improving student's speaking skills in secondary schools. From my experience as a teacher of English language in secondary schools. The researcher have noticed that many teachers faced challenges in teaching speaking skill as well as students' learning problems. The challenges

appears when the teacher dealing with English language inside and out side classrooms. Also, the students lack motivation, anxiety and self-confidence. The teachers find difficulties in implementing CLT approach to teach speaking kills in classroom that is to say, both teachers and students used to speak Arabic in classroom instead of English language. Thus, most of students lack competent to speak English fluently and accurately. In school at final examination, many students achieved high marks but find difficulty to construct grammatical sentences, lexical and even to articulate better pronunciation.

1.3 Objectives of the study

The study aims to achieve the following objectives.

1- To help students be competent and speak English fluently and accurately.

2- To overcome students' fear of practice accurate grammar, vocabulary and pronunciation.

3- To find solution how do speaking problems create challenges to teachers implementing CLT approach.

4- To explore whether teacher's attitudes towards implementing CLT inside classroom enhance speaking skill or not

1.4 Questions of the study

The study aims to answer the following questions.

1- To what extent do Sudanese secondary school students speak English language fluently?

2- To what extent do Sudanese secondary school students speak English language accurately?

3- How do students' speaking problems create challenges for teachers when implementing CLT approach?

4-What are teachers' attitudes towards using CLT approach in classrooms?

1.5 Hypotheses of the study

The research hypothized that

1-The students in Sudanese secondary schools do not speak English language fluently.

2- The students in Sudanese secondary schools fear to practice grammar, vocabulary and pronunciation accurately.

3- Student's speaking problems create challenges for teachers while, implementing CLT approach in classrooms.

4-Teachers attitudes towards implementing CLT approach in classrooms do not enhance speaking skill.

1-6 The method of the study

The study, intends to investigate the impact of using CLT approach in improving students' speaking skill. It adopts Experimental descriptive and analytic case study as a method for data collection. Quantitative and qualitative research used to collect data. Mp3 recorded test was used to test fluency. Pre- and Post- tests were set to measure students' speaking score marks achievements. An observation check-list was used. The researcher used a questionnaire, which was oriented for twenty teachers to figure-out their respondent responses towards CLT approach implementation. The questionnaire was directed to teachers, who teach English language in secondary schools.

1.7 Significance of the study

The study, presents CLT approach as a useful method in improving students' communicative competence, as well as encouraging teachers to take responsibilities for implementing communicative language teaching techniques in classrooms. Furthermore, it helps students' speaking abilities and engage them into real communicative interaction. Moreover, it provides students strong base of communicative abilities. Thus, the study will be useful for teachers to implement CLT approach as an effective teaching method in classrooms. Also it will be useful for students to be engaged into face to face interaction.

1.8 The limits of the Study

This study is limited to the problems in academic year, students' level, nationality. It took place in Umbeddah secondary school for boys and it also, limited to second year students, as well as teachers who teach English materials and techniques, school environment and (ESL) learners who need to develop their communicative competence.

CHAPTER TWO

LITERATURE REVIW AND PREVIOUS STUDIES

CHAPTER TWO

Literature review and Previous Studies

2.0 Introduction

This chapter is divided into two parts. In the first part, the researcher tries to focus on literature related to the study of teaching speaking skills at secondary schools and the problems that hinder both teachers and students from achieving teaching and learning activities. The study also focuses on speaking skills and connects speaking with CLT approach in theories and methods, which are suitable to teach English speaking to students in classrooms so as to improve their communicative competence. It followed by a review of previous studies in the area of this research.

It is very important to discover possibility of implementing CLT approach to teach SPINE (5)in secondary schools. Therefore, the students are taught various tasks from SPINE (5) textbook and other relevant materials. The researcher has divided the students into two groups (control and experimental), treatment test was given to each group after taught different approaches. The students, who sat for experimental group taught by CLT approach. While, the students sat for Control group were taught by transitional method. The subjects which used to teach the students speaking skills were tasks from SPINE (5) textbook. This textbook has been designed by Sudanese Ministry of Education, to teach English language for second year students at secondary schools. The textbook has been divided into chapters, and sections to make activities easy for the students to practice the language and dialogue. The sections of this book have been put into two parts reading sections, grammar and language expression. And the grammatical section presents the language under the title ''exploring language'' which, encourages students to work with different types of words to form appropriate sentences. The Grammatical sentence has been set to teach student's conversational and a dialogue activities, so as to produce accurate speech.

2.1 The Nature of Speaking Skills

Language is primarily speech. A very large number of languages in the world are spoken with no writing script. Majority of languages even writing scripts use their spoken forms more than the sounds, words, phrases and sentences from the surroundings(Anuradha, et al 2014).

In the present global, communication plays a vital role in getting success in all fields of English language. It used as a tool for learners to express about them selves. Perfect communication is not possible for people without using a language. Moreover, people can't achieve objectives, and goals of speaking without using proper language to communicate. Therefore, there is a need for language to communicate with people around the globe. So, English is considered the international language and it is spoken all over the world and serves the purpose of communication with people who live in different regions, states, countries, and continents of the world.

Speaking is an interactive process which constructs meaning for individuals to produce and receive information. Speaking as a language skill is very complicated and more difficult to grasp. It is not only a matter of Chomskyans' sentences construction set of rules and lexical items as it was written on his book' 'the aspect of syntax'(1965).It covers a wide area of knowledge and speaking functions like interactional and transactional norms.

The interactional function as a term means the way of exchanging personal experiences and mutual views for learner's purposes of obtaining highly respectful understanding of meaning, while transactional function is preferred as the way of exchanging information .For example; the interactional area services relationship of building knowledge between people and how a person can be valued as a good speaker by mastering English language properly and produce meaningful sentences in language. It also, presents mechanics system

of pronunciation, grammar and vocabulary using the right words in the right order of correct pronunciation. Moreover, learning to speak a foreign language presents how learning improves student's competence in order to develop speaking skills and promoting their ability in communications because, speaking is more difficult to obtain and it is not a matter of building sentences and articulating pronunciation sounds, it is beyond individual imagination.

It represents pragmatic and discourse rules of society. That is to say, the students should be skillful in dealing with the context of coherence and cohesion and understands learning behind the utterances in each sentence. For example, the way speaker/ listener, sender/ receiver, writer and reader us to understand each other very well during interaction process of exchanging their to experiences in a highly pragmatic consideration of social and cultural knowledge rules. So, the teacher who teaches speaking skill should be very competent.

Mckay (2006), mentions that the foundation of languages learning are in the form of oral language consisting of listening and speaking. Thus, language learner will not be able to convey or interpret a message spoken or written with other people without mastering some basic communicative aspects such as linguistics aspects including phonology, grammar, and vocabulary. Some collocations plus pragmatic aspects which are functions, variations, interactional skills, and some cultural framework. In other words, a successful speaker is one who is able to convey, interpret and negotiate meaning.

Harmer (2001), describes that speaking is very important and it enables learners to communicate fluently and clearly. Because, it creates interaction with one or more participants to exchange and negotiate meaning of sentences. Everywhere, learners speak and practice conversations. Any person who can creates speaking

situation, express about his thought thus, he/she can open the door for other speaker to share communication abilities with each other.

According to, Bueno, et al (2006:321), although speaking is most difficult skills which language learners face, it is considered the most important of the four language skills. Even though, learners learn the language for many years; they find it difficult to speak in real-time situations when its demanded. It is so difficult, because the speakers produce sentences on the spur of the moment, and produce sentence without learning the grammatical structure, and having proper knowledge of adequate vocabulary.

Moreover, speaking skills are useful for learners who want to settle down for professions. In the modern world, it has become quite common to prove the candidate' talents time for their job interviews and many of the selected candidates are based on the performance of the interview. The job aspirants have to participate and prove themselves in debates and group discussions where the performance or oral communication skills of the candidates are primarily measured. Besides, the professionals have to give training to the other colleagues. Furthermore an effective speaker can inspire the audience a lot and gain the complete attention of the audience and maintain the same tempo until the end of his/her speech. So, the audience involves completely in the speaker's speech and they sometimes forget the real world and put their complete concentration on the speech. The speaking skills play a vital role as everything depends on the way how people communicate their messages with others.

Speaking skills are the most essential skills for all the learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participation in debates and group discussions, give presentations and so on. In the present modern world, everything is linked with speaking skills. One who has good

talent in speaking can conquer the whole world. Having good communication is the passport to get better employment opportunities.

In the modern interviews, the real talent of the job aspirants is tested through their performance in the group discussions, debates, presentation skills and so on. Therefore, job seekers have to acquire good oral communication skills in order to grab better opportunity of job. Once the learners produce these speaking skills in their EFL/ESL classrooms, they get the mastery of these skills and perform well in the activities in and outside their classrooms.

Some students in secondary schools, find Speaking skills very difficult to learn and teachers, also faced challenges to teach CLT approach in classroom. Because, teaching and learning speaking skills needs a suitable situation that, the students need to perform activities, such as exchanging meaning in classroom, while the teachers need to provide suitable techniques to teach speaking lessons. That is to say, the information, which the students received and exchange of conversation based on students ability, is formulating the meaning of sentences that, represents speaking as interactive process for producing and receiving information. The two terms 'form and meaning' in learning speaking requires situation to happen it including learners' experience, school environment and purpose of speaking.

On the same concern, Yasar (2012), assumes that for students to be competently as native speaker he should exert an effort to master speaking skills because, speaking skill is more valued than forming correct sentences of grammar; it covers abroad areas of mechanical functions of pragmatics and social interaction.

Nunan (1999),explains that the function of speaking skill occurs spontaneous, when the speech   needs ability of learners to know how to utter specific point of view on an argument between people. Furthermore, speaking is not

only happens within linguistic competence but also happens during sociolinguistic competence. Nunan assumes that, use of pragmatics discourse rules of society for individual to use terms like when, why and what ways produce language and reflects speech that, depend on grammar, vocabulary and pronunciation. It relates to linguistic domain, within socio- cultural competence.

Students' socio-linguistic competence need a continuous process of expression, interpretation and negations of meaning. So the individual who, wants to communicate with friend offer himself an opportunity to maintain system of selecting symbols of presenting the message. There are two items for a person to deliver the perfect message, the first medium is transferring code message between the sender and receiver. These medium; is consider to be essential elements for communication occurrences. The interaction between speaker and listener takes place, when they maintain response to what they hear and listen. So that, Oral communication happen when, individual have a certain goals that need to be achieved and depends on learner's good communicative competence.

Savignon (1982), explains that spoken language is a primary phenomenon. We speak a great deal more than we write that is why language taught initially through speech. Spoken language is essential to any language learning to speak a foreign language is a learning requires knowledge of the language and application, when mastering speaking skill the teacher must be trained and equip the learners with certain degree of accuracy, fluency in understanding responding in expressing themselves in language speech."

2.2.1 Teaching Speaking Skills

Teaching and learning of English as a foreign language has grown enormously, more specifically, the focus has recently been on how to speak and use the language effectively, 'the concern is not only about knowing English, and using it for communication. It has shown great importance among English second

language learners,(ESL) in developing proficiency standard and promoting their communicative competence to communicate properly. So, there were two areas which require highly teachers' concentration: what knowledge a teacher need to maintain and how to make students feel comfort of using language perfectly.'' (Thornbury,2007).

To teach English speaking skills, the teacher needs continuous intensive training courses to develop teaching techniques in classroom. Because, highly skilled teachers help to implement teaching methods in class room accurately.

Littlewoods(2007),Asserts that a foreign language classroom can create inhabitations and anxiety, because the learners often complain that, they have no ability to think of anything that deserve mentioning in speaking language. Rivers (1968), continues on the same idea and believes that the chosen of wrong topics or knowing little information about a topic may prevent learners to express about themselves confidently. On the other hand, learners find difficult to respond to the teacher, when asks them to provide connect speech in a foreign language, because they have little ideas about what to say, or which grammar and vocabulary to use.

Brown and Yule (1983), mention that learners in reality have low performance and at the same time most of them find difficult to express about themselves in spoken language. The researcher, consider speaking is not just a matter of sentence or building series of set rules. It has wide range of functions and knowledge as intersectional and transactional norms. It is an believable to value a person, with little knowledge to someone who obtained highly qualified knowledge and experience.

Richard (2006), explains that quality for language teaching materials and resources considered as one of world educational requirement. Most learners are looking for obtaining the demanding goals of learning, and dreaming of

mastering English fluently and accurately even employers dreamt that, their employee should have better level of English performance. For this reason, Sudan and other countries have to present a appropriate system for developing teaching materials.

Richard and Rodgers (2001), state that "Numerous methods has come and gone we have seen the Audio- Response TPR, Natural approaches and others. These methods and approaches has been applied in Educational curriculum, because the world demands learning of English language." Everything need experiences even leaning need experience to bridge the gap of learning.

Bygate (1987), compares learning English speaking as an individual with little experience in driving a car; indicating that, profound amount of knowledge the leaner knows about controlling a car, the better chance he could drive earlier. It is the reality, this relate to that, learning speaking skills has great importance over other four skills. Because the person, who speaks the language consider to be some one knows that language very well. For this purpose a highly consideration, should be taken on learning speaking skill and good methods and approaches require to carry-out teaching and learning process for developing learners' competent.

To develop student's communicative competence, teachers need an ideal approach to be implementing in classrooms.(Richard, 2006), mentions that CLT approach referred as example that helps to enhance students communicative competence rather than the traditional ones. Because other approaches of teaching speaking skills, (EFL/ESL) has affected by fads and fashion rather than teaching listening speaking skills. The traditional methods often depend on memorizing dialogue, drills and repeating after the teacher that is to say,

reflecting the sentence-based view of proficiency prevailing in the audio-lingual and other drill-based or repeat in- based methodologies of the1970s.

Burn (2012),advocates his view and says:"approaches, typically used in language teaching have taken little account of spoken language nature and tend instead to fall back on grammars that, are essentially base on written text. Technological advances in recoding speech and establishment by linguists of corpora of speech utterances have let too much greater knowledge, about the similarities and difference between these two modes of communication."

But teaching speaking skill through CLT approach for most teachers faced great challenges and students faced problems. For example, teaching speaking in Palestine, the situation of teaching speaking in Palestine schools are not far from Chinese schools. Although the aim of teaching English language in Palestine enable students to communicate with English speakers who use oral and written skills. However, such students fail to express abut themselves properly in speaking. Despite the fact that, they have a good repertoire of vocabulary. Teachers still use traditional methods of teaching and give more emphasis to reading and writing, while listening and speaking are almost neglected. Therefore, anxiety is a real phenomenon which has always put a major negative impact on Palestine learners at universities.(Yahya, 2013).

Haozhange (1979), states that the focus of teaching speaking of course is to improve the oral production of students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use. In the past, oral communication instruction was neglected, because of mis-conception that oral automatically transfer to analogous oral communication skills.

Yahya (2013), Teaching and learning English as a foreign language gives priority to speaking skills. For this purpose, several methods, approaches and techniques were innovated. The most popular and recognized approach is the

communicative approach (CA)which stress the development of communicative skills. It is revealed that communicative activities force learners to activate their linguistic repertoire and increase the possibility of interacting the new forms of target language.

Corrective Feedback During Speaking Skills

Teaching speaking skills encourages learners to practice speaking activities tasks in classroom; these activities give them ability to communicate with people share ideas and express about their feelings. So, the speaker who need to communicate, should prepare information about atopic, which he wants to present before conversation occurs, because speaking is complex and very controversial mainly in situation of understanding the pragmatic discourse of society, so the activities which present in classroom should be carried out to make learning process easier for learners to produce spoken language. The teacher may evaluates the students' activities according to three levels of performance: firstly evaluation which depends on the stages of the lesson. Secondly, the activity that will be implement in classroom. Thirdly, the type of mistakes students make.

Harmer (1991), mentions that " the decisions teachers make about how to react to students' performance which will depend upon the stages of the lesson, activities, types of mistake and particularly student who make that mistake. If teachers correct whenever there is a problem, the conversation will flow as well as the purpose of the speaking activity.''

Baker, et al (2003), explain that ''Correcting students' mistakes all time will be de motivating and offered students fearful to speak. Therefore teachers should correct students mistakes positively and with encouragement. Consequently, if the teacher is correcting student's mistakes all time, the student may feels fear of criticism while practicing speaking activities. The more

comfort feeling students have in classroom, the better motivating chance they communicate''.

Yasar (2012), says that '' for students to be competently as native speaker he should exert an effort to master speaking skills because, speaking skill is more valued than forming correct sentences of grammar; it covers abroad areas of mechanical functions of pragmatics and social interaction. Teaching speaking skills gives an opportunity for teachers and learners to interact and to achieve communication purpose interactively in classroom.''

Brown and Yule (1983), express "Another useful insight for language teachers who teach speaking is relates to social and functional motivation for speaking. The distinction has long been made between interpersonally motivated speech and Pragmatic or transactional talk involved Information or services goods. For example services goods seeking information about a job calling an ambulance with the purpose of getting things done in daily life. Interactional talk. It is primary direct towards creating and maintaining social relationships e.g chatting with friends or family making small talk there for teaching methodology has advocated various objectives of lesson plan throughout long history of language teaching and it provides better understanding on intended subject matter of concerned topic for teachers to deal with it."

Harmer (2001) in the same way, Trilling , et al (2009, p115) also, point-out that: '' speaking and listening skills offers student's a wide range of speaking and listening skills offers student's a wide range of coordination and collaboration for developing learners speaking abilities for example , 21st century program which trained group of participants to act listening and speaking skill consider to be as a living example.''

Furthermore, coordination and collaboration skills according to experts are very important for productive participant to practice in society. Trilling and Fadel,

(2009, p115). Redecker, et al (2011), explain that ''in recent researches. An experts show that, collaborative learning requires highly standard in curricula to provides a range of instruction assessment practice, professional teachers and good environment''.

Brown and Yule (1999), states that ''teaching and learning of English as a foreign language has grown enormously; more specifically the focus has recently been on how to speak and use the language effectively. The concern is not only about knowing English, but also significantly about speaking English and using it for communication.'' So, teaching and learning of English as a foreign language gives priority to speaking skills. For this purpose, several approaches, methods and techniques become innovating in teaching process. The most popular approach is (CA) which stresses the development of communicative skills and it is consider to be the unique one to teach student's speaking skills. Kayi (2006), explains that ''teaching speaking is a very important part of second language learning. The ability to communicate in second language learning and efficiently contribute to success of learners in schools and later in their life. Thus, it is essential that language teachers should pay great attention to teach English speaking skill.''

Lack of materials and appropriate techniques pushed Arabic teachers teach traditional method instead of communicative approach which resulted into poor speaking performance.

Al-Mkhlafi (2004), remarks that ''teaching English in the Arab world has been characterized by the use of traditional and grammar-oriented approach with limited information resources (e,g. the teacher, the textbook and the chalkboard),but recently several studies have been conducted and their findings have been confirmed that the introduction of computers into EFL has a positive effect on learning English. Although, teaching speaking skill is very important,

it faced challenges to convey communicative abilities to secondary school students, because the students lack motivation and afraid to face each other to convey their ideas and personal speech. In order to speak English language properly, teachers should be responsible to teach students all aspects of language speaking (vocabulary, grammar and pronunciation).So, the students who speak English language fluently will be able to from correct words and pronounce them perfectly.''

El sagheer (2001), explains that ''too much attention should be given to proper pronunciation, because many students will not be able to pronounce all sounds correctly especially at first stage .Thus, constant correction may discourage them. It is recommended that pronunciation should be taught to students. The goal of teaching pronunciation to non-native students is not necessary to make the sound like native speakers of English language. The teachers in classrooms need to have solid relationship with students to break the psychological barrier, and they should encourage them to participate everywhere they meet. Also, learning literature through CLT is consider to be the best way on developing students' communicative competence.''

Celce-Murcia(1979), provides a lecture explained the strategies of speaking skill, so he presented two exercise to ensure that each lecture getting a relevant practice in speaking English to develop fluency and confidence. While, Rahmawati (2008) and Nur (2016), posses that lecturers particularly in speaking instruction always expected to provide an engaging-students techniques to make them able to explore their experiences and idea in oral way. This showed that, teaching speaking skill through CLT is very essential because it develops student's competence.

Hargreaves (1994), says that sharing students' knowledge is one way of building relationship between students and a teacher, because the teacher is not

a machine, he will be emotional and creative in designing techniques that carries pleasure and happiness in classroom to make students feel secure to practice their happiness in classroom also make students feel secure to practice their communicative activities properly. That is to say, teaching of speaking skills provides students emotion and passionate on building strong relationship and creates motivation, it represents as an important step towards developing students' competent.

According to, Spratt et al (2005), speaking as one of English language skills has some aspects (grammar, pronunciation, vocabulary, fluency, accuracy and body language. The position of English as a global language opens the door for many learners to learn speaking skills on their daily life, they participated it when and where they met. Furthermore, they hope to speak English as native speakers meanwhile they are faced with challenges.

Rashed (2009), drives home the fact that large classes in Yemen consider to be major problem for teaching spoken English; as he points out most students sit passively for 45 minutes and only the teacher speaks and explaining the lesson, without giving a chance to students to practice or think. On the other hand, Al Sharafi (2010), describes it as serious problem since Yemeni students have not yet been able to achieve the goal of teaching speaking English in public schools; it seems to be important that large classes hinder the development of teaching and learning speaking skills.

Brown and Yule (1999), explain that speaking is depending on the complexity of the communicating information. However, the speaker sometimes find it difficult to clarify what he/she wants to say and convey clear message to his/her friend. As a matter of fact, speaking skill is difficult for students to learn and complicated for teachers to teach. In order to make speaking easy for both teachers and students, they should immerse into real English world and expose

to authentic situation of English language to develop both socio-cultural of pragmatic discourse and linguistic competent of grammar, vocabulary and pronunciation. Normally, in classroom, the students feel shy to speak in front of their friends, they get bored and reluctant to participate in speaking with their peers therefore, they need an encouraging approach immerse them in real English situation.

Harmar (2000), mentions that the students are often reluctant to speak, because they are shy and not predisposed to express themselves in front of the peers, especially when they are being asked to give personal information or opinion, they did hard to speak and communicate with people in side and out side their surrounding also, exerted efforts to know more about technologies and educational programs connecting speech therefore, they need to communicate English very well, because some one who knows to speak better English is someone, who knows that language profoundly. Unfortunately, CLT approach fails to teach Arab students speaking skills as shown on the weakness of their speech production as far as lack of training teachers, materials and classroom environment. Always, cultural setting, linguistic domain and psychological factors played an important role and cultivated a sense of reluctant among students to share knowledge and information with each other.

Burn and Joyce (1999, p.134), state that there are three factors that cause students to be reluctant to participate in classroom task, which involve speaking, there are: cultural, linguistic, range of psychological and affective factors, which including culture shock ,previous negative social or political experience, lack of motivation, anxiety, and shyness in the classroom. Most teachers faced challenges to use communicative techniques, as result of that they forced to teach students speaking skills using traditional approach.

Fareh (2010), EFL programs in Arab world still fail to deliver as expected and the EFL learners' proficiency in English remains inadequate and below expectation which are caused by several factors such as: improperly trained teachers, inadequate teaching methodology, use of teacher-centered rather than learner-centered activities and lack of exposure to English. Thus, communicative approach is believed to run more effectively and efficiently. Integrated and multi-skill instructions usually follow the principles of communicative approach with various pedagogical emphasize, goals instructional materials, activities, and procedures plying a central role in promoting communicative language use.

It is very important to know that, learning speaking skills encouraged great number of non-English language speakers and native speakers to speak English as international language. Therefore, many countries take responsibility to teach speaking skill through different approaches and theories, like traditional method and CLT approach to develop student's speaking skills. Because Sudan is one of these countries it used to teach the students, how to speak English language properly and introduced different methods and approaches for teaching speaking skills in classroom. It trained teachers to use methods at different level of teaching activities ,because teaching good lessons needs specialist skilled teachers, who provide appropriate techniques in classroom. The best method to teach speaking skill is through CLT approach, because it develops students' communicative abilities and links students language learning with language activities, it provides an opportunities for learners to focus not only on language, but also on learning management, beside encouraging students to communicate using target language. Now a days, communicative language teaching methodology is one of the most important methods that language instructors use in their classrooms.

2.2.2 Teaching Speaking Strategies

Newton and Nation (2009), explain that most teaching strategies which are implementing in classrooms are maintaining certain purpose in improving student's speaking skills, the most selective and capable strategies are cooperative activities, role playing, creative task, and drilling. These strategies encourage students to negotiate meaning .On the same process a lot of experts give an ideas on this matter.

Lazaraton (1972), states that teaching of speaking skill requires appropriate strategies to develop student's competence. For example, strategies like role playing, discussion and conversations, encourage student to do activities in classroom. Role playing as one of speaking strategy born to achieve teaching and learning objectives. Because, it leads students to immerse in social context and have ability to do various social rules of pragmatic and discourse norm.

It is very important to mention that, classifications of strategies are proposed by Oxford (1990,2011,2017) the use of the meta-cognitive and strategy of planning speech, cognitive strategy of practicing speech. These strategies at several times lead to better performance in the language classroom, it also leads to better performance outside of the school context. In real-life situations (e.g., a job interview in the TL). The performance can further be enhanced by controlling emotions with the help of meta-affective and affective strategies, ensuring the attention and assistance from the teacher, follow learners on the other interlocutors by means of meta social or social strategy or effectively resolving communication problems through reliance on compensatory strategies. The teachers should have to design an affective activities, and offer learner's ability to practice speaking making comments and competitive element of a dialogue for forming language production.

Brown, et al (2001), states that "designing activities for teaching speaking requires some Principles to consider. Firstly, speaking activities need to maximize the production of language to provide best conditions for autonomous language use. Secondly, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments call interactivity and include competitive element, where students work together to achieve certain purpose . Thirdly ,teachers bear in mind what students needs from language-based focus on accuracy to message- based focus on interaction, meaning and fluency to encourage the use of authentic language in meaning contexts."

