

Sudan University of Science and Technology

Faculty of Education

**Investigating the Role of Pair Work In
Developing Speaking Skills**

A case study of first year students

تحقق من دور العمل الثنائي في تطوير مهارة الكلام

A theses Submitted for Requirement of Bachelor Degree
in (E L T)

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بسم الله الرحمن الرحيم

قال تعالى : (اقرا باسم ربك الذي خلق *
خلق الانسان من علق * اقرا و ربك
الاکرم * الذي علم بالقلم * علم الانسان ما
لم يعلم) .

صدق الله العظيم

سورة العلق , الايه (5-1) .

Dedication

This study is dedicated

To my parents

To my friends

To my colleagues

Acknowledgement

First of all thanks are due to Allah , then to my parents , my friends and my colleagues for their kindness and encouragement also my supervisor Alsadig Osman for his a valuable guidance also I would like to acknowledge staff of the department of English Language at Sudan University of Science and Technology .

Deep thanks and gratitude to everybody who has dedicate some of his valuable time or effort that leads to complete this study .

Abstract

This study tries to find out the role of pair work developing speaking skills among students of Sudan University first year .

The researchers used questionnaire to collect data and study sample is first year students at Sudan University .

The study has arrived the following results that pair work can help students to acquire more vocabulary . also can help in exchanging ideas and thoughts .

Teachers should motivate to speak English in the classroom.

الخلاصه

تناولت هذه الدراسة لمعرفة دور العمل الثنائي في تطوير مهارة الكلام و ايجاد الحلول لمعالجة المشكله.

وقد استخدم الباحثون الاستبانة لجمع البيانات المطلوبه و كانت العينه عباره عن طلاب جامعة السودان المستوى الاول (لغة انجليزيه) وقد توصل الباحثون من دراستهم لبع النتائج هي :

- 1- ان العمل الثنائي يساعد الطلاب على كسب كلمات جديده .
 - 2- يساعد العمل الثنائي على تبادل الكلام و الاراء بين الطلاب .
- و من خلال هذه النتائج توصل الباحثون لوضع التوصيات الاتيه :
- 1- يجب على المعلمين تحفيز الطلاب للتحدث بالانجليزيه داخل الفصل.
 - 2- العمل الثنائي يساعد الطلاب على تطوير مهارة الكلام لديهم .

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Chapter One

Chapter one

1 -1 introduction

Speaking is one of the most important ways of communication through which one convey and express his \ her thoughts and feeling . it is necessary to produce a well formed effective speech in order one to convey his \ her message perfectly .

Speaking is much more than a collection of words and chewing them by vacuum , but speaking is many things it is thinting of that one wishes to say , choosing the right words in the proper grammatical frame work , communicating the feeling one has and so on .

Speaking requires that learners not only know to produce specific points of language such as grammar , pronunciation or vocabulary , but also that they understand when , why and in what ways to produce language .

Speech has its own skills , structure and conventions different from written language . A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act .

1-2 The Significance of Research :

Communication is the back bone of society , it allows us to form communication , therefore the researches believe that conducting a study in such area is very important , since without speaking one cannot convey his thoughts and feelings , and also cannot communicate with others . the researchers decide to write in this field so as to motivate students to speak in English .

1-3 The Statement of Research :

This study is going to shed a light on the importance of pair work activities in developing speaking skills . So while we were studying at Sudan University we found out that the most of the students have a problem in term of speaking and even ourselves face the same problem so this lead us to write about this problem in order to find solution for this problem .

1-4 Research Question :

- 1- Why students don't speak English in the classroom ?
- 2- To what extent pair work can help students to develop their speaking skills ?
- 3- To what extent teachers can use different activities to develop students speaking skills ?
- 4- To what extent syllabus are designed in pair work activities ?

1-5 Objectives of Research :

- 1- To discover how pair work can help students to speak in English in the classroom .
- 2- To discover how syllabus are designed in pair work activities .
- 3- To investigate how teachers can use different activities inside classroom .

1-6 Research Hypotheses :

- 1- Pair work can help students to develop their speaking skills .
- 2- Teachers use different activities to develop students speaking skills .
- 3- Syllabus are designed in pair work activities .

1-7 Limitation of Research :

The study carried out to following limitation :

- 1- Location : Khartoum , Sudan University first year .
- 2- Time : the study limited in Sudan University first year 2016-2017 .

1-8 Methodology :

We use the questionnaire method ,questionnaire is away of collecting information through using form that contains group of questions designed especially for research purpose

Chapter Two

Chapter Two

1- Introduction :

In this chapter the researches discuss the theoretical framework and literature review . this chapter firstly discuss and shows how speech is preformed . the points are : the definition of speaking skills , the concept of speech production , speaking skills , types of speaking skills , speaking skills strategies , learners motivation and finally reducing fear of speaking .

2-2 Definition :

Communication skills or speaking skills defined as the art and techniques of communicating by using oral and body language to pursue him or bring him into the change that you want to be .

2-3 The concept of speech production :

Levelt , (1989) says , that the process of speech production fall into three bread areas called conceptualization , formulation and encoding . At the lightest levelt , the process of conceptualization involve determining what to say these are sometimes also called message . Levelt process the process of formulation involve translating this conceptual representation into linguistic form , finally the process

of execution involve detailed phonetic and articulator planning .

Wittgentstrin , (1952) stats , that in conceptualization speakers conceives an intention and select relevant information from memory on the environment in preparation for the construction of the intended utterance , the product of conceptualization is a preverbal message .

This is called the message level of representation . For some extent , the message level is the forgotten level of speech production . The start of the production process must have a great deal in common with the end point of the comprehension process .

Levelt , (1989) distinguishes between macro planning involves the elaboration of a communicative goal into a series of sub-goals and the retrieved of appropriate information .

Micro planning involves assigning the right propositional shape to these chunks of information and deciding on matters such as what the topic of the utterance will be .

