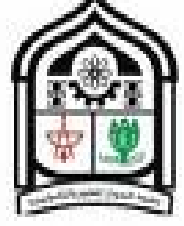




بسم الله الرحمن الرحيم

Sudan University of Science and
Technology



College of Graduate Studies

Faculty of Education

**Promoting Sudanese Secondary School Students Classroom
Oral Interaction by Using Motivating Speaking Techniques
and Activities**

ترقية التفاعل الشفهي داخل الفصل الدراسي لدى طلاب المدارس الثانوية
السودانية باستخدام الانشطة و الاساليب المحفزة للتحدث

A Thesis Submitted in Fulfillment of the Requirements for the
Degree of PhD in Education (ELT)

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Quranic Verse

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاجْتِذَافَ أَلْسِنَتِكُمْ وَاللَّوَانِكُمْ إِنَّ فِي ذَلِكَ
لَآيَاتٍ لِّعَالَمِينَ (22) وَمِنْ آيَاتِهِ مَنْعُ نَوْمِكُمْ نَهَارًا وَلاَّيْلًا وَالنَّهَارِ وَاللَّيْلِ وَالنَّهَارِ وَاللَّيْلِ وَالنَّهَارِ وَاللَّيْلِ وَالنَّهَارِ وَاللَّيْلِ وَالنَّهَارِ
إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّقَوْمٍ يَسْمَعُونَ (23)

صدق الله العظيم

سورة الروم

And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colors, Verily in that are Signs for those who know * And among His Signs is the sleep that you take by night and by day, and the quest that you (make for livelihood) out of His Bounty. Verily in that are signs for those who hearken*

The Romans* Verses (22-23)

Dedication

..This work is dedicated to my family and to the teachers who exert a lot of efforts in instructing their students.

Acknowledgements

Praise and gratitude are due to Almighty Allah for the graces he bestowed on me to finish this work.

Great thanks are extended to my supervisor Professor Mahmoud Ali Ahmed for his valuable guidance, advising, encouragement, and continuous support..

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Deep thanks go to my colleague Nada Ali (Ayarmouk College) for her help and cooperation.

Abstract

This study aimed at the promoting classroom interactions at secondary schools by using speaking techniques and activities. The mixed methods descriptive analytical, and experimental analytical are followed in conducting this study. The population of the study was the English language teachers of secondary schools at the Locality of Bahri, an oral experiment for secondary school students was conducted, December (2016). The problem of this study emerged from that most of the Sudanese secondary school students are unable to speak English language fluently. They suffered a lot and are still suffering from the problem of disability to speak fluently, because they don't have strategic plans about learning English language. The aim of this study was to reveal the difficulties which hinder the promoting of cllsroom interacion among Sudanese secondary school students. Moreover, it aims to help students to speak English fluently in the classroom. The study includes some questions and hypotheses. The validity and reliability of tools were checked. The statistical package of analyzing social sciences (SPSS) was used to reach the results. The most significant results obtained indicated that most secondary school students have a phobia and reservation when they find themselves in such a situation that requires speaking skill; this refers to insufficiency of practice. Most schools follow technical methods in teaching, their aim is how to pass and gain high degree in exams. Most students have a problem in expressing their ideas through writing and speaking, this causes defects in coherence and cohesion in their performance. It is difficult for students to practice speaking skill outside the classroom, because they don't have ideal atmosphere and encouragement. Since they left their classrooms they find themselves communicate in their first language. The thesis is concluded by some recommendations and suggestions to be taken into account. More concern should be granted for teaching speaking skill. Listening skill and reading aloud should be activated. Communicative techniques should be used. Periodical oral exams should be arranged to raise seriousness of students towards speaking skill.

Abstract

(Arabic Version)

المستخلص

هدفت هذه الدراسة عن مدى امكانية ترقية التفاعل الشفهي داخل الفصل الدراسي لدى طلاب المدارس الثانوية السودانية وذلك باستخدام الاساليب المحفزة للتحدث. استخدم الباحث المنهج الوصفي و الاختباري التحليلي لإجراء الدراسة. استهدفت الدراسة معلمى اللغة الانجليزية بالمدارس الثانوية؛ و ذلك بتصميم استبانة لمعلمى اللغة الانجليزية بمدارس محلية بحرى كنموذج. كما تم اجراء تجربة لعدد من طلاب المدارس الثانوية استخدمت فيها الاساليب المحفزة للتحدث, و ذلك فى ديسمبر 2016. تجلت مشكلة البحث من معاناة كثير من طلاب المدارس الثانوية لعدم قدرتهم على تحدث اللغة الانجليزية بصورة سليمة, وذلك لأن معظم الطلاب ينظرون لدراسة اللغة الانجليزية على أنها مادة مقررة فقط و يفتقدون للخطط المستقبلية للهدف من تعلم تلك اللغة. تهدف الدراسة لكشف و تحديد العقبات و الصعوبات التى تحد من تطور مهارة المخاطبة لدى الطلاب. كما تهدف لمساعدتهم على التحدث و التفاعل بصورة جيدة داخل الفصل الدراسي. تضمنت الدراسة عدد من الاسئلة و الفرضيات, كما تم التأكد من اهمية موضوع الدراسة و كفاءة و مصداقية وسائل جمع البيانات. استخدم الباحث برنامج الحزمة الاحصائية للعلوم الاجتماعية بغرض الوصول لنتائج الدراسة. أهم النتائج التى خلصت لها الدراسة تمثلت فى شعور معظم طلاب المدارس الثانوية بحالة من التوتر و عدم الثقة بالنفس عندما يجدون أنفسهم فى موقف يتطلب التخاطب باللغة الانجليزية, و يعزى ذلك لعدم التدريب الكافى و الممارسة. لاحظت الدراسة أن معظم المدارس فى طريقة تدريس اللغة الانجليزية يكون جل تركيزها على كيفية النجاح فى الامتحان و إحرار أعلى الدرجات. كثير من الطلاب يعانى من مشكلة فى التعبير عن أفكاره بصورة صحيحة و متسلسلة, سواء أن كان ذلك فى التعبير شفهيًا أو تحريريًا. يجد الطلاب صعوبة فى استخدام اللغة الانجليزية خارج الفصل الدراسي فيكون تواصلهم باستخدام اللغة الأصل؛ و ذلك لعدم توفر التحفيز الكافى و عدم تهيئة المناخ المناسب لاستخدام اللغة الانجليزية. ختاماً تضمنت الدراسة عدد من الاقتراحات و التوصيات اهمها ان عملية تدريس التحدث يجب أن تنال مزيد من الاهتمام والجهد. ينبغى أن يتم تفعيل مهارة الاستماع لدى الطلاب و الاهتمام بالقراءة الجهرية. استخدام الاساليب المحفزة للتحدث فى عملية التدريس. أخيراً إعداد امتحانات شفوية بصورة دورية؛ و ذلك لحث الطلاب على الاهتمام بمهارة تحدث اللغة الانجليزية.

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CHAPTER ONE
INTRODUCTIN

Chapter one

Introduction

1-1 Overview

Language is a formal system of signs governed by grammatical rules of combination to communicate meaning. This definition stresses the fact that human languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings (Bloomfield, 1914). Language is basically speech. It is written from developed later on. It is universal among human beings who use it for carrying out various activities of life. It is such a common phenomenon that we always take it for granted. We never bother to think about it. Definition of language is not difficult to find. Almost or well known linguists have tried to define language in their own way. John Lyon (2002) in his famous book “Language and linguistics” has discussed five definitions of language.

- According to E. Sapir (1921): “Language is a purely human and non-instinctive of communicative ideas, emotions unit desires by means of voluntarily produced symbols”
- B. Bloch and G.L Trager (1942) write: “A language is a system of arbitrary vocal symbols by means of which a group co – operates”.
- R.A Hall (1968) tells us that language is “the institution whereby human communicate and interact with each other by means of habitually used auditory arbitrary symbols”.
- R.H Robins (1979) doesn’t give a formal definition of language but points out certain facts related to language, saying that “Languages are symbol systems, in almost wholly based on pure or arbitrary conversations”.
- According to N. Chomsky (1969) a language is “a set of sentences, each finite in length and constructed out of a finite set of elements”.

Most of them have taken the view that languages are systems of symbols designed for the purpose of communication. So, an operational definition of language can be:

- “Language is a system of arbitrary symbols for human beings’ communication in speech and writing that is used by the people of particular

community”. In this definition, the various components of language need explanation:

- System: written words or spoken sounds arranged in a particular order.
- Communication: hearing or reading and responding to the spoken or written words.
- Arbitrary: The word “arbitrary” means not based on reason, system, or plan.
- Symbol: A symbol is a letter or a word or a sound that suggests an idea.

Another simpler definition may be:

“Language is a system of arbitrary symbols which help the people of a particular community to communicate and interact” this definition means that:

1. Every language operates within its own system.
2. Every language has its own arbitrary symbols.
3. The words “communicate and interact” mean to understand and to speak.

Language is generally defined as sounds and symbols that people use to communicate with each other. Each language has four skills: speaking, listening, writing and reading. So to master language person or student needs to be good in these four skills.

As a productive skill, speaking is an important process that helps to evaluate learners’ proficiency in the target language. It should be one of the basic curriculum designs of second or foreign language teaching, in addition to other skills.

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chany, 1998, p.13).

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years teaching speaking has been undervalued by English language teachers. They have continued to teach speaking just as a repetition of drills or memorization of dialogues.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way students can express themselves and know how to follow the social and cultural rules appropriately in each communicative situation.

- In order to teach the second language learners how to speak in the best way possible, it requires learners' engagement in communicative situations so that they can activate their speaking capacity.
- Hence the development of oral skills requires the students to make active use of the language that is correct in its grammar and pronunciation.
- Fluency and accuracy are two essential aspects to be developed in classroom interaction.
- Interaction is at the heart of the correct theories of communicative competence. It involves learners in face to face or teacher -learners' encounters in classroom. Pair and group interaction provides a basis for language learning in general.

Generally, teaching speaking is a very important part of second language learning.

The ability to communicate in second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

Therefore, it is essential that language teachers pay great attention to teaching speaking, rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

With this aim, various activities which can be used and contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students be more active in the learning process and at the same time make learning be more meaningful and enjoyable.

1-2 Statement of the Problem

The problem of study came out from the notice that most secondary schools students are disable to speak English language fluently when they find themselves in situations which require speaking. The study is investigating the difficulties that prevent them from practice speaking in an attractive way.

Moreover, the speaking techniques that teachers follow are insufficient, formal, classic, and less common. So they don't encourage students to practice speaking in effective way.

It is quite obvious now that students at high school can memorize and recite grammar rules and use because their language teachers teach speaking just as a repetition of drills or memorization of rules and dialogues. So the result is that students concern and focus on grammar.

The study is going to investigate the how it is possible to concern more by teaching speaking by using mtivating activities and technques the promot students oral interaction inside the classroom. Teaching speaking still doesn't find proper concern from teachers. So the aim of study is to find out the defects and obstacles the hinder improving speaking skills among secondary school students and make them more interested with oral interaction particularly and in English language in general.

1-3 Objectives of the Study

The study aims to improve learners' communicative skills and encourage them to interact properly with a great deal of spoken skills.

Furthermore, helping learners to learn English language effectively and change their motivation towards learning from instrumental to integrative motivation. Teachers must practice communicative activities inside the classroom. Moreover, the study highlights the significance of speaking activities in curriculum development.

1-4 Research Hypotheses

- 1- Group work and pair work can develop learners' interest and reduce tension.
- 2- Syllabus activities help to focus on producing the language.
- 3- Lack of listening can impede learning correct pronunciation.
- 4- The process of reading loudly can encourage students to speak well and improve their pronunciation.
- 5- Correcting all pronunciation mistakes discourages students, increases their reservation and minimizes their participation.