Reiser and Cole (2008), have an idea that ''a creative teacher for example is a teacher, who implement different strategies and have ability to design effective plans, and provides appropriate strategies to make an skillful English speaker.''

Unfortunately, some teachers lack technical ways for designing techniques, as Baffoka (2006), states that it could be argued that teachers lack three fundamental requirements for effective teaching: a reasonable level of competence in English, and training in an understanding of various methods of teaching the four language skills in the classroom, and the ability to adapt methods and materials to their own classroom environment. The environment of teachers in decision making, and in a curriculum development and materials writing is a vital as away of developing professional empowerment, and building teacher self confidence. Essential to teacher's ability to select, modify and adapt methods and materials to classroom contexts lies a broad understanding of principles than inform materials development and methodology choices. Consequently, teachers continue to be aware of the required pedagogy teachers, and methodological issues underpinning courses,

the rationale for the course and are not informed of what a students have learned prior to arrive in their class.

Rababah (2001), stresses a number of erroneous utterances that Arab learners of English produce in oral performance and their resource to communication strategies, she presents an indication of how serious the problem is. It is also an indication that the objectives of the English department in the Arab world have not yet been achieved and this situation requires a solution.

MacDonald(1993, cited in Turnbull,2001,p.532), strategies can be employed to enhance speaking skills and it used to overcome difficulties in useful conveyance of meaning and messages. Although, the ability to speak is usually seen as a key manifestation of learners 'ability in the target language.

2.2.3 Fluency in Speaking English

Spontaneous speaking of English is often considered to be one of the most difficult aspects of language learning, (vocabulary, grammar and pronunciation) that is to say, to speak fluently an individual should maintain the aspects of language. Thus, fluency means speaking the language without any hesitation.

Filmore (1979), states that fluency means the ability to talk in coherent, reasoned and semantically accurate sentences which a mastery of the semantic and syntactic resources of the language. Furthermore, fluency offered learners appropriate things to say in a wide range of contexts. When a person speaking fluently he will not become-tied or lost words during speech occurrence with other person.

Spoken language production is often considered to be one of the most difficult aspects of language learning (Brown & Yule,1983).In reality, many language learners find difficult to express about themselves in spoken language and each student has their own problems. Accuracy and fluency on the other hand,

according to communicative strategies promote student's speaking performance, and raise their proficiency slandered.

Rodgers(2001), advocates that fluency and accuracy according to communicative techniques, represent complementary principles and it develops learners' speaking abilities through activities as games, role play, group discussion. These activities require integration of many subsystems, all these factors were combined to make speaking as second or foreign language a formidable task for CLT approach activities .

Brown (1994), assumes that fluency contains highly prestige values over accuracy, because it was accepted as a primary goal in language teaching.

Moreover, Finocchiaro, et al (1983: 93), mention that accuracy is not only judging in the abstract of language but also in its contexts so, to keep learners meaningfully engaged in language use fluency should be given priority for its importance prestige however, it should never be encountered at the level of clear unambiguous and direct communication and much more spontaneity is present in communicative classrooms. Language teaching techniques are designed to engaged learners in the pragmatic, authentic, functional use of language for meaningful purpose. Classrooms should provide opportunities for rehearsal of real- life situations and provide opportunity for real communication Emphasis on creative role plays, simulations, dramas, games, projects, etc., is the major activities which can help a learner provide spontaneity and improvisation not just repletion and drills.

Another characteristic of the classroom process is the use o f authentic materials because it is felt desirable to give students the opportunity to develop the strategies for understanding language as it is actually used by native speakers In the classroom, everything is done with communicative intent. Information gap choice and feedback are thought to be truly

communicative activities Linguists designed syllabus for a achieving communicative goals of language teaching, that develops student's competent truly communicative activities Linguists designed syllabus, for a achieving communicative goals of language teaching, that develops student's competent Richards and Rodgers (1986), explain that ''deficient of traditional syllabus is facilitating learners' ability to communicate perfectly.

Richard et al (1985), define fluency is the speech close to Native speaker's pausing, rhythm, stress and intonations, in EFL class fluency stresses level of communication competence. In addition Nation (1989),provides three aspects of fluency: the first one is the speed and flow of language production; secondly, the degree control of language items i.e. pausing, rhythm, pronunciation and stress; and the way of content interrupting. So far, the definition of fluency is develop into two main categories, one is called the narrow approach(Lennon,2000), refers to the speaking speed and smoothness of language delivery, the other is the board approach. (Kopenen, et al 2000), consider a wider area including semantic density, appropriateness of expression, language user's creative ability and some further issues in sociolinguistics.

Fillmore (1979), explains that there are four abilities of speaking fluently a):the ability to talk at length without few pauses; b) be able to produce the sentences coherently, reasoned and semantically; c) have appropriate expressions in a wide range of contexts; d)be creative and imaginative in language use.

Brumfit (1984), indicates that fluency as natural phenomena is a language the person uses like the native speakers. Speaking fluency is also an important component of communication competence, because the ability of speaking fluently can help speaker to produce continuous speech with out comprehension difficulties for the listener and to maintain the communicative ideas more effectively.

Brown and Yule (1983)mention in their recent research paper, unless language learners owned the aspects of the language, they find difficult to express about themselves in spoken language.

According to, Crystal (1977) Bryne ; (1986) Nation (1999) in Lan (1994), state that fluency may be defined as the ability to get across communicative intent with out too much hesitation and too many pauses to cause behavior or break down in communication. So, teaching of accuracy and fluency are highly considered to be the best way for improving speaking skill, sometimes teaching speaking accuracy may force a teacher to correct words and sentence structure so that, they can avoid mistakes that made by the students.

Moreover, accuracy play an important role in teaching pronunciation and mastering vocabulary to form phoneme sound and get right meaning and form of word and sentences which change the meaning when teaching students grammar. So, fluency and accuracy are distinguished clearly by linguistics.

Ur (1996), Stresses teaching speaking accuracy is connected with teaching correctness that is to say, the word accurate stands for precious. Further more, Spratt et al, explain that fluency is speaking at normal speech with out hesitation, repetition or self-correctness and with smooth use of connected speech. Meanwhile, accuracy in speaking is use of correct grammar, vocabulary and pronunciation. So, the description of accuracy and fluency, both of them are related to each other fluently concern speaking fast without interruption and pausing when speaking English language. While accuracy depends on selecting accurate words and sentences to be use in spoken text. Thus, fluency and accuracy are successful for communication and it is more essential for linguistic behavior in classroom.

So, accuracy play an important role in teaching pronunciation, mastering vocabulary to form phoneme sound, get right meaning to set form of word

and sentences which change meaning when teaching students grammar. So, fluency and accuracy are distinguished clearly by linguistics. Nation (1997) claims that fluency activity aims to develop the four language skills, these skills are interrelated and affected in communicative language teaching.

2.2.4 Factors Affecting Speaking Performance

According to, Tuan and Mai (2015) Learners' oral performance is affected by factors like performance situation, affective factors, listening skills and feedback during speaking.(Rababah, 2005), considers that there are a lot of factors that cause difficulties in speaking English amongst EFL learners a few of these factors are concerned to the learners themselves, one is teaching techniques, the curriculum and the environment. To exemplify that, many learners stand in need of necessary terminology to convey their meaning therefore; they can not maintain the interaction going.

Moreover, Urrutia , et al (2010),state that students speaking proficiency is affected by their insufficient vocabulary, hesitation and the worry to be judged by others. Oxford (1990) asserts that one of the most important influences or factors of language learning success or failure is probably the affective side of the learner. Affective factors include inhabitation, shyness, lack of self-confidence. Peer pressure, family or friends support, motivation and anxiety.

Nation and Newton (2009) state that, during learning process the students are liable to different challenges in performing speaking tasks, such as lack of time students use to participate conversation, also creating a situation to act knowledge during speech.

Krashen (1982), states that an affective factor represents the positive side of participant, when maintain objectivity or negativity of knowledge. An affective side of the learner may probably lead to influence language success or failure,

he assumes that, a verity of affective variables has been confirmed to be related to success in second language acquisition.

Doff (1998), explains that 'speaking skills cannot be developed unless we develop

listening skills, the researcher, highly supports this point view because speaking and listening are interrelated skills. It has been mentioned when students practicing a dialogue task. They paused for a long time to answer speaker's responses.

Bachman and Palmer (1996), mention that the structure of knowledge, which stored in long memory is known as topical knowledge, this knowledge enables learners to use language that, referred to the world they live in it, and restart this knowledge again to compensate what lost in the past.

Ur (1996), assumes that there are some speaking problems that, teachers come across in getting students to talk in classroom. These are: inhabitation lack of topical knowledge, low participation and mother tongue- use. The students should know, how to master fluent speaking, as much as using accurate grammar.

2.2.5 Challenges in Speaking Skill

Zhang(2009), argued that speaking remains the most difficult. Majority of English learners consider speaking skill is more difficult to master and it is incompetent for communicating orally. According to, Ur(1996) there are many factors that, cause difficulty in speaking, they are as follows: inhabitation, which means students are worried about making mistakes, fearful of criticism or feel simply shy with nothing to say, and no motive to express about themselves. Low or un even participation, that is to say, only one participant can talk at a time, because of large classes and the tendency of some learners, who dominate the classroom, while other students speak very little or not at all. Sometimes mother tongue is used during classroom session.

Rababah (2005), points out there are many factors cause difficulties in speaking English among EF learners. Some of these factors are related to learners themselves, teaching strategies, curriculum and the environment. For example, many learners lack the necessary vocabulary to get their meaning across words in the content and consequently, they can not keep the interaction going. Inadequate strategic competence and communication competence can be other reason as well as for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see real need to learn or speak English. Actually -motivation is crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it and how long he preserves. Learning speaking skill is very difficult for ESL learners to practice and more complicated to understand the lexical meaning of words or sentences so as to present them in long speech, due to factors mentioned above.

Ur (1996), explains that teachers always face challenges during teaching speaking skill, these problems occurs when learning speaking process in classroom has been practiced. Thus, speaking challenges appear, these problems are lack of topical knowledge, inhabitation, mother-tongue use, and low or uneven participation.

Consequently, inhabitation takes place when the student is hesitant to say something in a foreign language, then he encounters into inhabitation, the students always are worry about making mistakes , fearful of criticism or losing face. It negatively leads students, to feel shy of attention that the speech attracts.

According to, Littlewood (2007), foreign language classroom can create inhabitations and anxiety, because the learners often complain that, they have no ability to think of anything that deserve mentioning atopic in speaking language, also, Rivers (1968), believes that the chosen of wrong topics of a presenter to

address people or knowing little information about a topic, may prevent learners to express about themselves confidently.

Baker, et al (2003), explain that "Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all."

2.2. 6   Speaking Skills in Sudanese Contexts

Teaching of English language in Sudan started with coming of British colonials (1989) when ruled the country as a matter of language planning and stratification, they used to teach Sudanese people the new language for communication, because   their main objectives was to teach Sudanese people how to speak with British wherever they meet and graduating new qualified persons with high proficiency qualification to help British administration in ruling the country. After, arabicizing high secondary schools a lot of teachers prefer to teach Grammar translation method rather than other approaches so, grammatical rules and set of vocabularies item were used to memorize by the students, while CLT techniques   as role-play, pair and group work were neglected.

Albusairi (1998), explains that for the first time, the students' competence was very poor. All Sudanese higher education institutions experienced a process of arabicization in1992   the process was so revolutionary although, it was suggested earlier during 1970, it is a manifestation of what is known as the higher education revolution in Sudan, because of this reform new universities were opened , which provide more opportunities for Sudanese students to pursue their higher education in(1992) however, Arabic was to replace English in all higher education institutions, this act has seriously affected status of

English language teaching, and learning and the students' standard as well. The students' attitudes and motivation towards learning changed, because English is no longer required for the university education and so with a pass grade in English subject, they could enter a university. The above factors are main reasons for deterioration of English speaking in Sudan.

Suleiman (2002),states that 70% of the teachers agreed that speaking is the most difficult of the four skills. This indicates that, why teaching speaking at Sudanese basic level is relatively neglected. 90% of teachers felt that pupils were reluctant to speak because they fear making mistakes. Pupils need to be more motivated and encouraged to speak through creating friendly situations with little focuses on accuracy. Moreover, more than two thirds (67.5?%) of the teachers attributed pupils inability to speak English to lack of opportunity to practice speaking. The reason for this lack of opportunities could be due to: firstly, teachers dominated the talk in classroom, classroom observations in this study have confirmed this result that teachers habitually talked for at least. Used of mother tongue in classrooms is considered to be one of the main factor of speaking deterioration for teachers and students.

Richards (1990), states that mastering speaking skills considered to be one of second or a foreign language learner's demand. Learners can be evaluated according to the learning texts book the taught and the course they taught at schools and institutions as much as the best techniques that will improve their spoken language. Implementing a verity of approaches will range the direct approach as (turn-taking, topic management, questioning strategies) to indirect ones which cultivate conditions for oral interaction through group task work or other strategies. Also the absence of valid tasks from textbooks will leads to detritions in speaking skills and affects the students performance. Thus new approaches will be provide to develop learners communicative competence.

The major factor behind undeveloped speaking textbooks, was unsuitability of English language environment.

Abu Manga (2007), says the dominance of Arabic, serves as lingua franca and facilities communication between groups, which speaking cover a hundred mutually unintelligible languages spreading all over the country, including the Southern region. Mother tongue Arabic speakers make up the most economically affluent. Socially prestigious and culturally dominant ethnic group in the country, thus Arabic is prestige. It is the dominant language in all other official and semi-official domains, including mass-media, politics, administrations, the army, ect.

Moreover, teachers did not use an ideal teaching speaking approach to carry-out communicative activities in classrooms. (Ishraga,2000; Nafisa, 2004; Aisha,2006). There is no common ground for any approach for teaching speaking. Speaking classes are not systematic, because no methods of teaching have provided about which speaking skills or language input should be used.

Suleiman(2002), investigates variables responsible for stimulation of oral communication fluency in EFL in four Sudanese Universities students reluctant to oral contribution can be attributed to the following reasons: lack of proper stimulation based on interesting authentic context, poor interactive linguistic input, and large classes and teachers centered mode of instruction. Most Sudanese teachers used to teach speaking skill during traditional approach.

So, their evaluation of speaking base in classroom task was clearly presented, mainly the SPINE textbook. 65% of the teachers said that they taught speaking imitative drills.30% said that they did this while 5?% rarely used this technique. This indicates that in teaching imitative drills, teachers are concerned more with clarity and accuracy than fluency.Moreover,87.5?%of the teachers used intensive drills, focused on phonological and grammatical points. Teachers'

views were consistent with similar types of drills provided by SPINE, for example: ''listen, look and say, listen and repeat, look and say.'' Though most of the teachers (92.5?%) said that they taught conversation and dialogue as part of speaking activities. SPINE provided no dialogue in SPINE (1,5) dialogue and very view in the other two books. This shows that teachers do not confine themselves to what is provided in the text book. They would rather bring their own experience to enrich classroom activities (Taha, 1962).

A lot of teachers presented their ideas on teaching speaking through SPINE books. Ishraga (2001), evaluates the SPINE textbooks in terms of its objectives, content, practice, illustration and format at basic level in Aljazeera and Khartoum State. In designing course material, educational objectives have variety of functions. They serve as guide for the designer's decision about every process in the course design.

Taha (1962), identifies two kinds of objectives that use to serve teaching process: one is terminal objective and the other is developmental. The terminal objective of the SPINE textbook is to develop students communicative competence and it represents (teachers' book). The developmental objectives state at the beginning of each lesson, despite of their importance.(43.5 %) of teachers mentioned that, the objectives of SPINE textbook did not assist pupils learning needs which can achieve communicative competence. While one-thirds of the teachers will consider the general objectives ambiguous. The survey showed that (62.5 %) of the teachers said SPINE did not enhance speaking. And (47%)of the teachers said that SPINE did not enhance the oral expression skills.

Littlewood (1981), Gower et al (1995), Broughton et al.(1994), assert that oral production can be divided into three phases: controlled guided and free ones.(40%) of the teachers viewed that, SPINE text book needs a companion,

while (55%) of the teachers said that materials of SPINE are not authentic. This strongly indicates that materials in SPINE were not adequate and lack to the authenticity. The survey showed (57%) of the teachers agreed that activities and exercises in SPINE did not develop speaking skill. This strongly indicates that, speaking activities in SPINE text book are not good. (75%) of the teachers said that SPINE textbook recognized individual differences in achieving communicative competence, despite of the fact that, their agreements. No material could cater for differences for great number of pupils, because learners differ in learning styles.

Brain (1998), indicates that, (75%) of the teachers agreed that reading ,grammar exercises are more used than speaking activities. This will strongly implies that, little emphasis given to speaking activities. And (75%) of the teachers said that teaching aids offered by SPINE textbook are not enough to develop speaking and (72.5%) of the teachers said that the technique, design do not express the desired speaking skills. Further,(67.5%) of the teachers said that technique design and appearances of SPINE are not suitable for the speaking skill.

2.2 Approaches, Methods and Techniques in Language Teaching

When linguists and language specialists sought to improve the quality of language teaching in the late nineteen century, they often did so by referring to general principles and theories concerning how languages are learned, how knowledge of language is represented and organized in memory, or how language itself is structured. The early applied linguists such as Henry Sweet (1877-1912), Otto Jespersen (1960-1943) and Harold, et al (1877-1949)elaborated principles and theoretical accountable approaches to the design of language teaching programs courses and materials, thought many of the specific practical details were left to be worked out by others. They sought a rational answer to the questions, such as those regarding principles for the selection and sequencing of vocabulary and grammar, though none of concern is primarily with the analysis of textbooks and their underling principles of organization.

Stephen Krashen (1981) Krashen's monitor Model of second language development is an example of a learning theory, which a method (the Natural Approach) has been built. Monitor theory addresses both the process, so Krashen distinguishes between acquisition and learning process.

Tracy D. Terrell's Natural Approach (1977) is an example of a method derived primarily from a learning theory rather than from a particular view of language. Though the Natural Approach is based on a learning theory that, specifies both processes and conditions, the learning theory underling such methods as counseling-learning, and the silent way addresses primarily the condition held to be necessarily for learning to take place without specifying what the learning process themselves are presumed to be.

In describing methods, the difference between philosophy of language teaching at the level of theory, principles, and a set of derived procedures for teaching a

language, is central . In an attempt to clarify this difference, scheme was proposed by the American linguists Edward Anthony in (1969) he identified three level of conceptualization and organization, which he termed approach, method, and technique. A number of other ways of conceptualizing approaches and methods in language teaching have been proposed.

According to Anthony's model(1963), approach is level at which assumptions and beliefs about language and language learning are specified method is the level at which theory is pit into practice and at which choices are made about particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described. Anthony's model serves as a useful way of distinguishing different degree of obstructions and specificity found in different language teaching proposals. Thus, we can see that the proposals of the reform Movement were at the level of approach and at that the direct Method is one method derived from this approach. The saw called reading method, which evolved as result of the Coleman Report.

According to, Fauziati (2010) there are many techniques for teaching speaking. The following are some general techniques for teaching speaking, which implemented by the teacher: role play, game, problem solving, discussion,& songs.

Brown and Lee (1994),state that techniques should cover the spectrum of learners needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency. The technique use should also encourage the use of authentic language in meaningful context; provide appropriate feedback and correction; capitalize on the natural link between speaking and listening; gives the students opportunities to initiate oral communication and encourage the development of speaking strategies. They mentioned that

improving speaking skill requires authentic materials and exposure of real English situation consequently the learners should know pragmatic discourse, and rules of society and socio-cultural setting norms. However, in secondary schools the student's communicative competence faces difficulties in obtaining knowledge to speak English well. These are conditions factors such as lack of motivation, anxiety and self-confidence. Therefore, the teachers should exert efforts to develop new techniques and materials to promote communicative activities. Teaching classroom approaches encourage students to overcome speaking problems.

Thornbury (2005), states that the emergence of methodology prescribed approach of teaching speaking as a mirror of reflection learning speaking theory to be a primary goal for developing student's speaking competence. For this purposes EFL learners' competence will develop by appropriate designing of teaching techniques which help enhance student's activities in classroom. This requires creative and talent ESL teacher. The more efforts the teacher develop classroom techniques, the better chance of highly standard of competence the student maintains. The practice of a techniques creates teaching and learning ground between the teacher and the students, beside being supportive with students in order to cultivate strong relationships and leaves positive effect on student's life. An effective speech between both teachers and students encourages students' achievement learning objectives and share knowledge of information with each other, as it results into break down of students' fearful sarcasm barriers, anxiety and building of self-confidence.

Howatt (1984),presents ideas includes the key principles of the Reform Movement, the primacy of speech and oral activities and central position of a connected text used for inductive teaching of Grammar. The emphasis on spoken language was reinforced by the role of phonetics and phoneticians such as Jespersen and sweet, he selected phonetics, because it provided foreign

language teaching with scientific foundations rules which were hard to resist. It was essential for learners to start reading when they produced correct pronunciation. The orthography was misleading in developing proper pronunciation and so it use as the notation for pronunciation as result, phonetic transcription was introduced in teaching English and French.   He   continued that, oral techniques include question and answer activities, retelling, and memorizing were stimulating the learners to the new material, because the medium of communication in the classroom was a foreign language while the native language was reserved solely for providing the meaning of some vocabulary items. There fore, the teachers of the Reform Movement were non-native speakers of the target language, who accepted the basic sense of the monolingual principle but did not see any advantage in an extremist view.

Dewitz (2013), states that Common Core Standard sometimes addresses teachers under pressure thus, it differentiate instruction, which   build relationships   with families   and participate in professional learning communities. Audio books consider to be appropriate research-based to link Common Core Standard at the same time it opens the door for learning content areas and   emphasis the critical need to both listen well and demonstrate understanding of what has been heard in several ways. In the area of speaking and learning:

The students need to gain and evaluate the present complicated information with presenting ideas, and evidence through listening and speaking skill such as the ideas which presents through Media. Furthermore, one to one academic interaction with in small group and whole-class setting, were important focus area of speaking and listening standards. Formal presentations could be an essential talk to occur but, it is naturally formal discussion talk, as the students work together to answer questions build understanding and solve problems.

Secondly, in the area of language: The standards expect that, students vocabularies will develop through mix conversation, direct instruction and reading skills. So, the standards will help students to determine word meanings appreciate the nuances of words and steadily expand their repertoire of words and phrases. The standards help prepare students for real life experience at college and in 21st century careers. The common core standards introduces that, students must be able to use formal English in their writing, and speaking must, but also must be able to make informed and skillful choices among others to express themselves through language vocabulary and conventions which, are related in their own stand not because the skills in these areas handled in isolation, but because their use extends across the four skills. Finally, Common Core Standards presents the importance of Media and Technology explaining that, learners should be critical and produce new media in for 21st century also, provide critical analysis of media as technology is incorporated into many aspects of life at home and at school. Access to audio books and provides students with opportunity to become more effective readers as well as more informed consumers of media and technology for learning in all content areas. For example, choosing a popular or relevant title from children's literature that, motivates students to attend to read-aloud session (or listen an audio version), can ''open the door'' for a teacher to pair this title with a related book increasing background knowledge for students who are not reading to learn but are still learning to read.

So that, curriculum designers and decision makers have set approaches and methods to carry- out pedagogical and teaching process. Therefore, methods and approaches are interrelated to support and enhance teaching and learning domain Approach are theories set by authors and educationalist to define methods which are techniques use in classroom and help teachers to teach their lessons properly. According to experts methods should to be

implemented in classroom with different theories . There are various active methods in teaching speaking skill one of them, Audio lingual, cognitive-based approaches Total Physical Response and Natural approach, each approach help in developing teaching and learning techniques with referring to its own theory.

Richards and Rodgers (2001), explain that there have been an integration between the whole approaches in developing teaching and learning performance. These approaches are cognitive-based approaches, Natural Approach, Audio-lingual Method, and Total Physical Response (TPR). Approaches are theories predicted by expert to illustrate the role, while methods are structured to help teachers to plan their lessons in classroom. Techniques are ways use by teachers to develop activities, illustrates tasks in a textbook. So, approach, methods and techniques are interrelated to each other.

Anthony (1963), states that approaches, methods and techniques are interrelated to each other, to carry-out pedagogical teaching and learning process, they have been set into a well equipped syllabuses by experts, decision makers and curriculum designers. The key is that, techniques carry out a method which is consistent with an approach. That is to say, techniques must be consistent with method , and therefore in harmony within an approach. ''methods and approaches should be developed, and updated to modernize global teaching and learning procedures, for improving learners proficiency standard . Because English language has obtained highly prestige in education worldwide , for this purpose learners travel abroad to raise their proficiency standard in English language.

Richards and Rodgers (2001), explain that teaching and learning English language, vary from time to other time due to increasing demand and importance of English language in the world. Teachers tried their best efforts to carry-out methods and techniques help learners to study English language and

get knowledge and skills, to facilitate student's process in learning English language. So that a lot of methods have been applied in schools and another educational institutions. In Sudan and other countries different methods and techniques applied to raise learner's communicative competence and English language proficiency.

Methods in ELT

Methods which are used for teaching speaking skill are set by two group of Applied linguists, psycho, socio-linguistic and experts to serve tow notions, first to provide learners with knowledge as in literatures, and second to practice language pedagogically in linguistic form to support educational purposes.

Alcaraz (1990), mentions that "Methods are considered as representations of language knowledge for pedagogical purposes and are part of paradigm a unit of theory, research and practice, which means a predominant way of building up theories, doing research and carrying out classroom activities." During the past years. We have seen more consideration taken on Grammar translation method, which focuses on teaching a foreign language and presents grammar through the presentation of rules together with some exceptions, and lists of vocabulary translated into the mother tongue. It is introducing as a new way of teaching . Richard and Rodgers (2001), explain that to develop learner's competent an organizing of teaching and learning process, should depend on rule system and memorization of vocabularies and drills. Because the predominant methods for structuring the language was grammar translation methods, because for long time (nineteenth century) was implemented widely in teaching English language and used in some parts of the world, the text books involved list items of vocabulary and sequences of rules thus, a lot of students immersed in translation activities and less practiced in oral proficiency.