The different stages preceding speech are based upon these different stages :

The first one is called conceptualization and contains two sub-stages : (i) the first one is choosing a topic item for expression in terms of the model , this is called choosing " a lexical concept " . (ii) After a lexical concept has been chosen , its semantically and syntactic information will be retrieved (again in terms of the model this is called lemma retrieved) .

From encoding , this stage contains the retrieved of articulator information and can be divided into three sub-stages (I) The first stage is morphological encoding which entails the retrieved of the words morphological code retrieved) for example , the (also called morph word (dogs) has two morphemes , the stem (dog) and the added plural form (s) thus , two morph . phonological encoding which entails the retrieved of the words morphological codes need to be retrieved . (ii) The second stage is called phonological encoding which entails the retrieved of the words morphological encoding proper . The word (dogs) will then divided into segments (d,o,g,s) and for each of these segments the phonological encoding which entails the retrieved of the words phonological code will be retrieved and put in a syllabic pattern . (iii) The last stage is phonetic encoding , during which these syllabus are turned into motor action instruction , leading to (3) articulations .

2-4 Speaking Skills :

Wallace , T , Winifued , E , and Herbert , J , (2004) stat that learners need to know speakers different from one another and how particular circumstances call for different forms of speech . They can learn how speaking styles affect listeners . Thus , the rate at which they speak , the volume and precision of pronunciation many different substantially from one situation to another . It is useful for students to know that speech should differ informality , such as when speaking to judge , a teacher , a parent or playmate . They may also benefit from learning about the differences among various dialects .

The subjects in the curriculum and examples from the media many provide occasions for different forms of speech . Oral presentation can be divided from poems , stones , newspaper and magazine articles , as well as scientific reports . Dramatic acting and watching shits and plays may provide the richest opportunity to see how character and circumstance affect speech .

2-5 Typing of Speaking Skills :

2-5-1 Verbal Communication :

Verbal communication skills are very important and must be handed , particularly in a job in which employees deal with the public , clear communication requires straight forward a language that in neither too fluency or too simple . it is essential to be able to use the spoken word to get your point across simply . Higher levels of communication competencies deal with persuasive speaking and these skills are necessary for management level employees and those in meriting positions within accompany . Verbal or communication uses spoken words to communicate a message . When most people think of verbal communication , they think of speaking but listening is an equally important skill for this type of communication to be successful . Verbal communication is applicable to a wide range of situations ranging from informal office discussions to public speeches made for thousands of people .

2-5-2 Non-verbal Communication :

Non-verbal communication includes body language , gesture , facial expressions and even posture .
Non-verbal communication sets the tone of a conversation and can seriously undermine the message

contained in your words if you are not careful to control it. For example, slouching and thinking back in your chair during a business meeting can make you underconfident, which may lead people to doubt the strength of your verbal contributions. In contrast, leaning over an employee's desk and invading his or her personal space can turn a friendly chat into aggressive confrontation that leaves the employee feeling victimized and undervalued. Non-verbal communication describes the process of conveying meaning in the form of non-verbal word message.

2-5-3 Written communication :

Written communication is essential for communicating complicated information, such as statistics or other data that could not be easily communicated through speech alone. Written communication also allows information to be recorded so that it can be referred to over and over again, you want to say carefully to ensure that all the relevant information is accurately and clearly communicated. Written communication must be clear and concise in order to communicate information effectively. A good written report conveys the necessary information using

precise , grammatically correct language , without using more words than one needed .

2-6- Strategies for developing speaking skills :

Students often think that the ability to speak a language is the product of language learning , but speaking is also a crucial part of the language learning process . Effective instructors teach students speaking strategies . Using minimal responses , recognizing scripts , can use to help themselves expand their confidence in using language to talk about language . That they can use it . These instructions help students learn to speak so that the students can use speaking to learn .

2-6-1 Using minimal response :

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking . One way to encourage such learners to begin to participate is to help them build up a stock of minimal response that they can use in different types of exchange such responses can be especially useful for beginners . Minimal responses are predictable , often idiomatic phrases that conversation participants use to indicate to

understanding , agreement doubt , and other responses to what another speaker is saying . Having a stock of such responses enables a learner to focus on what the other participant is saying , without having to simultaneously plan a response .

2-6-2 Recognizing scripts :

Some communication situations are associated with a predictable set of spoken exchange , a script .

Greetings , apologies , complements , invitations and other functions that are influenced by social and cultural norms often follow patterns or scripts . So the transactional exchange involved in activities such as obtaining information and making a purchase , in these scripts , the relationship between a speaker's turn and the one that follows it can often be anticipated .

Instructors can help students to develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response . Through interactive scripts contain .

2-6-3 Using language to talk about language :

Grace , (1992) says , that by encouraging students to use clarification phrases in class when they do , instructors can create an authentic practice environment within the classroom itself . As they develop control of various clarification strategies

, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom .

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker and when they realize that a conversation partner has not understood them , Instructors can help students overcome this reticence by assuring them that occur in any type of interaction , whatever the participant's language skill levels . Instructors can also help students with strategies and phrases to use for clarification and comprehension check .

2-7 Developing speaking skills :

Whalface ,T ,Wirifred,E and Herber , J (2004) state that students improve their formal speech when teachers provide insights on how to organize their ideas for presentation . Students can give better speeches when they can organize their presentation in a variety of different ways including sequentially , chronologically and hermetically . They need practices in organizing their speech around problems and solutions , cause and result , and similarities and differences . After deciding about the best means of organization , they can

practices speeches with another student , with the whole class .

Teachers can also help students adopt their speech and formed talks so as to correspond to the intended audience . The information to be communicated and the circumstances of the occasion at which they will speak . The teacher can illustrate how well-known speaker have adopt their permutation in ways to suit these different circumstances .

Students mat enjoy speaking about their personal experiences . When given this opportunity they can benefit from instruction in the elements of good story . Telling both teachers and students can provide suggestions for students speeches .