1-5 Research Questions

- 1- In which range can the classroom interaction activities encourage students to speak English in the classroom?
- 2- What is the role of pair and group work activities in developing learners' interest in producing language?
- 3- To what extent the lack of using listening activities impede or prevent learning correct pronunciation?
- 4- What is the effect reading aloud in encouraging and helping students to speak in a good way?
- 5- What a positive progression that can happen to students when they find proper instructions and practice?

1-6 Significance of the Study

It is observed that speaking skill stands as the most problematic issue facing many students at secondary schools.

Furthermore, this problem continued to exist causing some phobia till they reach the university education.

The results of this study are expected to be useful to Sudanese secondary schools students, teachers as well as syllabus designers.

Moreover, the results of study may open new horizons and encourage other researchers to make their contributions in this important and sensitive issue.

1-7 Limits of the Study

This study investigates the speaking techniques that used by English language teachers of secondary schools. The researcher will take the schools of Bahri locality as a sample.

The study concerns with classroom activities and techniques in order to improve and promote speaking skills.

1-8 Methodology of the Study

To measure the hypotheses of study, the researcher will use a questionnaire as a tool for data collection. The questionnaire will be distributed among a random sample of English language teachers of secondary school of Bahri locality. An oral experiment for a sample of secondary school students will be conducted to examine the effect of using speaking activities in the process of teaching speaking. The SPSS (statistical procedures for social sciences) will be adopted for data analysis.

1-9 Abbreviations

| | |
|---------------|---|
| SPSS: | Statistical package for social sciences |
| WSSE: | World standard spoken English |
| EIL: | English international language |
| CLT: | Communicative language teaching |
| AILA: | International Association of applied linguistic |
| SL: | Second language |
| FL: | Foreign language |
| EOP: | English for occupational purpose |
| VESL: | Vocational English as second language |
| TBI: | Task – based instruction |
| ACTFL: | American council of teaching foreign language |
| NNS: | Non – native speaker |
| SLA: | Second language activity |
| IA: | Interactive activity |
| TOFEL: | Test of English as a foreign language |
| UCLES: | University of Cambridge local examination syndicate |

CHAPTER TWO
LITERATURE REVIEW AND
PREVIOUS STUDIES

Chapter Two

Literature Review and Previous Studies

2.0 Introduction

Teaching English as a foreign language (TEFL) requires learners' exposure to what is called the four language skills: reading, speaking, writing, and listening. The first and the last aim of acquiring such language skills is to achieve a high development of abilities of receiving and producing the second language either in oral or written form, i.e. achieving a good mastery in the productive and receptive skills.

As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying the language proficiency. Learners are going to be put in a situation where communication in English is needed, that is why the emphasis is mainly on speaking. It gives the learners feeling of confidence when using the language.

Second language learners' speech is characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill; its complete mastery requiring some experience and practice.

So, to achieve competency of speaking this needs mutual effort from the teacher and the learner. Teacher has to use good method of teaching and the learner should be more careful and ambitious.

Lwoma (2004:1) argues that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop." The skill of speaking is quite different from writing in its typical, grammatical, lexical, and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing. Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e. the process of building utterance accurately and retrieving words doesn't yet become automatic in second language speaking. (Thornbury: 2005).

Speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non-verbal language such as gestures and facial expressions.

Hedge (2000: 261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed.” That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people’s thoughts and personalities.

It is difficult to take impression about a person till he begins to speak. Then it is easy to judge his level of knowledge and etiquette. Good speaker can attract people to listen and can affect them. So, in community or group of people in special situation or occasion, people need to choose one of them to speak on their behalf. This depends on his ability and competence of speaking. Many factors and reasons let us consider speaking skill as vital and we have to do more to improve and develop it among students.

2.1 Significance of Speaking

Clearly speaking is very significant skill in language, because it is the most used skill. The child begins to learn speaking by imitation of his family and caregiver, but to acquire speaking in second language needs some techniques and steps. We can make first impression about a person we don’t know before by his way of speaking, for example if he is polite, educated, cultivated and so.

Unlike listening and reading which are receptive skills of a given language, speaking and writing skills are widely classified by many researchers as productive and active skills. (Richards et al. 2002:293).

In fact, Harmer (2001:154) confirmed that goal of language study is to improve both the productive and receptive skills. This sense derives us to conceptualize that all language skills are integrative, and one can’t teach or learn a language with a solely skill. Though, speaking is generally the most complex process and non-evaluated in the educational context, it is considered by many teaching and learning experts to be developed among our learners as advocated by Luom (2003)

According to Burkart (1998), speaking involves three areas of knowledge, namely mechanic which refers to pronunciation, grammar, and vocabulary. At this level, students are required to use the right words in the right order with the correct pronunciation. Secondly, the transactional and interactional functions in which the learners know when clarity of message is essential for transaction or information exchange, and when practice understanding is not required for interaction and relationship building. Lastly, social and cultural norms, that is, students need to understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. Apart from that, a good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Numerous attempts have been made to classify the functions of speaking in human interaction. Richards (2008:21-28) distinguishes three functions of speaking which are different in terms of the form, function, and teaching approaches. The functions of speaking are talk as interaction, talk as transaction, and talk as performance.

Many definitions about speaking have been proposed by language experts. According to Johnson and Marrow (1987:70), speaking which is popular with the term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. In this definition, the essential components mentioned to exist in speaking are the speakers, the hearers, the message, and the response. Both the speakers and the hearers should agree on the message and/or meaning being talked through acceptable language.

The ability to speak in a foreign language involves several components that speakers need to acquire in order to communicate effectively. For this reason, the enhancement of speaking ability involves not only the acquisition of linguistic forms but also the knowledge of communication contexts, which determine both the content and manner of verbal expression. The ability to interpret and appropriately respond to nonverbal clues such as facial expressions and tones of voice also plays a part. Therefore, learners should be provided with learning environment where different forms of social interactions are simulated in order to acquaint them with a variety of linguistic forms and communicative contexts. One of the most influential learning theorists, Vygotsky (1987), proposes that language

development depends entirely on social interaction. He postulates that knowledge entails self-regulation and that social interaction enables individuals to construct knowledge which is meaningful to them.

In terms of language perspective, according to Hymes, “communicative competence must include not only the linguistic form language but also a knowledge of when, how and whom it is appropriate to use this form” (Hymes, 1966 cited in Paulston and Bruder, 1976:55).

Language is a system of arbitrary vocal symbols, which permit all people in a given culture, to communicate or interact. By speaking, it doesn't mean merely uttering words through mouth. It means conveying the message through the words of mouth. This skill is neglected in our classrooms. Students don't get any chance either in the classroom or outside to speak English. Speaking is not a part of our examinations. Learning to speak our mother tongue is just by listening and repeating.

Crystal (1999) anticipates that the emergency of what he terms a World Standard Spoken English (WSSE) which he describes ‘regionally neutral international spoken standard, acting as establishing force on global spoken diversity’ (reprinted in Burns Coffin, 2001:58). Crystal argues that this will be used for international communication in a multi-dialectal world in which many users of English will have three dialects at their disposal, two of them having ‘status as educated standards’. There will be language or dialect marking local identity, a second acting as the educated standard dialect for national communication and marking national identity, and the third dialect (WSSE) acting as the standard of international communication. How persuasive is this scenario? It might be difficult at this stage to imagine EIL becoming ‘regionally neutral’) to the point, say, of losing its American or British English characteristics, but it is surely not unreasonable to predict that, as spoken standard, it will need to be more flexible and responsive to the diversity of international spoken English.

There is already ample evidence that English has begun to evolve special characteristics in response to the needs of speakers in multinational settings. In the EU in Brussels, for example, speakers of French, German, Greek, Italian and other languages all use English routinely as a common language for communication. In

practice, what happens in such a situation is that there is what Crystal refers to as “the usual sociolinguistic accommodation” resulting in the following:

... a novel Variety of “Euro-English’ – a term which has been used over a decade with reference to the distinctive vocabulary of the Union [...] but which must now be extended to include the various hybrid accents, grammatical constructions, and discourse patterns encountered there.

The features of this variety appear to include the influence of syllable – time rhythm, the use of simple sentence structure and avoidance of idiomatic and colloquial English. Crystal reports that even British first – language speakers of English working in Brussels told him how they “felt their own English being pulled in the direction of these foreign – language patterns” and realized they were themselves unconsciously accommodating to a continental European variety of English. This kind of accommodation therefore applies to all users of English as a lingua franc, not just to non-native speakers of English, and thus reinforces the argument that EIL doesn’t automatically adopt L1 speakers’ norms over those of speakers of other languages.

2.2 Relationship between Listening and Speaking

Listening and speaking are integrated skills. So, we can’t teach them separately. In discussing aural skills, speaking and listening are two basic skills and are essential in acquiring communicative competence in language learning. So, part of being a proficient speaker is listening to oral language and understanding what is said so that the responses will be accurate.

A speaker has necessity to a listener because speaking is rarely carried in isolation, as put by Redmon and Vrchota (2007:120) “speakers are at the mercy of listeners” Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reaction to the speakers. Therefore, listening will not occur in isolation as well, there must be speech to listen to. Finally, for communication to occur, both a speaker and listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output, and the listener pays attention and then tries to process this output effectively.

From a communicative, pragmatic view of the language classroom, speaking and listening skills are closely intertwined. The interaction between these two modes of performance applies especially strongly to conversation. In a classroom, students will respond to the teacher after listening to some information. (Brown, 2001:267).

In addition, Chaney (1998) in Kayi (2006) adds that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is much more complex. It involves both a command of certain skills and several different types of knowledge. It has taken many years to bring the language teaching profession around realizing the importance of listening in second and foreign language learning. As observed by Rivers, long advocate for listening comprehension, “Speaking doesn’t itself constitute communication unless what is said is comprehended by another person... Teaching the comprehension of spoken speech is therefore of primary importance if the communication aim is to be reached” (1966, pp.196, 204) the reasons for nearly total neglect of listening are difficult to assess, but as Morely notes, “perhaps an assumption that listening is a reflex, a little like breathing – listening seldom receives overt teaching attention in one’s native language – has masked the importance and complexity of listening with understanding in a non – native language” (1972, p, vii).

In reality listening is used far more than any other single language skill in normal daily life. On average, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write. (Rivers, 1981; Weaver, 1972).

It is common that listening should precede speaking. Clearly, it is impossible to expect a student to produce a sound which doesn’t exist in his mother tongue or a natural sentence using the stress, rhythms and intonation of a native speaker of the foreign language without first of all providing him with a model of the form he is to produce. It is not possible to produce satisfactorily what one hasn’t heard. The logical first step, therefore, in attempting to achieve oral fluency or accuracy is to consider the learner’s ability to listen.

At first sight it appears that listening is a passive skill and speaking is an active one. This is not really true, since the decoding of a message (i.e. listening) calls for active participation in the communication between the participants. A receptive process is involved in understanding the message. Indeed, it is essential to the speaker in any interaction that he assured continually that his words are being understood. This is usually overtly signaled to him in a conversation by the nods, glances, body movements and often by non – verbal noises (mm, uh, huh, oh, etc) of his listener. A simple experiment to demonstrate the truth of this is to make absolutely no sound during a telephone conversation (where the verbal cues that the message is being understood are essential, since visual cues by the nature of telephone calls are eliminated) – within a few seconds the person speaking is guaranteed to ask if you are still there.