According to (Ellis; 1996, Brown; 1994, Larsen-Freeman; 2000), identify that teachers revert to traditional teacher-centered routines and the lack of students' prerequisites skills continuing and use traditional examinations are the main problems to use CLT methodology. Thus, it appears that even instructors who are well versed in the theory and fundamentals of communicative language teaching face an uphill battle in English as a foreign language setting. Today language teachers mostly manipulate much more information in several different areas of knowledge. The problem lies not only in the amount of information to be mastered, but in the organization and application of that knowledge to a practical situation. In other words, how teachers use the knowledge of linguistics, psychology, sociology and pedagogy to help students learn the language is an important point to be considered. Therefore, the use of CLT methodology assists the students to develop confidence when using language for effective interaction in social contexts.

Richards and Rodgers et al (1986), discuss in details about methods like grammar translation, direct method, audio-lingual, silent way, suggestopedia, community language learning, total physical response and communicative language teaching approach. A lot of lectures had presented discussions about the importance of new methodologies on how it develop speaking skill as well as the researchers who gave their ideas on the same matter of approaches and methodology.

El sheikh (2009) says that: "curriculum designers by time being, set-out SPINE textbooks as structured tools, that involves materials to facilitate learning lessons, so the SPINE contains tasks and a activities for teachers to prepare them to plan a lesson. The SPINE text books are structured to present Sudanese cultural heritage and it also very rich in jokes, proverbs and wisdom, the book addresses the student's daily activities needs as it reflects their cultural heritage."

Krashen, et al (1983),express that the core of language for natural approach is communication , it looks for meaning rather than grammar. But Direct Method On other hand , appeared to compensate classical teaching process. It sometimes call 'Berlitz' because, it was taught in Berliz schools.

Richard & Rodgers (2001), mention that because, it was taught in Berliz schools. the nineteenth century reformers as Gouin and Sauveur believe that, language should taught naturally like the way children learn language, its success in private schools has been criticized because, it needs native speakers to apply its' principles. 'Bloomfield (1942.p.166),assumes that the structuralism and behaviorism school in psychology presented Audio-lingual ''Aural- oral method as structural or behaviorist technique, because it emphasis on spoken language and set up the bases of structural linguistics segmenting and classifying utterances into their phonological and grammatical constituents. Fries, Brooks, Rivers and Lado went on applying these principles up to the 1970 with close relationship with behaviorism. However, the principles of communicative language teaching approach use language in interaction situation as ''communication and set goals for developing learner's communicative competence.

2.2.1 CLT Approach and Teaching Speaking Skills

Teachers appreciate using communicative language teaching approach for developing student's speaking abilities and considered its existence in educational domain as an ideal method for teaching speaking for this purpose CLT approach considers to be as substation element of translation method.

Moreover, Mohammed (2009), mentions that ''the use of an ideal approach and materials are very essential in developing learners' communicative competence. These methods and techniques characterize the ability of learners in classroom and encourage them to speak English accurately with their peers. It is obviously

that, the appearance of CLT approach encouraged educators and experts negotiated about the traditional approach and presented their point views.'' A most violent attack on Grammar Translation method came from specialist Vietor (1984),who stresses the need of CLT approach by focusing on spoken language. The use of connected sentences and illustrations (gesture, pictures) to teach first speaking then reading at later stage. as well as developing the knowledge of the foreign countries and its culture. Grammar was to be learned inductively; he criticized overburdened with work leading to mental stress and fatigue. Thus the solution was to eliminate written homework by introducing songs and games on teaching speaking skills in classrooms.

Habermas, et al (1970), express that "CLT approach links between process and goals of learning inside classroom from perspective side of theory, which regarded competence as its central concept.'' CLT approach was born early to compensate grammar translation method. According to Littlewood (2007), he considers that CLT approach, which has been introduced in ESL setting can reimburse the limitations of traditional language teaching. For this purpose, communicative language teaching approach was considered a unique method for student's communication and it has been used to develop learner's competent, it has come as a shortcoming of grammar translation method. The characteristics of CLT approach identify by Brown(2000), it includes classroom goals which focuses on components as (grammatical, discourse, functional, socio-cultural and strategic) of communicative competence. In addition, the principle of CLT approach includes fluency and accuracy, which seen as complementary principles underlying communicative techniques and introduces CLT in English language as a method to enhance speaking skills. These characteristics enforce teachers' creativity to design techniques for teaching speaking skills in classroom; a creative teacher should not only knowing how

to teach the subjects, he should maintains highly correct competencies and information about dealing with teaching techniques in classroom.

Doughty (2003), mentions that CLT approach appreciate the students' knowledge in put to be rich. The amount of knowledge, which use in classroom are not satisfied for developing speaking skill, like(patterns chunks, phrases and reviewing numerous contexts in brain) so, we need to add knowledge to enrich our input, we recall our experience or expose to real world knowledge. This point is highly supported by the researcher, because some times when we teach additional information is requiring to complete the lessons tasks. So, some relevant materials contains information are accompanying with textbooks to assist teaching process.

Richard (2006), expresses that when communicative language teaching (CLT) was developed in 1970, it was widely seen as the definitive response to the short comings of previous approaches, and the communication needs of globalized world. As it was exported of enthusiastically over the world as ready-to use package of ideas and techniques perhaps the majority of language teachers to day, when asked to identify the methodology ,they employ in their classrooms, mention communicative as methodology of choice." It was indicated that, teaching speaking at early time was looking for implementing methodology as a primary goal, main while grammar translation method, provides theories to language learning, as screen to view learning speaking objectives in classroom.

Littlewoods, et al (1981), explain that the proponent of the communicative language teaching (CLT) enhancing English as a foreign Language (EFL) and describes students are in need of CLT methodology in order to gain facility and confidence in using the language. CLT methodology discourages extensive teacher-controlled drills, quizzing of memorized material and extended

commentary on forms of English. Thus, the instructors who teach language have to develop interest towards using CLT methodology as well as various types of active learning methods that fit with the different learning style and strategies of the student. In spite of many challenges of implementing a communicative approach, there remains a strong rational for pursuing CLT methodology, especially when instruction envisions learners moving on to use the language for further education or career advancement.

Richards and Rodgers (2001), explain that CLT approach provides certain model of research paradigm theory, it depends on theory of language function and use communication that employs to develop communicative competence. Thus, teaching students speaking skill with CLT approach regarded as important approach; it carries-out the communicative activities to encourage speakers to reach their goals through communication. According to, (Habermas et al,1970) "CLT approach links between process and goals of learning inside classroom from perspective side of theory, which regarded competence as its central concept.''

Nunan (2004), describes CLT approach as an overarching concept directing philosophical approach to the language curriculum of which task-based language teaching and represents a realization at levels of syllabus. Littlewoods (2004,p.3 cited in Littlewoods, 2007,p.244), explain that CLT approach is developmental classroom process, which provides crucial features of communicative task to serve major components of the methodology and provides how tasks unites in a course to be organized.

According to, Richards and Rodgers(2001)there are some types of problems that learners face in learning ESL speaking skills. One of the problems is that the students speak slowly and it takes too long to compose utterances. They are also unable to participate actively in conversations due to lack of vocabulary,

grammar, and pronunciation knowledge. In order to solve theses speaking problems, Richards and Rodgers have suggested that the use of communicative language teaching (CLT) approach may help improve the ability of students in speaking. Furthermore, CLT gives the students an opportunities to practice actively in activities as its often accompanied by scenes or simulated scenarios, so that it is more close to life. In such activities , the students becomes more student- centered as the students accomplish their task with other students, while the teacher plays more of an observer role.

Moreover, Canale and Swain(1980),say that CLT can improve communicative competence which includes grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Consequently, linguists like Wilkins (1976), consider to be the first author, who step towards learners communicative needs so that, he presented language into two terms, due to his national syllabus design. 'Notion and Function.' The communication function, were (requests, denials ,offers and complaints), while notion comprises (time, sequence, quality, location, and frequency) so, national syllabus design, based on the functions, notions and language form, it designed to focused on learner- centered and communication-oriented language instruction.

Hargreaves (1994), says that sharing students' knowledge is one way of building relationship between students and a teacher, because the teacher is not a machine, he will be emotional and creative in designing techniques that carries pleasure and happiness in classroom to make students feel secure to practice their happiness in classroom also make students feel secure to practice their communicative activities properly. That is to say, teaching of speaking skills provides students emotion and passionate on building strong relationship and creates motivation, it represents as an important step towards developing students' competent.

According to, Spratt et al (2005), speaking as one of English language skills has some aspects (grammar, pronunciation, vocabulary, fluency, accuracy and body language. The position of English as a global language opens the door for many learners to learn speaking skills on their daily life, they participated it when and where they met. Furthermore, they hope to speak English as native speakers meanwhile they are faced with challenges.

Hymes (1972), states that "The communicative approach draws upon some change and innovations coming mainly from applied linguistics. Language is considered a social phenomenon by this approach as it is a means of communication and interaction members of a community. The goal, then of FLT is to develop students ''communicative competence."

2.2.2 C L T Tasks that Enhance Speaking Skills

In traditional classroom, the more used tasks is drilling strategy. It presents an exchange of mutual answering questions. According to Kayi (2006) the traditional classroom provides learners with drills task, which use for practicing speaking skills, Drills task used to exchange information, between two learners structured form of questions.

Nunan (2004), provides principles in implementing task-based learning. They are(1)scaffolding in which lessons materials should provide supporting the learning tasks place and the students are not expected to produce language that they have not learned yet(2) task tendency, that is with in a lesson, one task should grow out what of and build up on the ones that have gone before, (3)recycling language maximize opportunities for learning and activate the organic learning,(4) active learning, learners learn best by actively using the language they are learning, (5) integration, learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning (6)learners should be encouraged to move from

reproductive to creative language use, (7) reflection, learners should be given opportunities to reflect on what they have learned and how well they are doing.

Kayi (2006), states that there are some activities, which has been implemented in classroom and promote speaking skills, one of these activities is a discussion. It is better for a teacher to minimize group discussion, because shy students may avoid sharing ideas if participating group is so large therefore, the teacher may assigning to form group work otherwise the student manage to form it by themselves. But these group works may be rearranged in every discussion activity to develop working group with large number of people. Thus, the student can be open to different ideas. They should be encourage to ask questions and express meaning to support paraphrase, ideas learners need to present at the same time they check for clarification. Interestingly. Kayi's idea behind minimizing group discussion to make it easy for students to grasp knowledge. The second activity is Role play an individual can ask a question, while other student responses and give feedback to their answers. The third activity is information gap. In this activity, one of student provides information, while another does not have or share information gap. This activity serves many purposes such as solving a problem or collecting information. Each learner play an important role to complete the task. These activities are effective, because it presents everybody an opportunity to talk in the target language.

Harmer (1984), explains that the students in role play pretend to live in various social context and have verity of social roles, a teacher may give students information to make discussion according to social context.

Nunan (2004), Willis and Willis (2007),suggest seven tasks: ordering, sorting, matching, comparing, project and creative tasks, sharing personal experience, problem-solving and listening, Willis(1996) says that, tasks is a goal- oriented activity in which the students use language to achieve a real outcome. They use

whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experience.

The approach tasks-based learning mention types of tasks carried out during the learning process. Richards (2006), says that pedagogical tasks and real-world tasks facilitate the students to experience the language. Pedagogical tasks for example, information gaps. Aim at the use of strategic interaction and the element of language.

2.2.3   Principles of CLT Approach

Communicative language teaching is an approach, which provides opportunity to learners to communicate in target language. The use of functional aspects of language makes them able to communicate in the target language in their day to day life. The activities which are used in CLT approach such as dramas, role play, and games make learning enjoyable.

So, many scholars depict CLT approach to clarify its features and principles. For example, Brown (2001),explains that there are number of characteristics of CLT approach should be put in consideration. The first one, language techniques, which are designed for functional use of language as well as material and activities used in the classroom, it should be authentic for second meaning purposes. The second by fluency and accuracy which taught, because the ultimate goal is fluency. The third, contextualization in which students should be put in new situations to use the language. Beside, autonomous learning is stimulated. Moreover, learners are encouraged to construct meaning through interaction. Finally, the skills integration, which is desirable for language teaching.

Razmjoo(2007), gives an example of content that analyzed the Iranian high school and private institute textbooks. Twenty experienced teachers analyzed the textbooks' content using evaluation schemes which are CLT-based. The

results revealed that low presentation of CLT principles was reflected in high school textbooks and high presentation was attributed to private institute textbooks. One way of CLT principles is a task used as organization to develop speaking skill.

Breen (1987), states that grammar topics and text which use as traditional ways of teaching has been set to organize a syllabus and forced CLT approach to change the development of the approaches, taking in hand grammar to help the development of communicative skills. Other principle consider to be promote learning by doing. According to, (Doughty 2003, p.85).''By doing theory,'' it is the way, which the theory expresses new knowledge, that can easily be integrate and store in memory, and will be retrieve in long term memory, if this knowledge picture in real world of events to do the activity. The researcher, support this notion, because more activities were given to students better chance the students will have to complete the answers of the question.

Ausudel (1968)), expresses that during implementing CLT approach, students' knowledge input needs to be meaningful, comprehensible and more elaborate. The information, which we gain from knowledge sources should contains meanings for learners to structure them in student's cognitive setting. The researcher strongly appreciate this idea, because the student should understand word's meaning before going to participate in any discussion. CLT principle promote students' co-operative and Collaborative Learning.

Ellis (2008), states that the cooperative learning motivate students to work in pair or group work for doing activities properly and at the same time, it approaches students to learn foreign language through CLT approach.

Long (1991), points out that ''the approaches almost provide two different notions, these notion could be form and meaning.'' But most of the students, according to(Long 1991) focus on form or structures, which presented by

syllabus designers on traditional approach, rather than meaning. Lnong hypotheses has been taken in consideration by the researcher, because a lot of teachers neglect using CLT approach, which call for meaning but concentrated on grammar traditional methods.

Provide Error Corrective Feedback is considered to be one of CLT principle. According to, (Chaudron,1988) there are two concept about feedback, positive feedback, means student's response on performance correctness, that made teachers focused on greeting, praising and showing understanding. The later is negative feedback, which known as error correction. It is the corrective function on student's behavior on language faculty as means of evaluation of his language production.

Gradner, et al (1985), mention that recognize and respect affective factors of learning consider to be one of CLT principle. The achievement in the second language learning demonstrates relationships between language attitudes, motivation, performance and anxiety. The researcher agreed that, the students performance in classroom may affect by these three conditions attitudes and motivation.

Nunan's five list words are considered as best features and principles to facilitate CLT approach.

1-An emphasis on learning to communicate through interaction in the target language.

2-The introduction of authentic texts into the learning situation.

3-The provision of opportunities for learners to focus not only on language but also on the learning management process.

4-An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

5-An attempt to link language learning with language activities.

According to Johnson and Johnson (as cited in Richards and Rodgers) there are five core characteristics that underline current applications of communicative methodology. They are:

1-Appropratneness: Language used reflects the situations of its use and must be appropriate to that situation depending on the setting, the roles of participants, and purpose of the communication.

2-Message of focus: Learner needs to be able to create and understand messages that is, a real meaning. Hence the focus is on information transferred in CLT activities.3-Psycholinguistics processing : CLT activities

seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition.

4-Risk talking: Learners are encouraged to make successes and learn their errors. By going beyond what they have been taught they are encouraged to employ a Varity of communication strategies.

5-Free practice: CLT encourages the use of holistic practice involving the simultaneous use of sub-skills ,rather than practicing individual skills one at time.(Inter-Journal of Science & Research,2012 p.p3.358).

2.3 Communicative Competence

Hymes (1979), mentions that the communicative language teaching approach ''has been born as ideal method. It appeared in 1970s as a method to develop students learning ability and it is a method which looks to English language from different perspective side of views. It enriches and develops learners' competent and represents learners' ability in speaking as theory of language communication.'' The goal of language teaching is to develop communicative competence. Hymes, defines the theory of communicative competence as the language knowledge competence, which the speakers need to have for improving speaking skills.

Chomsky (1965), states that we cannot discuss the term competence without mentioning performance. According to Chomsky competence refers to knowledge of grammar and other aspects of language that is to say, it represents linguistics system, which internalized the given language of an ideal native speaker, whereas performance relates to actual use of language that concern the psychological factors and involves in perception and production of speech. He also assumes that, in both linguistic and language teaching definitions of competence have shown a continual development, underling current interpretations of the term, three general hypothesis can be perceived from the term. The first one is acceptance of language as a cognitive phenomenon, that uses linguistic code of a language (performance) and other is rule-based knowledge which stored in speakers' mind competence.

Hyme (1972), points out that communicative competence views considered a goal for language teaching for example, the person, who acquired communicative competence can acquire both language and abilities for language use. Assuming that, coining the term communicative competence as a

goal of language teaching that has been used to contrast Chomsky's theory of competence.

Campbell et al(1970),consider that competence and performance are distinction that provides no place for consideration of any appropriateness of socio cultural significance   of situational utterance and verbal context in which it is used. They come up with broader notion of competence that is communicative competence, which includes not only grammatical competence, but also contextual or socio linguistic competence knowledge rules.

Council of Europe (2001), presents both CLT approach and Communicative competence as slogan of methodology, which accounts for pedagogy and language use. In early days of CLT approach, communicative competence, become the slogan under which various ''methodological practices, that sought to link pedagogy with language use in the real world.'' More recently, the common European Frame work of Reference, (CEFR) and Council of Europe extended the purely language-based scope of competences to include general competences. The communicative competence. According to language learning, it services three competencies areas.

Canale   and   Swain   (1980),   have   explained   the   three   areas   Comprise grammatical, socio- cultural , strategic competence It accounts for a wide range of abilities, which used to support social situation.

UNESCO's Delor's report (1996), produced by the international commission on Education for the twenty- first century that, has   proposed as one of the first frame works to identify competencies need in the coming century. The four visions of learning is outlined in this ground reported-knowledge, which relates to understanding of competencies for life and competencies for action. it remains appropriate reference points and organizing principles for identifying competencies for twenty-first century learning that , encourages reporters to

formulate the four educational principles. It has planed to reflect the role of competencies in the coming centuries. They have proposed four versions of learning out-lined, reported-knowledge, understanding competencies for life and competencies for action. The report also, formulate four principles identified as Four pillars of education: Learning to know, learning to do, learning to be and learning to live together.

It has happened that. The Core skills program of twenty first century represents a successful tool that developed students' competent. In Sudan we need such an instruments for developing Sudanese learners' competent and it will be more purposeful technique than techniques which used in traditional content.

2.3.1 CLT approach and Communicative Competence

Communicative language teaching approach (CLT) is one of the lasts pedagogic approach, which set the principles of motivation to enforce learning in classrooms. CLT incorporates the idea of interaction considering students as an essential element of learning for whole process of classroom interaction. The basic pedagogical principle of CLT is the successful acquisition of the target language, on the part of which the learners depends on the amount of interaction and negotiation of meaning that they participate in it. In this way, the integration of the language input and output contribute to the language development system of the learners (Beale,2002,p.15).

According to authors such as Canale (1983), Nunan (1991),2004) and Littlewood (2007), CLT focuses on language as it used in real contexts i.e. ''language for real life'' communication and so the students are give opportunities to express their ideas and opinions. The teacher acts as facilitator during classroom activities that, the student will ultimately be equipped with tools in order to generate a spontaneous language use outside the classrooms

bounders. It is rightly considered as the means of developing fluency in real learning situation.

Communicative language teaching approach is regarded as a theory of language teaching and learning. educationalist and decision makers predicted that language, which uses as communication should develop student's communicative competence.(Richards and Rodgers,2001) have explained ''CLT approach, provides certain model of research paradigm,'' theory to Celce-Murcia, 2001) it depends on theory of language function and use communication that, employs to develop communicative competence.

CLT approach is an approach, which used to develop communicative competence and it can do two objectives in classroom, first it will process the way of teaching in classroom and make learning easy for students to practice speaking skills easily. Secondly, it achieves the goals of learning in classroom. Habermas et al, 1970) have stated ''communicative language teaching approach links between process and goals of learning inside classroom'' from perspective side of theory, which regarded competence as its central concept.

Interestingly, communicative language teaching, prescribed form multidisciplinary views which comprises linguistics, psychology, sociology, philosophy and educational research. It has widely being spread to extent the implementation of methods, which improve the progress in learner's abilities, when participate in classroom.

Savignon (1997), mentions that CLT approach can be seen to drive from multidisciplinary perspective and includes at least linguistics, psychology, philosophy , sociology and educational research, so more consideration has been put on the development of it 's implementing program and methodologies, which promote the progressing of functional language ability through learner participation in communicative events. Some experts and authors has idea that

CLT approach should not include grammar, because it best medium is communication.

Spada (2007:275), states that there is widely believe from authors that, CLT approach does not comprises grammar, because they thought it contains the concept of meaning rather than grammar. On the same way Thornbury (1999:23), assumes that a widespread belief that CLT eclipsed attention to grammar is not only partly true, although CLT syllabuses are organized according to categories of meaning of functions, they still have strong grammar basis that is to say, the functions which CLT syllabuses, are organized and connected with their correspondent grammatical point.

Curtin H Pesola (1994), defines communicative language teaching as a contextual and actual approach used to guide students to communicate in various classroom activities. In another sense, (Haas. M,1999), has stated that communicative language teaching is a learning process, which involves the various activities to communication that, take place in classroom activity in addition Scarcella (1992) defines CLT as theoretical device in conducting learning teaching process through various communicative activities.

Littlewoods et al (1981), explain that the proponent of the communicative language teaching (CLT) enhancing English as a foreign Language (EFL) and describes students are in need of CLT methodology in order to gain facility and confidence in using the language. CLT methodology discourages extensive teacher-controlled drills, quizzing of memorized material and extended commentary on forms of English. Thus, the instructors who teach language have to develop interest towards using CLT methodology as well as various types of active learning methods that fit with the different learning style and strategies of the student. In spite of many challenges of implementing a communicative approach, there remains a strong rational for pursuing CLT

methodology, especially when instruction envisions learners moving on to use the language for further education or career advancement.

According to (Ellis; 1996, Brown; 1994, Larsen-Freeman; 2000), identify that teachers revert to traditional teacher-centered routines and the lack of students' prerequisites skills continuing and use traditional examinations are the main problems to use CLT methodology. Thus, it appears that even instructors who are well versed in the theory and fundamentals of communicative language teaching face an uphill battle in English as a foreign language setting. Today language teachers mostly manipulate much more information in several different areas of knowledge. The problem lies not only in the amount of information to be mastered, but in the organization and application of that knowledge to a practical situation. In other words, how teachers can use the knowledge of linguistics, psychology, sociology and pedagogy to help the students learn the language is an important point to be considered. Therefore, the use of CLT methodology assists the students to develop confidence when using language for effective interaction in social contexts.

Habermas, et al (1970), explain that CLT approach dose not need entail complete rejection of familiar materials. Because, materials designed to promote communicative competence can be used as aids to memorization, repletion and translation grammar exercises. Implementing CLT a approach in classroom for teaching speaking skill will presents two theories, linguistics and communication. These theories use to develop student's communicative competence.

Larsen and Freeman(2000), express that communicative competence acknowledge is an interdependence of language and communication. Because it considered as the goal of language teaching.

Moreover, Barnes (1990), explains that understanding of socio cultural context will define an appropriateness of learner's communicative competence, which assure its attainment in requiring, and understanding of socio cultural contexts of language use, and it suppose to know the methodology which has affected the communicative competence as it requires un understanding of how learners act culturally in society with different learning style. The researcher agreed with Barnes's notion about relationship of competence and The researcher agreed with Barnes's notion about relationship of competence and society there was great emphasis between methods and socio-cultural contexts, because the traditions and values of any culture, should have to be included in their teaching methods and reflected into their life. Galloway (1993), states his assumption on that we acquiring language when we try to practice, but sometimes fail and keep trying until reach the communicative success that is to say activities encourages learners to achieve communicative success. Furthermore, CLT approach build on task-base oriented students centered 'to language teaching practice. Language teaching practice provides a harmonious relationship between teacher and students.

Communicative Speaking

Competence was first studied by Hymes, who referred to it as aspect of our competence, and enable us to convey and interpret messages and to negotiate meanings interpersonally with specific contexts.

Hymes (1971), explains that the speech communities and the integration of language communication and culture was not unlike that of Firth and Halliday in the British linguistic tradition, the communicative competence can be seen as equivalent of Halliday ''meaning potential'' similarly, the focus is not on language learning but language as social behavior.

Brown (2007 p.246), assumes that communicative competence has been introduced in discussion of language use or second or foreign language learning. So Communicative competence regarded as theoretical concept of language teaching approach. The main goal for communicative competence is to develop teaching techniques and procedures which account for communication.

Harmer (1998, P.84), states that techniques and procedures for language teaching skills is base on independent aspects of language and communication, which develop by CLT approach, because it aims to make communicative competence the goal of language teaching.

Chomsky (1965), explains that the fundamental change, which concerning the goal of linguistic analysis that has been shifted from theory of language structure to human being used language as an innate natural phenomenon that is to say, linguistic competence drives utterances of language.

On the other hand, he directed the term competence and performance. on debate (1960s and 1970s) among linguists and come up with two separate but interconnected areas:

(a)-the nature of linguistic competence (b)relationship between competence and performance and their respective roles in linguistic analysis and direction.

Chomsky assumed that language structures focused on analysis of the nature of speaker's linguistic competence.

2.3.2 Communicative competence challenges in Sudanese classroom

Sudan has had complex relationship with English language over the years. As a former British colony. The country adopted English as medium of instruction initially after independence as English was the language of earning a living.'' El Tagani (1966) considers English as essential element for development, especially in science and technology it is a key to progress and prestige.