In constructively criticizing others , learners can learn to apply criteria for good speech and employ tactful social skill . In doings , they can increase and improve their own speaking skills .

Grace , (1998) state , that traditional classroom speaking practices often takes the form of drills in which one person ask a question and another gives answer , the question and the answer one structured and predictable , and often there is only correct predetermined answer . The purposes of asking and

answering the question is to demonstrate the ability to ask and answer the question .

In contrast , the purpose of read communication to accomplish such as conveying a telephone message obtaining information or pressing an opinion in red communication participations must manage uncertainly what the other person will say , authentic communication involves an information that the other does not have , in addition involves an information gap , each participant has information that the other does not have , in addition to clarify their meaning of ask for confirmation of their own understanding .

Basic , L , (2011) says , to make students communicate and to become aware of their from the teacher .

Teachers need to create situations where students English each teaching get the chance to speak and communicate with since they help students to develop their language and fluency when talking .

Penny us argues that the speaking skills since foreign language learners are most of all interested in becoming actual speaker of a language . Therefore , activities that develop learners speaking skills an important part of a language courses .

Penny writes about three characteristics for a successful speaking activity :

- 1- Learners talk a lot .
- 2- Participation is even .
- 3- Language in an accentual level.

2-8 Speaking anxiety :

Basic , (2011) states , that the word anxiety is described as " unmoral and over whelming sense of apprehension and fear often marches by physiological signs (as sweating , tension , and increased pulse) , by doubt concerning the reality and nature of the threat , and by self , doubt about ones capacity to cope with it .

Anxiety is explained as a sort of fear that is manifested by visual signs . I have therefore interpreted the word speaking anxiety as a fear of expression oneself orally which can be recognized by the physiological signs mentioned above , that these signs can abstract and inhibit ones ability to speak since a person who experiences that of anxiety will not be able to focus on the speaking process .

Lightbown and Spade , (2003) says , discuss speaking anxiety that anxiety and how it can affect language learning . They argue that anxiety is something that is more likely to depend on special situation and circumstances that can make one feel uncomfortable as , for example an oral presentation in front of longer

group of people . Never the less , in these situations researchers prefer for us the term tension .

Lighbown and Spade claim that however that one should distinguished temporary anxiety on tension from anxiety that interferes with the learning process affect most speaking activities and is not simply related to specific situations such as oral presentation in front of the whole class .

2-9 Reducing speaking fears :

Children , adolescents and adult sometimes fears the challenges of sustained , formal speaking before long groups , teachers can help reduces unrealistic fears by pointing out has common they are among people and what to do about them . They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practices a long or with one another and then before increasingly longer groups .

The students can practices speaking in front of their peer who face the same situation, students can practices presenting information , answering questions and holding groups discussions , frequent classroom presentation and discussions enable tenders to diagnose and remedy problems . Students can benefit

from learning by sitting themselves . Presentation goals and assessing their own progress observing proficient speakers can help students to set such goals . Practicing and presentation in these ways can lessen students anxieties while , at the same times , helping them to learn the subject matter of the lesson .

Wallace , T , Winfred , E .Hereber , J , (2004) say that students are less likely to do well if they are well prepared . Preparedness can be enhanced by in-depth mastery of the subject matter .

2-10 L2 learners motivation :

Gardner , (1985) says , that L2 motivation contains three bases motivational intensity , desire to learn the languages and attitudes towards learning motivation as it is a term that components are used to define motivation as a term that comprises intensity , components should interact together as the motivated learners show all of them in learning the language . An influential key display Gardner between orientation refer to a class of reasons for adoption of the concept of orientation does not mean that it functions as motivation antecede to rather important components if another important component of Gardner theory of motivation is the concept of integrative motivation " the

willingness to be like valued number of language community " .

The concept of integrative motivation encompasses three components the first one is instructiveness that refers to openness to identify at least in part with another language community . The other component is attitudes towards the language teacher and L2 courses . According to Gardner , (2001) the concept of interactive motivation has two implications .

The first one is L2 acquisition , which refers to the development for near-native language skills and this requires effort , time as well as persistence .

The second implication of this concept is reaching a high standard of linguistic development requiring integration into the second language community .

This model is centered on four variables social milieu , individual , differences , second language acquisition contexts and outcomes . The main theme of this model is to explain that learning that occurs will be greatly influenced by these four variables .

Keller , (1983) states that , there are four motivational conditions that the instructional designer must understand in order to create materials that are interesting and beneficial , these four motivational conditions are L interest refers to the intrinsic

motivation , which is concerned about the individuals curiosity and desire to learn . Relevance refers to whether the instruction is connected to the students needs and values . Expectancy refers to the students expectations of success in relation to the instruction and whether the desired goal is perceived to be relate to instruction .

2-11 Inter languages :

Selinhre,(1972) defines the tm inter language as the separated linguistic system evidenced when adult second language learners attempt to express meaning .this linguistic system encompasses not just phonology and syntax , but also the lexical, programmatic, and discourse levels of the inter language.

The inter language is usually thought of as characteristic only of adult second—language that is learners who have passed puberty and thus cannot be expected to be employ the language acquisition device (LAD) that immure language learning that was instrumental in their acquisition of their native language children acquiring second language are thought to have the ability to re-engage the LAD and thus to avoid the error pattern and ultimate fossilization that characterizes the inter language of adult second language learners .

Rather the inter language differs systematically from both the native language and the target language .

Selinker , (1972) says , that there is five psycholinguistic processes that shape inter language to be (a) native language transfer , (b) over generalization of target language rules , (c) transfer of training , (d) strategies of communication , and (e) strategies of learning .

Native language transfer , the process that contrastive analysis had proposed as the main factor that shapes the inter language system of learners , has a major role to play in the inter language , hypotheses , though it is not the only process involved , there is simple research evidence that it does play an important role in shaping learners inter language system .