This visual and verbal signaling confirms to the speaker that listening and understanding has taken place. The receptive capacity for decoding the language and content of the message is a skill which can be trained and developed through teaching, no less than the productive skill of speaking. (Geoffrey Broughton, 1980)

Some learners say “I understand everything but I can’t speak”. This may be the case when the people speak slowly and carefully to them, realizing that they don’t know much English. But it is usually very different when they are listening to English programs on the radio, or watching English television or films, or trying to take part in conversations dominated by native speakers. Listening is as difficult as any of the other skills. In fact, learners often find it hard to understand course book cassettes especially designed for them. Unlike reading texts, the speed and clarity of spoken texts are often completely outside the listener’s control. If you don’t understand the words while they are still in the air, it is usually too late. Of course, this is not always so. In a conversation you can ask the other person to speak more slowly, or repeat, or explain something. In fact these are very useful strategies for learners to acquire and use in conversation and similar situations. (Paul Davies, 2000, p 75).

2.3 Teaching Listening

As each skill needs to be practiced and developed, listening skill has to be taken its proportion from teaching process in order to achieve the competence of listening. Until quite recently, listening comprehension had been neglected with regard to both its place in second or foreign language teaching methodology and the development of techniques and materials for use in the classroom.

Listening comprehension felt to be a prerequisite for oral proficiency as well as an important skill in its own right. She offers guidelines for developing activities and materials, including the development of a self – access, self – study listening program.

The acquisition of listening skill in a second or foreign language is explained to reference to a cognitive processing model. She presents taxonomy of exercises and activities showing how at each stage of learning students can be assisted in developing bottom – up and top – bottom listening strategies and skills. (Marianne, 2001: p, 67)

2.3.1 The Sound System

Sound is the basic unit of speaking and listening because it is manipulated to produce speaking and the listener receives it then grasps the meaning of speech. The layman who thinks that the stream of speech is merely a sequence of isolated sounds, which, once learned, merely have to be strung together, is making the same mistake as the person who conceives of language in general as merely strings of words. The truth is that in the area of sounds, as in all other areas of language, structure is all – important. Although separate sounds can be isolated, the characteristics they show in isolation will not be the same as the characteristics they have in the context of neighboring sounds and the overall structure of the utterance. An oversimplified view of English phonology so frequently leads to teacher and his pupils' sense of failure. Having practiced all the sounds with considerable efforts, the pupils are dismayed to find that they still can't understand speakers, let alone speak like them. (Geoffry et al, 1980: p, 50) However good a student may be at listening and understanding, it need not follow that he will speak well. A discriminating ear doesn't always produce a fluent tongue. There have to be training in the productive skill of speech as well. In many cases, listening

should lead naturally to speaking. This is particularly so at the phonological level where it is essential to develop an ability to recognize a sound before success in producing it is possible. The link between these two areas is bridged by some techniques.(Geoffry et al, 1980: p, 76)

2.3.2 Pronunciation

Pronunciation is very important in the process of teaching. Mistakes in pronunciation might lead to confusion in meaning. Native speakers are not aware of the way in which they vary the phonemes, and may emphatically deny that they do so. They are to a large extent influenced by the spelling. Teachers in English schools frequently try to exact a pronunciation which is based on the written forms and is quite unrealistic in fact. Such matters as the use of /r/ between idea and of in the idea of it, or the dropping of the /h/ in: I don't like him, are observed as standard by phoneticians but denied the layman.

The teacher of English to foreign students must be careful to the teaching pronunciation, especially the recognition practice, on real speech with its allophonic variations. He will be hindered by the spelling system, and this is one strong argument not only against reading aloud for pronunciation practice, but also against the use of phonic alphabet.

The letter does give a more consistent picture of the phonemes of the language, but it ignores allophonic variations just as much as the ordinary spelling system does.(Geoffry et al, 1980: p, 52).

2.4 Influence of Reading on Speaking Skill

The reading skill is very important in the process of learning English language. It is defined differently by some writers. Heldreth (1988:2) claims "Reading is a mental process involving the interpretation of signs through the sense organs. Interpreting print is specific form through associations which have been formed between oral experience and the printed sentence concentrations like a phonograph records"

Ross (1988:8) says "attempts to define reading have been numerous. This is partly because of the complexity of reading skill which includes two major components; a process and a product. Teachers need to be aware of these

components and their different aspect in order to respond effectively to reading needs. In addition they will find that familiarity with some theories related to the reading process and with important principles of teaching reading activities”. When a person read a text, he is attempting to discover the meaning of what he is reading using the visual clues of spelling, his knowledge of probabilities of occurrence, his context pragmatic to meaningful interpretation to the text.

Reading has certainly great values in both general and specific sides and it will remain the key of knowledge. Heldreth (1988:3) says “of all the valuable skills, the average person learns in a life time the ability to read easily heads the list, because it is the most universal and most generally useful everyone today”

Reading aloud is for checking the students’ pronunciation, word stress, pause, intonation and understanding. The passage for these activities should be short, complete and clear. Byrne (1971:97) states that “reading used to be one of the normal methods for giving students practice regardless of its value”. Reading aloud comes only after silent reading and after presenting new words, structures and expressions. Reading aloud must be oral first so as to establish good habits of pronunciation and to train the students to develop their knowledge of the foreign language of their own.

Some educators and researchers are in favor of silent reading v.s reading aloud, but reading aloud can be used during the course to check pronunciation to improve the students’ intonation and fluency. Reading a text aloud can help students to focus mentally raise questions and stimulate discussion.

Reading is considered as one of the most influential factors in encouraging the students to use language orally and develop their ability to speak courageously. Extensive reading provides the students with the sufficient vocabulary which enables them to produce the target language easily and confidently. At experiment involving an extensive reading program was conducted over a three – month period with a group of learners of English as a foreign language (Davis, 1991:118).

The program using graded readers was designed to develop extensive reading for pleasure. The reading was of large amount of material in the foreign language for personal pleasure and interest, and without the addition of productive

tasks or follow-up language work. The experience was inspired by “Krashen” input hypothesis (Krashen, 1982:76).

For Krashen, the dominant mode of language learning is acquisition, the largely subconscious “picking up” of the language which characterizes language in informal settings and which is similar, if not identical to the way children develop ability in their first language (Krashen, 1982).

Krashen contrasts acquisition with learning, the conscious process in which rules of structure and conventions of usage are explicitly studied and learned. For acquisition to occur, however, a number of conditions have to be satisfied. Learners need to be exposed to large amount of the foreign language input which is meaningful, interesting or relevant, not grammatically sequenced and this is in a tension-free environment.

One approach to provide learners with input of this nature lies in the creation within the language classroom conditions conducive to meaningful interaction among participants (Krashen and Terrel, 1983).

One evident possibility for creating such an environment is extensive reading, which can provide a learning environment within which learners can be exposed to large quantities of written material in the foreign language for personal interest.

Krashen and Terrel (1983:92) point out that the input hypothesis doesn't at this time, distinguish between aural and written input, they go on to suggest that reading may also be a source of comprehensible input in a foreign or second language. The goal of extensive reading is to flood learners with large quantities of a second language input with view or possibly no specific tasks to perform on this material.

The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting foreign or second language material within the long run produces a beneficial influence on the learners' command of the language. It is believed that extensive reading will improve learners' command of second language on at least certain levels. Natal (1972:45) for example, claims that next to going to live among native

speakers, the best way of acquiring proficiency in a language is to read extensively in this language. More correctly, William (1972:89) maintains that throughout reading, the learner is exposed to the lexical items embedded in natural linguistic contexts and as a result, they begin slowly to have the meaningfulness for him that they have for the native speaker.

Some support for this assumption is provided by a study which has examined the role of extensive reading in the development of proficiency in the second language. Elley and Mangthia (1983), in a two-year study conducted in a number of primary schools, examined the effect of an extensive reading program on language skills.

The results at the end of the first year of the study receiving extensive reading, had made an obvious improvement in receptive skills (reading and recognition). By the end of the second year of the study, however, this improvement has extended to all aspects of the subjects and language abilities including both oral and written production.

There is clear evidence on the nature and extent of the contribution which extensive reading may make to the development of the second language skills. There are strong intensive grounds and some experimental justification for investigating the effect which extensive reading programs could have on the development of proficiency in a second language.

This study has an implication at language teaching. The most important one is that extensive input of a second in a tension-free environment can contribute significantly to improvement of learners' language skills both receptive and productive. Another significance which emerged very clearly was the importance of creating a relaxed environment in which learners were able to develop and maintain a pleasure-driven and interest-driven attitude to reading material provided. The selection of suitable materials which reflect learners' interest is very important. The appearance of books also has a role to play. An attractive cover, good quality illustration and a clear type face can help to attract the learners' attention.

In conclusion, the teacher should form a library for his students and encourage them to participate by bringing books. The essential consideration is to

provide a selection of reading materials capable of generating learners' interest. This is the key to the success of extensive reading programs. (Krashen, 1982)

2.5 Aspects of Speaking

Speaking is being capable of speech, expressing or exchanging thoughts through using language. "Speaking is a productive aural / oral skill and it consists of producing systematic verbal utterance to convey meaning" (Nunan, 2003:48) Harmer, 2001 notes that from the communicative point of view, speaking has many different aspects including two major categories-accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be "the ability to keep going when speaking spontaneously". Bygate (1991:3), also emphasizes knowledge of the communication. Language knowledge and skill in using it are considered two fundamental elements of an effective communication. Hamer (2001:269) states that among the elements necessary for spoken production are the following:

2.5.1 Connected Speech

Effective learners of English need to be able not only to produce the individual phonemes of English as in saying (I would have gone) but also to use fluent 'connected speech' as in (I'd 've gone). In connected speech sounds are modified, omitted, added or weakened.

2.5.2 Expressive Devices

Native speakers of English change the pitch and stress of particular parts of utterance, vary volume and speech, and show by other physical and non-verbal means how they feel.

2.5.3 Lexical and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.

2.5.4 Negotiation and Language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

This study highlights vocabulary and grammar knowledge among these elements. Reading will enable learners to develop their vocabulary and grammar knowledge which will effectively contribute to their speaking skills. Vocabulary and grammar knowledge will enable learners' understanding capability which they need for a better communication.

2.6 Definition of Communication

Communication, very simply defined as the exchange of information. Communication is a vital part of everyday life, beginning at birth. Speaking, listening, reading, writing, and even observing are part of the communication process. Nunan (1989:23) defines oral communication as “spoken interaction between two or more people”. This indicates that there should be at least processes to have oral communication i.e. speaking and listening.

Widdowson (1978:87) claims that “communication is a process that allows people to exchange information by several methods and that exchange requires feedback which may be missed as the speakers or listeners might face problems”. Hymes (1972:55) believes that “oral communication can be seen as a process of information transmission governed by three levels of rules; syntactic (structure of the sentence), pragmatic (the intended meaning of the utterances), and semantic (direct meaning of the words)”. Today, in addition to traditional methods of communication such as letters and telephone conversations, using electronic media to communicate becomes increasingly common. Each of these media allows people in different locations to exchange messages quickly and conveniently. This increased use of electronic media is changing communication practices, especially with regard to ethics and confidentiality (Saterwhite, 2007: 7). Communication can be debate, videodisc, cable television, a sermon, at the theatre, the effect of a child striving to conquer stuttering, and a field of a study. Or it may be used to refer to a sign, a signal flag, a uniform,. Communication can be a thoughtful walk on a beach at sunset, a tear, a knowing smile, a kiss, a four-letter word scrawled on a restroom wall, even silence (Ruben, 1984).