However, the developmental goal of increasing overall literacy levels result in transition to Arabic as the educational of instruction in schools, resulting in mass expansion of education and naturally increases in class sizes.

Taha (1980), pointes out that the opening of educational opportunities increase, this increase resulted in rapid increase in the number of students with out corresponding increase in teacher training and preparation of materials and methodology. He pointed in particular to the ' ' failure to assess traditional approaches to teaching during the process of expansion that must be considered primarily responsible for such decline in standard as there has actually been. 'it was reported that crowded classrooms and shortage of equipment were permanent features of most schools were in classes of over 60 while 90 per cent had 50 students or more in the class. Many did not have an individual textbook and such an over-crowed, ill-equipped context created logistical problems when efforts were undertaken to shift the focus from a teacher dominated to student centered methodology. The same was true in primary schools.

From the 1980son, may teachers were not English language graduates and have had little or no training. From the initial stages in the setting up of national educational system in the country reference was made to the importance of teacher training (Mohamed and Abedl Ghani Ibrahim,2009); however, classroom methodology has continued to be traditional with the focus in language learning on grammar rules rather than communication. The method of assessment has continued to be testing of knowledge about the language in a final examination rather than use of the language. Most other teachers still don't have any facility to practice English outside of the four to five hours when they are actually teaching the language.

Baffoka (2006), one of the concerns of 1989 government was the ideological aspect the use of English as a medium of instruction and the impact of western

values as delivered through English might have affection on Sudanese traditional and Islamic values. A decision was made to remove English as medium of instruction in the universities, while this is perfectly in the mandate of any legitimate government change in language policy, generally takes time & planning.

The decision of the government was interpreted as more political than educational and generally viewed as not well planned. Whatever the motivation, this decision has had profound implications for the state of English language in Sudan over the past two decades and on the standard in schools, where English is taught as a school subject and at university is still a partial medium of instructions in medicine and sciences. It also been taken, the Ministry of Education with funds from the World Bank to refocus attention and resources on teaching of English in the schools beginning with young learners for whom a new curriculum and syllabus is currently being designed. One book of a new series entitled, (SMILE) Sudan Modern Integrated Learning English) has already been completed. However, the factors outlined above, on low competency of teachers, few if any training courses limited resources continue to present major challenge.

Savignon (1972), explains that the term communicative competence characterizes the ability of classroom language learners to interact with other speakers; it makes meaning distinguished from their ability to recite dialogues or to perform on discrete-point test of grammatical knowledge therefore, CLT approach consider to be the theory of language communication and the goal of language teaching." Unfortunately, CLT approach, did not find the right place in Sudanese secondary schools. It faced challenges in implementation, because it practiced by few numbers of teachers and it lack authentic real materials.

Abdelrasol (1976), mentions that since the year 1969, when the Government start arabicized high secondary school curricula as result of aggressive reaction voices, which was calling for Arabicizination. For this purpose Arabic language was taught in all classroom as subject of medium instruction instead of English. However, it was obviously that the examination planed for different cultural and social background. Add to that, the structured syllabus and the standard was not adopted the individual aspiration and special condition of the Sudan, because the condition in Sudan has changed since 1956 and the country has attained its independence thus, the system of education was also changed, which was used to train people to take responsibility towards promoting their standard meaningfully.

Mohamed (2009), states that most of university colleges did not have strict vision, a lot of staff lack suitable qualification to qualify experience teachers also the syllabus was more theoretical in teaching than being practical. It only used to teach students drills grammatical rules, and memorize sentences and list group of lexical items. Thus the process of CLT approach neglected and affected student's undeveloped classroom interaction.

Siddiek (2004), mentions that English directors and head teachers also play passive roles towards teachers orientation. The methods of language teaching and learning environment is unsuitable for learning a foreign language in the Sudan. Siddiek's idea on the role of methods is strongly supported, because the directors, and English staff teachers as well as school environment formulating negative side towards developing teaching and learning process in Sudan.

Abdul Haq (1982), points out one of linguistic areas in which students in secondary school stage commit errors is in writing skills'' he adds there are general out comes about the continues deterioration of the standard of English

proficiency of students among school teachers, university instructors and all who are concerned with English language teaching.

According to, Mohammed (2009),classroom methodology has continued to be traditional with the focus in language learning on grammar rules rather than communication, most of the teachers still don't not have any facility to practice English outside of four to five hours when, they are actually teaching the language . This continues to present a major challenge to the development of their English language competence and professional confidence. However, the communicative approach has oppose the theory of traditional method, by encouraging students, to involve in social situation context and practice of speaking skill in real life.

Leis (2010), states that an appropriate setting for individual to learn and practice how to use technology, may offered by schools. For example issues of data access, privacy protection, fraud detection, plagiarism, intellectual property right and anonymity. Furthermore, lack of mobile phone, tablet, MP3, networking and search engine machines in school lab as educational technologies encourages some secondary schools teachers to carry-out grammar translation method instead of teaching classroom with CLT approach.

Furthermore, lack usage of mobile phone, tablet, MP3, educational technologies, networking and search engine machines in school lab, encourages some secondary schools teachers to carry-out grammar translation method, instead of teaching classroom with CLT approach.

P21 (2013), express that "Digital citizenship will be another vital skill presented in twenty-first Century learners are to know how to participate productively and be responsible on line, it is also essential to help students understand how to participate intelligibility and ethically as responsible citizens in virtual communities. This involves learning how to assess reliability and quality of

information that found on internet and using information gained in a responsible manner. In other words, the irregularity and interruption in the in-service training have delayed teacher's approaching English language proficiency in classroom. And decreased student competent ability. Moreover, it has resulted into student's weakness and poor communication that has forced some teachers to use mother tongue in explaining grammatical rules, vocabulary list items and translate its equivalent meaning into Arabic language. Subsequently, both teachers and learners share mother tongue class room interaction partnerships.

2.4   Teaching methods in Sudanese secondary schools

Education and particularly the teaching of English as a foreign language in Sudan today at any level cannot be evaluated by focusing on psychological and linguistic. Considerations such as the prevailing political ideology and how this impacts on how English and western culture reviewed affective factors, that may result from ideological issues.

El Tagani (2013), states that Sudan has had a proximately relationship with the English language over the years. As a former British colony, the country adopted English as the medium of instruction initially after independence as English was the ''language of earning living,'' Consequently, teaching learning English in Sudanese Secondary considered essential for devolvement especially in science and technology and a key to progress possibility and prestige .However, the developmental goal of increasing overall literacy levels resulted in the translation to Arabic as the medium of instruction in schools resulting in mass expansion of education of Education and naturally, increase in class sizes.

Faruk (2001), during 1967's and 80's the government established teacher's training institutes in geographical areas around the country. The purpose of establishing these institutes was educational one to empower teachers trainers with teaching knowledge and skills. These training institutes were scattering somewhere in different strategic areas such as White and Blue Nile Provinces, Northern, Western Sudan and Khartoum state . Even some universities like Khartoum and Gezira in Wad Medani were helped in training teaching trainers.

However, most teachers and teacher's trainers, who got appropriate dozes of knowledge and skills and become qualified teachers do not stay in Sudan, they left for other countries in search of new life with better facilities and good income. They travelled abroad for some factors either political or economical. Today those who, prefer to teach learners English language fail to do so, because they have lower English achievement for most of them went to educational institutes to raise their English standard.

Siddik (2011), explains that due to his experience in training students the majority 90% of trainers considered to be lower a achievers who, decide to enroll in his courses in the college of education Khartoum state. Their reasons end up with course, because their grades in Sudan certificate were low to promote their entering any faculty in university with such de-motivating approach and low-level of proficiency among teachers trainees before enter classroom . Do you think ? such a candidate will motivate students .

Bashir (1989), says that in some parts of Sudan, numbers of elementary, intermediate, and secondary schools were opened. Khartoum and another towns maintained good classroom enlivenment, beside teacher's training institutes were established to provide individuals skill and information. Before an independence, the situation of   English language in Sudan maintain highly prestige value. The proficiency standard of learners was competently progressed as the British administration was keen in opening new schools and institutes to teach people English language, this was the main reason for learners to have bright competent in achieving English profoundly.

Teaching literature is considered to be an important field, which was crucial to provide learners with rich vocabularies. (Mahmed , 2009), states that regarding the year(1980) the significance of literature in the development of English language is very crucial, because it creates the sense of competition among the learners in terms of developing vocabulary reading skills and spoken English. Also the use of an ideal approach and material is very essential in developing learners communicative competence, characterize the ability of classroom learners and encourage them to speak accurately with their peers.

The multidisciplinary approach

multidisciplinary approach develops and increases learners' ability because it does not focused on one subject that is to say, it connected between traditional content and language of Arts, science, math and history. The most importance of   multidisciplinary approach,   it increased learners abilities and enabling

students to develop problem solving skills and mastering a great deal of knowledge and information. Furthermore, it increases learners motivation towards, learning and encouraging students to think critically to face difficult issues. Add to that multidisciplinary approach develops student's cognitive skills, and led teachers for encouraging students o examine the discipline that focus on social interaction when studding problems.

SPINE (5) textbook

It is already known that, changing of any educational ladder, comes as result of government stratification of language policy. When the National Salvation government (1989) comes to power, it call for comprehensive national strategy in education system, this change reform new ladder system (8+3) as new way for education in Sudan.

El sheikh (2009), explains that curriculum designers by time being, set-out SPINE textbooks as structured tools that, involves materials to facilitate learning lessons, so the SPINE contains tasks, and a activities for teachers to prepare them to plan a lesson. The spine textbooks syllabus issued by Sudanese ministry of education, and use for both level Basic and secondary schools as Sudanese educational ladder. Naturally, each syllabus liable to advantages, and disadvantages. The SPINE text books are structured to present Sudanese cultural heritage and it also very rich in jokes and represented proverbs and wisdom. The book addresses the student's daily activities needs as it reflects their cultural heritage.

However, the book is valued culturally, it is companied with disadvantages that lies in it's content. On topic of syllabuses, 'the Spine textbooks are not graded from simple to complex and not up date and recycle by time for students in age, it makes students bored during periods. Although the book has rich tasks and activities it lacks materials for lesson achievement. The book's pictures are not colorful mainly the Spine textbooks for Basic level.

The birth of SPINE series books were founded in (1990), this syllabus comes to achieve Sudanese cultural heritage through teaching and learning English language. It focuses in the enlivenment and present a lot of activity tasks, as proverbs, wisdom, jokes to involve learners in interactive communication, unfortunately, it lacks well trained competent teachers, while the book Spine follows different ways of approaches and techniques among them the CLT approach which is to be dominated in the book and the central goal for communicative competence. In 1990 anew Educational ladder with a system of8+3 was introduced . This means that, the duration of the basic level is eight years and the secondary level is three years.

In September (1990)the general educational conference came up with recommendations to make radical changes in all curricula so as to be in conformity with the radical change in the new Educational Ladder and this was recommended by the National Comprehensive Strategy for education in 1992. There for, English language syllabus was changed and hence the spine series, came in to being. It meant to help create a learner who is interactive with his environment and proud of his heritage culture and social values. The spine books have divided into three books.

SPINE (5) is intended for the second year secondary school level, when pupils are already looking towards the Sudan Certificate. The world of work and higher education are developing their interest in their own society and wider world-SPINE (5) has tried to incorporate these needs by: including current issues such as the environment, women's concerns, wildlife in Sudan, technology etc, it giving guidance in writing compositions , summaries, and exposing the pupils to different styles of writing and registers including section for fun, material reflects the varied customs, interests and cultures of Sudan Customs, interests and cultures of Sudan as well as wider world.

2.5 Challenges of implementing CLT in Sudanese secondary schools

Sage (2006), states that communication is complicated process that demands putting together information from many sources and expressing thoughts with clarity and revenant content, according to established conventions, and an awareness of our conduct through the reactions of others to what they say and do. That is to say, CLT approach is not a miracle divine, it faces with great challenges. One of great challenge is presenting good qualify CLT teachers 'trainer.

Mohammed (2009), expresses that deep concern about the state of teacher training in Sudan. Having summarized the major contribution made by teacher training institutes in the past. He goes on to identify the many difficulties facing the training of teachers today. Mohammed is extremely critical of programs for training teachers the college of education and pointed out that, they had no particular vision or mission it lacked administrative organization which, consisted of staff, who were unqualified to train teachers. As, teaching and learning speaking skills in Sudanese classroom need to develop also, the materials and approach need to update and support teaching and learning objectives, for instance the traditional approach learning system and its materials which, used in classroom was built on student's memorizing of rules and group of sentences as the students depend on narrating syndical rules. And other challenges concern implementing CLT approach the materials and classroom environment.

Baffoka (2006), states that teachers lack three fundamental requirements for effective teaching : a reasonable level of competence in English and training in an understanding of various methods of teaching the four language skills in the classroom and the ability to adapt methods and materials to their own classroom

environment. The environment of teachers in decision making and in a curriculum development and materials writing is a vital as away of developing professional empowerment and building teacher self confidence. Essential to teacher's ability to select, modify and adapt methods and materials to classroom contexts lies a broad understanding of principles than inform materials development and methodology choices. Consequently, teachers continue to be aware of the required pedagogy teachers and methodological issues underpinning courses, the rationale for the course and are not informed of what a students have learned prior to arriving in their class.

However, this will picture the communicative language teaching approach as a method, which does not focuses only on few skills like what traditional approach happens, it concentrates on communicative skills. Therefore, proficiency of language and communicative based skills does not only questioning the choice of the content, but also of the learning tasks and best teaching practices. CLT approach, collaborates for a method or a curriculum to promote the right effective teaching techniques and methodologies for second language learners' measurement standard. As usual, the success of CLT approach implementation will be liable to factors, such as availability of input tasks and materials like Chau and Chung et al (1987) ability and raise student's motivational needs. Unfortunately, in Sudan teaches lack materials for promoting an adequate secondary schools task which, develops learner's communicative competence as much as these formal debates discussion, meeting conference & written documents.

For instance, the sources used in classroom and adequate equipment the teacher should present to promote teaching process such as authentic materials and Native speaker teachers , as well as large classes constitutes obstacles implementing CLT approach in English classroom. ''applying CLT is difficult in EFL Contexts. In classroom interaction students and even teachers use

mother tongue to convey their ideas, they use their mother tongue to manage EFL classes. Sometimes the classroom environment will not be enough motivating students to enhance learners communication skills. Add to that, an adequacy of an input resources is not updated to modernize teachers teaching ways and students gaining knowledge. The role of Native speaker teacher's to assist a syllabus of EFL contexts leads to low quality of input and disappearance of unauthentic materials. Thus, CLT approach implementation in an EFL Contexts faced changing by both teachers & students.

Mukattash (1983), divides the problems that Arab learners of English face into two basic types: First, university students continue to make some basic errors in pronunciation, spelling, morphology and syntax. Secondly, they continue to be unable to express themselves 'comfortably and effectively either when dealing with academic topics'' or common every day topics (Ibid.21983:169).He argues that the students' major difficulty arises from the fact that they can not use English correctly and appropriately in and out the classroom when required to do so. This means that the difficulty is related to students' deficiencies in communicative competence and self-expression. He also attributes the students' failure in using English tool of self-expression to achieve their communicative goals.

Suleiman, et al. (1983) The weakness of English language learners in general and English department major graduates, more specifically has been attributed to various factors: lack of permit information on the part of school graduates when they join university, school and English language department curricula, teaching methodology,lack of target language environment and learners' lack of motivation.

El siddig (1996), states that "English language graduates in Sudan, where Arabic is native language find it difficult in using English for

communication When engaged in authentic communication situations, they often lack vocabulary language items, they need to get their meaning across, as a result, they can not keep the interaction going, for an extended period of time."

Website http://www.actfl.org/or Center of Applied Linguistics at http://www.cal.org) mentions that, the Communicative language teaching or Task- base approach is not mere- complete, it faces challenges in contexts, and selection of the contents, relativity to vocabulary, grammar and another learning skills areas. The learning tasks concern the curriculum spreads inquires, about how language will be proficient and how its communicative ability performed by learners and teachers in classroom. While teaching gives answers to these inquiries that, there is no mere accepted standard. Thus the movement standard, and the proficiency provides a guide lines, but they often remain broad in learner's performance description. This makes evaluation, of learner's communicative abilities, into challenges and it leaves judgment for learners process up to teachers.

Communicative abilities cannot be simply categorizes in to four skills as it was done in traditional four skills approach. For example normally involve speaking, listening as well as active communicative strategies such as speaking for clarification and adjusting language to make each other understood.

2. 6 Classroom interaction

Classroom interaction, usually occurs as matter of conversation, when the teacher plan a lesson which will be present in classroom either in shape of formal input as a written journal text, magazine and debaters or informal tasks like videos and tape recorder cassette. Then the learners receive and give their feedback information.

Tsui (2001), states that classroom interaction happens due to conversation, which occurs between teacher and learners or learners amongst other learners. This interaction requires three important process, receiving input, comprehending input and producing output. furthermore, the responding of input and receiving feedback depends on production of learner's speaking process.

Barrett, et al (2014), explained that for developing competencies in twenty-first century, learners should, participate in educational activities and working together culturally in divers societies and organizations. An educational activities is essential skill that, learners must cultivate and practice frequently, it contains representing   and valuing the concern of people and cultures different from their own acquiring of social, and cross-cultural skills to seek out the people views. Pink (2005) continues that, school environment encourages educationalist to design learning activities and it gives twenty-first century learners an opportunists to value their practice and living peacefully a high diverse world with population of high valued skills.

Classroom environment requires good relationship between teacher and students   the teacher should offers learners positive impact, then learners find easy responding to his techniques and approach to achieve the classroom activities. Berk, et al (1995), mention that in order to engage students in classroom activities, the classroom needs to have the following aspects: good

relationship between teachers and students an effective organization of students and resources, effective communication between teachers and students appropriate support for students' language learning and interesting and stimulating learning materials, and resources.

Creative teachers are well designing of learning activities which covers a wide range of human life and develops student's communicative competence reports on twenty-first century core skills, (UN,2012), mentions that there is an urgent need for teachers to design collaborative an authentic learning activities that, develops students' understanding skills and values with a view to negotiating viable solution to worldwide political conflicts, environmental challenges and cultural divisions, that will undoubtedly continue into the next century. Teaching learning activities must set to solve communicative curriculum objective in English classroom environment. So that, the range of activities is extensive what matters is that the activities exercises should enable learners to attain the communicative objectives of the curriculum, engage in such communicative objectives of the curriculum engage in communication and require the use of such communicative process as information sharing negation of measuring and interaction.

2.6.1 The instructional role of CLT in speaking skill

A wide verity of materials have been used to support methods and materials of communicative a approaches to language teaching. Practitioners of CLT approach view materials as away of influencing quality of classroom interaction and language use.

El sheikh (2009), sates that in Sudan English language (EFL/ESL), curriculum designers set-out SPINE textbooks as structured tools that, involves materials to facilitate students' learning lessons. So SPINE text books contain tasks for preparing teachers and a activities to lesson a plan. The spine textbooks

syllabus is issued, by Sudanese Ministry of Education and uses for both level. Basic and secondary schools as Sudanese educational ladder. Naturally, each syllabus liable to advantages and disadvantages

Brown (1994),summarizes the situation of CLT approach. Today we are benefiting from the victories and defeats of our professional march through history. But to day methodological issues are quiet different and quiet complex. beyond grammatical and discourse elements in communication. We are probing the nature of social, cultural and pragmatic features of language. We are exploring pedagogical means for real- life'' communication in the classroom, we are trying to get our learners to develop linguistic fluency not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance ''out there'' when they leave the womb of our classroom. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a co-operative verdure. And our classroom practice seek to draw on whatever intrinsically sparks learners to reach their fullest potential.

Richard, et al (1995), explain that language instruction should involves elements to appeal both sensor and intuitions to creates an effective learners, same as building appropriate concrete materials and concrete knowledge of (word definition, grammatical rules), which will be employed in classroom furthermore, the concept of semantics information, linguistics syntactical rules and cultural background with their each percentages for being chosen and should regards level age of beginners intermediate or advanced standard courses.

 El sheikh (2009), mentions that the SPINE texts books are structured to present Sudanese cultural heritage, it also very rich contains jokes, proverbs

and wisdom, the book addresses the student's daily activities need as it reflects their cultural heritage. The disadvantages of the books lie in that, SPINE textbooks are not graded from simple to complex and not up date, recycle by time for students in age thus, it makes students bored and monotones during periods. Although the book have rich tasks and activities, it lacks materials for lesson achievement and its pictures are not colorful mainly Spine textbooks for Basic level.

Richards and Rodgers (1) consider three kinds of materials, which currently used in CLT they are: text-based materials, task-based materials and reality.

2.6.2 The role of teacher in CLT and speaking skill

In communicative language teaching several roles are assumed for a teacher. cording to Bren and Candlin (1980) cited in Richards and Rodgers(1986), a teacher is facilitator of the communication process, needs analyst, counselor and process manager. The CLT teacher assumes a responsibility for determine and responding to learner language needs. The teacher has responsibility to use text-based, task based and regalia effectively in his/her classroom. The role of teachers and learners are in many ways, complementary. Giving the learners a different role requires the teacher to adopt a different role. Language teacher plays active and effective role in need analysis, goal setting, syllabus design, using appropriate methodology and assessing students 'progress. According to, Atkins et al (1996),research shows that teachers can positively influence students' understanding of lessons by asking questions by giving students the chance to ask and answer questions and more generally by promoting an atmosphere in which participation is encouraged. The teacher during implementing communicative language teaching, has a certain job to do in classroom, he acts as a facilitator, co-coordinator, organizer, co-operator, as well as classroom creativity designer, that is to say, learners will dominated the

activity in the classroom (students -centered base learning). However, Hess(1995), explains that teachers discuss both classroom activities, with learners and believes that, they will soon see the positive outweigh and negative side of themselves.

In addition, Breen and Cadlin(1980) as (cited in Richards and Rodgers) express that, the teacher has two main roles in communicative language teaching approach to facilitated the communication process between all the participant in classroom and between various activities and the text; second to act as an independent participant with in teaching learning group. Moreover, a teacher carry-out types of functions that will be practice to fulfill inside classroom.

Nunan (1989),points-out that. The fifth component tasks the teacher role related to the following issues:

1-The type of function teachers expected to fill full (e,g practice director, counselor or model).

2- The degree of control that , a teacher has , and how learning task take place 3- Degree to which , the teacher is responsible for content .

4- Interactional patterns that , develop between teacher and learners .

2.6.3   The role of learners in CLT and speaking skill

Personal qualities represents motor force for learners to interact in group work thus, it encourages learners for directing themselves to promote their capabilities of work .(Herring, 2012 p.p.1-2), states that self - directed learners naturally are motivating and feels concern with their emotion towards learning and tied their ability to succeed in work place.'' Thus, mentioning the hall marks of self- directed learners are risk- taking, and commitment in continuous learning.

So, learners' role in class room consider to be the most essential element for students to grasp speaking skills and build their confidence, because learners are more effective participant, when CLT approach is implementing in classroom. That is to say, learners will form learning-centered base, while a teacher plays the role organizer and facilitator.

Breen and Cadlin (2001) as cited in Richards and Rodgers mention that, the role of teacher in classroom are negotiator and the students play the role of working group, practicing the activities and give feedback of tasks. Moreover, their main objective within CLT approach is negotiating between self learning process and object of learning, which appears as linking group in classroom with learner's procedures of activities.

Bachman and Palmer thus see learners' effective response to task as being as being important for learners' performance qualitatively as well as quantitatively.

Robinson (1997) also acknowledges the importance of effective variables for learners performance on tasks. However, in a similar way to Crookes and Schmidt (1991) Robison stresses the importance of connecting any discussion of these variables to specific factors of what learners are doing in the classroom (i.e, learning tasks).While acknowledging that very little research has been conducted which attempts to connect task design factors to affective variables in learners' performance, he sites research by Jacob (1996)which investigates the relationship between open-closed task conditions and learners' motivation and anxiety for completing the tasks.

Teaching and learning process are threatening with obstacles, this has been seen and played negative side during, traditional approach implementation but, it was highly appreciates and competitive in communicative teaching approach. Nunan (1989) expresses that, teaching and learning process, were faced ill- treatment and played negative side during , traditional approach

implementation but, it was highly appreciates, and competitive in communicative teaching approach.

On the topic of classroom activity ''hypotheses on learner's CLT activity are highly appreciated, as learners are negotiator between self learning process, (Breen and Cadlin,2001) But, unfortunately it was observed that, in Sudanese secondary schools learners, were played negative form of classroom participation, most of them felt reluctant, with low motivation. Because, the textbook content involves overload vocabulary items, and complex sentences structure to follow within CLT approaches' strategies so, students participation was negative one. And they maintained low self- esteem, they thought English language, is

difficult and SPINES text books activities were inappropriate for them to practice inside classroom. As El sheikh (2009), states that SPINE text book five are not encouraging the students to , because aspects of English language in the content are more complex and don't graded from simple to complex and are not recycle although the content involve a lot of materials they are not appropriate to suit students age.

Breen and Cadlin (2001), learning is an active developmental process in which learners use their existing knowledge to make sense of the flow of new information. Generally, the roles of the teacher and the learner can be seen in relation to their contributions to the learning process in terms of activities they are required to carry-out .Moreover, these role relationships between teachers and learners determine the type of interaction characteristics of the classroom. There for the type of language classrooms in different methods are characterized by different patterns of interaction as result of the variation in teacher and learner roles in line with the expectations in the teaching learning process.

Review of previous studies:

Sudanese Secondary School Students' Deficiency in the use of Spoken English Dafalla, M (2001), explains that the problems of the study, which forced Sudanese students in secondary schools to face communication problems, consider to be lack of motivation. She used descriptive method to show her data collection. She used pre-post test and questionnaire. Qusi T-test used to show the mean difference between experimental and control classrooms group. The study revealed the following findings:

1-The students lack of exposure to the use of English is one of the main causes of their deficiency in the use of spoken English.

2-The disappearance of literature classes in schools led to their lack in the use of spoken English .