Selinker , (1972) states , that the way in which this happens is that learners make " inter lingual identification " in approaching the task of learning a second language : they perceive certain units as the same in their N1, L1 , and TL "mesa: and so on . However typically (stretch " , linguistic units by perceiving them as the same in meaning across three system . An interesting research issue is how they do this and what units are used in this way : for example , they could be linguistic units like the taxonomic phoneme to

the allophone , to syllables . Selinker raised questions about the ability of traditional linguistics frameworks , based as they are on the assumption of monolinguals , to handle inter language data in which transfer across three linguistic systems plays a central role .

A second psycholinguistic process is that of over generalization of target language rules . This is a process that is also widely observed on child language acquisition : the learner shows evidence of having mastered a general rule , but does not yet know all the exceptions to that rule . So for example , the learners may use the past tense marker -ed for all verbs , regular and irregular like; walked , wanted , hugged , dranked , hitted . The overgeneralization error shows clear evidence of progress , but it also shows that the learner has mastered a target language rule , but it also shows what the learner has yet to learn .

Chapter Three

Chapter Three

3-1 Introduction :

In this chapter the researches are going to talk about the methodology , data collection , the study sample and population .

3-2 Population :

The population of the study has been used at Sudan University of science and technology , college of education (first year students) .

3-3 Sample :

The sample of this study consist of (30) students from Sudan University , first year students .

3-4 Tool :

The researchers are using questionnaire and the questionnaire should be valid and reliable .

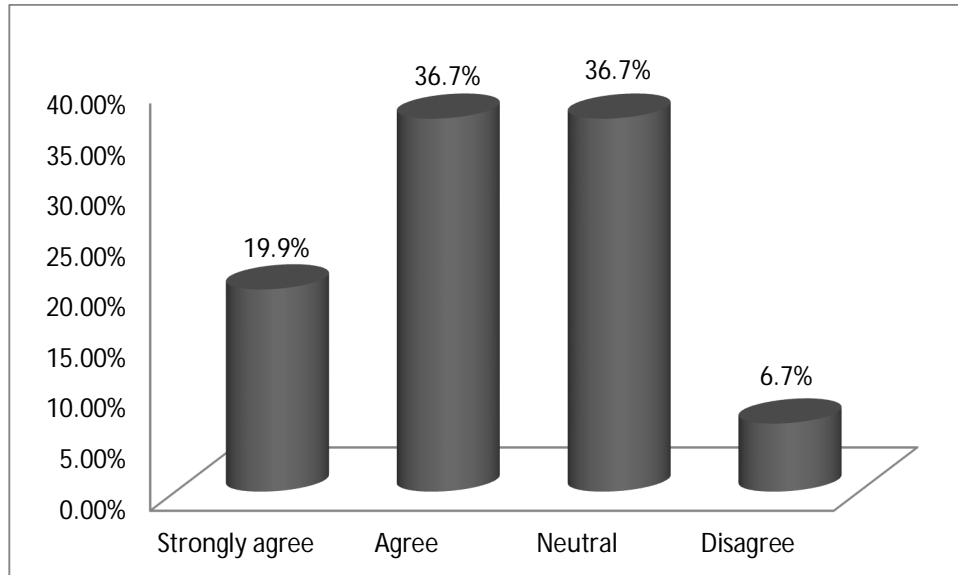
Chapter four

Analyze Data

Table (1)

Students are afraid to speak in English in classroom:

Statement	Frequency	percentage
Strongly agree	6	19.9
Agree	11	36.7
Neutral	11	36.7
Disagree	2	6.7
Total	30	100

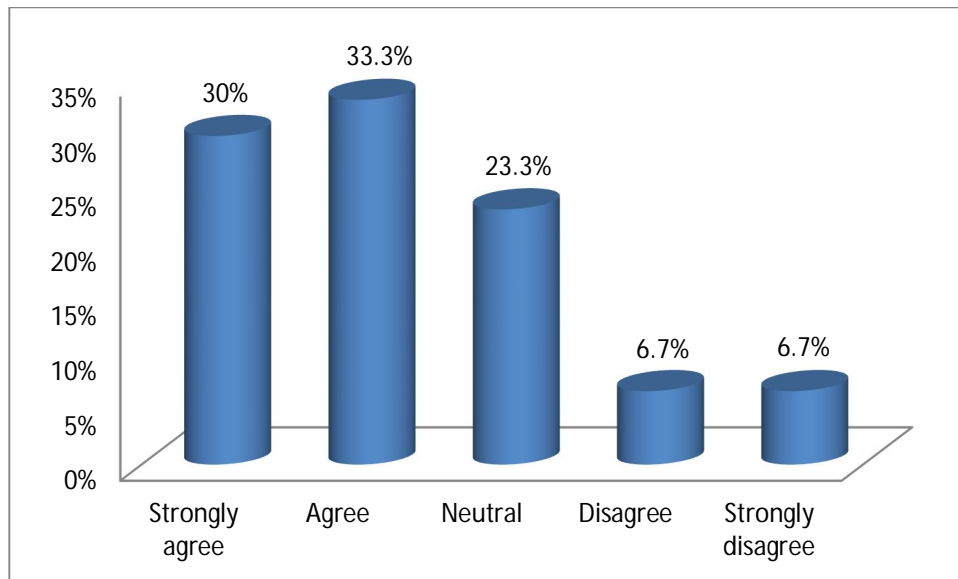


The above table and figure illustrate the percentage of the respondents to the statement of students are afraid to speak in English in classroom is estimated by (56.6%) and those who disagree with the statement an estimated by (6.7%)

Table (2)

Pair work can help Students to develop their speaking skills:

Statement	frequency	Percentage
Strongly agree	9	30
Agree	10	33.3
Neutral	7	23.3
Disagree	2	6.7
Strongly disagree	2	6.7
Total	30	100