Communication is a two – sided process, and it could equally well be argued that the speaker should verbalize his message adequately. He should judge the linguistic and non-linguistic knowledge of the listener. Therefore, he should select

linguistic forms that can easily be interpreted as he intended. When we speak, we are constantly estimating the hearer's knowledge and assumptions, in order to select language that will be interpreted in accordance with our intended meaning (Littlewood, 1981:3)

The most efficient communicator in a foreign language is not always the person who is the best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and his hearer, taking account of what knowledge is already shared between them and selecting items which will communicate his message effectively. (Littlewood, 1981:3) Communication only takes place when we make use of sentences to perform a variety of different acts essentially social nature. Thus, we don't communicate by composing sentences, but by using sentences to make statements of different kinds to describe, to record, to classify and so on, or to ask questions, make requests, give orders. (Brumfit and Johnson, 1979:118)

2.7 Kinds of Communication

All living creatures have some means of conveying information to others of their own group, communication being ultimately essential for their survival. Some use vocal voices, others physical movement or facial expression. Many employ variety of methods. Birds use predominantly vocal signals, but also show their intentions by body movements; animals use vocal noises as well as facial expressions like the baring of teeth; insects use body movements, the most famous of which are various 'dances' of the bees.

Man is able to exploit a range of techniques of communication. Many are in essence the same as those used by other creatures. Man is vocal; he uses his body for gestures of many kinds. He conveys information by facial expression, but he has extended these three basic techniques by adding the dimension of representation. Thus both speech and gesture can be represented in picture form or symbolically and conveyed beyond the immediate context.

It is unfortunate that the word 'language' is often used to cover all forms of communication, and that the term language is common. These expressions obscure a very important distinction between communication which is basically a set of signals, and communication which truly language, human language. Man, in

common with other creatures, uses language with a subtlety and complexity and range far beyond anything known to exist among other forms of life. Geoffrey et al, 1980: 25-26)

According to Satterwhite (2007) communication can be divided into three main types: oral, written, and nonverbal:

2.7.1 Oral Communication

Oral communication uses spoken words to exchange ideas and information. Examples of oral communication include one-to-one conversation, meeting voice mail messages, and teleconferencing. Spoken message can be sent instantaneously, and usually results in immediate feedback. The disadvantage to oral communication is that there is often little opportunity to reflect on what is said.

2.7.2 Written Communication

Written communication is the exchange of information through letters, words, and sentences. It can include letters, faxes, memos, e-mails, reports, news release, tables, diagrams, charts and graphs. Written communication provides proof that the information was exchanged. The disadvantage of written communication is that immediate feedback may not always be possible.

2.7.3 Non verbal Communication

Nonverbal communication is communication without words. Nonverbal communication is an important form of communication. Without assaying a single word, one can express his feelings with body language (gestures), facial expressions, and body movements or postures.

2.8 Communication Competence

From babyhood onwards, everybody starts (and never ceases) to learn how to communicate effectively and how to respond to other people's communications. Some people are better at communicating than others, but every normal human being learns to communicate through language (as well as with the ancillary signaling system). It may be a matter of intelligence (as well as motivation and normal intelligence to communicate sufficiently for everyday life. In the process of communication, every speaker adjusts the way he speaks (or

writes) according to the situation he is in, the purpose which motivates him, and the relationship between him and the person he is addressing. Certain ways of talking are appropriate for communicating intimates, other was for communicating with non-in-with intimates; certain ways of putting things will be understood to convey politeness, others to convey impatience or rudeness or anger. In fact, all our vast array of language use can be classified into many different categories related to the situation and purpose of communication. For a foreign learner, it might sometimes be more important to achieve this kind of communicative competence than to achieve a formal linguistic correctness. (Geoffrey et al, 1980: p, 30)

Canale and Swain (1980) in Richards and Renandya (2002:206-207) suggest that in order to be able to communicate meaningfully, speakers need to know the knowledge of communicative competence consisting of grammatical, discourse, strategic, and sociolinguistic competence. Grammatical competence is an umbrella concept including grammar (morphology, syntax), vocabulary and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. Grammatical competence enables speaker to use and understand English-language structures contributing to students' fluency. Discourse competence is concerned with speakers' relationships, formal or informal occasion, the rules of cohesion and coherence etc. Discourse competence contributes in turn taking in conversation (Scarella and Oxford, 1992 in Richards and Renanya, 2002: 207)

Brown (1994) in Richards and Renanya (2002:207) states that sociolinguistics competence means knowing what is expected socially and culturally by users of target language. Learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners to know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.

In addition, Brown (2004:102) also asserts that strategic competence is the way learners manipulate language in order to meet the communicative goals. It is perhaps the most important of all communicative competence elements. This argument is highlighted by Berns (1990) in Richards and Renanya (2002:208) who

suggests that strategic competence is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules. With reference to speaking, strategic competence is the ability to know when and how to take the floor, how to keep the conversation going on, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.

The communicative approach is mainly based on the theory of communicative competence that includes grammatical, sociolinguistic, discourse and strategic competence. According to Hedge (2000) who has been explaining these competences or abilities needed to create a coherent conversation, grammatical or linguistic competence refers to the different aspects of the language; syntax, phonology and lexicology, i.e. it is related to the knowledge of spelling, pronunciation and grammatical structure. Sociolinguistic competence or pragmatic competence refers to the social rules of language use which includes a better understanding of the social context where communication takes place like the shared knowledge of the participants; it is also called the illocutionary competence. Discourse competence deals with the ability to understand individual messages and recognize all the discourse features. Strategic competence consists of the strategies involved for successful communication, such strategies take place when learners can't express what they want to say because of the lack of the resource to do so. In the communicative approach, most researchers agree on the need for the communicative competence to support learning and make the classroom interaction successful. Johnson (1995:161) claims that classroom communicative competence is essential in order for the second language students to participate in and learn from their classroom experience.

2.9 Communicative Approach

With the importance of English in today's world teachers look for an effective method to meet the demand of learners to use the language for communication. The communicative approach or (CLT) is considered as the best approach for such purpose. It is mainly related to the idea that "language learning will take care of itself" (Harmer, 2001:70).

A deep understanding of CLT theory and its application for classroom practice is very important for both learners and teachers, since it aims at helping learners to use the target language for communication. Lindsay and Knight (2006) say that CLT appeared by the end of 1960s and continued to evolve. Today, it is not considered as a method but as an approach for teaching based on the idea that language learning means how to use the language to achieve better communication outside the classroom. CLT developed because of the limitation of the previous methods, it mainly focuses on the ability to communicate and interact which was absent in the other methods.

Harmer also makes the important point that learners are always in need to be exposed to language and be given opportunities to use this language in order to develop their knowledge and skills. (2001). So, among the characteristics of CLT approach is that it was created around the individual learner, taking his needs and objectives as starting points in teaching and learning a second language.

2.10 Communication Strategies

Communication strategies are simply defined as mutual attempts of two interlocutors to agree on meaning in situation where requisite meaning structures are not shared (Chamot, 2005) or as mutual attempts to solve L2 communication problems by participants (Tarone, 2005: 32).

L2 learners attempt to communicate through a language that is not their own. It is different from children learning a first language where mental and social development goes hand in hand with language development. Hence, unlike L1 child language, L2 learners always want to express things for which they don't have the means in the second language (Cook, 1991:68). Is there an "ideal" speaker of language? According to language specialists the ideal speaker is an abstraction. Communicative competence, even in our mother tongue is relative. We all grope for words, make occasional mistakes, and some of us even paused more than is considered "normal". But despite there is so called "imperfections", we do manage to communicate daily (Saiz, 1974:23). How about the students? What happens when they try to communicate in a system they are still building? Some manage to convey their message well. Others still find themselves abandoning their ideas in mid-sentence or avoid communication

for fear of making mistakes, for lack of confidence. (Saiz 1974:23) As a result of anxiety, fatigue, inattention or lack of knowledge, they can also produce faulty sentences. Unfortunately, adult learners fall into that illusive trap of perfection too often. Teachers can shed some light on this problem of “fear” and help students realize their potentialities or abilities of foreign language. Saiz (1973:34) also deals with communicative strategies and encourages the students’ use in the classroom as a way of making them able to cope with difficulties in conveying a message. Several researchers have defined communicative strategies by saying that “communicative strategies are systematic techniques employed by speaker to express his meaning, when faced with some difficulties”. Communicative strategies are potentially conscious plans for solving that an individual presents as a problem in reaching a particular communicative goal. What do we do when we can’t find the right word in a conversation? What do we do when we can’t understand or be understood? When faced with problems in communicating the message, native speakers and non- native speakers perform social strategies such as guessing, paraphrasing, gesturing, repeating etc. Communicative strategies serve this purpose. (Corder, 1978: 23)

2.11 Oral Communicative Strategies

The ultimate aim of learning a second language in classrooms should be the acquisition of the oral communicative competence, i.e. the ability to speak appropriately and confidently. However, learners may find difficulties in taking part in interactions. So, the best way to overcome these problems of communication is through using communicative strategies. Ellis and Barkhuizen (2005,:170-171) define communicative strategies as “speaker-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their ability to access the L2 knowledge they have”. These strategies help learners to avoid the breakdown of the oral communication. Hughes (2002) also defines this term as the ability of the learners to manipulate a conversation and negotiate interaction in an effective way. Such strategies are particularly important where there are problems of expression and communication.

Bygate (1987) classifies two main types of communicative strategies. First, achievement strategies which include: guessing strategies, paraphrase strategies

and cooperative strategies. Second, reductive strategies which involve avoidance strategies.

2.11.1 Achievement Strategies

Learners use such strategies to compensate for language gap by using substitute; they try to find a way to convey their messages without losing or changing it. Achievement strategies involve the following sub strategies:

2.11.1.1 Guessing strategies

There are different types of guessing strategies the speaker might use. He can foreignize his mother tongue word and pronounce it as it belongs to the target language like Frenchman who is speaking English and who uses the word 'maneuver' it is an English word. The speaker might also use a word from his mother language without changing it hoping that the interlocutors will understand them. For example, an English speaker says 'I l ya deux candles sur la cheminee'. A last guessing strategy can be used to coin a word, i.e.a learner creates a new target language word on the basis of his knowledge of the language, such as using 'air ball' for balloon.

2.11.1.2 Paraphrase Strategies

This mainly involves looking for an alternative to the expression that the speaker needs in the target language. He might use a synonym or a more general word; this is called lexical substitution strategy. The speaker can explain a concept or a word by making some sort of phrases to express his meaning, this is also called circumlocution. For example, a mixing of beige and brown: light brown.

2.11.1.3 Cooperative Strategies

These are used when the speaker gets help from other interlocutors. He may ask for the word through using it in the mother tongue and interlocutors help him to find it in the target language, or through indicating the object that he means.

2.11.1.4 Reduction Strategies

Learners reduce their communicative objectives through giving the topic or abandoning a specific message.

2.11.1.5 Avoidance Strategies

The learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, 'the' in English. Some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown or unclear for them. In using this kind of strategies, the learners may sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinions too, because of the lack of vocabulary, so, they avoid some of the message content and look for something else to talk about or simply they keep silent.

2.12 The Importance of Listening in Language Learning

Listening is the first skill that learner uses to acquire language and most information in the process of teaching are produced in verbal way. Teachers who want provide the most effective classroom experience for their second language students should consider this:

No other type of language input is as easy to process as spoken language, received through listening. At the beginning stages of language study, before students have learned to read well, it is by listening that they can have the most direct connection to meaning in the new language. Through listening, learners can build an awareness of the interworking of language systems at various levels and thus establish a base for more fluent productive skills.

At the intermediate level, when students are refining their understanding of the grammatical systems of their second or foreign language, listening can be used to stimulate awareness of detail and to promote accuracy. At advanced levels, when students are able readers and written language has become a viable source of input, listening should still occupy a central place in their language use.