3-The over-crowed classes deprived the students of practicing their speaking skill. Also, she has recommended that:

1-Teachers of English language should be trained, and given enough practice before they start their jobs.

2-English literature in the schools should be restored.

3-Students should be exposed to listening to English through tape recorders…etc

Problems Facing the Sudanese Secondary School Students in English Consonant's Pronunciation.

Babiker (2004), mentions that the students in Sudanese school had mispronounced consonants. Due to, to factors like place or manner of articulation . The researcher used descriptive analytical method to conduct her

study. She used oral test. Qusi T-test was use to make the difference between the two test mean values. The findings were:

1-Methods and techniques in teaching pronunciation are the major causes of student's ill performance

2-Teachers do not play an important role in promoting and curing the learner's pronunciation performance ,which leads to fossilization, at the same time she gave her recommendations as follows:

1- English language syllabus in the secondary schools need to be reform.

2-More time should be devoted to teaching pronunciation

3-Listening is of primary importance. Teachers should direct the students to be sensitive to different sounds

4-Teachers should encourage the students to practice the spoken language.

Evaluation of Spine Textbooks for Teaching English in Sudanese Schools From point of view of English teachers in Khartoum State.

Tagelsir(2009), points out that SPINE textbook contains difficulties and challenges for both teachers and students. She adopted a descriptive analytic method for data collection and she used SPSS Excel. Her study gave the following findings:

1-Although there is sufficient variation of materials in the content of the spine text books of the secondary level, most of the content is not interesting, not up-to-date and does not suit the students age. Questionnaire and pre-post tests were used.

2-The emphasize on the books in on reading and writing .

3-Listening and speaking are the least practiced skills in the books.

4-The process of grading and sequencing in the SPINE books of the secondary school level is not appropriate.

5-Most of the vocabulary of SPINE books for the secondary level is neither graded, nor recycled in subsequent lessons and is not suitable for the students of this level. And she recommended that:

1-There should be clear goals for introducing English in Sudanese schools.

2-If the objectives include the four skills there should be an appropriate balance of them in ELT textbooks.

3-The vocabulary should be a vocabulary of common use in English .It should graded from simple to more complex and should be recycled.

4-Marial should be interesting, up-to-date and suitable to students age.

5-The content should be appropriate to the cognitive standard and effective domain of the students.

Speaking skills in the Universities of Bangladesh.

Aktar (2011), says that the students at University of Bangladesh lack speaking skills. According to lack of motivation, anxiety and self-confidence. She adopted a descriptive method for data collection. She used questionnaire and pre- post tests. Qusi T-test and SPSS Excel were used. Her main findings were as follows:

Few Universities have specific courses on speaking skills, most of the universities teach spoken English language along with other three skills where as EFL setting its necessary to have specific course to teach speaking. And it has recommended that. In EFL, teaching in university level of Bangladesh, spoken English demands serious attention, in order to make the teaching of spoken English effective it is mandatory to design the course carefully based on the findings of the study the following recommendation should be considered.

1-Specific course on speaking should be offered by all the Universities of Bangladesh (both Public and Private).

2-All teachers should apply CLT method in classroom and have to make the students more engaged in classroom activities (pair work-group work) presentations and other conversational activities)which will gradually help learners to speak fluently .

3-Tteachers have to allow students to take participation in the classroom.

The implementing of communicative language teaching (CLT) in an English department in LAO high Educational institutions. cause study

Vongxay (2013), states that teachers faced challenge of implementing CLT approach at LAO high education institutions. He used descriptive and analytical method for data collection, he used questionnaire and tests as tools, Qusti T-test was to make difference of mean values of the two groups (control and experimental). He came up with the followings:

The English teachers thought about using CLT method in their classes. All of them were interested in teaching approach, because it is helpful for students and provides opportunities for students to communicate, interact with their friends and teachers. He also provided recommendations as follows:

Fruitful implementation of any teaching methodology is not only practice with ELT practitioners but also the authority concerned and administrative bodies also have significant role to play .The study provides both theoretical and practical implementation for teachers educators and policy makers to implement CLT in Lao higher education setting .

The relationship between the present study and the previous studies is that all the studies are made survey on Teaching and Learning English speaking, beside challenge faced implementation of CLT, approach.

L2 Speaking Strategies Employed by Indonesian Tertiary Students Across Proficiency and Gender.

Wahyuni (2013), explains that The main problems of the study is that Indonesian teachers faced challenges during implementing CLT approach to teach Indonesian speaking skills. The researcher used qualitative data and adopted descriptive method. He used pre and post as tools for data collection followed by a questionnaire. The main findings of the study as follows:

The main problems of the study is that Indonesian teachers faced challenges during implementing CLT approach to teach Indonesian speaking skills. The researcher used qualitative data and adopted descriptive method. He used pre and post as tools for data collection followed by a questionnaire. The main findings of the study:

The study contribute to practice in form of pedagogical implications for teachers, curriculum developers ,and students. Improving English Oral Communication Skills of Pakistani Public School's. The relationship between the present study and the previous studies is that all the studies are made survey on Teaching and

Improving English Oral Communication Skills of Pakistani Public School's Students

Qutbi Alam (2013), explains that, the main problems of his study represents, there are a lot of students in Pakistan find difficult to express about themselves in English Language orally, most teachers used traditional approach to teach students speaking skills. The researcher used descriptive analytical method. The tools were teachers' questionnaire, beside oral test gave to students. The researcher used Qusi T-test . The findings of the study as follows:

1-The context of second language learning and practice of teaching English language need to be changed.

2-The teacher centered classrooms are to be changed with students centered classroom and the traditional methods of language teaching and using grammar translation method have to be replaced with modern methods such as CLT and task based teaching approach.

3-Language teacher have to be very careful in using language and keeping English medium of instruction in classroom.

The communicative language teaching and its Dilemma in Sudanese EFL Classroom

Abass, E (2014), states that. The students in Sudanese class room lack competent to speak English language properly.

The main problems of the study is that. The students in class room lack competent to speak English language properly. So that, the researcher adopted descriptive and Analytical Method for data collection.

Questionnaire and pre-post test were used to test student's performance in classroom. Quasi- T- test, and SPSS Excel program was used. The section show study findings and discussion according to the four lessons presented and analyzed in previous section. The result and discussion concentrate on the three aspects of CLT materials activities in large classroom to benefit from information and communicative techniques such as Mobile phones, Computer and Internet which provide a lot of free authentic materials, activities concerning grammar, vocabulary and dictations.

Teaching Speaking Skills in English Language Using classroom Activities in Secondary Schools level in Eldoret Municipality. Kenya

Benter (2015), mentions that students at Eldoret Municipality Secondary school of Kenya faced by difficulties in speaking skill. The researcher adopted a descriptive analytical method for data collection .He has used questionnaire and oral test to collect the data. T-test was used to make the difference of the mean values of the two groups (experimental and control).He come up with that:

1-Teachers should discuss the importance of learning English language in national/ international arena to motivate their learners to put central effort in achieving communicative competence.

2-The curriculum design and teaching approach should acknowledge cultural diversity and learning styles of learners in order to respond to students needs.

3-Teachers should speak using target language in the classroom frequently in order to expose students more to English language and encourage them to use English in classroom in the classroom discourse.

4-Learners should speak using target language when understanding classroom tasks and outside classes, speak English at home with classmates should be made to understand why its important to acquire speaking skills, joining clubs for instance drama, debates speak in front of a mirror.

Relationship between Teachers and Students in the classroom: Communicative language Teaching approach and Co. Operative learning strategy to improve Learning

Fredson (2015), says that there is a gap between the teacher and students in understanding each other during speaking English language. Fredson, adopted a descriptive method for data collection. Questionnaire and test were used for data. collection. His study gave these findings:

The majority of teachers and students value a supportive and caring relationship, between them and that, interaction is essential to teacher- student relationship .This sense of caring supportive teachers motivate students to be more interested learner. He also recommended that:

-Teachers' students relationship , may eventually contribute to the improvement of English teaching in ESL classroom ,it is potential to provide strategies to maintain a good relationship between teachers and students and use communicative approach and co-operative learning stratifies which teaching effect and improving students performance. Teacher must think different ways.

Problems of English Language Teaching in High Secondary School in Sudan Teacher Teaching Education Program.

Babiker (1990), states that there is a problem in teaching English language in Sudanese secondary schools. So Babiker used descriptive analytical method. Questionnaire and test were used to collect the data. Qusi T-test was used to make the difference between the mean values of the tests. He used descriptive analytical method. Babiker came up with these findings:

1-The program of teacher education in the faculties of education is not satisfactory to produce competent teachers of English.

2-There is no consistency in conducting training courses for the many untrained teachers.

3-The aims and objectives of teaching English in secondary schools are not clear

4-Audio-visual aid is hardly used in teaching English. He also recommended that:

1- Ministry of Education should be directly involved in construction of new updated and systematic program for training the secondary school teachers.

2- Attention should be paid to the present syllabus in the faculties of Education and course of teachers to produce a better caliber of English teachers.

3-The objectives of teaching English language in secondary schools should be made more explicit.

The Communicative Approach and its Techniques in English Language Teaching in Secondary Schools.

Gassim (1988),mentions that Communicative language teaching approach faced challenges to be implemented in secondary schools. He adopted a descriptive analytical method. Pre and post followed by questionnaire were used for data collection. He used Qusi T-test to make the difference of the mean values between experimental and control group. So, he came up with these findings:

1-In order to increase pupils participation, the teacher must employ techniques that require the pupils to utilize the language creativity as an instrument of learning.

2-Pupils cannot communicate in English adequately because they are not given sufficient opportunity to express through speaking and writing.

3-The teacher should be careful to choose the most appropriate aid that best serves his teaching purpose.

Summary

This chapter provided the theoretical of relevant literature review and focused more previously on subject of the study. It also, reviewed some related previous studies and showed they were related to the present study. The review of the research showed that, the learners in classroom played an important role in communicating speaking skills, through CLT approach activities.

CHAPTER THREE

THE METHOD OF THE STUDY

CHAPTER THREE

The Method of the Research

3.0 Introduction.

This chapter introduces population, sampling and tools of data collection, it also describes the pilot research validity and reliability.

3.1 The Method of the Study

The researcher adopted a descriptive, analytic and experimental approaches in research methodology. The data were gathered quantitatively and qualitatively. In this research the researcher, uses three main types of instruments as means of data collection. Questionnaire, Pre and post tests, beside Observation check-list.

3 .2 Population and Sampling

The population of the study was carried out at Umbeddah locality in Khartoum state. The sample size of the study were second year students at Hamza Ibn Al Matalib Secondary school for boys, their total number was 114 students. Those students were randomly chosen to support this study. Interestingly, the researcher used to teach them SPINE (5) textbook and other relevant materials for improving their speaking skill. So, the researcher continued teaching SPINE (5) text book until the end of February, 2019. By this time, the students have been sitting for post-test. In addition, the researcher distributed a questionnaire for twenty teachers, who use teach English language at secondary schools. Those teachers were selected as study sample to fulfill the questionnaire.

3.2.1 Teachers' sample

The researcher has selected twenty (20) teachers who teach English language in secondary schools and they were registered in Ministry of Education- Khartoum State. Those teachers have different ages, qualification and degree of experiences. They selected to do a questionnaire, which contained general questions, the questions presented to the participants in order to generate teacher's responses; and collecting information from the group numbers.

3.2.2   Students' sample

The subjects of the study were one hundred and fourteen (114) students at Hamza Ibn Al Mataib Secondary School for boys at Umbedah Locality in Khartoum State. The students who were studding at the second year were divided into two groups: experimental and control. Each group consisted of fifty-seven (57) students.

Students' Teachers' Textbook Profile

The study aims at investigating the problems of speaking skill. Case study Sudanese English language students at secondary School in Umbaddah locality. Their age between 16-18 years old. They come from different diversity and linguistic background. Speaking skill is considered as one of the major factor of English language learning problems. Those students have difficulties when they want to communicate with their teacher and with one another. They use Arabic language with their classmates. This has a negative effect on the standard of learning process in classrooms. The main objectives of this study is to investigate the problems in order to find out if the causes of these problems effect the students' lack of confidence, anxiety and motivation and encourage the students to practice speaking properly.

SPINE (5) textbook is considered as one of SPINE series. It was founded in (1990)   and intended for the second year secondary school level, when pupils are already looking towards the Sudan certificate. Socially, it reflects Sudanese cultural heritage, jokes, wisdoms and proverbs, it involve learners in interactive communication , unfortunately, it lacks well trained competent teachers, while the book SPINE follows different ways of approaches and techniques among them CLT approach, which dominating the book, and the central goal for communicative competence. Linguistically, the topics of the book presents grammatical rules to teach conversational and dialogue using grammatical sentence and language expressions. The pages divided into (A)Exploring language and working with words. This page asks students to practice a dialogue in conversational model.(B)Grammatical corner, it presents lexical items grammatical rules of sentences. This book including current issues   such as the environment, women's concerns, wildlife in Sudan, technology. The teachers who teach SPINE (5)textbook faced challenges, when teaching speaking skill through CLT approach, because they lack experience to deal with communicative activities in classroom, some teachers used their mother tongue during teaching English speaking. They lack materials and teaching techniques.

3.3 Tools of data collection

In this research the researcher, uses three main types of tools as means of data collection. Questionnaire, Pre and post tests, beside Observation check-list.

3.3.1 Pre-post test

The test was designed to solve the area problems in which students' speaking performance occurred. Therefore, the researcher set two types of tests: (A) Mp3 recorded test and (B) written test. Each test has five questions and they were focusing on the aspects of language speaking.(Pronunciation, Grammar and Vocabulary).Also, (114) students were sat for pre test and they were divided

into two equal groups of (57) students representing control and experimental group. The age of the students was between(14-16 years).And they were taught SPINE (5) textbook as teaching material. This textbook was designed in order to improve students' speaking proficiency level.

The book contains conversational topics. These topics were oriented to present grammatical rules to teach a dialogue by using some set of grammar sentences and language expressions. For example; in SPINE textbook page number(10), the book presented a topic about comparison of adjective. The researcher asked the students to practice conversational model of a dialogue. Two students practiced the activity very well. And did what are written on the textbook. It was very enjoyable dialogue topic about ''Ustaz Asha and her students.''

Written test experiment

(A) Ustaza Asha: As you know this week we are having the school environmental health competition. By the end of the week the cleanest and the most attractive class in the school will win the prize.

(B) Zeinab: This is not fair. The older students will know better how to clean .It's more difficult for the younger ones to do the same.

(A) Ustaza Asha: This is true. We will think of the fairer way of judging this.

(B)Suzan: I have a suggestion please: let the oldest and youngest work together.

(A) Ustaza Asha: Oh, this is one way of doing it. However, you should all try to do the best you can. The harder you work, the better chance you will have. Remember that the most important is to make our school the cleanest, the neatest and the most beautiful in the area.

Also in page number (13-29) Exploring language working with words on section (B) Grammar corner. The use of model auxiliaries verbs **''do/ does and did''** which structured in form of questions and negative answers.

(A)Student: Do you teach?

(B) Student: No I don't teach?

(A)Student: Does Ali answer all the difficult questions?

(B) Student: Yes he does.

(A)Student: Did the students do their homework?

(B) Student: No they didn't do it.

While, page number (31) presented topic on testing pronunciation, which tackled the area of regular verbs concerning past tense that, ending into (ed).''It directing students attention to deal with the three possible usage of past tense. /**t**/ /**d**/ /**id**/ for example /**t**/ as in stopped /**d**/ as in begged /**id**/ as in the word decided. The students given group of words with different sounds, so they can pronounce them correctly using the three possible ways. They tried pronouncing the sound to show the accuracy of each individual sound, such as these words, needed-opened-loved- liked added-mixed-needed-added.

In section(3) page (43) Exploring language. Working with words. Discussion on Phrases, which expressing students' opinion. Two students were asked to form questions using expressions concerning their points of views, such as the following points: I think…, in my view..., I suggest..., in my opinion..., in my point of view..., as I see it..., as far as I am concern.

(A) Student: I think it is not the right thing to do now

(B) Student: May I suggest that you should delay it.

(A) Student: In my point of view I am not going to support you in that.

Section (B), Grammar corner: the use of **can/could** in a sentence, a dialogue between Selwa and Rasha. This dialogue reflecting boasting abilities in present and past tense.

(A) Selwa: I can swim.

(B) Rasha: I could cook, when I was six years old.

(A) Selwa: I can read

(B) Rasha: I could play the guitar, when I was eleven years old.

Also, the similar model of questions were acted in section (4) page (47) writing Argumentative. Exploring student's different point of views. It was a discussion between Tarig and Sara. Their view about how people spend and lose money in building universities.

(A) Tarig : Oh no, they are opening two more separate universities for women. It makes me sick to think of all that money being thrown on having separate buildings, separate staff, separate libraries ete …when millions of people mainly women, are completely illiterate!!!

(B)Sara: I don't think the money is being thrown away, you can't ignore the fact that more women are waiting to go into universities than before. In addition have separate universities enable them to have different curriculum dealing with their specific issues and concern. Here they will be able to solve many of their problems.

Section (2) about reading on page (57) the teacher asked students to give their personal experience about Sudanese hospitality. A dialogue between (A) Ustaz Musa and (B) one of the student.

(A) Ustaz Musa: Can any of you tell the class a story about Sudanese hospitality?

(B) Omer: Yes, Sir! I would like to talk abut our visit to Jebel Mara.

(A) Ustaz Musa: O.k.

(B) Omer: My brother Hashim and I visited Jebel Mara a year ago at the invitation of a friend. We were travelling on a lorry from El Fashir to Jebel Mara…We discovered that the family member slept on the floor because their bed had been offered to us.

(A) Ustaz Musa: Good let's here another story John!

(B) John: Yes I have a similar story. We were travelling by lorry from Wau to Gogrial. When we arrived at Lukluk, we had a puncture near Dinka cattle camp. The leader of the camp invited all the passengers and gave us all the milk they had and left nothing for themselves.

(B) Ustaz Musa: That was also great hospitality according to Dinka tradition.

Section (B) page (61) Grammar corner the use of 'Wh' questions. Mr. Adrain Thomas visiting the Pyramids the students at Krima secondary school the students were asked him some questions using 'Wh' question. The teacher will ask the students to act the conversation using 'Wh' question.

(A) Student: Where……………………………..?

(B) Mr. Adrian: I am staying with headmaster.

(A) Student: Why……………………………….?

(B) Mr. Adrian: I come here to see the pyramids.

(A) Student: When……………………………?

(B) Mr. Adrian: I arrived in the Sudan fifteen days ago.

(A) Student: How many children ……………………..?

(B) Mr. Adrian: I 've got two sons and a daughter.

(A) Student: Who………………………………………?

(B) Mr. Adrian: Dickens is.

(A) Student: Which towns……………………………?

(B) Mr. Adrian: I'll visit Dongola and Halfa.

Section (2) Reading (II) Page (87) a dialogue between Fraid and Grandfather.

(A) Grandfather: Listen son, I want to talk to you about something. You know. When I was a child this big empty desert around us was a big wood full of trees and bushes…people ate very well and enjoyed beautiful natural scenery.

(B) Fraid: What happen then?

(A) Grandfather: Some years later, some people came with big machine like tractors, bulldozers etc. and cut the trees and removed the bushes...The new land was in turn overused and soon become equally poor.

(B) Fraid: It seems that people have caused most of the problem.

(A)Yes ,son and it's the people who must take the responsibility for finding the solution.

Section (2) Reading (II) Page (101) a dialogue between Ahmed and his Father discuss how a girl of 14 wins prize.

(A)Father: My goodness! Listen to what is says in the newspaper about your sister 'Nura Ali from Dongola has won the first prize in a competition organized by the National Biscuit Factory… Nura wrote there is a lot of waste land near

our houses I want to make it all green so that it is a place where children can play.

(B)Ahmed: that is not very good idea.

(A) Father: Well, why aren't you in the paper, like your sister?

(B)Ahmed: But I am in the paper. Listen father:'' Nura has got one brother, Ahmed, aged 19.''It is not much, I know, but it is the first time I 've been in the paper. In fact I am proud of my little sister.

Section (B) page (105-119) Grammar corner the of present and past perfect continuous. The teacher asked the students to form a sentence using present and past perfect continuous.

(A) Student: Had he just started working when you visited him?

(B) Student: No, he had been working for some time.

The teacher asked the students to make similar questions.

(A) Student: Had he just started receiving stolen goods when you meet him?

(B) Student: No…………………………………

(A) Student: When you saw him, had he just started playing?

(B) No,……………………………………….

(A) Student: Had he just started reading?

(B) No,……………………………………….

Section (3) Exploring language. Working with words(B) Grammar corner. page (132) use verb ending in… **ing** and verb precede by to a dialogue between Ahmed and Majied. The teacher asked the student to act a dialogue.

(A)Ahmed: Are you going to watch the foot bal match today?

(B) Majied: Yes, of course, I always enjoy watching football matches what about you?

(A) Ahmed: I intend to read a novel. You know I find it boring to watch a match for one or a half hours.

(B) Majied: And you prefer to read novels! Oh, reading novels ! I am surprised at some people's attitude towards football. How could they risk missing great matches like today's?

(B) Ahmed: Well, every body's attitudes and tastes are different; but I don't mind watching this match if you promise to read my novel.

Section (3) Exploring language. Working with words.(B) Grammar corner. page (148) the use of **must/should/can/**in as sentence. A dialogue between Mother and naughty child. The students asked to complete the dialogue using (must, should and can).

(A)Mother: You………………..not jump through the windows again.

(B)Child: Sorry,……………………….…..I go out to the park now?

(A) Mother: Oh, no You……….not got yet. This is not the right time.

(B) Child: What about helping you with the cooking.

(A) Mother: That is a bit dangerous. You ……..wait until you are older. Thank you. Yes, try to be nice.

(B) Child: But,

what………………………………………………………………

(A) Mother: Oh, no! Not again.

MP3 recorded test

 Mp3 recorded test was set to test students' pronunciation. The researcher, selected these topic, because it touches students' cultural heritage. There were two topics selected from SPINE (5) text book. One topic was oral reading text and other considered to be a dialogue reading text which practiced by students in pairs, then the researcher recorded each pronouncing sound of a word that uttered by the student through Mp3 device system. Topic (1) reading text, cultural heritage. 'The income generative activities. It was about a success story of (**Amna Hamid**), comprises five sentences selected carefully for students to read loudly.

Mp3 Experiment

Topic (1)

This topic about the story of Amna Hamid that has been extracted from the book SPINE (5) text book to test students' pronunciation.

''Amna Hamid is widow living in Umbeddah. West of Omdurman. She has five children of school age. She used to work for three hours a day as a cleaner in a nearby factory and spend the rest of the day doing house work and selling peanuts to children in the neighboring. She earned very little money. She could hardly afford to pay for all the house hold expenses, let alone pay school fees for children.''

In reading material the students read the story, then the researcher listening to the students' reading sound, and recorded them on Mp3 system device. After that the researcher transcribed the collected sound words and gave result score students in pre- reading test. In post reading test the same process was followed. The responses of both tests will be compared to asses the final results.

Topic (2)

Were a dialogue topics about ''Shop assistant and a customer'' the other topic was about making questions with 'do' 'did'. It performed between two students. The topics were very interesting, that the students practiced the activities actively. The researcher asked the students to practice the dialogue in pair work conversation. So, before testing a dialogue test, the students were subjected to perform a session of training testing (20-30) minuets it occurs during regular English classes. Three types of communication strategies were taught, the first one is time gaining or lexical fillers, the second type repetition requests.? The third type showing partial or whole repetition of what the speaker has just said.

''Shop assistant and a customer''

The dialogues practiced between the two students as follows:

Shop Assistant: Hello, can I help you?

Afaf: Yes please, I would like to buy a blouse, size ten.

Shop Assistant: Well, could you please tell me which color you prefer? Here's a beautiful red blouse, how do you like it?

Afaf: Oh no ! I don't like red. I prefer purple to red.

Shop Assistant: Here it is. Would you like to try it?

Afaf: No, thanks.

''Making questions with do/did''

Fadlala: Hello, boss! Did you get my message this morning?

Mubarak: Yes I did

Fadlala: Have you given me permission to rest at home today?

Mubarak: Not yet I wanted to see you first.

Fadlala: Do you mind if I go no? I don't feel very well.

Mubarak: Yes of course. What's the matter?

Fadlala: I don't feel any particular pain, but I feel dizzy.

Mubarak: Do you want to see a doctor? I can write a sick report for you.

Fadlala: No, I don't. I only need some rest. You know I was exhausted by last night's football match.

Mubarak: Don't you think you need two- days break in order to have a complete rest.?

Fadlala: No, I don't think so. One day will be sufficient. Thank you very much.

In this type of a dialogue test. Student (A) read the question and student(B) gave his/her answers. The researcher listened both Students practicing activity. And recorded each pronounced sound on Mp3 device system. Then transcribed the words into sound, after that the score of each student will account and gave the result.

The students were taught English by different approaches (traditional method) which used for control group and CLT approach represented the experimental group. The researcher used relevant materials facilitating the tasks, which will encourage students to speak English very well. Hence, it concentrating on conversational and a dialogue topics. Because the intended message of the researcher is to discover the possibility of implementing CLT approach in secondary school classrooms. Therefore, pre-post test were use as tools to make the difference between the two approaches mean values of the two groups.

Moreover, the allocated time to teach the two groups SPINE (5) textbook was ninety-six (96) periods, (4,320 minutes).The classroom period was (45)

minutes. And the starting time of research program on July 2016, It began with testing the students a pre-test as first experiment measuring test, to see the different level on students' score result. Furthermore, the researcher continued to teach the subject course until the end of February, 2017. By this time, the students have been sat for post-test. After that the researcher calculated the main value difference of the two groups (experimental and control) and compared them to figured out their differences.