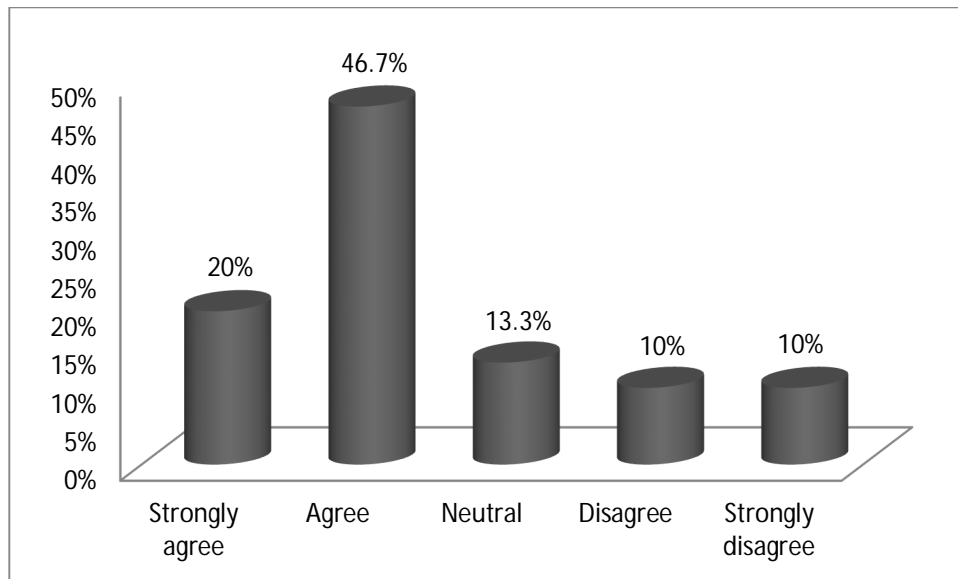


The above table and figure illustrate the percentage of the respondents to the statement of Pair work can help Students to develop their speaking skills is estimated by (63.3%) and those who disagree with the statement an estimated by (13.4%)

Table (3)

Students are interested in practicing oral communication:

Statement	frequency	Percentage
Strongly agree	6	20
Agree	14	46.7
Neutral	4	13.3
Disagree	3	10
Strongly disagree	3	10
Total	30	100

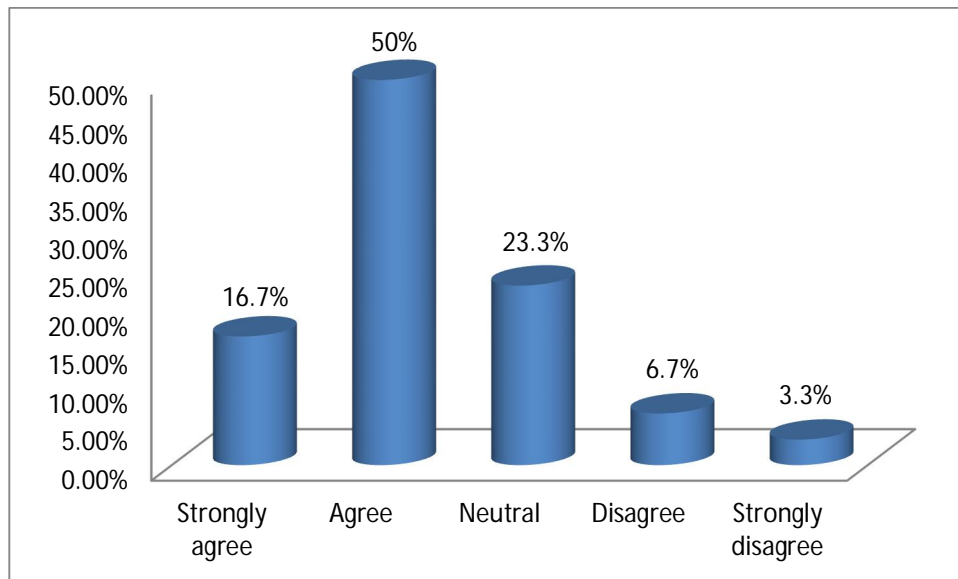


The above table and figure illustrate the percentage of the respondents to the statement of students are interested in practicing oral communication is estimated by (66.7%) and those who disagree with the statement an estimated by (20%)

Table (4)

Pair work can help in exchanging ideas and thoughts:

Statement	frequency	Percentage
Strongly agree	5	16.7
Agree	15	50
Neutral	7	23.3
Disagree	2	6.7
Strongly disagree	1	3.3
Total	30	100

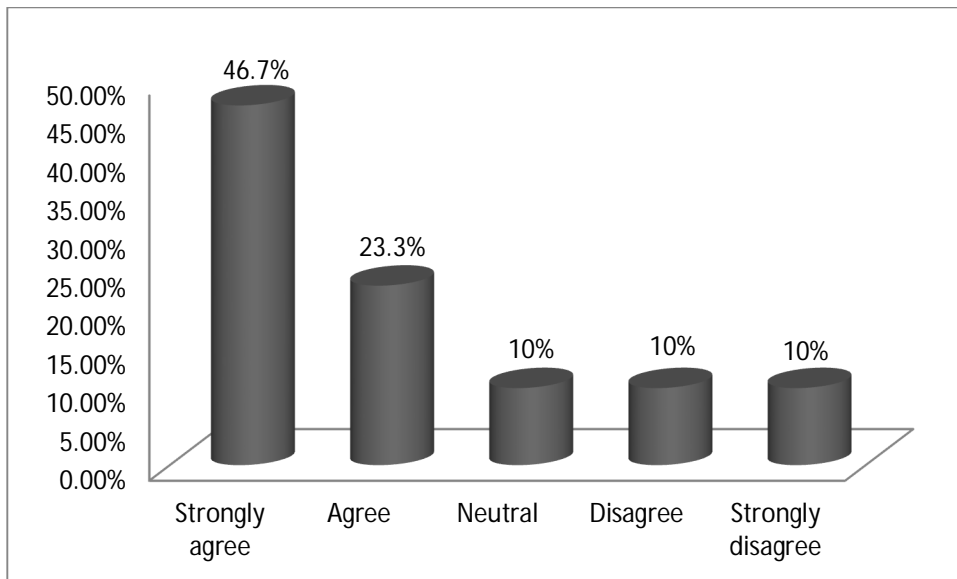


The above table and figure illustrate the percentage of the respondents to the statement of Pair work can help in exchanging ideas and thoughts is estimated by (66.7%) and those who disagree with the statement an estimated by (10%)