2.12.1 Listening is the primary channel for language input and acquisition

Proponents of comprehension approaches recognize the primacy of listening in the processes of comprehension, retention of information in memory, and acquisition of second language competence.

2.12.2 Rule Presentations and Explanations

A great deal of research in the 1960s was concerned with whether and when to present explicit second language grammar rules to students (Levin 1972; see recent discussion of the issue in Borg 1999).

2.12.3 Conversation

(Rebecca et al, 2001: p, 6-7) write that the word ‘conversation’ comes from the Old French word ‘converser’ (‘con’ means ‘together’), which means ‘to keep company with’, and this implicit meaning is important – conversation is keeping company through words. It is at the heart of social interaction. It is always done with others, even if those others are imaginary people inside your own head. Another word we use to describe conversation is ‘dialogue’, which comes from Greek word ‘dialogos’, a word made up of two parts: ‘dia’, which means ‘between two’, and ‘logos’, which means ‘word’. Dialogue then means the speaking that passes backwards and forwards between two or more people.

Conversation is vital to our development and fulfillment as human beings. Relationships are formed and developed through talk, in groups of two or more. Conversations are not necessarily about anything very important. Sometimes the act of talking and communicating is what matters, rather than the content of the speech. Think of the number of conversations that you have in any given day. They are all different, serve different purposes and occur in different contexts. Some may be telephone or e-mail conversations; others may be face – to – face.

2.13 Opening and Closing a Conversation

Much of conversation is about convention. Indeed, conversation is important in the study of how society operates according to sets of rules. A lot of conversations are entirely predictable, what we call small talk. This doesn’t mean they serve no purpose: verbal interaction itself is the goal here rather than communication of information or emotion. We are so accustomed, for example, to hearing ‘OK’, ‘Fine’, or ‘Alright’ when we ask someone how they are, that if they reply ‘Incredible’ we are likely to hesitate, or comment on their response. The parts of conversation that are most likely to be predictable and conventional are the opening and closing sections. We rarely come up to someone and say, ‘My

grandmother died yesterday’ or ‘what do you think about abortion? We need time to ease into conversation. (Rebecca et al, 2001: p, 13)

2.14 Rhetoric

So far we have looked at conversation and at argumentation as a formal kind of conversation. Where does rhetoric fit in and why is it important in thinking about argument and persuasion? Rhetoric means ‘the arts of persuasion’ and it is old as the ancient Greeks. A rhetor was an ancient Greek or Roman teacher of rhetoric. When we say that piece of writing is rhetorical we mean that it has been written with a view to persuasive effect. A rhetorical question is not a question that requires a direct answer but a question which has been used to create a particular effect.

Rhetoric, the art of persuasion, is all around us today. Its omnipresence has been particularly facilitated by the media explosions of the second half of the twentieth century. Persuasion is used for many purposes from formal speeches in the House of Commons to selling a car showroom. If rhetoric is defined as the means of persuasion in any given case, then we can see how adaptable it is. It has had to be adaptable, because like language it has to adapt to the needs of each successive generation. There is a great deal of variation within political speeches for instance – politicians such as Tony Blair and Margaret Thatcher have different styles of oratory but they both use rhetorical devices. If we were to search for rhetoric in contemporary society we would find it in television interviews of a political nature, in discussion programs, in academic books, in lectures, in the editorial columns of newspapers, in government statements, in charity fund – raising and in advertising.

In a book by the philosopher Plato called *Gorgias*, Socrates denounced rhetoric as a kind of box of tricks. He drew attention to the fact that good orators could sell people false ideas. People today sometimes use the term ‘mere rhetoric’ or ‘empty rhetoric’; what they mean is that the speaker is using rhetorical tricks without integrity to persuade people. (Rebecca et al: 2001, p, 40-43—44)

2.15 Rhetoric in the Grammar Schools

Rhetoric training was therefore absolutely central to the education which Shakespeare received at Stratford Grammar School during the 1570s. He would have studied rhetoric through imitation of examples, many of them from Latin authors. Renaissance education was consciously constructed to produce obedient, productive and God – fearing citizens, and rhetoric was central to this education in ‘civic values’ and religious belief. This essentially political function of rhetoric had also informed classical ideals of writing and speech – making. Cicero (106-43 BC), a politician and author at the centre of power in the late Roman Republic, was such an accomplished ‘rhetor’ that his speech and letters quickly became models of good practice. He wrote: ‘Wisdom without eloquence does too little for good of states, but eloquence without wisdom is usually highly disadvantageous and never helpful... the man who equips himself with the weapon of eloquence, not to be able to attack the good of his country but to defend it, will be a citizen most helpful and most devoted both to his own interests and to those of his community’ (Cicero 1949: 3-5). Therefore Renaissance statesmen, politicians and writers thought of the practice of rhetoric as combining practical advantages with beautiful effects, teaching personal morality together with political beliefs. The male writers who were taught rhetoric during the educational expansion of the 1570s obviously appropriated these skills for their poems and plays and defended their compositions with the kinds of argument made by Cicero. Ben Jonson, one of the most successful poet – dramatists of the period, made exactly this kind of claim in 1620 in a book called *Timber, or Discoveries*:

The Poet is the nearest border upon the orator, and expresses all his virtues, though he be tied more to umbers {rhyme and rhythm}; is his equal in ornament, and above him in his strengths...because in moving the minds of men and stirring of effects – in which oratory shows and especially approves her eminence – he {the poet} chiefly excels. (Jonson 1995: 587)

The poets and playwrights of the Elizabethan Renaissance who were active during the 1590s had received their education during the 1570s when there was a significant expansion in the number of schools in England and a lot new thinking about teaching and the nature of curriculum. At this period only boys continued formal schooling beyond the age of ten and the only women to be taught were the

daughters of the middle and upper ranks of society who received private tuition at home, with emphasis on domestic skills and 'decorative' social arts. At this time, then, rhetoric was effectively a male discipline, used for writing arguments in the 'public sphere' of politics, theology or literature, and very useful for gaining the patronage of a rich or influential person. (Rebecca et al: 2001, p, 52-53).

2.16 Elements of Speaking

To speak the second language fluently and accurately, learners need to be able to know some elements which are very important to develop this skill. Harmer (2001) mentions these elements which refer to the language features that learners should have knowledge about. In addition processes of the language and information in the same time when an interlocutor interacts with them.

2.16.1 Language features

The following features are necessary for an effective speaking:

- **Connective speech**

This ability needs the speaker of English to produce more connected sounds not only separated phonemes. These may be modified, omitted, added or weakened in the connected speech.

- **Expressive devices**

English native speakers use effectively the phonological rules which refer to the pitch, stress volume, speed with the use of non-verbal means. These devices help them to convey their intended meaning. Students then need to have this ability of employing such devices if they want to be effective communicators.

- **Lexis and Grammar**

When learners produce some language functions, they often use the same lexical structures. The teacher's role then is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.

- **Negotiation language**

Learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others talk. So, teachers have to provide them with the necessary expressions they need when they seek clarification from other speakers. Learners also need to well perform their utterances they seek to be understood and clear especially when they can see that the other interlocutors didn't understand them.

2.16.2 Mental / Social processing

The necessary processing skills of speaking are the following:

- **Language Processing**

This refers to the ability of learners/speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

- **Interacting with Others**

Most of the speaking situations involve interaction between two or more interlocutors, that is to say an effective speaker needs to be able to listen and understand others' talk then reacts through taking turns or keeping the others to do so.

- **Information Processing**

This relates to the ability of processing the information in the mind rapidly, i.e. the time speakers get information; they should be ready to response to the others' talk.

2.17 Oral Fluency

The main goal teachers wish in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. Hughes (2002) defines fluency as the ability to express oneself in an intelligible,

reasonable and accurate way without too much hesitation, otherwise the communication will breakdown because learners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind.

Hedge Tricia (2000:54) also adds that “The fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation”. One can say, it is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. Hughes (2002) also supports that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicator of coherence. Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses.

Thornbury, (2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking. In such cases Thornbury suggests what is called “tricks” or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are ‘uh’ and ‘um’ vagueness expressions such as ‘sort of’ and ‘I mean’. Another device for filling the pauses is the repetition of one word when there is a pause.

Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. (Richards, 2006:14).

In addition, Nunan (1999) states that fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it doesn't mean that the speakers speak so fast because sometime pausing is important. That pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes.

Otherwise, Nunan (1999) also asserts that accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. It uses correct example of language use.

The differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

2.17.1 Activities focusing on fluency.

- Reflect natural use of language.
- Focus on achieving communication.
- Require meaningful use of language.
- Require the use of communication strategies.
- Produce language that may not be predictable.
- Seek to link language use to context.

2.17.2 Activities focusing on accuracy

- Reflect classroom use of language.
- Focus on the formation of correct examples of language.
- Practice language out of context.
- Practice small samples of language.
- Don't require meaningful communication.
- Control choice of language.(Richards, 2006: 13-14).

Besides considering the importance of fluency and accuracy in speaking, teachers should also pay attention to the essentialness of language performance. Richards and Renandya (2002: 204) say that learning to speak a foreign language is more than knowing its grammatical and semantic rules. Learners must also

require the knowledge of how native speakers use the language in the context of structured interpersonal exchange in which many factors interact.

Harmer (2001: 24-25) suggests a number of variables which govern learners' choice in order to meet the appropriation during the conversation such as setting, participants, gender, channel, and topic. Setting is related to the place where the conversations take place. People speak differently at office and night clubs. Participants refer to people involved in an exchange. The language forms students use will be different when they speak with their friends and teachers. Gender represents how women and men use language in conversations. Women have frequently used more concessive language than men for example, and crucially have often talked less than men in mix – sex conversations. Channel represents how people communicate whether they will use spoken or written language. Speaking face to face and giving speech at the hall will generate different uses of language. Finally, the topic affects grammatical and lexical choices. (Harmer, 2001: 24-25)

Furthermore, Harmer (2001:269-270) also proposes four language features that are necessary for spoken production. They are connected speech, expressive devices, lexis and grammar, and negotiation meaning. The first feature is the use of connected speech. Effective speakers of English need to be able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech, sounds are modified (assimilation) omitted (elision) added (linking verb), or weakened (through contractions and stress patterning). Due to the complexity of the connected speech, therefore, English teachers should involve the students in activities which are designed to improve their connected speech.

The second feature is the use of expressive devices. Some native speakers of English use expressive devices in speaking through some ways, such as changing the pitch and stress of particular parts of utterances, varying volume and speed, and using facial expressions. The use of these devices can contribute to the ability to convey meanings. Therefore, in order to be fully effective communicators, students should be able to employ those devices. The third feature is the use of lexis and grammar. The use of common lexical and grammatical features can be found in spontaneous speech when performing certain language functions.

The last feature is the use of negotiation. Negotiation is used to seek for clarification. The speakers need to ask for clarification when they are listening to someone else especially when they know that their talks are not being understood. Students choose language forms provided to ask for clarification.

2.18 Accuracy

Most second language teachers nowadays emphasize accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. (Skehan 1996, p: 23 cited in Ellis and Barkhuizen 2005: 139) define accuracy as referring “to how well the target language is produced in relation to the rule system of the target language”. Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

2.18.1 Grammar

According to (Ellis, 2001:15 cited in Hughes 2002) the grammatical accuracy refers to the appropriate use of the learners’ grammatical structure that involves the length and the complexity of the utterances, in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005) lists the following features of spoken grammar:

- Clause is the basic unit of construction.
- Clauses are usually added (co- ordinate).
- Head +body + tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

2.18.2 Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which don't carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001) the knowledge of the word classes also allows speaker to perform well formed utterance.