Teachers' Questionnaire

The questionnaire was contained general questions, the questions presented to the participants in order to generate teacher's responses; and collecting information from the group numbers. It was designed for twenty teachers teaching English language in Sudanese secondary schools. The questionnaire consists of three parts. Part one contains information about teachers' demographic background and it will be illustrated in tables. The questions, which conducted in the questionnaire as follows: Part two discus factors affecting students' speaking performance, and it was set into six different questions. Furthermore, part three questions, concerned problems and challenges, which faced by teachers when teaching CLT approach.

Table(3.1), shows frequency and percentage distribution for respondents according to gender.

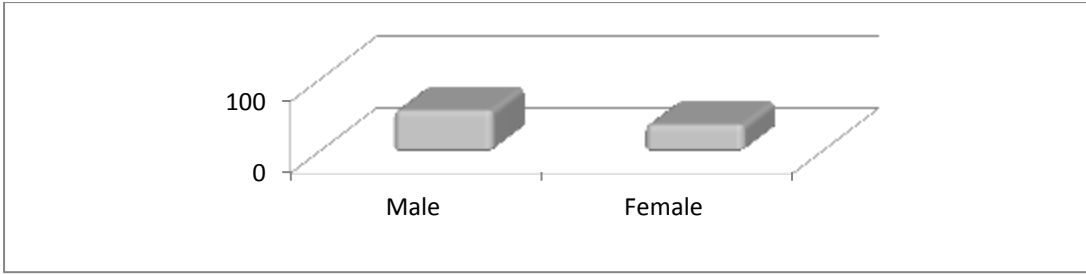| Gender	Frequencies	Percentage
Male	12	60
Female	8	40
Total	**20**	**100**

Table(3.1)

Figure (3.1)

From the above table, its clear that the number of responded male are (12) with percentage (60%.) And responded number of female are (8) with percentage (40%)

Table(3.2):Shows frequency and percentage distribution for respondents according to the Age.

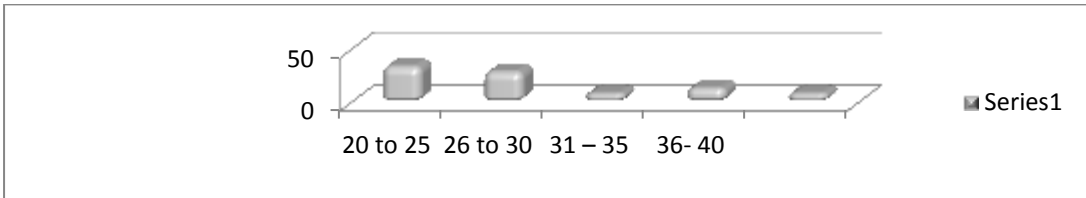| Age	Frequencies	Percentage
20 - 25	7	35
26 - 30	6	30
31 - 35	2	10
36- 40	3	15
More than 40 years	2	10
Total	**20**	**100**

Table (3.2)

Figure (3.2)

The above table (3:2), shows that respondents whose age between (20-25) years are (35%), and those whose age (26-30) are (30%).While, the respondents

whose age fall within (3-35) are (10%).Moreover, the respondents whose age(36-40) are (15%). Finally, respondents, whose age more than (40) years are (10%) percent.

And table (3.3) shows frequency and percentage distribution of respondents according to their qualification.

Qualification	Frequencies	Percentage
BA	6	30
MA	9	45
Others	5	25
Total	20	100

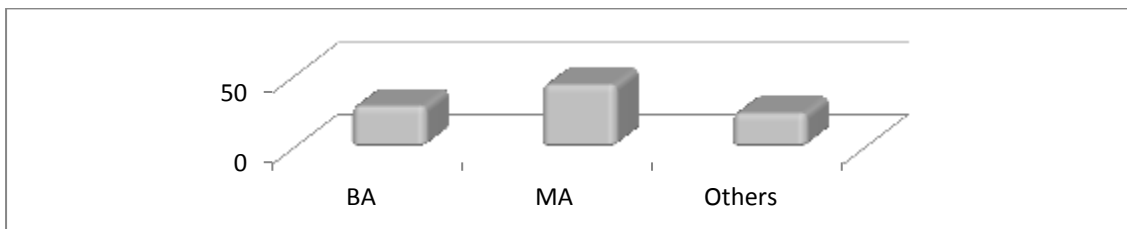<p align="center">Table (3.3)</p>

<p align="center">Figure (3.3)</p>

From the above table (3.3), its clear that the respondents, who have got(BA)as qualification are (6) persons with percentage (30%),and the respondents, who have got(MA) are (9) with percentage (45%). Also, the respondents who have other qualification are (5) with (25%) percent.

The table(3.4) shows frequency and percentage distribution for respondents according to the year of experience.

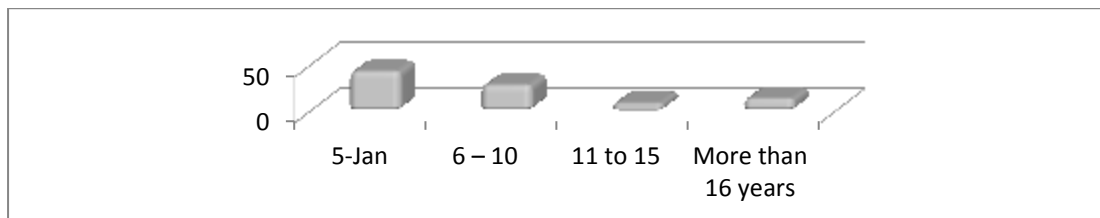| Experience	Frequencies	Percentage
1-5	9	45
6-10	6	30
11-15	2	25
More than 16 years	3	15
Total	**20**	**100**

Table (3.4)

Figure (3.4)

The above table (3.4), shows that the respondents, who have got years of experience fall between(1-5)with percentage (45%). And the respondents, who have years of experience from (6-10) with percentage (30%) Also, the respondents. who have got years of experience between(11-15) with percentage (25%), and those who have years more than (16) years with percentage (15%).

Observation check- list

As it is mentioned in chapter three. The researcher used non-participant observation check-list to check the overall performance of (114) students. The researcher carried-out the lessons in classroom. So, the check-list conducted two main parameters. Implementing of communicative approach and how it improved the students' speaking skill. To detect each parameter a set of statements were put forward indicating the components of each parameter.

Appendix (B) illustrating the area about ''improving of students' speaking skill''. It has been shown into sex items. When the data was calculating it reflected that, more than third of sample observed. (40%) students lack knowledge of grammar and range of vocabulary through the lesson. Furthermore, the students also manifested weak fluency correcting pronunciation. On the other hand, nearly all the samples showed that they have good ability to share knowledge with their peers, regarding their cultural knowledge. It is clear that nearly all of the sample just stick to the culture of the students book with-out carry any further enlightenment. Concerning the second area, which about ''implementing CLT approach,'' the researcher has indicated to six points see appendix(B). Nearly, all the sample of teachers have shown that they have difficulty to apply CLT approach in classroom and using appropriate materials giving correct feedback, the same as following the lesson plan, and using clear instructions in motivating students. Moreover, most of teachers have shown weak classroom management and lack of classroom environment.

As observations check-list was carried out to see, how students performed speaking skills and what problems hinder their speaking performance. The following problems are the most common ones in observed classes:

1-Dividing students in to small groups of (experimental) system during' conversation' has provided students enough time to prepare for speaking task and worked out to use grammar and vocabulary on speech accurately.

2-When the experimental students asked to work in groups a lot of them were eager to contribute their opinions in English and they participated actively and spoke fluently but the minority spoke very little.

3-Teachers faced challenges, when students used Arabic language in group discussions.

5-During teaching control group the students looked very nervous to speak in front of the class. Sometimes, they did not know what to say and kept silent. It was problem of (fluency and vocabulary knowledge). It was one of challenge that teachers met.

6-In control group the students read, what written on a textbook . They did not remember the structures and vocabulary to speak naturally.

7-In experimental group the students' mistakes were not corrected by their teacher. It was one of the best properties of CLT approach towards enhancing student's competent.

8-The students were always in a hurry because, they were given limited time to speak

3.4 Procedures and Challenges

When pilot test was conducted the researcher revealed that. There were some questions need to be reconstructed and some test question's techniques were to be substituted by other   suitable ones. The first challenges faced the students was that, the students   were unable to answer the questions given them correctly, because some words were unfamiliar to students and other were difficult to understand   their meaning properly. Also, the typing words on paper's pages were written in small font which led the researcher to rewrite them clearly. Moreover, the questionnaires were structured and distributed to five teachers. The validity and reliability was checked. The questionnaire was progressed as follows: it was designed by the researcher, then presented to supervisor for final confirmation. It also, checked by two English language experts for judgment. After that it was piloted in sample scale group of teachers. The reliability of the questionnaire was calculated by SPSS and Cronbach's alpha.

The pilot test revealed that, there were some deficiency in constructing the questionnaire's ranking techniques, which contains options that begins from the most important item to the lest one. This ranking way, was difficult and cost teachers long time to select their choices better. So it has been substituted by other rank types of questions, which was (strongly agree, agree, neutral, disagree, strongly disagree) it was simple and easy for teachers to answer the questions.

The Approaches Applied on SPINE (5) Textbook

Different approaches have been set to teach students English language. Traditional method and CLT approach. The traditional approach was used to teach students in control group. While CLT approach represented the experimental group. The researcher applied relevant materials facilitating the

tasks that encouraged students to speak English very well. Hence, it concentrating on conversational and a dialogue topics. Because the researcher's intended message is to discover the possibility of implementing CLT approach in secondary school classrooms. Therefore, pre-post test were used as tools to make the difference between the two groups mean values and to see the difference between the two approaches.

Moreover, the allocated time to teach the two groups SPINE (5) textbook was ninety-six (96) periods (4.320 minutes).The classroom period was (45) minutes. The starting time program began on July (2016) with testing the students a pre-test as first measuring experiment test. It used to set the different level on students' scores result. Furthermore, The researcher continued teaching the subject course until the end of February, 2019. By this time, the students have been sat for post-test. Finally, the main value difference of the two groups (experimental and control) were calculated and compared to figured out their mean value difference.

Traditional Method and Control Test

The researcher applied traditional approach to teach the students in second class (Shaffia). Those students formed control group. And they were (57) students in number. They have been taught list of lexical items and group of sentences structure. So, the students repeated the words and sentences orally in chorus. It was clearly that, the researcher was dominating the whole classroom and considered to be a master in front of the students; his dominating role deprived some students from sharing knowledge and speaking English in classroom. Thus, more challenges were figured-out. One of the challenge the classroom was too large to be control and the students were noisy to listen to the tasks effectively. The main reasons refer to the lack of motivation, anxiety, fearful of sarcasm and self-confidence, as well as, an inappropriate teaching

materials. That is to say, the traditional approach led the researcher acting as teacher-centered base, while the students gained little time practicing the activities. Thus, the students' pre-post tests scores result showed how the traditional approach effected students' speaking performance.

CTL Approach and Experimental Test

The researcher has implemented CLT approach for Experimental group to determined students' proficiency level. Those students were studied in second class (Malik). They were (57) students in number and chosen to do pre-post test. So, the students have already studying SPINE (5) textbook (Sudan Practical Integrated National English).This book concentrated on oral skills. It has been designed in balanced way; most of the tasks in this book talked theoretical side and the practical tasks of listening and speaking pronunciation that found on reading section. The purpose behind given students pre-post tests is to discover the possibility of implementing CLT approach to teach students' speaking skill. Therefore, the researcher provided commutative tasks for the students to practice the activities inform of pair and groups work to develop students' competence and improve speaking abilities. The students were divided into small groups to facilitate teaching and learning process. So, the tasks which employed in classroom offer students a chance to have sufficient time of participation. And encourage students to communicate fluently and accurately. So, the students' scores achievement showed high increased, because the students were dominating the classroom and forming (classroom-centered based), at the same time the students overcome the lack of motivation, shyness, criticism, anxiety and build self- confidence. Finally, the difference between scores of pre-post test have been compared to see the significant difference of experimental group.

3 .5   Validity and Reliability of the Tools

Validity of the Tools

Validity explains how well the located data covers the actual area of investigation. Validity basically means to measure, what is intended to be measured (Ghurri and Gronhaug,2005). Validity also is a measure used to identify the validity degree among the respondents according to their responses on certain criterion. The validity is counted a number of methods among them is the validity using the square root of (reliability coefficient). The value of reliability and validity lies in the range between (0-1). The same two test was valid and accurate because , the control group was (12) and the experimental group it was (13). T-test suggests (P-value 0.325) being greater than (0.05). our null hypothesis is accepted since we have not applied the intended strategy. There is not significance different between two groups. On the other hand, validity is also a measurement used to identify the validity degree among the respondents, according to their responses on certain criterion. The validity is a count a number of methods among them it is the validity using the square root of (reliability coefficient). The value of reliability and validity lies in the range between (0-1). So the validity of the questionnaire, is that; the tool should measures the exact aim, which has been designed for this purpose.

In this study the validity calculated by using the following $Validity = \sqrt{\text{Re} \, liability}$ equation:

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

For calculating the validity and reliability of the questionnaire from the above equation, the researcher distributed twenty (20) questionnaires for respondents to calculated the reliability coefficient using Alpha- Cranbach coefficient; the results have been shown in the following table:

Hypotheses	Reliability	Validity
Overall	0.84	0.95

It is noticed from the results of the above table that, all reliability, and validity coefficients for the sample individuals about each questionnaires' theme are greater than (50%) some of them are nearest to one. This indicates the high validity and reliability of the responses was achieved . So the study questionnaire is valid, and reliable and will give correct acceptable statistical analysis.

To insure the validly of the instruments, they are evaluated by experts in area of educational research, Dr Hillary M. Pitia, Montaser and El Sadig, who gave their comments and recommendations. They are experts at Sudan University of Science and Technology. The experts provided with version copies of questionnaire, and tests to judge the instruments validly and suggest changes need to be reconstructed. After that, the researcher distributed five questionnaire samples, for five teachers who taught English at secondary school to measure it's reliability and it was defiantly reliable.

Reliability of the tools

Reliability refer to the reliability of any test to obtain the same results if the same measurement is used for more than one time under the same conditions. In addition, reliability means when a certain test was applied on a number of individuals and the marks of every one was a 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. Moreover, reliability is define as the degree of accuracy of data that, the test measures. The most useful method for calculating reliability. Alpha, Cranbach coefficient.

The same process was taken by the experts to adjust the test before it given to students as piloting test. When ten students sat for pilot test, then their achievement score marks gave results, which seem relatively the same and it was reliable and valid. That is to say, reliability concerns the extent to which a measurement of a phenomenon provides stable and consist result(Carmines and Zeller,1979), reliability is also concerned with reliability for example, scale or test is said to be reliable if repeat measurement made it under constant conditions, that will give the same result (Moser and Kalton,1989).The researcher intents to conduct appropriate test to adjust students' testing performers in order to record precious score marks. Therefore, testing reliability is important as it refer to the consistency across the parts of a measuring instrument (Huck ,207)A scale is said to have high internal consistency reliability if the items of a scale ''hang together, 'and measure the same construct (Huck,2007;Robinson,2009).

The most commonly used internal consistency measure is the Cornbach Alpha coefficient. It views as most appropriate measure of reliability when making use of likert scales (Whitley , 2002, Robison , 2009), No absolute rules exist for internal consistencies , however most agree on minimum internal consistency coefficient of 70 (Whitley,2002, Robison, 2009).When the students were sat for pre test their score achievements were more reliable to the test which set for them. as it is clearly shown on the list table of the degrees.

3.6 Pilot of the Study

The test was formulated to test its validity in order to obtain student's score marks achievements. Therefore, the test has been set examining ' ten' students studying in second class, the students were chosen randomly as Pilot study case. They have been chosen to achieve uniformity. The data which was analyzing from pilot study was reliable, while some items has been substituted in the instrument. The test was written into five questions to cover these areas grammar, vocabulary and pronunciation. It was carried out and rated by the researcher. Pilot study, also applied on the pre- testing and trying out a particular research instrument as (Baker 1994:182.3), explains that one of the advantages of conducting a pilot study is that it might give advance warning about where the main research project could fail, where research protocols may not be followed or whether proposed methods or instruments are inappropriate or too complicated.

Summary

This chapter described the methodology used in the study. It provided instruments and sample about how the subjects be selected. It also described instrument and the process used in the study.

Chapter Four

Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Discussion

4.0 Introduction

This chapter presents the analysis of data obtained from experiment, pre- post tests, teachers' questionnaire and observation check-list.

4.1 Data Analysis

The analysis of the experiment will be focus on answering a vital questions:

1- To what extent do Sudanese secondary school students speak English language fluently?

2- To what extent do Sudanese secondary school students speak English language accurately?

3- How do students' speaking problems create challenges for teachers when implementing CLT approach?

4- What are teachers' attitudes towards using CLT approach in classrooms?

4.1.1 Test results

To answer this questions, we computed the mean standard deviation, and ranges for pre- post tests scores of both experimental, and control group-tests and to see the difference of their mean values by Quasi T-test, and to find-out whether each group had made any progress on students proficiency level.

Pre test			Post test	
Experimental group	**Control group**		**Experimental group**	**Control group**
19	21		41	18
27	8		25	12
25	14		24	11
23	7		15	06
24	11		18	05
25	13		20	18
26	20		14	04
25	13		23	08
14	17		25	17
21	12		30	08
22	9		50	19
26	12		26	06
21	9		23	12
25	13		35	14
24	18		24	12
18	22		16	11
21	17		24	16

22	4	21	05
25	11	30	26
15	10	18	18
22	5	37	08
24	8	24	14
18	7	03	11
27	11	16	16
25	19	27	27
26	14	24	15
21	13	16	16
01	13	14	10
19	7	26	13
22	3	25	04
23	12	41	10
25	13	26	25
18	11	13	13
25	14	10	13
12	5	25	04
18	12	15	09
26	11	11	16

19	7		33	10
21	10		17	18
20	9		18	11
26	10		40	16
27	12		26	12
26	11		18	11
25	13		28	14
18	11		25	16
17	14		24	18
22	20		24	25
01	1		42	10
26	14		43	15
21	17		44	27
33	11		44	16
19	15		45	26
15	11		24	43
22	19		43	15
17	14		43	25
15	12		37	11
13	10		40	10

The list table: shows Pre - Post tests scores for Experimental and Control Groups.

Pre-post tests of Control and Experimental Groups Score Percentage

Tests	Percentage	Tests	Percentage
Pre-control	2.6%	Post-control	8.1%
Pre- experimental	4.8%	Post- experimental	15.1%

Pre -post tests of control group score results

Subjects	grammar	vocabulary	pronunciation	Sentence structure	Total	percentage
Pre- con	08%	10%	05%	13%	80	36%
Post-con	11%	12%	08%	15%	80	46%

From the above list table. The pre-control group percentage of students scores result on Grammar test was(8%) while the vocabulary was (10%) and only (5%) done on pronunciation beside(13%) percentage for sentence structure. These results showed the first experiment of students' scores in control group. But during the post test there has been little progress, because the students were taught by traditional methods. The percentage were as follows: On grammar the percentage was (11%) and vocabulary was(12%) while pronunciation was (8%) beside(15%) for sentence structure.

Pre -post tests of experimental group score results

	grammar	vocabulary	pronunciation	Sentence structure	Total	percentage
Pre- con	14%	16%	12%	17%	80	36%
Post-con	20%	18%	19%	18%	80	42%

The above table shows pre- excremental percentages of grammar which done by the students was (14%), while vocabulary was (16), and (12%) percentage for pronunciation. The sentence structure was (17%). On the other hand, the post-experimental test score result tables shows that, the students' grammar score

was (20%) and(18%) registered for vocabulary, while (19%)was done for pronunciation, beside (18%) was sentence structure. So, the students' speaking skill has been progress, because they were taught by CLT approach.

4.1.2 Pre-post test analysis

To answer the research questions, descriptive analysis of Median, and Standard deviation are presented to show the difference between pre-test and post-test scores for experimental and control groups. Then, a quasi T- test was used through pre- post test so as to illustrate the significant difference between the scores of the two groups. And to see if there any difference in standard deviation between the experimental and control groups mean values. And to what extent do students' speaking skills in secondary school has been progressed.

Table (4.1): Descriptive statistics of pre-post (experimental and control) group.

	Mean	**Std. Deviation**	**N**
Pre control	17.3	4.2	57
post control	20.6	3.4	57
Pre exp	25.2	5.5	57
Post exp	39.5	7.3	57

Table (4.1)

The following figure, illustrates the comparison of mean values for both groups on pre-test and post test on the students' achievement score test.
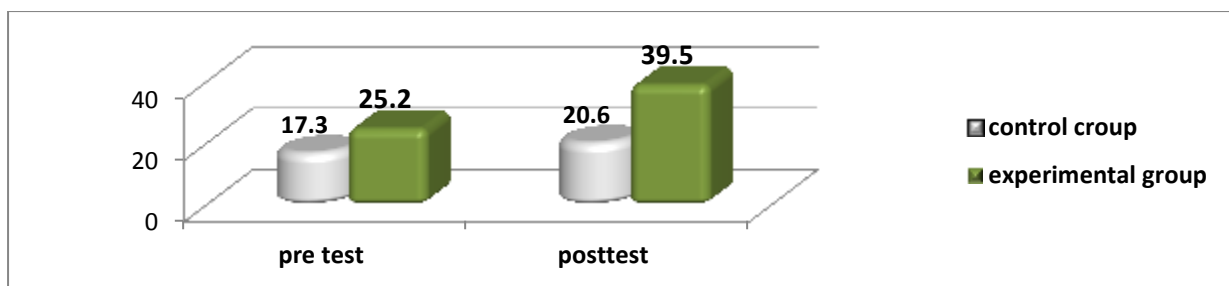
Figure No (4.1)

Figure No (4.1) Comparison of pre and post test mean value

Table (4.2) Descriptive statistics of control groups scores for pre-test & post test

	Mean	Std. Deviation	N
Pre- Control	17.3	4.2	57
Post- Control	20.6	3.4	57

Table (4.2)

Table (4.3) Descriptive statistics of experimental groups scores for pre-post test

	Mean	Std. Deviation	N
Pre exp	25.2	5.5	57
Post exp	39.5	7.3	57

Table (4.3)

According to, table No(4.2) and (4.3) the pre-post tests of experimental and control groups used T-test for comparing their results. The researcher justified, that the results have remarkably improved and the students of experimental group have done well and presented highly skilled abilities in speaking. Those students were registered in second class (Malik.).They showed highly

progressing abilities in speaking skill and getting higher scores during CLT implementation. It significant at(.05) level. These improvements and results gained in the tests account for verify the original hypotheses:

1-Student were keen to speak English fluently as the tool used to solve communication. Hence teaching communication activities helped them improve their communicative abilities.

2-As far as the data collection techniques suggested the expected sample of experimental group will perform better than control group, because the students were exposed to teaching communication strategies, which teased them to achieve the communication goals. That is to say, on the experimental group scored high results on post test (39.5), with standard deviation (SD 7.3) it is more respectable than the score results get by students on control group second class (Shaffi) their post test result(20.6),with standard deviation (SD3.4).

It founded, that the students proficiency in speaking skill has significantly improved, it based on overall mean score results, which was evaluated and based on the two groups. So, the students speaking test results proved that, CLT approach activities have positive impact on students communicative competence and it gave better results and it is more respectable than the traditional approach, which based on control group. That is to say, the mean value difference between the two groups calculation, presented the following results: Our teaching strategy was helpful and encouraged students' participation. Thus our students knowledge on speaking skillshas been improved.

Table (4.4) T-test for the differences between the two means of pre tests .

groups	$\bar{X}$	SD	DF	T-value	p-value	95% confidence. interval	
						L	U
experimental	25.2	3.4	56	2.6		-.31	6.1
control	17. 3	5.2	56	2.6	0.124	-.31	9.7

Table No (4.4)

Table No (4.4). T-test analysis of means value for two groups in the pre-tests.

For the scores gained from the pretest (*PET test*), the mean value was calculated for control group. It was (17.3) and the mean value for experimental group was (25.2).Moreover, aT-test employed on these scores for hypotheses testing purposes. As the result. T-test suggests P-value (**0.121**) was being greater than (**0.05**) our null hypothesis is accepted since we have not applied the intended strategy if implies. There is not significance different between two groups.

Table (4.5).T-test analysis of means value for two post tests groups

groups	$\bar{X}$	SD	DF	T-value	p-value	95% confidence. interval	
						L	U
experimental	39.5	7.0	57		0.001	3.32	12.72
control	20.6	7.1	57	6.54		3.30	11.40

Table No (4.5)

For the scores gained from post test, the mean value was calculated. The mean for control group was (20.6) and experimental group mean value was (39.5). Moreover, a T-test was employed on these scores for hypothesis testing purposes. As the result of T-test suggests (P-value **0.001**) was being less than (**0.05**) there is a meaningful difference between two groups. Therefore the null hypothesis is rejected and the alternative hypotheses is accepted.

Mp3 recorded sound test

Pre- post tests analysis for recorded reading text part

Before treatment of testing the approaches on teaching speaking skills. A pre- test recorded reading test was given to the participants, in order to guarantee their homogeneity and determine their ability and knowledge. The test consisted

of two recorded text, separated into different questions and was administrated to both groups(control and experimental). The students were given reading text, and they were instructed to read them orally, then the teacher recorded the miss pronunciation mistakes on words. From the given test, the students made the same process of reading. According to the level of words the student pronounced for the whole passage. The number of each student mistakes was calculated to

set the total number of mistakes. the number of words in passage were 50.