Table (5)

Pair work can help students to acquire more vocabulary:

Statement	frequency	Percentage
Strongly agree	14	46.7
Agree	7	23.3
Neutral	3	10
Disagree	3	10
Strongly disagree	3	10
Total	30	100

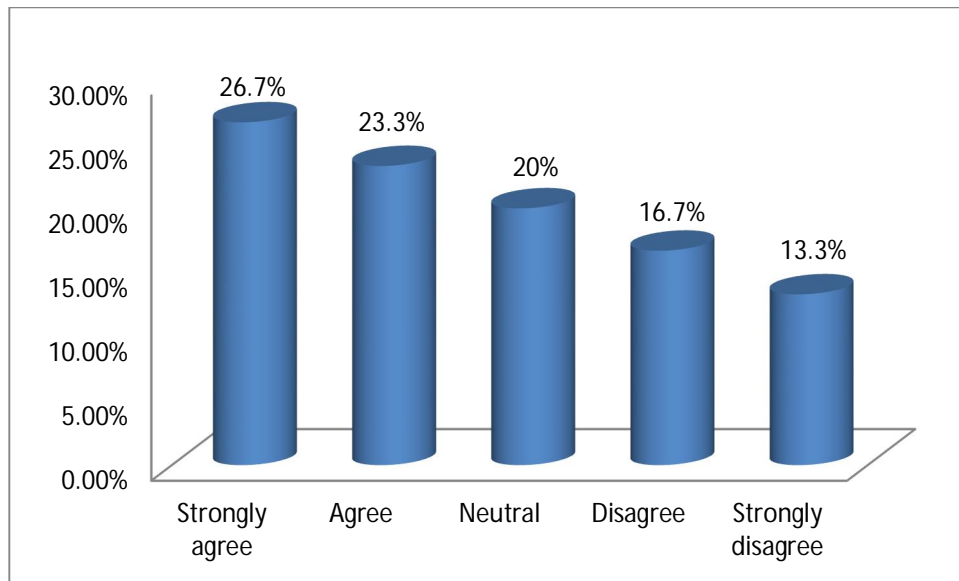


The above table and figure illustrate the percentage of the respondents to the statement of Pair work can help students to acquire more vocabulary is estimated by (70%) and those who disagree with the statement an estimated by (20%)

Table (6)

Teachers not motivate students to speak in the classroom:

Statement	frequency	Percentage
Strongly agree	8	26.7
Agree	7	23.3
Neutral	6	20
Disagree	5	16.7
Strongly disagree	4	13.3
Total	30	100

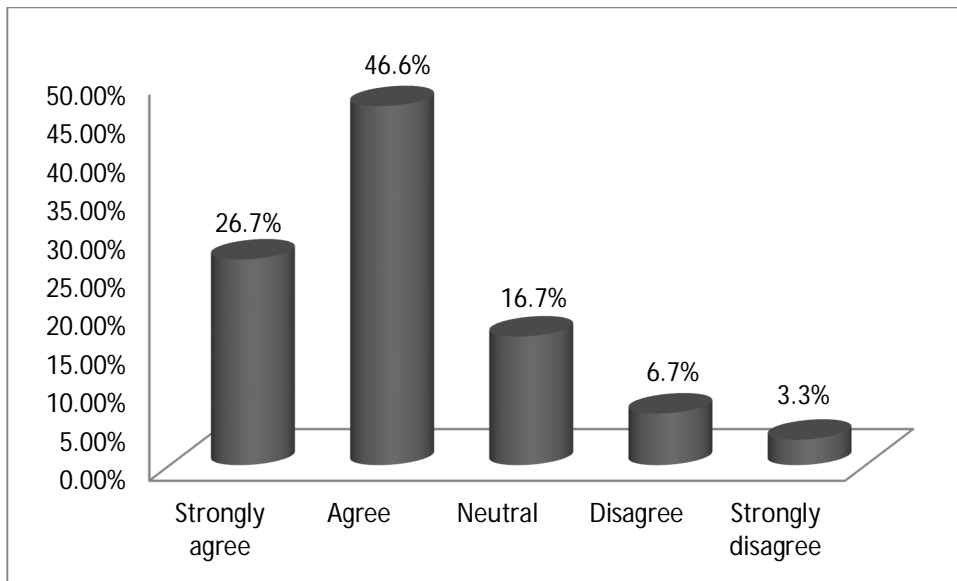


The above table and figure illustrate the percentage of the respondents to the statement of teachers not motivate students to speak in the classroom is estimated by (50%) and those who disagree with the statement an estimated by (30%)

Table (7)

Teachers should chose a topic that relevant to level of the students:

Statement	frequency	percentage
Strongly agree	8	26.7
Agree	14	46.6
Neutral	5	16.7
Disagree	2	6.7
Strongly disagree	1	3.3
Total	30	100