2.18.3 Pronunciation

English language has long been considered by either native speakers or non-native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. Redmond and Vrchota (2007:104) argue that "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood". However, if the pronunciation is not correct the speakers then will not be understood and therefore accuracy is not achieved.

Pronunciation teaching deals with two interrelated skills - recognition or understanding the flow of speech, and production or fluency in the spoken language. These skills rely very little on intellectual mastery of any pronunciation rules. Ultimately it only practices in listening and speaking which will give the learner the skill he requires. Debates about innate abilities, linguistic creativity, or other pros and cons of habit information teaching, are relevant to pronunciation. There is no question that using the vocal organs properly for speech is a matter of motor habits, well below the level of consciousness. They can be perfected through constant use, and once established may be difficult to change without serious effort. But they are not as difficult to change as has often been supposed. The drive

towards cohesion with a social group is strong enough to change speech habits without any conscious effort or awareness on the part of the speaker in cases, for example, where people move from one area to another and change accent accordingly. Learning to acquire the pronunciation habits of foreign language, however, involves a large number of skills, especially recognition skills. In order to hear the new language accurately enough to imitate it, the foreign language learner must respond to a whole new sound system. Hearing correctly is not always easy, and he is handicapped not only by his lack of control of the new sound structure, but by his lack of knowledge of the new language in general. Understanding the stream of speech involves understanding the vocabulary; grammar and contextual meaning. So that, unlike the native speaker who relies on the heavy redundancy in languages to balance out the normal interference of noise, imperfect transmission of sounds, or muffled articulation, the foreign learner struggles with the whole of the language at the same time, not merely with a few novel sounds.

In order to become proficient in understanding and speaking, therefore, he has to learn skills at many levels at the same time. Every aspect of his knowledge of the language reinforces every other, and pronunciation teaching should always be set in a context of genuine language use. The drilling of isolated sounds has very limited value. (Geoffrey, 1980: p, 49- 50)

(Paul, 2000: p, 82) states that speaking comes naturally to humans, but it is not simple as it seems. For start:

- Many people don't like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them.
- Recognizable pronunciation is necessary for speech to be intelligible. It is sometimes hard to understand people with a strong regional accent in our own language, and it is hard to interpret a non-native speaker's "Ease ... eat ... jet? As "is it three yet?"
- Like listening, speaking takes place in "real time", and speakers don't usually have time to construct their utterances carefully. In conversation, the commonest kind of speaking, we have to do many things all together: Understand what the other person is saying, say what we want to when we

get the chance to speak, and think of something to say when there is a long pause. (Paul, 2000: p, 82).

2.19 Micro – and Macro Skills of Speaking

Brown (2004:142) distinguishes between micro – skills and macro skills of speaking. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, non verbal communication, and strategic options.

Brown (2004:142-143) continues to explain micro and macro skills of oral production as quoted below:

2.19.1 Micro skills

- Produce differences among English phonemes and allophonic variants.
- Produce chunks of language of different lengths.
- Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- Produce fluent speech at different rates of delivery.
- Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs...etc) system. (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- Produce speech in natural constitutions: in appropriate phrases, pause breathes groups, and sentence constituents.
- Express a particular meaning in different grammatical forms.
- Use cohesive device in spoken discourse.

2.19.2 Macro skills

- Appropriate accomplish communicative functions according to situations, participants, and goals.
- Use appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversation rules, floor – keeping and floor – yielding, interrupting, and other sociolinguistic features in face – to face conversations.
- Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new and given information, generalization, and exemplification.
- Convey facial features, kinesics, body language, and other non verbal cues along with verbal language.
- Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor in understanding you. Brown (2004:142-143).

2.20 Confidence in Second Language

The psychological side is essential in each activity in our lives. It is difficult to make someone do something he dislikes it. You can take the horse to the river but you can't force it to drink. Confidence, motivation, and language ability are often treated as distinct but related learning dimensions in the field of second language acquisition (Clement and Kruidenier, 1985).

The literature widely holds that these concepts are directly related and impact each other, and that if one of the factors increases or decreases, the others will follow in a direct relationship. Yashima et al (2004) claim, "Considering that students need to communicate in order to improve communicative skills and gain confidence, the researchers hope to postulate a circular and interactive model to show the dynamics of interest, motivation, learning, confidence, and communication" (p 144). Thus, few if any attempts have been made to explore confidence in isolation, and this concept has largely been regarded as a corollary of other studies dealing with other effective variables such as anxiety or motivation. However, these studies are important since they have identified an association

between self – confidence in language ability and other language related phenomena. Pervious literature has established a strong relationship between confidence and motivation. For example, Clement et al (1994) suggests that many variables are related to motivation, but specially produced adequate evidence to show that self– confidence is a powerful and major motivational process in multi-cultural as well as mono-cultural society. The researchers concluded that classroom activities and atmosphere played a role in self-confidence but another type of self-confidence (or lack thereof) could be the product of extracurricular acquaintance (both positive and negative) with the L2.

Yashima (2002) examined 297 university students and found that learners who were more motivated to engage in English conversation due to their positive attitudes toward the international community possessed a high level of confidence compared to students who lacked such motivation. The evidence of consistent association between low self-confidence and anxiety encourages a serious consideration of the role low self-confidence might play in students’ experience of second language anxiety.

Cheng et al (1999) emphasize this specific role of self-confidence in second language learning and claim that their findings offer additional endorsement to many other quantitative and qualitative studies that have identified association between lo self-confidence in language ability and language – related – anxiety. In their own words, “some anxious students in second language classes may be afflicted primary by low self-confidence in speaking the target language” (Cheng et al, 1999, p. 436). Machtyre et al. (1997) also hypothesize that, in the context of second language learning, students with low self-confidence might tend to underestimate their ability to learn a second language and have negative expectations about their performance, there by feeling insecurity or anxiety in the face of the language learning tasks.

Many previous studies have shown that there is a direct relationship between students’ confidence and their speaking behavior in L2. For example, Lai (1994) attempted to identify Hong Kong secondary students’ level of confidence in using English and the factors leading to different confidence level in oral participation in classrooms. The findings show that most of the subjects “felt lack of confidence in using English as means of communication in the classroom” (Lai, 1994, p: 122).

In another study, Machtyre et al. (1998) suggest that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. According to them, affective factors such as motivation, personality, intergroup climate, and self-confidence underlie willingness to communicate, and the factor of self-confidence – including overall self-confidence in L2 and situational self-confidence in communication play an important role in determining the learner's willingness to communicate.

Yashima et al. (2004) cites a study of high school students who traveled abroad to study English. Some students were not ready to communicate due to some factors, including lack of L2 confidence, and found themselves in an endless cycle: needing to communicate with native speakers to gain L2 confidence, but due to a lack of confidence, unable to initiate interactions. Due to its negative effects, some researchers in their studies attempted to propose solutions for students' lack of confidence in L2 classrooms. A study conducted by Burden (2004) reveals that almost 70% of 289 university freshman surveyed felt unconfident speaking English.

Burden (2004) thus suggests that teachers should use cooperative as opposed to competitive goal structures as a means of creating interdependencies between learners to increase their self-confidence. Ewald (2007) reports that only about half of students in her study claimed to experience a relative level of confidence in their upper – level classes. She asserts “even more surprising is that, given their status as Spanish majors and minors, only 12 of the students {out of 21} reported they feel more confident now about their language ability than ever before “(Ewald, 2007, p. 127). She then suggests that teachers work actively to build upper – level students' confidence and self-perception. In other words, “when students do something correctly, tell them, convince them that the challenge of learning to use a foreign language is not outside their grasp. Assure them that mistakes are normal and expected, and that even through flawed participation they learn”. (Ewald, 2007, p. 134). In another study, Tong (2010) contends that “in order to boost their confidence, a sufficient amount of time can be provided for students to organize their represents to teachers' questions or to formulate questions”.

2.21 Significance of Motivation

Motivation is the power and fuel that makes one going on and doesn't give up. Supported by the Gestalt therapy, Confluent Education holds that people possess a fundamental need for learning, directs itself towards self-exploration and personal growth. Just as the human organism will spontaneously reach out for food when it is hungry sustain it, so the need for learning will be spontaneous and intrinsically motivated: "Appetite seems either to be stimulated by something in the environment or to rise spontaneously from the organism. But of course the environment would not excite, it would not be a stimulus, unless the organism was set to respond; and further, it can often be shown that it was dimly aware appetite that put one in the way of the stimulus at the appropriate time. The response reaches out to the stimulus". (Perls et al. 1951, p. 404).

However, this natural interest to reach out and learn requires conditions which allow it to unfold, or which remove hindrances or blockage and thus promote its unfolding. A learning environment conducive to growth includes an atmosphere of trust, forms of interaction between partners, learning situations which stimulate encounters, and above all, learning arrangements which allow for creative ways of exploration by making contact with both the world inside and the world outside. (Michael.1991: p, 42).

In Gestalt 'awareness' is the tool which allows the individual organism to be in contact. It has been compared with a kind of psychological searchlight which can be pointed within limits, as a person chooses:

A person can usually 'be aware of whatever he considers himself to be (that which is inside the ego boundary), although he most likely can't do this all at once; thus the play of the searchlight. He will experience great difficulty being aware of parts of himself which he doesn't consider 'himself' (that which is outside the ego boundary), those parts which for some reason he has disowned. Much of Gestalt therapy works precisely with this problem, by attempting, through the focusing of awareness (the therapist 'stating the obvious and making implicit'), to break open ego boundaries and encapsulated elements in order to reintegrate disowned elements and to clear out or assimilate interjected or rigidified elements.

Awareness is a capacity which is used as a tool in this task. (Yeomans, 1975, p. 146)

Motivation is directly tied to our focus on the whole child, for motivation consists of the physical, emotional, cognitive, and social forces that drive our desires for and commitment toward reaching a particular goal even when challenges arise. We are never unmotivated. We are simply more motivated toward certain goals at different times depending on our needs, interests, and our beliefs about our ability to be successful in achieving a particular goal. This means that motivation changes and evolves and can be influenced by the environments in which we find ourselves and by the people in those environments.

When we talk about motivation in schools, we are generally talking about whether students are motivated to learn. Researchers measure “motivation to learn” by the degree to which students are committed to think through problems and working through challenges to master a concept or gain a new skill. This goes beyond student enjoyment of an activity, as students must persist through obstacles. We witness some of these obstacles when we try to speak the motivation to learn in student whose biological, emotional, or social needs are not fully met or in those students who believe that they can’t be successful because of the discouraging messages they received in the past.

2.22 The Anticipation of Reward

According to Skinner cited in Brown (2001: 57-58), the anticipation of reward is the most powerful factor in directing one’s behavior. Everything people do is inspired by a goal. During the teaching and learning process, a reward can be in the form of praise for a correct response e.g. very good and appropriate grades or scores or other public recognition. However, teachers should carefully use a reward to motivate the students. They may consider the following things:

- a-** Provide an optimal of immediate verbal praise and encouragement to students as short – term reward.
- b-** Encourage students to reward each other with compliments and supportive action.
- c-** Short – term reminders of progress may help students to perceive their development in class with low motivation.

- d- Display enthusiasm and excitement during the teaching and learning process.
- e- Explain the long – term rewards in learning English such as academic benefits of knowing English.

2.23 Teaching of Language

During the past thirty years, theory and practice in language learning and teaching have changed in some fundamental ways. In retrospect, the four themes that dominated the second AILA (International Association of Applied linguistics) conference in 1969 (Cambridge, England) seem to have been prophetic in pointing the way toward trends in second/foreign language (S/FL) education during the last quarter of twentieth century. They heralded new views on the importance of:

- Individual learners and the individuality of learning.
- Listening and reading as non passive and very complex receptive processes.
- Listening comprehension's being recognized as a fundamental skill.
- Real language used for real communication as a viable classroom model.