On the other hand, a dialogue recoded test was made to test the standard level of two students, who acted in pairs for example, student (A) asks student (B) to answer the questions given to him, the same model task questions practiced by different (6) students. Then the same process of calculation mistakes done on reading text part followed on a dialogue test. The words the students pronounced were set to carry-out their score marks following transcription system. The students' individual scores on the proficiency recoded tests was (50) scores for both (experimental and control group) as following

Descriptive Statistics for pre - post test recorded Mp3 (exp and control groups)

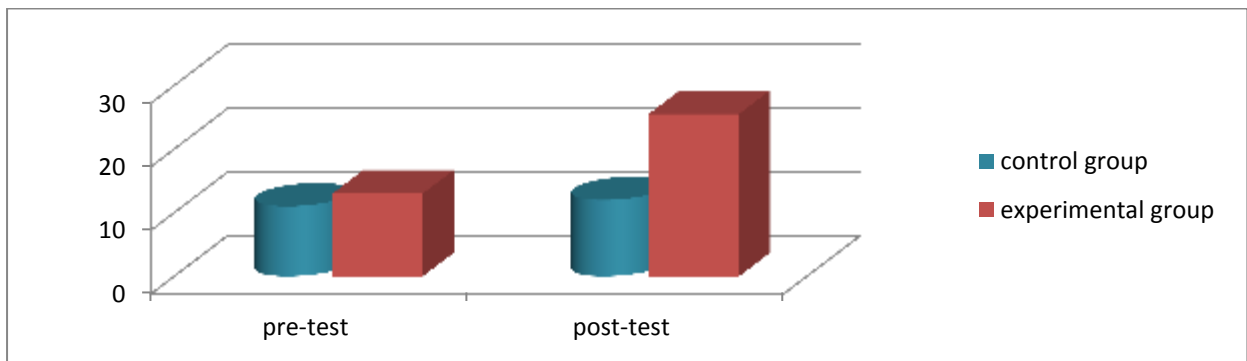|	Mean	Std. Deviation	N
Pre control	11	3.0	6
post control	12	3.9	6
Pre exp	13	5.5	6
Post exp	25.5	7.4	6

Table No (4.6)

Figure No(4.2)

Figure No, (4.2). Comparison of the mean of Mp3 pre- post test recorded reading

The following figure illustrates the comparison of the mean values of both groups on pre test and post test for recorded student's reading test. According to figure No(4.6). The performance of the experimental group was better than control group. There is a significant difference between their mean values after the treatment strategy. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.7) T-test for the differences between the two means of pre-test .

groups	$\overline{X}$	SD	DF	T-value	p-value	95% confidence. interval	
						L	U
experimental	13	9	4	11		-.37	6.9
control	12	5.6	4	11	0.325	-.31	9.1

Table No, (4.7).

T- test analysis of means value for two groups in the pre test. The scores gained

from pre-test recorded reading test. The mean value was calculated, the mean

for control group was (12), while the mean value for experimental group was

(13) moreover, a T-test was employed on these scores for hypothesis testing

purposes. As the result of T-test suggests (P-value 0.325) being greater than

(0.05), our null hypothesis is accepted since we have not applied the intended

strategy. There is not significance different between two groups.

Table No, (4.8).T-Test Analysis of the means of two groups post tests.

groups	$\overline{X}$	SD	DF	T-value	p-value	95% confidence. interval	
						L	U
experimental	25.5	2.1	4	6.0		3.3	12.76
control	13	1.03	4			3.31	11.50

Table No (4.8)

For the scores gained from post-test, the mean value was calculated. The mean for control group was (**13**) and the mean value for experimental group was (**25.5**) moreover, a T-test was employed on these scores for hypothesis testing purposes. As the result of T-test suggests (P-value 0.002) was being less than(0.05), there is a meaningful difference between two groups. Therefore, the null hypothesis is rejected and the alternative hypotheses is accepted. Since we have applied the intended strategy, there is a significance different between two groups.

Pre-test and post tests analysis for dialogue text

Table (4.9): Descriptive statistics for pre-post test dialogue (experimental &control groups.

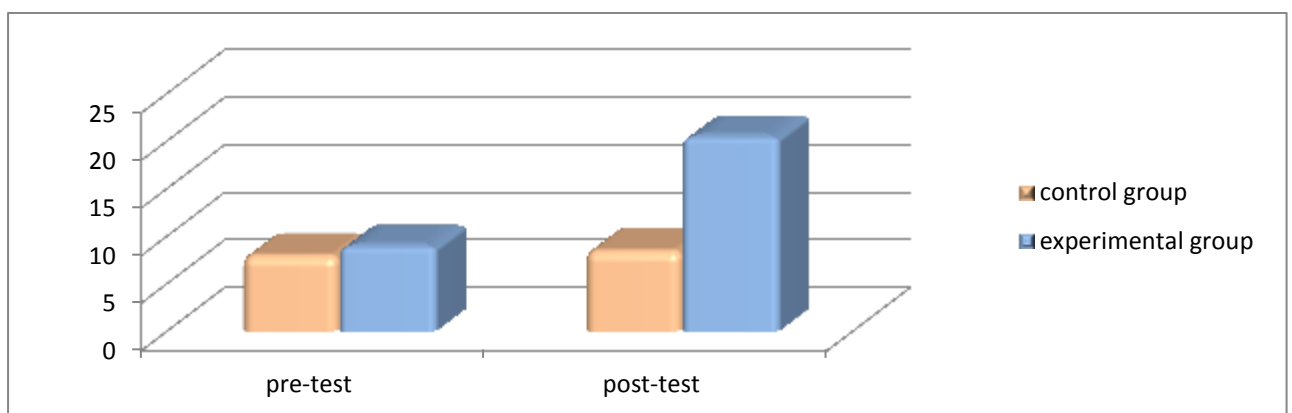|	Mean	Std. Deviation	N
Pre control	8	1.0	5
post control	8.5	2.9	5
Pre exp	9	5.0	5
Post exp	20.5	3.4	5

Table (4.9)

Figure No (4.9)

Figure No, (4.9). Comparison of mean for a dialogue reading text pre- post test.

The following figure No (4.3) illustrates the comparison of mean values for both groups pre- post test for students' reading a dialogue test text. According to Figure No (4.3) the performance of the experimental group was better than control group. There is a significant difference between their mean values after the treatment strategy. Conclude that our strategy has been helpful and that our student's knowledge has been improved.

Table (4.10)T- test for the differences between the two means pre tests of dialogue text .

groups	$\bar{X}$	SD	DF	T-value	p-value	95% confidence. interval	
						L	U
experimental	9	1.3	4	15		-.37	6.9
control	8	0.6	4	15	0.105	-.31	9.1

Table No, (4.10)

T- test analysis of the means for two pre tests groups .

For the scores gained from pre test recording a dialogue test, the mean value was calculated. The mean for control group was (8) and the mean for experimental group was (9). Moreover a T-test was employed on these scores for hypothesis testing purposes. As the result of T-test suggests (P-value **0.105**) was being greater than (**0.05**) , our null hypothesis is accepted since we have not applied the intended strategy. There is not significance difference between two groups.

Table No, (4.11). T-test analysis of means for two post tests dialogue text .

groups	$\bar{X}$	SD	DF	T-value	p-value	95% confidence. interval	
						L	U
experimental	20.5	2.0	4		0.001	12.3	22.76
control	8.5	1.07	4	5.0		6.31	11.50

Table(4.11)

For the scores gained from post test , the mean value was calculated. The mean for control group was (**8**) and the mean for experimental group was (**20.5**). Moreover a T-test was employed on these scores for hypothesis testing purposes. As the result of T-test suggests (P-value **0.001**) was being less than (**0.05**), there is a meaningful difference between two groups. Therefore, the null hypothesis is rejected and the alternative hypotheses is accepted, this means that after we have applied the intended strategy, there is a significance different between two groups.

4.1.3 Testing Hypotheses

To answer the study questions and check its hypotheses, the mean and standard deviation will be computed for each statement of questionnaire, that shows the opinions of the study respondents about the problems.

To do that, the researcher will give five degrees for each response ''strongly agree'', and four degrees for each response "agree'' also, three degrees for each response ''uncertain'' beside, two degrees with each response "disagree'' and one degree for each response '' strongly disagree.'' This means in accordance with the statistical analysis requirements transformation of nominal variables to quantitative variables, the non-parametric chi-square test will be used to know if there are statistical differences amongst the respondents' responses about the study's hypotheses.

Part two: how are the speaking performance conditions in classroom.

Table (4.12) Chi -square test for hypothesis No. (1)

No	Statement	mean	SD	Chi square	p-value
1	Students are given plenty of time to perform speaking a task .	2.7	4.1	22	0.000
2	The students are prepared for a task when they perform speaking skill	2.6	0.5	19	0.000
3	The students are motivated to perform well	2.5	0.9	31	0.000
4	The students are patient when they perform speaking skill	2.9	1.6	22	0.000
5	Anxiety is one of the factors which effect students performance .	2.7	4.1	22	0.000
6	The students feel confidant when they perform speaking skill	2.6	0.5	19	0.000

Table (4.12)

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement was (22), which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "**Students are given plenty of time to perform speaking a task .**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 2nd statement was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7).

This indicates that , there are statistically significant differences at the level (5%) among the responses of the respondents and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement " **The students are prepared for a task when they perform speaking skill''** The calculated value of chi-square for the significance of the differences for the respondent's responses in the 3rd statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7).

This indicates that , there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.5) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "**The students are motivated to perform well''**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 4th statement was (22) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that , there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "**The students are patient when they perform speaking skill''**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 5th statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that , there are statistically significant differences at the level (5%) among the responses of the respondents and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "**Anxiety is one of the factors which effect students performance.''**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 6th statement was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents , and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement. " The students feel confidant when they perform speaking skill.''

According to the previous results, the first [st] hypothesis is accepted.

Part three: challenges faced by teachers teaching CLT in classroom.

Table (4.13) Chi -square test for hypothesis No. (2)

Nom	Statement	mean	SD	Chi square	p-value
1	The teacher are not well trained to implement CLT approach in classroom .	2.8	2.1	27	0.000
2	The teachers do not use suitable materials when implementing CLT tasks	2.7	1.5	29	0.000
3	CLT approach enhance speaking skills in Sudanese secondary schools .	2.6	0.5	34	0.000
4	Teachers create a good atmosphere for students to interact in classroom when using CLT approach .	2.4	1.6	27	0.000
5	CLT approach help students avoid using Arabic languages in classroom.	2.9	2.7	23	0.000
6	Too large classes create challenges for teachers using CLT approach in teaching speaking skill	2.7	1.5	30	0.000

Table (4.13)

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7).

This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents and also the calculated mean is (2.8), which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement " **The teachers are not well trained to implement CLT approach in classroom.''**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 2nd statement was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7).

This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "**The teachers do not use suitable materials when implementing CLT tasks.''**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 3rd statement was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7).

This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "**CLT approach enhance speaking skills in Sudanese secondary schools.''**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 4th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7).

This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "**Teachers create a good atmosphere for students to interact in classroom when using CLT approach.''**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 5th statement was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7)

This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement " **CLT approach help students avoid using Arabic languages in classroom.''**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 6th statement was (30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7).

This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "**Too large classes create challenges for teachers using CLT approach in teaching speaking skill.''**

According to the previous results, the 2nd hypothesis is accepted

4.1.4 Teachers' questionnaire Analysis

It consists of three interrelated parts related to surveying teacher implementing CLT approach and learners responses to teaching CLT in classroom setting.

Table (4.14) Frequency distribution for the first hypothesis on respondents' responses of statement no (1)

Statement (1): Students are given plenty of time to perform speaking a task

Valid	Frequencies	Percentage
strongly agree	6	30
agree	5	25
Uncertain	1	5
disagree	6	30
strongly disagree	2	10
Total	**20**	**100**

Table No (4.14)

As regarded the issues of students involvement in given student plenty time to communicate the majority of (6) teachers with percentage (30%) explained that students are always given plenty time for communicating inside classroom where as (2%) of the respondent stated that the students rarely given time to perform in classroom. This suggests that communicative language teaching approach was not used properly among Sudanese students. This result a account for validity of the fourth hypotheses. Teachers attitudes towards implementing CLT approach in classrooms enhance speaking skill.
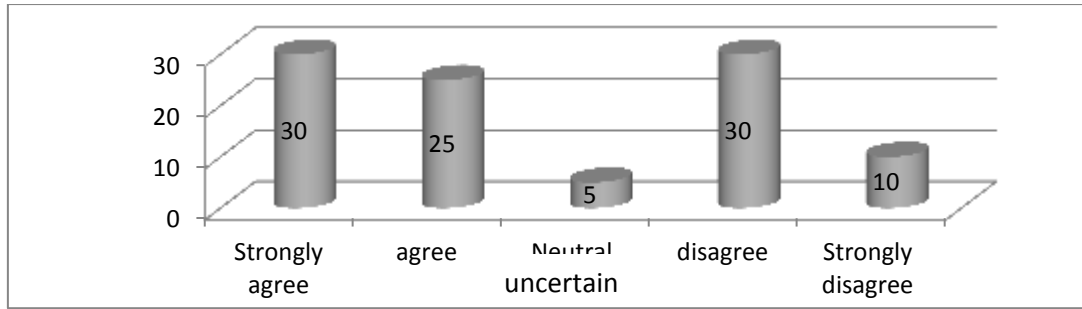
Figure No (4.14)

Table (4.15) Frequency distribution for the second hypothesis on respondents'
responses of statement no (2)

Statement (2): The students are not prepare for a task when they perform
speaking skill.

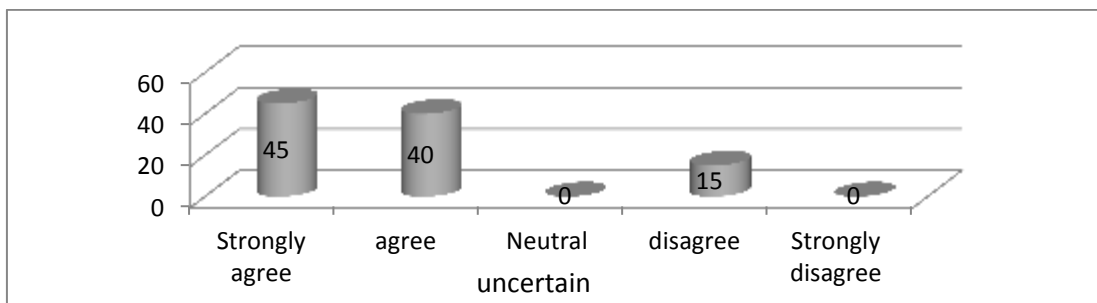| Valid	Frequencies	Percentage
strongly agree	9	45
agree	8	40
Uncertain	0	0
disagree	3	15
strongly disagree	0	0
Total	**20**	**100**

Table (4.15)

Figure No (4.15)

According to the statement students are not prepared for task to communicate fluently in classroom(9) respondents with percentage (45%) strongly agreed that students are not prepared for the task to speak well in classroom. Whereas (3) respondents with percentages (15%) disagree. This suggests that CLT approach can help student to speak English fluently. This result a account for validity of the first hypotheses. The students in Sudanese secondary schools do not speak fluently.

Table (4.16) Frequency distribution for the third hypothesis on respondents' responses of statement no (3).

Statement (3): The students are motivated to perform well.

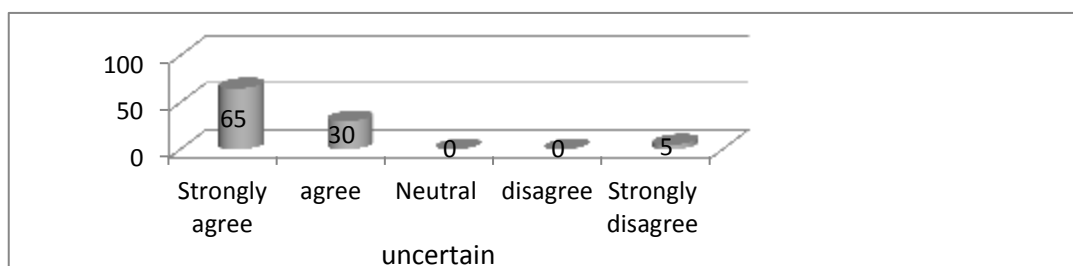| Valid	Frequencies	Percentage
strongly agree	13	65
agree	6	30
Uncertain	0	0
disagree	0	0
strongly disagree	1	5
Total	**20**	**100**

Table (4.16)

Figure (4.16)

The above table No(4.16), shows that the students at secondary schools are motivated to speak English in classroom.(13) respondents with percentages

144

(65%) strongly agreed that student are motivated to practice speaking in classroom. and only (1) respondents with percentage(5%) strongly disagree. This suggest that CLT approach help students in classroom. This result account for validity of the first hypotheses. The students in Sudanese secondary schools speak fluently.

Table No (**4.17**). Frequency distribution for the fourth hypothesis on respondents' responses of statement no (4).

Statement (4): The students are not patient when they perform speaking skill tasks activities.

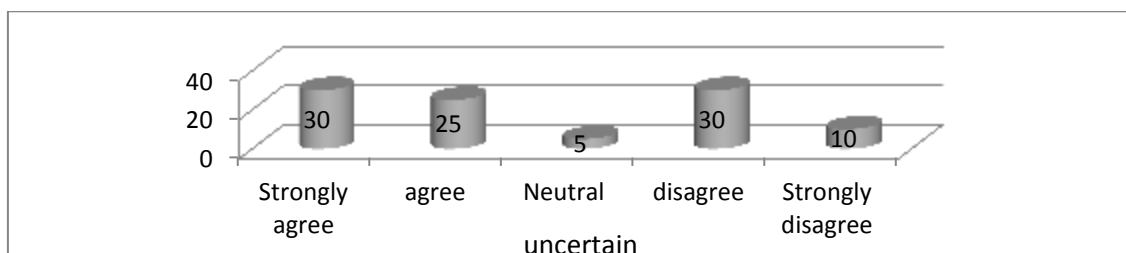| Valid	Frequencies	Percentage
strongly agree	6	30
agree	5	25
Uncertain	1	5
disagree	6	30
strongly disagree	2	10
Total	**20**	**100**

Table No (**4.17**)

Figure No (4.17)

As regarded the issues of students involvement in given student are not patient when perform speaking activities (6) respondents with percentage (30%) explained that students are not patient during speaking skill task activities and

only (2%) of the respondent stated that the students patient when dealing with task activities. This suggests that communicative language teaching approach did not provided appropriate communicative activities among students. This result a account for validity of the second hypotheses. The students in Sudanese Secondary Schools do not practice grammar, vocabulary and pronunciation accurately.

Table No.(4.18) Frequency distribution for the fifth hypothesis on respondents' responses of statement no (5).

Statement (5): Anxiety is one of the factors which affect students' performance.

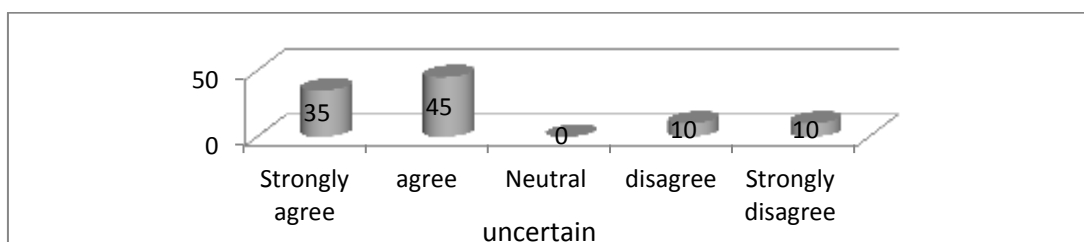| Valid	Frequencies	Percentage
strongly agree	7	35
agree	9	45
Uncertain	0	0
disagree	2	10
strongly disagree	2	10
Total	**20**	**100**

Table No. (4.18)

Figure No (4.18)

According to the statement anxiety is one of the factor affect students' performance(7) respondents with percentage (35%), strongly agreed that an anxiety is one of the factors which affect students' performance. Whereas (2)

respondents with percentages (10%) disagree. This suggests that CLT did not provided appropriate communicative activities among students. This result a account for validity of the third hypotheses. Student's speaking problems create challenges for teachers while, implementing CLT approach in classrooms.

Table No.(4.19) Frequency distribution for the sixth hypothesis on respondents' responses of statement no (6).

Statement (6): ''The students feel confidant when they perform speaking skill.''

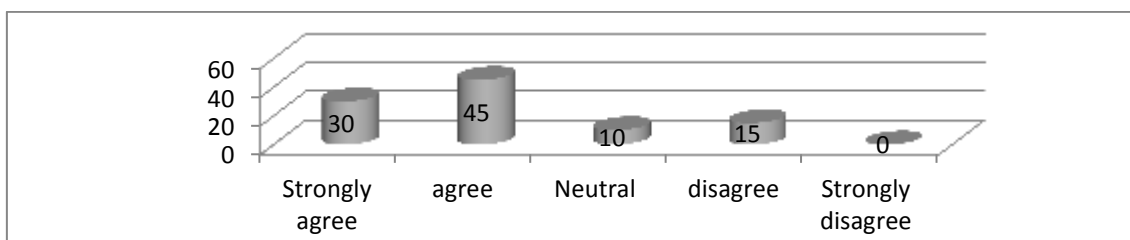| Valid	Frequencies	Percentage
strongly agree	6	30
agree	9	45
Uncertain	2	10
disagree	3	15
strongly disagree	0	0
Total	**20**	**100**

Table No. (4.19)

Figure No (4.19)

The above table(4.19), shows that students feel confidant when they perform speaking skill(9) respondents with percentage(45%) agreed that students are confident when perform speaking skill and only (3) respondents with percentage (15%) disagree. This suggest that CLT approach help students in classroom.

This result account for validity of the first hypotheses. Teachers attitudes towards implementing CLT approach in classrooms enhance speaking skill.

Challenges faced teachers' teaching CLT approach in classroom

Table No(4.20) Frequency distribution for seventh hypothesis on respondents' responses of statement no (7).

Statement (7): The teacher are not well trained to implement CLT approach in classroom.

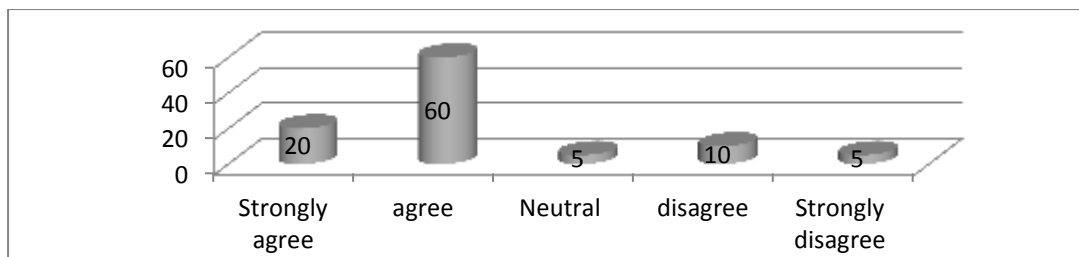| Valid	Frequencies	Percentage
strongly agree	4	20
agree	12	60
Uncertain	1	5
disagree	2	10
strongly disagree	1	5
Total	**20**	**100**

Table No (4.20)

Figure No (4.20)

As regarded the issues of teachers not trained to teach CLT approach in classroom (12) respondents with percentage (60%) explained that teachers are not well trained to teach CLT approach and only (1) respondents disagree. This suggests that CLT approach will call teachers to settle for an expensive training course. This result a account for validity of the fourth hypotheses. Teachers

attitudes towards implementing CLT approach in classrooms do not enhance speaking skill.

Table No. (4.21) Frequency distribution for eighth student's hypothesis on respondents' responses of statement no (8).

Statement(8) The teachers are not use suitable materials when implementing CLT task.

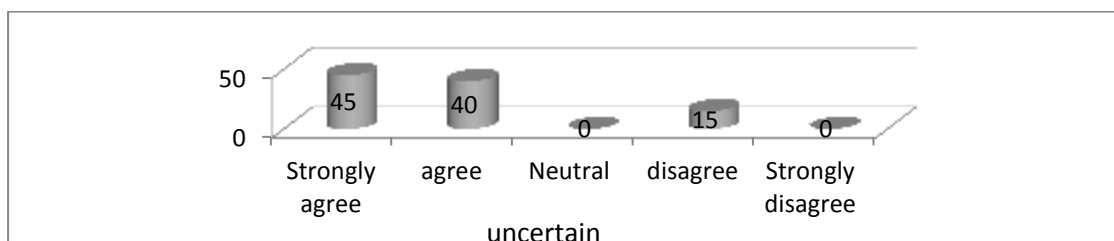| Valid	Frequencies	Percentage
strongly agree	9	45
agree	8	40
Uncertain	0	0
disagree	3	15
strongly disagree	0	0

Table No. (4.21)

Figure No (4.21)

According to the statement the teachers are not use suitable materials when implementing CLT task. (9) respondents with percentage (45%) strongly agreed that, teachers are not use suitable materials when implementing CLT approach. and respondents or(3) strongly agree that teachers use materials when employing classroom. This suggests that CLT did not provided appropriate communicative activities. The result of fourth hypotheses validity account teachers' attitudes towards implementing CLT approach in classrooms did not enhance speaking skill.

Table No. (4.22) Frequency distribution for ninth student's hypothesis on respondents' responses of statement no (9).

Statement(9):CLT approach enhance speaking skills in Sudanese secondary schools.

Valid	Frequencies	Percentage
strongly agree	8	40
agree	8	40
uncertain	1	5
disagree	2	10
strongly disagree	1	5
Total	**20**	**100**

Table No. (4.22)
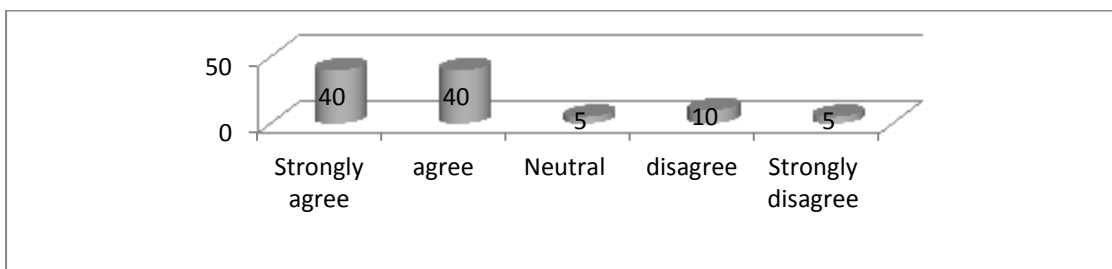
Figure (4.22)

The above table(4.22), shows that CLT approach enhance speaking skills in Sudanese secondary schools (8) respondents with percentages (40%) strongly agreed that CLT enhance speaking skills in Sudanese secondary schools, and only(1) respondent with percentage(5%) strongly disagree. This suggest that CLT approach can develop students to communicate properly in classroom. This result account for validity of the first hypotheses. The students in Sudanese secondary schools speak fluently.