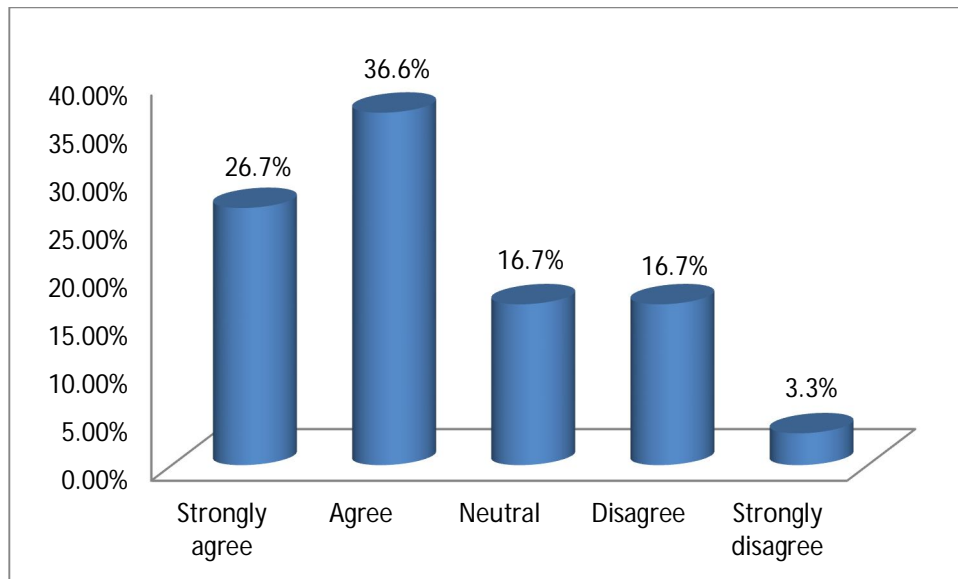


The above table and figure illustrate the percentage of the respondents to the statement of teachers should chose a topic that relevant to level of the students is estimated by (73.3%) and those who disagree with the statement an estimated by (10%)

Table (8)

Time is an important factor in teaching oral communication:

Statement	frequency	Percentage
Strongly agree	8	26.7
Agree	11	36.6
Neutral	5	16.7
Disagree	5	16.7
Strongly disagree	1	3.3
Total	30	100

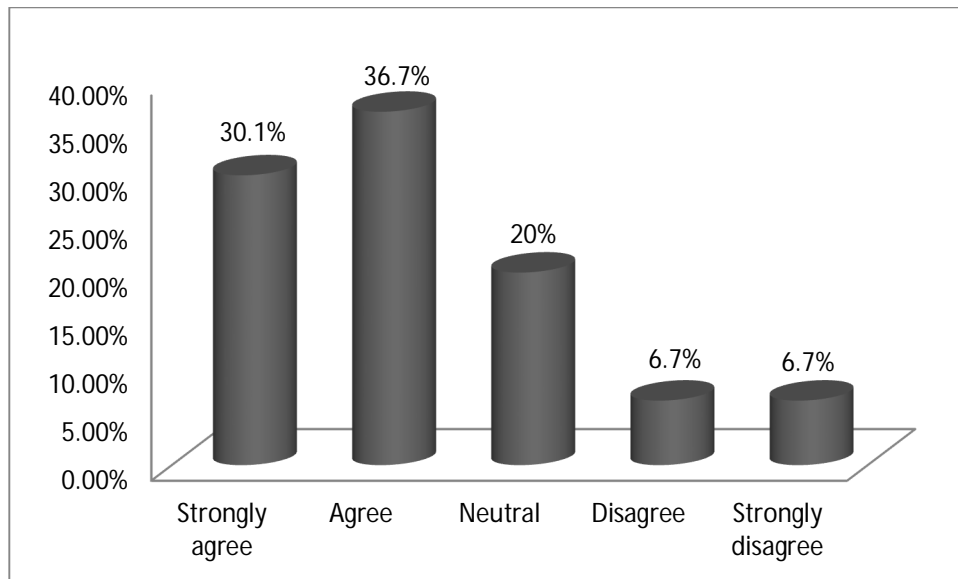


The above table and figure illustrate the percentage of the respondents to the statement of time is an important factor in teaching oral communication is estimated by (63.3%) and those who disagree with the statement an estimated by (20%)

Table (9)

Pair work is a fun way to teach oral communication:

Statement	frequency	Percentage
Strongly agree	9	30.1
Agree	11	36.7
Neutral	6	20
Disagree	2	6.7
Strongly disagree	2	6.7
Total	30	100

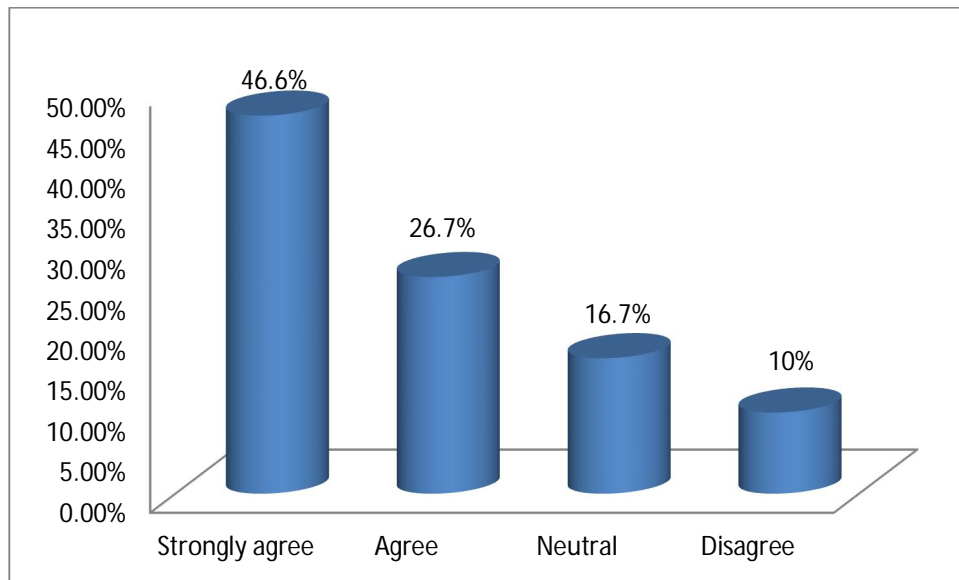


The above table and figure illustrate the percentage of the respondents to the statement of pair work is a fun way to teach oral communication is estimated by (66.8%) and those who disagree with the statement an estimated by (13.7%)