Every facet of language study has been influenced by these trends, but none more dramatically than listening comprehension. In the 1970s, the status of listening began to change from one of neglect to one of increasing importance. Instructional programs expanded their focus on pragmatic skills to include listening as well as reading, writing, and speaking. During the 1980s special attention to listening was incorporated into new instructional frameworks. Prominent among these were formats that featured functional language and communicative approaches. Throughout the 1990s, attention listening in language instruction increased dramatically. Aural comprehension I S/F L acquisition became an important area of study. Although aural comprehension is now well recognized as an important facet of language learning, much work remains to be done in both theory and practice. Unfortunately, as Brown (1987) observed, a significant number of published courses on listening comprehension and classroom practices in many schools in many countries continues to demonstrate that listening is still regarded as the least important skill.

Today the centrality of listening in language learning is well established. An appropriate aural comprehension program that targets learner listening at all levels

of instruction is an essential for second language competence. Aural comprehension establishes a base for the development of oral language within the “speech chain” of listening and speaking. (Denes and Pinson 1963, p. 1)

It is important to note that multiple benefits accrue to the learner beyond the obvious improvement in listening skills. In particular, listening comprehension lessons are a vehicle for teaching elements of grammatical structure and a low new vocabulary items to be contextualized within a body of communicative discourse. (Marianne, 1992: p, 70).

2.24 English Language Teaching (ELT)

In general there are many teaching methodologies that have been developed according to the purpose and requirements. English language teaching has changed for many years. Several methods have emerged to facilitate English teaching and learning process. Richards (2006:6-21) divides the trends in language teaching in the last 50 years into three phases which are traditional approaches (up to the late 1960s), classic communicative language teaching (1970s to 1990s), and current communicative language teaching (late 1990s to the present). Richards describes the characteristics of traditional approaches which existed up to the late 1960s. Traditional approaches to language teaching gave priority to grammatical competence as the basic of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use repetitive practice and drilling. The approaches to the teaching of grammar were deductive and inductive. It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation. Once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading, and writing.

This approach also often employed several techniques including memorization of dialogues, question – and – answer practice, substitution drills, and various forms of guided speaking and writing practice. Great attention to accurate pronunciation and accurate mastery of grammar were stressed from the very beginning stages of language learning, since it was assumed that if students

made errors, these would quickly become a permanent part of the learner's speech. In the 1970s, a reaction to traditional language teaching approaches began and spread around the world. The centrality of grammar in language teaching and learning was questioned since it was argued that language ability involved much more than grammatical competence. Attention shifted to the knowledge and skills which were needed to use grammar and other aspects language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and need and so on. What was needed in order to use language communicatively was communicative competence.

Building on Hymes's theory, Canale and Swain in Richards and Renandya (2002: 206-207) propose that communicative competence includes grammatical, discourse, sociolinguistic, and strategic competence. These components underlie the effectiveness of speaking. Since the 1990s, the communicative approach has been widely implemented because it describes a set of very general principles grounded in the notion of communicative competence as the goal of second and foreign language teaching. Current communicative language teaching (CLT) places the students as the centre of teaching and learning process, involves the real communication, and meaningful tasks, and uses mixed syllabus (Richards, 2006: 22).

2.25 Shaping a Communicative Curriculum

(Marianne, 1992: p, 19) states that in recent years, many innovations in curriculum planning have been proposed that offer both novice and veteran teachers a dizzying array of alternatives. Games, yoga, juggling, and jazz have been proposed as aids to language learning. Rapidly increasing opportunities for computer – mediated communication, both synchronous – online chat rooms – and asynchronous – the full spectrum of information and interactions available on the internet as well as specialized bulletin boards and e-mail – hold promise for further integration of communicative opportunities for learners worldwide.

In attempting to convey the meaning of CLT to both pre-service teachers of English as a second or foreign language in a wide range of contexts, it is helpful to think of a communicative curriculum as potentially made up of five components. These components may be regarded as thematic clusters of activities or

experiences related to language use and usage, providing a useful way of categorizing teaching strategies that promote communicative language use. Use of the term *component* to categorize these activities seems particularly appropriate in that it avoids any suggestion of sequence or level. Experimentation with communicative teaching methods has shown that all five components can be profitably blended at all stages of instruction. Organization of learning activities into the following components serve not to sequence an ELT program, but rather to highlight the *range of options* available in curriculum planning and to suggest ways in which their very interrelatedness benefit the learner.(Marianne, 1992: p, 19).

Many professionals recognize the importance of practice in the acquisition of any cognitive skill. There is increasing recognition of SL learning as a process of skill acquisition (O'Mally, Chomat, and Walker 1987), which implies the importance of practice, or output, rather than mere input (cf. Pica et al. 1996; Swin and Lapkin 1995). Teachers thus need to remain aware that they are not in the classroom to fill up the time with the sound of their own voices, but to arrange matters so that their students do the talking (or writing, or listening). Particularly in EFL rather than ESL situations, class time is so valuable that we believe the teacher should move on to practice phases of a lesson as soon as possible in a manner consistent with an adequate presentation of material and the giving of clear instructions for some practice exercises.

Assuming that the instructor decides that a given teaching objective calls for some support in the way of materials, what then? The major resource is of course the textbook. In addition, other teaching aids fall into two categories (Celce-Murcia 1979): nontechnical aids and technical aids (not counting the students themselves, who can of course play a stimulating role in the presentation stages of a lesson). The former include the chalkboard, regalia, flashcards, magazine pictures, and charts. The latter include the overhead projector, audio and video recordings, CA-ROM, and Internet.

For the untrained teacher, a good text book can stand in for a syllabus and training program, while an experienced teacher can use the text as an aid, adopting some parts, adapting others (Stevick 1971), or can even dispense with it completely. The utility of the average textbook for a typical present-day ESL/EFL

course is normally unquestioned. Nonetheless, we argue teachers to remember that most textbooks in a given period of time are often very much alike (Ariew 1982); they are the product of the pressures of the market, as imperfectly interpreted through the publisher and materials writer, and can often run counter to legitimate educational pressures.

Some general points can be made about the presentation stage of a lesson. First, the instructor is, in fact, rather free from constraints despite the various procedures suggested by the teachers' notes typically accompanying the text. Texts designed for beginning and intermediate learners still commonly present the material of each unit via a dialogue, and the teacher is often instructed to have the students work with the dialogue. In many traditional classroom settings (especially EFL settings), this involves having the moving next to partial memorization. Yet, an equally efficient procedure for some classes would be to have students pair off and read the dialogue aloud while the teacher circulates and checks individual performance. The point is that teachers have the right and responsibility to utilize the material in whatever way seems appropriate, hopefully making use of the findings that SL research suggests.

For example, an increasingly well-established line of work has stressed the role of attention and awareness in SL learning (Schmidt 1990, 1995) and the importance of drawing the learner's attention to certain characteristics of the language which might otherwise be missed (referred to as "input enhancement"; Rutherford 1987, Doughty and Williams 1998a) it follows therefore, that the teacher should usually present the text or illustrative material with an immediate focus on the target points. On the other hand, research over the last two decades has made clear that SL learning doesn't take place in a simple linear fashion with one linguistic element being added to the text. In the syntactic domain, learners proceed at different speeds through fairly regular sequences (Pienemann and Johnson 1987). It is unlikely that structural target points will be internalized by many in class after one exposure. Consequently, the particular aspect of language to be learned should almost certainly come up on other occasions, in other lessons. The fact that SL learning involves the learning of a cognitive skill implies the first stage of use (the "cognitive stage") will be errorfull and difficult for the learner. Movement towards automatic will require a great deal of active, realistic practice in the use of the target language, which may not be susceptible to general error

correction. Finally, at the presentation stage, it is relevant to consider what little is known about the learner's development of control over the pragmatic aspects of SL. An emphasis on realistic, communicative language use in the class room from an early stage is therefore justified, as is the development of the meta-linguistic terms needed to talk about language use (Henriksen 1988).

2.26 Syllabus Design

In order to define syllabus design, we need to start with the broader field of curriculum development. Curriculum is a large messy concept which can be looked at in a number of ways. A very broad definition is that it includes all of the planned learning experiences of an educational system. The field of curriculum development was first systematized by Tyler in 1949, who articulated four fundamental questions that must be answered by any curriculum developer.

1. What educational purposes should a school seek to attain?
2. What educational experiences can be provided that is likely to attain those purposes?
3. How can the educational experiences be effectively organized?
4. How can we determine whether these purposes have been attained?

In the context of language teaching, the first two questions have to do with syllabus design, the third with language teaching methodology, and the fourth with assessment and evaluation. Syllabus design, then, is the selection, sequencing, and justification of the curriculum.

In language teaching content selection will include selecting linguistic features such as items of grammar, pronunciation, and vocabulary as well as experiential content such as topics and themes. This selection process is guided by needs analyses of various kinds. Needs analysis provides the designer with a basis both for content specification and for the setting of goals and objectives.

In 1976, David Wilkins published an influential book called *National Syllabus*, in which he argued that the point of departure for syllabus design should not be lists of linguistic items, but a specification of the concepts that learners wish to express (notions such as time and space), and the things that learners want to do with language (functions such as complimenting or apologizing). More recently,

there have been calls for the adoption of a process approach, in which the point of departure is not lists of linguistic or notional – functional content, but a specification of communicative and learning processes. This has resulted in proposals for task – based syllabuses.

Another significant trend, particularly in second as opposes to foreign language contexts, has been the emergence of content – based syllabuses. Most recently, an integrated approach has been called for. In such an approach, all most of the elements and processes described above are incorporated into the syllabus. (Marianne: 1992: p, 55)

We can choose any methods in ELT because all of them help to develop speaking skills. It is possible to use them in integration or separately to get positive results. Bailey (2005) and Goh (2007) proposed methods to enhance the development of speaking by means of syllabus design, principles of teaching, types of tasks and materials, and speaking assessment.

2.27 Pedagogical and Natural Syllabuses

(Paul, 2000: 106) says that teachers are usually expected to teach the Simple Present Tense one month, Frequency Adverbs the next month, the Comparative the next, and so on. If you do this you may get most of your learners to do exercises satisfactorily and pass tests. But that does not mean that you have taught and they have learnt everything permanently. Personal experience as well as research indicates that that virtually all children learning their L1 as well as foreign language learners make mistakes in basic grammatical structures long after they first encounter the form concerned. Language acquisition is a long and complex process that rarely follows the syllabuses of classroom courses. There is conflict between pedagogical syllabuses, which concentrate on one thing at time, and what is called ‘the natural syllabuses, which deals with everything mixed together naturally. You should not be shocked when your pupils make ‘basic’ mistakes in intermediate course. It is perfectly normal. But it does require remedial action. (Paul, 2000: 106)

2.28 Stages of Language Learning

Individuals learning a second language use the same innate processes that are used to acquire their first language from the first days of exposure to the new language in spite of their age. They reach similar developmental stages to those in first language acquisition, making some of the same types of errors in grammatical markers that young children make, picking up chunks of language without knowing precisely what each word means, and relying on sources of input humans who speak that language – to provide modified speech that they can at least partially comprehend. (Cllier, 1998).

Second language learners are usually observed developing a new language system that incorporates elements from the native language and elements from English they recently learned. Inter – language actually helps second language learners test hypotheses about how language works and develop their own set of rules for using language.

2.28.1 Stage 1: pre- production

This is the silent period. Beginners only listen but rarely speak. English language learners may have some words in their receptive vocabulary but they are not yet speaking. Some students will be able to repeat only everything that someone says. They are not really producing language but are imitating. Students may duplicate gestures and movements to show comprehension. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary because English language learners at this stage will need much repetition of English.