Table No.(4.23) Frequency distribution for tenth student's hypothesis on respondents' responses of statement no (10).

Statement (10): Teachers do not create a good atmosphere for students to interact in classroom when using CLT approach.

Valid	Frequencies	Percentage
strongly agree	11	55
agree	5	25
uncertain	0	0
disagree	3	15
strongly disagree	1	5
Total	**20**	**100**

Table No.(4.23)
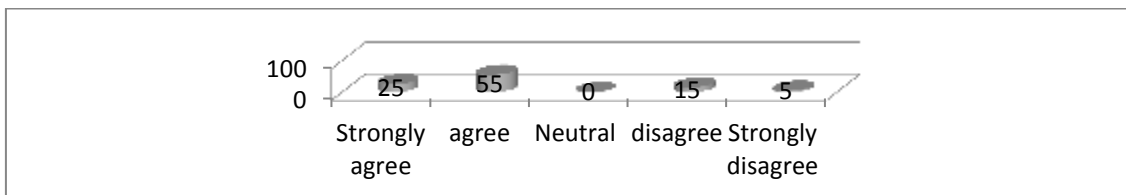
Figure (4.23)

According to the statement teachers don't create a good atmosphere for students to interact in classroom when using CLT approach.(11) respondents with percentage (55%) strongly agreed that, teachers do not create good atmosphere for students to interact in the classroom and only (1) respondents with (5%)strongly disagree. This suggests that CLT need skillful teacher to provide communicative activities among students. This result a account for validity of the third hypotheses. Student's speaking problems create challenges for teachers while implementing CLT approach in classrooms.

Table No. (4.24) Frequency distribution for eleventh student's hypothesis on respondents' responses of statement no (11) .

Statement (11): CLT approach helps students avoid using Arabic language in classroom.

| Valid	Frequencies	Percentage
strongly agree	8	40
agree	7	35
uncertain	1	5
disagree	3	15
strongly disagree	1	5
Total	**20**	**100**

Table No. (4.24)
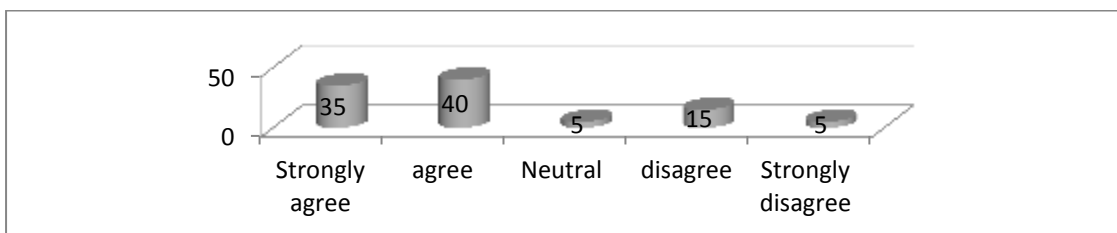
Figure (4.24)

According to the statement.CLT approach help students avoid using Arabic language in classroom. (8) respondents with percentage (40%) strongly agreed that, CLT approach help student to avoid Arabic language and only (1)respondent with percentage(5)strongly disagree that CLT approach help students avoid Arabic language. This suggests that CLT can help student to speak properly. This result account for validity of the first hypotheses. The students in Sudanese secondary schools speak fluently.

Table No (4.25) Frequency distribution for twentieth student's hypothesis on respondents' responses of statement no (12) .

Statement (12): Too large classes create challenges for teachers using CLT approach in teaching speaking skill.

| Valid	Frequencies	Percentage
strongly agree	9	45
agree	6	30
uncertain	1	5
disagree	1	5
strongly disagree	3	15
Total	**20**	**100**

Table No (4.25)
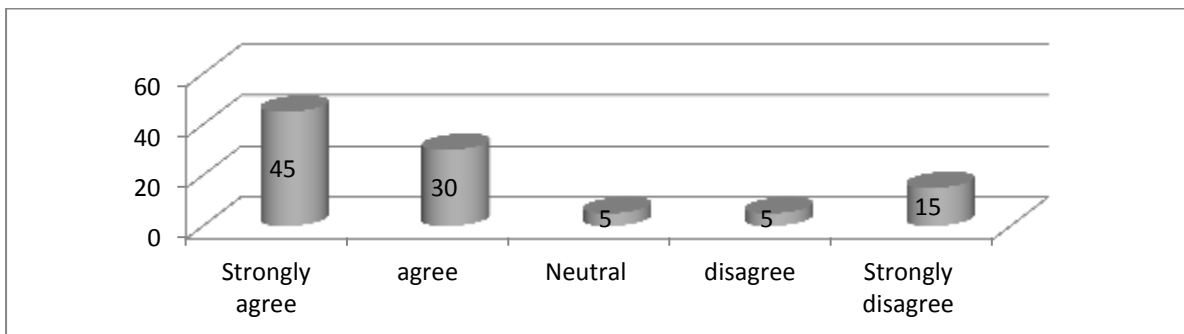
Figure No (4.25)

The above table(4.25), shows that too large classes create challenges for teachers using CLT approach in teaching speaking skill (9) respondents with percentages (45%) strongly agreed that too large classes create challenges for teach CLT approach in classroom and (3) respondents with (15%) percentage disagree. This suggest that CLT approach did provided appropriate communicative activities among the students. not develop students. This result account for validity of the third hypotheses. Student's speaking problems create challenges for teachers while, implementing CLT approach in classrooms.

4.1.5 Testing Hypotheses

To test questionnaire hypotheses, the researcher has noticed that table No(4.14).Students are not given plenty time to perform speaking task. This statement account for the validly hypotheses No(2), the students in secondary school don't practice grammar, vocabulary and pronunciation accurately. Also, the statement in table No(4.15),the students are not prepare for a task when they perform speaking skill. This table represents hypotheses No(4), teachers' attitudes towards implementing CLT approach in classrooms don't enhance speaking skill. The statement in table No(4.16),the students are not motivated to perform well. It account for validity hypotheses No(1), the students in Sudanese secondary schools don't speak English language fluently. Also, the statement in table No(4.17), the students are patient when they perform speaking skill task activities. It accounts for the hypotheses No(3)Students' speaking problems create challenges for teachers while implementing CLT in classrooms. The same hypotheses accounts for the statement in table No(4.18) Anxiety is one of the factors which affect students' performance. The statement in table (4.19),the students feel confident when they perform speaking skill.It accounts for hypotheses No(1) The students in Sudanese secondary schools don't speak English language fluently. While, the statement in table No(4.20), teachers are not well trained to implement CLT approach in classrooms. This statement account for the validity hypotheses No(4) Teachers' attitudes towards implementing CLT approach in classrooms don't enhance speaking skill. Also the same hypotheses accounts for the statement in table(4.21)The teachers are not use suitable materials when implementing CLT approach task. In the statement table No(4.22),CLT approach enhance speaking skills in Sudanese secondary schools. This statement accounts for the validity hypotheses No(1), the students in Sudanese secondary schools don't speak English language fluently .In the same process, the statement in table No(4.23)Teachers don't create a good atmosphere for students to interact in class when using CLT approach. This statement account for hypotheses No(2) The students in

secondary school don't practice grammar, vocabulary and pronunciation accurately. It shown also in the statement table (4.24) CLT approach helps students avoid using Arabic language. This statement accounts for hypotheses No(1) The students in Sudanese secondary schools don't speak English language fluently. The final statement table (4.25) which shows that, too large classes create challenges for teachers using CLT approach in teaching speaking skill. This statement account for the validity hypotheses No(3)Students' speaking problems create challenges for teachers while implementing CLT approach in classrooms.

4.1.6 Observation check-list

To answer questions of the study an observation check-list was prepared. Actually, the teacher of English language Mohamed Mahmoud prepared an English speaking skills lessons for teaching both second classes, He constructed a dialogue topic of **shop assistance and the customer**. Two students pretended to act in the story, so the researcher observed every things acted in the classroom. Mahmoud has taught the students. Mahmoud taught three lessons during three teaching periods. They were all observed by the researcher. The observation showed that the performance of the students were very poor in speaking skills. there was grammatical mistakes, un completed sentence structures, miss-producing of sound in words. On the other hand, it observed that, Mahmoud provided a great deal of effort to convey the his message in teaching speaking , but the students did not give any priority to the teaching of speaking skills they did not taking care of teacher presenting proper pronunciation of sound which was on the task lessons, they were very noisy, some of them were talked to each other nonsense speech. The teacher also gave no priority to the classroom controlling side, some students' speaking and nor do he gave the lesson any consideration for significance. In their classroom the teaching of English speaking skills is largely ignored. Clearly, the absence of the simple and common methods , techniques and activities in teaching of this skills gave the evidence to the deficiency of students in communicating English.

4.2 Discussion of the results

The researcher observed during the lessons which presented by Mahmoud in both groups (control and experimental). A lot of students' performed poor speaking skills. This account for validity hypotheses No (1). The students in Sudanese secondary schools don't speak English language fluently. Also the researcher has noticed that some students created grammatical mistakes, un completed sentences structure and miss-pronunciation in sound words. It resulted in validity hypotheses No(2)The students in secondary school don't practice grammar, vocabulary and pronunciation accurately.

On the other hand, the researcher observed that Mahmoud provided great deal of efforts to convey his lessons tasks, but he failed to do that properly, because he has no suitable materials to use, beside the absence of methods, techniques and teaching activities. This results account for validity No(3). Students' speaking problems creates challenges to teachers towards implementing CLT in classrooms. Furthermore, the researcher observed that, the students were very noisy and some of them talked to each other nonsense speech and the teacher gave no priority to the classroom controlling side. This result account for validity hypotheses No(4). Teachers' attitudes towards implementing CLT approach in classrooms don't enhance speaking skill.

Moreover, the students who sat for control group have given a written pre-post tests. As result of this, the researcher observed that, most of the students created grammatical and syntactical mistakes, beside uncompleted sentence structure. After calculating the mean value of control group, the pre-test was (17.3) with Std (4.2).While, the mean value was (20.6) with S.td (3.4).Also, the pre experimental mean value was (25.2) with S.td (5.5) and post experimental was (39.5) with Std (7.5). It indicated the validity hypotheses No(2)The students

in secondary school don't practice grammar, vocabulary and pronunciation accurately.

Also, the same problem occurred during Mp3 recorded tests most of the students mispronounced the sound in words. This result account for validity hypotheses No (1), which showed that, the students in Sudanese secondary schools don't speak English language fluently. After calculating pre-test mean value of control group (11) participants with S.td (3.0), has strong agree, while post control mean value was(12) with Std (3.9).Also, pre-test mean value of experimental group was (13) with Std (5.5).While post-test mean value of experimental group was (25.5) with Std(7.4). By comparing the mean value of the two groups for pre-post tests. It gave indication that, the performance of the experimental group was better than control group. There is a significant difference between their mean values after the treatment strategy. Conclude that our strategy

4.3 Summary

This chapter, presented and analyzed data of the study which consisted of analyzing of experiment on teacher's questionnaire, pre test-post test through tabulation of frequencies and percentage.

Chapter Five

Summary of the study, Findings, Recommendations and Suggestions for Further studies

Chapter Five

Summary of the study, Findings, Recommendations and Suggestions for Further studies

5.0   Introduction

This chapter presents the summary of the study, conclusion, recommendations and suggestions for further studies.

5.1 Summary of the study

The aim of this research was to answer the questions, which tracing the impact of using CLT approach to improve students speaking skills, because the teachers faced great challenges when they applied CLT approach in classrooms. On the other hand, the students also encounter with difficult problems to speak English language properly. That is to say both teachers and students found difficulties to understand each other very well. What approach can be use to improve speaking skills among Sudanese secondary schools. According to results of questions and tests, which held to investigate the answers about stated questions.

5.2   Findings of the study

1- The responses on the table (4.20), showed that teachers are not well trained to implement CLT approach in classroom.

2-With reference to analysis on table (4.24), CLT approach help students avoid using Arabic language in classrooms.

3- According to table No(4.25), it showed that, the classroom was too large and created challenges for teachers using CLT approach in teaching speaking skill.

4- Students are not given plenty of time to perform speaking a task

5-The students in experimental group are motivated to perform speaking skill

6- Anxiety is one of the factors which affect students' performance

7- Students in experimental group feel confidant when they perform speaking skill.

 8-Teachers are not most recommended to use suitable materials

5.3   Recommendations

According to the statement which stated the results above. The researcher recommends the following:

1-To speak English language skill. The teacher should apply all recommended communicative materials in classroom.

2-Teachers should be trained on how to implement CLT approach in classroom.

3-To speak English language skill properly. The teachers should use communication strategies according to situation as vocabulary strategy.

4- Students should be taught how to train themselves on using effective speaking skills.

4-Teachers should use proper teaching strategies on CLT approach classroom.

5-Students should also be taught how to train themselves on the following proper listing strategies

6-Enough number of periods should be given to classrooms, depending on speaking skills.

7-There should be enough number of libraries in Secondary schools.

8-Secondary school building should be provided with equipped language lab a companied with audio-visual aids.

5.4   Suggestions for further studies

The following points are suggested for further studies

1-Great attention should be taken into consideration that CLT approach is most suitable method to be implemented in classrooms.

2-To suggest that teaching and learning materials should be recycled and up dated to modernize the new way of teaching process.

3- The students in classroom should form student-centered- base approach.

4-An extra researches can be done on related area of CLT and student's competent.

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Foot Note:

The book contains conversational topics. These topics were oriented to present grammatical rules to teach a dialogue by using some set of grammar sentences and language expressions. For example; in SPINE textbook page number(10), the book presented a topic about comparison of adjective. The researcher asked the student.

Appendix (A)

بسم الله الرحمن الرحيم

English Language Pre- Test.

Ombedda- Locality

Hamza Ibn Al Matelb Secondary School for Boys.

Date: 29/9/2018………..…………….…………………Time:1/hour

Name /.....……………………………………..Second Class/………………

Question (1)   Grammar and language

(A) Put the verbs in the brackets in correct forms.

Example :

Ruda is ……………………. (be) washing her clothes.

1-Mubark always ……………………….…..……..water in the morning. (drink)

2- look ! the plane……………………………………………off . (take)

3- Mona sometimes……………….……….……….(not/cook) delicious food.

4-They have…………………………...……………..(build) beautiful house.

5-yesterdy the burglar ……………….…………….(break) into the house

6-While Nadar ………(be) …………..…….(walk).He ……………(fall) down.

7-We shall …………………………...………..……..(not/ play) the Chess to day.

8-The Cars .... (be)...........................(park) near the Bank.

9-………………you, ever ………………(see) a Crocodile? No I have never .

(B) Change these sentences from Active into passive:-
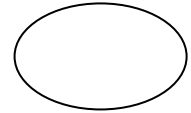
 Example :

Ali has planted flowers in his garden flowers have been planted in his garden.

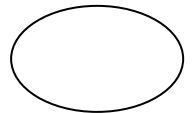| Active sentence	Passive sentence
1-I always wash my Jacket	My Jacket………………………………………
2-Last night they ate to Oranges .	Oranges..
3-The traffic police are directing the cars	The cars……………………………………….
4-We have taken sweets from the box	Sweets ………………………………………
5-They have knocked at the door	The door ………………………………………

Question (2) Sentence Structure.

Make sentences out of the following words.

Example:

The , milked, boy, his, cow, at, o'clock , nine .

The boy milked his cow at nine oclock

1-sudan, cash, with, provide, currency, crops, the, hard.

……………………………………………………………………………..……

2-kordfan, capital, north, of, Al Obied, small, is.

………………………………………………………………………………………

3-always, water, full, is, the, pool, of.

………………………………………………………………………………………

4-market,Al Obied,a small, cash, for, is, cash.

………………………………………………………………………………………

5-Atbara, the, pumped, Al Obied, water, is, river, to, from.

………………………………………………………………………………………

Question (3) Language and Dialogue :-
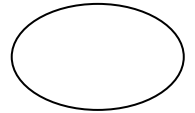
Choose from the box and complete the following dialogue

1/ I am staying with my parent   2/ Omdurman State   3/ Does your uncle live in Khartoum 4/ I have come to see my uncle   5/ Do you live 6/what is your name

Number (1) as example:

 1-A: What …………………………………….………sir ? (is your name).

 B: My name is Jamal Omer.

2A: Where, …………………………………………………………?

B: I live in Ombedda North

3-A: In which Sate does Ombedda locate ?

B: …………………………………………..……………………………

4-A: Are you living with your uncle. ?

B: No **…………………………………………………………………….**

5-Why,do you visit Khartoum North?

B:………………………………………………………………………

5- A: When …………………………………………………………..?

B: Since the year 1999……………………………………………………

Question (4) a word formation:
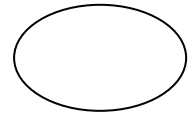
A: Spelling:

<u>**Complete the missing letters**</u>.   <u>**The word**</u>

1-W….t….r   (water)

2-M…..r……ing

(………………………………….)

3-K……….nd

(………………………………..)

4-………..en

(………………………………..)

5-N………....rs

(……………….…………….….)   6- b……..lrg……….r

(………………………………….)

7-c….ro……..d…..l……..

(………………………………..)

8-………umm…….r

(………………………………..)

9- el….p……a……t

(……………………….…….)

10- s…….rg……an………..

(………………………………..)
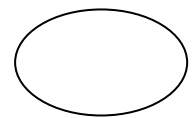
(B)Give Noun plurals out of the following words.

Number(1) is an example:

	word	plurals
1-	lorry	**lorries**
2-	car	………………………………………………..………
3-	deer	………………………………………………………
4-	woman	………………………………………………………
5-	body	………………………………………………………
	wolf	………………………………………………………

(C)Make past tense out of the following verbs.

Number(1) is an example:

	verb	past
1-	arrange	**arranged**
2-	grow	………………………………………………………
3-	pass	………………………………………………………
4-	fight	………………………………………………………
5-	bring	……………………………………………….………
6-	steal	………………………………………………………

Question (5) English Sound.
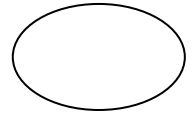
Number(1) is an example:

No	1	2	3	4	Odd word
1-	Shop	Book	Put	Look	shop
2-	Plane	Train	Tray	Plan	…………………………………
3-	Jump	Hurt	Come	Done	…………………………………
4-	Fan	Hall	Hat	Ann	………………………………….
5-	Noise	Boil	Boy	Hour	………………………………….

Best wishe

Appendix (B)

TEACHERS' QUESTIONNAIRE.

This survey questionnaire is designed for obtaining PhD degree on an investigation factors affecting students speaking performance at Hamaza secondary school for Boys. Your assistance in completing the following questions is greatly appreciated.

Please put a tick (Ɩ) in the box beside the option (s) you choose.

Part 1 : Demographic information

1. Gender

Male   ☐

Female   ☐

2- Age

20- 25 years   ☐

26- 30 years   ☐

31- 35   ☐

36- 40 years   ☐

3-Educational level.

Bachelor's   ☐

Master's degree ☐

4-How long have you been teaching English?

1-5 years   ☐

6-10 years   ☐

11-15 years   ☐

More than16 years   ☐

Part II : Factors affecting students' speaking performance and speaking problems.

4-How are the speaking performance's conditions in class room?

No	statements	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1-	The students are given plenty of time to perform speaking a task ?					
2-	The students are prepared for a task when they perform speaking skill ?					
3	The students are motivated to perform well ?					
4-	The students are patient when they perform speaking skill tasks activities ?					
5-	Anxiety is one of the factor which effects students' performance ?					
6-	The students feel confidant when they perform speaking ?					

Part III: Challenges faced teachers teaching CLT approach Classroom.

No	statements	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
7-	The teachers are not well-trained to implement CLT approach in classrooms.					
8-	The teachers are not use suitable materials when implementing CLT task.					
9-	CLT approach enhance speaking skills in Sudanese secondary schools ?					
10-	Teachers create good atmosphere for students to interact in classroom when using CLT approach ?					
11-	CLT approach help students avoid using Arabic language in classroom ?					
12	Too large classes create challenges for teachers using CLT approach in teaching speaking skill ?					

Thank you very much for taking you valuable time to complete this survey.

Your opinions are greatly appreciated.

Appendix (C)

Observation – sheet

Observation sheet.

Teacher/...... Juma El Haj Kafi

Date time...... 10/1/2018

Period's title ...... Speaking skills: Pronunciation of regular verbs used in the past -tense

content	Teacher's activities	Student's activities
Warm up	The teacher was keen to link the previous period with the new one. talked about all verbs in general.	From the beging of period. The students was noisey talking with neighbours.
Pre-speaking	The teacher reviewed all verbs listed on blackboard and praniced them for students to repeat. He did well.	The students did the activity but used mother tongue. Some were shy. while the most were worked hard.
While speaking	An Example of verbs was given and students practiced actively.	Most of the students were anxious to practice, after repeating many times. they practiced with confidence
Post-speaking	The teacher asked the students to act in group The activities and the students did well. but Some times. They use Arabic language.	They become confident when, CIT was implemented and did well.
Home work	A model of activities was given as home work they did well.	All students worked together. The activities were clear and they Answered actively.

2

Observation sheet.

Teacher/ Mohammed Mohamoud Ahmad

Day time 2018, 10, 7

Period's title Speaking Skills

content	Teacher's activities	Student's activities
Warm up	I started and talked about the last lesson	Some of the students remembered and participated
Pre-speaking	He gave the students which he presented and he did well	They participated and understand the lesson
While speaking	He gave the students the Model of speaking For them to read.	they read the sentences very good and answer
Post-speaking	After they had a chance for listening and speaking By the teacher	They understood the lesson and participated during the time of speaking
Home work	He gave them chance for speaking and listening	They did at classroom and participate on the skills of speaking, they understood well.

2

A Success Story

Amna Hamid is a widow living in Umbadda West of Omdurman. She has five children of school age. She used to work for three hours a day as a cleaner in a nearby factory and spend the rest of the day doing housework and selling peanuts to children in the neighbourhood. She earned very little money. She could hardly afford to pay for all the household expenses, let alone pay school fees for her children.
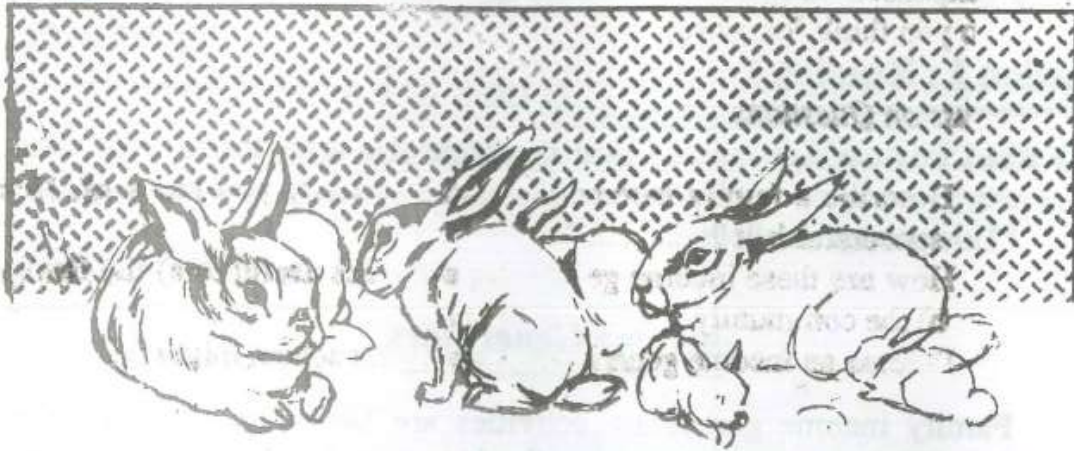
A social worker visited the family and encouraged Amna to join in the "Productive Families " programme. She was given a loan to start a small business of rabbit breeding. She received training on how to feed rabbits and keep them healthy. She was supplied with two pairs of a good breed of rabbits.

A few months later, the rabbits multiplied and Amna had a good stock ready for marketing. Again she joined another short programme on marketing where she received training on how to convince people to buy her

B. Grammar Corner

Making questions with 'do' and 'did'.

1. *Read this dialogue in pairs.*

Why did Fadlalla want to go home ?

Fadlalla : Hullo, boss ! Did you get my message this morning ?
Mubarak : Yes, I did.
Fadlalla : Have you given me permission to rest at home today ?
Mubarak : Not yet. I wanted to see you first.
Fadlalla : Do you mind if I go now ? I don't feel very well.

Mubarak : Yes, of course. What's the matter ?
Fadlalla : I don't feel any particular pain, but I feel dizzy.
Mubarak : Do you want to see a doctor ? I can write a sick report for you.
Fadlalla : No, I don't. I only need some rest. You know I was exhausted by last night's football match.
Mubarak : Don't you think you will need a two-day break in order to have a complete rest ?
Fadlalla : No, I don't think so. One day will be sufficient. Thank you very much.

Now count the questions and write them down. What do you notice about each question ?

3. Pronunciation

a. How do we pronounce the regular verbs used in the past tense ending in '_____ ed" ?
There are three possible sounds which we hear - /t/, /d/ and /id/.

Example :
stopped /t/   begged /d/   decided /id/

Now read to yourself the words listed below and find out the differences in pronunciation :

needed	banged	mixed	shouted	added
wounded	robbed	panicked	searched	climbed
staggered	reached	scared	developed	
persuaded	laughed	managed	hunted	stopped
begged	opened	loved	liked	decided

b. Arrange the above words under each sound.
The first one has been done for you.

/t/	/d/	/id/
stopped	begged	decided
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____