Table (10)

Pair work can help students to learn from each other:

Statement	Frequency	Percentage
Strongly agree	14	46.6
Agree	8	26.7
Neutral	5	16.7
Disagree	3	10
Total	30	100

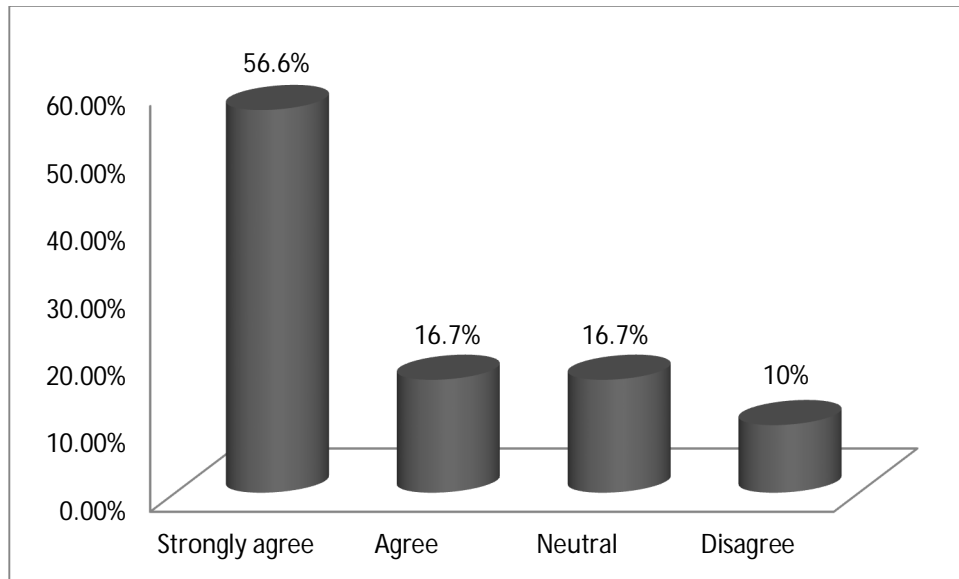


The above table and figure illustrate the percentage of the respondents to the statement of Pair work can help students to learn from each other is estimated by (73.3%) and those who disagree with the statement an estimated by (10%)

Table (11)

The strong students can help the weak students when they are involved in pair work

Statement	Frequency	Percentage
Strongly agree	17	56.6
Agree	5	16.7
Neutral	5	16.7
Disagree	3	10
Total	30	100



The above table and figure illustrate the percentage of the respondents to the statement of the strong students can help the weak students when they are involved in pair work is estimated by (73.3%) and those who disagree with the statement an estimated by (10%)

Table (13)

Statistics :

No	Statements	Mean	Median	Chi-square	Sig	Results
1	Students are afraid to speak in English in classroom	2.3	2	7.6	0.055	Neutral
2	Pair work can help Students to develop their speaking skills	2.3	2	9.7	0.050	Neutral
3	Students are interested in practicing oral communication	2.4	2	14.3	0.006	Agree
4	Pair work can help in exchanging ideas and thoughts	2.3	2	20.7	0.000	Neutral
5	Pair work can help students to acquire more vocabulary	2.1	2	15.3	0.004	Neutral
6	Teachers not motivate students to speak in the classroom	2.7	3	1.7	0.797	Agree
7	Teachers should chose a topic that relevant to level of the students	2.1	2	18.3	0.001	Agree
8	Time is an important factor in teaching oral communication	2.3	2	9.3	0.053	Agree
9	Pair work is a fun way to teach oral communication	2.2	2	11	0.027	Neutral
10	Pair work can help students to learn from each other	1.9	2	9	0.027	Agree
11	The strong students can help the weak students when they are involved in pair work	1.8	1	16.4	0.001	Agree

From the table above we observe that the question indicated that all the probable values in chi-square were a little or less than the significant standard (0.05) that stand for the many differences has statistical evidences among the view of researchers except the question No (1 & 2 & 6 & 8) because the proper significant has too large (0.05) there for there is no statistical differences .

Chapter five

Chapter Five

1- Introduction

This chapter presents the recommendation , results , suggestions and conclusion .

2- Recommendation :

Based on the findings the researchers recommended as following :

- 1-Teachers do not motivate students to speak English in the classroom .
- 2- Students are afraid to speak in English in the classroom .
- 3- Teachers do give students enough time to develop their speaking skills .
- 4- Pair work can help students to develop their speaking skills .

3- Result :

his study aimed at learners toward developing oral communication skills , and the following are some of the major results :

- 1- Pair work can help students to aquire more vocabulary .
- 2- Pair work can help in exchanging ideas and thoughts .

4- Conclusion :

As we have seen the researchers have summarized the chapter including findings of the study , recommendation , and conclusion .

Teachers should teach oral communication through pair work , and the students should exposed to the real life of the native speakers in order to improve their speaking skills.

5- Suggestion for further studies :

Obstacles of teaching oral communication.-

Teaching oral communication through group work-

References

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Appendix

Sudan University of science and technology

Department of Education

Depart of English

The role of pair work in developing speaking skills

Statement	Strongly agree	agree	natural	disagree	Strongly disagree
1- Students are afraid to speak English in the classroom .					
2- Pair work can help students to develop their speaking skills					
3- Students are interested in practicing oral communication					
4- Pair work can help in exchanging ideas and thoughts					
5- Pair work can help students to acquire more vocabulary					
6- Teachers don't motivate students to speak English in the classroom					
7- Teachers should choose a topic that relevant to the level of the students					
8- Time is an important factor in teaching oral communication					
9- Pair work is a fun way to teach oral communication					
10- Pair work can help students to learn from each other					
11- The strong students can help the weak students when they are involved in pair work					