2.28.2 Stage 2: Early production

At this stage students try to speak some words. Students can use short language chunks that have been memorized although these chunks may not always be used correctly. Learner listen more to this talkative classmates and extend his vocabulary. In stage two, input is comprehensible if the learner already knows the nonlinguistic content what he or she is hearing or if the communication situation is very predictable. There are more genuine two – way conversation with speakers of language, although it takes a very patient native speaker to persevere in trying to

communicate with a learner at this stage. The result of getting through stage two well is quite a bit of “fluency” in comprehending language which uses a variety of structures in connected discourse, with an ever growing vocabulary. In stage two, the learner is able to speak well in tasks that are fairly structured and predictable.

2.28.3 Stage 3: Speech emergence

At this stage, student has a good vocabulary and uses simple phrases and sentences in his communication with others. They are able to ask simple questions, which may be grammatically correct or wrong. Students try to initiate short conversations with classmates. They are able to read and understand easy stories. In stage three the learner can understand new information, but it still helps if that information is still specially geared to a new speaker’s needs. This means that meanings must often be negotiated. In order to keep increasing comprehension fluency during this stage, the key ingredient is coming to understand the background information that everyone in the culture knows about, and in particular, learning this information in connection with language that is associated with them. Because the learner can by now understand a lot of the linguistic content, it is possible to develop more ability for top – down processing of “new” information of the non – linguistic content. If there is adequate input, the learner should be developing a sense of the different discourse genres and registers of speech. The result of getting through stage three is that the learner is able to comprehend language related to a vast range of topics, situations and contexts, as well as easily process many social nuances. In stage three, the learner has increasing facility to produce connective and narrative discourse.

2.28.4 Stage 4: Intermediate fluency

At the stage of intermediate fluency, English language learners are able to use more complex sentence in speaking and writing to express opinions and share their thoughts. They are able to ask questions to clarify what they are learning in class. Learners are able to work with some teacher support. Comprehension of all subjects’ content is increasing. At this stage, students are able to use different strategies to learn content in English. Teachers have to focus on learning strategies. Students in this stage can understand more complex concepts. In stage four, the learner learns most from normal native – to – native speech as it

occurs in the whole range of life experiences. The learner will understand most input, provided he attends to it. For example, native speakers may talk about the learner right in his presence, intending to tease him and get reaction. He will certainly hear that they are talking, but may not in the deeper “hear” a thing they say, he is attending to it. In stage four, the learner has increasing facility in abstract and hypothetical discussions.

2.28.5 Stage 5: Advanced fluency

Students at this stage will be near – native in their ability to perform in content area learning. Students have needed continuous support from classroom in reading, writing, and speaking. In stage five, the learner has increasing facility in discussion using his vocabulary without any proper preparation.

2.29 Teaching Speaking

In general there are four language skills which the language learner should adopt through the process of learning or acquisition. They are reading, speaking, listening, and writing. Along with the development of theories of language teaching and learning, there are several terms used for these skills which are conventionally accepted by most of language teachers as what Donald and Kneale (2001:14) say that: “Language teachers conventionally distinguish between four aspects of language which are mastered by means of the “four skills”: listening, speaking, reading, and writing. Listening and reading might be taught as primarily “passive” “receptive” or ‘input’ skills, whilst speaking and writing are their ‘active’ ‘productive’ or ‘output’ counterparts” (Donald and Kneale,2001:14).

In real communication, these skills are often manifested integratively. For example, when learners listen to a lecture, they make notes. To clarify the message they got, they read the notes again and expressed their understanding by asking questions. The previous theory that English should be taught integratively is supported by Brown (2001:232). He states: “Despite our history of treating the four skills in separate segments of curriculum, there is a trend toward skill integration. That is rather than designing a curriculum to teach the many aspects of one skill, say, reading, curriculum designers are taking more a whole language approach whereby reading skills, then, will also deal with related listening, speaking and writing skills”.

Meanwhile in Harmer's (2007:265) words: "It would make no sense to teach skill in isolation since in meaningful communication, people employ incremental language skills not in isolation, but in tandem". In summary, these four language skills should be carried out in a meaningful way and taught integrative".

Teachers have an important role in making the teaching and learning process succeed. They may try to use various approaches to teach English and then select an appropriate approach which is suitable for their classes. It is necessary to connect teacher's experience during the teaching and learning process with the theory of teaching derived from research so that it will help the teachers to comprehend when to use a certain technique, with whom it will work, how to adapt it for the students, and how to judge its effectiveness.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishment in spoken communication. Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, vocabulary): using the right words with the correct pronunciation.
- Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/information building)
- Social and cultural rules and norms (turn – taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstance, about what, and for what reason. In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real – life communication situations. They help students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

2.30 Approaches to the Teaching of Speaking

Many language experts have argued the best approach to language learning during years. Some believe in the approaches, some welcome the use of current approach to improve the teaching and learning process. According to Richards (2004: 24-25) communicative language teaching (CLT) is a new approach used widely since the 1990s. Here are some core assumptions of current CLT.

- Native language is allowed as long as learners engage in interaction and meaningful communication.
- Learners negotiate meaning through the task, expand their language resource, and notice how language is used.
- Learning language is a gradual process involving creative use of language and trial error. The goal of learning is using the new language fluently and accurately.
- Successful language learning uses communication strategies.
- The role of the teacher is a facilitator and learners learn through collaboration and sharing.

CLT requires a syllabus that identifies all the relevant components of a language. The first widely adopted communicative syllabus developed within the framework of classic CLT was termed Threshold level. It described the level of proficiency learners need to attain to cross the threshold and begin real communication. It consists of topics, functions, notions, situations as well as grammar and vocabulary (Van EK and Alexander in Richards, 2006: 10-11)

Regarding CLT, Richards also distinguishes two current methodologies that can be described as extensions of the CLT movement. These methodologies are also suggested by Thornburry (2005: 119-122) for teachingspeaking. There are task - based approach and text – based or genre approach.

Richards (2006:33-40) asserts that a task – based approach or task – based instruction (TBI) focuses on classroom process.

The interactional process in the classroom is achieved by the use of interactional tasks. Furthermore, Thornburry (2005:119) states that TBI was originally motivated by the belief that a language is best learned through using it rather than

learned then used. A task based syllabus for speaking would be based around a sequence of integrated tasks. Speaking would not necessarily be exclusive, but the task would meet the real world uses of language identified through need analysis.

Willis (1966) in Richards (2006:37-38) and (2008:34-35) suggests using a cycle of activities with task work consisting of pre – task activities, i.e. introduction to topic and task; and the language focus comprising analysis and practice.

One of the contrary of a task – based, a text – based or genre – based approach focuses on product. According to this view, learners in different contexts have to master the use of text types occurring most frequently and communicative competence involved in different kinds of spoken and written texts in specific contexts. Mixed syllabus is used in a text- based approach that specifies other components of text such as vocabulary, grammar, topics, and functions. Thus, it integrates reading, writing, oral communication, and grammar teaching through the mastery of texts rather than in isolation (Richards, 2006:39-40).

Feez and Joyce (1998:28-31) in Richards (2006:42-44 and 2008: 36-38) propose sequences of implementing a text – based lesson. They are building the context, modeling and deconstructing the text, joint construction of the text, independent of the text, and linking to related texts.

2.31 Characteristics of Speaking Performance

In the process of teaching speaking we need to make assessment for the learner to make sure that he makes proper progression in his performance. In recent teaching contexts, a lot of attention has been paid for to designing activities which focus on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in assessment of the oral skills. In the communicative approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although, Richards and Rodgers (2001:157) mention that: “Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context”, and this is an obvious point since the emphasis of CLT is on the communicative process between learners or teacher - learners, rather the mastery of the language forms.

Many questions have been raised about the role of accuracy in CLT theory. Hedge (2000:61) makes the important point that “The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary”. Learners then should develop a communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way.

2.32 Speaking Difficulties in Foreign Language Learning

Always there are difficulties in the process of learning and the success of learner is measured by his ability to overcome these difficulties and doesn't give up. Practicing the speaking skill of the foreign language is not as knowing about this language. Echevarria et al. (2008) support that the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. Learners often find some difficulties when practicing the speaking skill, even those who know about the system of the foreign language. Parrot (1993) asserts that teachers must perform a series of tasks that aiming to providing learners with the confidence and the skill required to take advantages of the classroom opportunities in order to speak English effectively.

According to Ur (2000) there are four main problems in getting students speak in the foreign language in the classroom:

2.32.1 Inhibition

This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. Littlewood (1999: 93) argues that: “It is too easy for a foreign language classroom to create inhibition and an anxiety” Such factors refer to the feeling of shyness and fear of making mistakes and these due to the ill development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience. Ur (2000) states that:“Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attract.”

This view is supported also by Bouman et al. (1989) who argue that in teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

2.32.2 Nothing to say

The common expression SL learners use when they are imposed to participate in a given topics “have nothing to talk about”, “I don’t know”, “no comment”, or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about.

Rivers (1968:192) says that: “The teacher may have chosen a topic which is uncongenial to him {the learner} or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language”. Moreover, the poor practice of the SL can contribute to create this problem.

Baker and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, students could not carry out the discussion on topics that are not interesting for them.

2.32.3 Low Uneven Participation

This problem refers to the amount of each student’s time of talking. Rivers (1968) claims that some personality factors can affect participation in a FL and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students’ talk time. However, others prefer to speak only if they insure that what they will say is correct, and some others keep silent, show no interest or participation all among the course. Harmer (2001) suggests streaming weak participants in groups and letting them work together. In such cases they will not hide behind the strong the strong participants, and teacher can achieve a high level of participation. Another factor that can create problem of

participation is the classroom arrangement that may not help students to perform some speaking activities.

Bowman et al. (1989:40) support the idea by saying that “traditional classroom seating arrangements often work against you in your interactive teaching.” Low participation is due to the ignorance of teacher’s motivation too. If the teacher doesn’t motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher’s responsibilities.

2.32.4 Mother Tongue Use

SL students of the same mother tongue tend to use it outside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003: 12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language” therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

2.33 Practicing the Speaking Skill in Classroom

Practicing the speaking skill outside the classroom is related to what you listen spoken around you. In a foreign country, the students will hear the spoken regularly and without any conscious efforts they imitate and perform their own utterances on the basis of what they have heard. Progressively, they will come at stage where they can speak like people around them. In the mother country, SL students need to practice the language regularly inside the classroom through performing different activities. O’Mlley and Pierce (1996: 59) assert the American Council of Teaching of Foreign Language (ACTFL) suggests that “different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency” So, learners should be given ample practice in classroom at all levels to express themselves in situations where they can use spontaneous language. Practice activities may serve the learning / teaching goal of speaking proficiency. Richards and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of a given model.

For example, dialogues may be used to perform sentence patterns. Richards, Platt, and Weber (1985: 289) add that “the use of variety of different tasks in language teaching is said to make language more communicative {...} since it provides a purpose for classroom activity” (cited in Lee, 2000: 31). Tasks, then, are also used to achieve communication beyond that of practicing the language itself.

The communicative process involves interaction between at least two people who share a list of signs and semiotic rules. The concept of interaction is defined as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects naturally influence one another” (Wagner, 1994: 8). Therefore, interactions don’t occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication. The concept of interaction has a significant importance in the classroom too; it is an essential part in learning and teaching processes.

Allwright and Baily (1991) hold that interaction is something that people can do together i.e. collectively. Obviously, in the classroom it is considered as important for teacher to manage, who should talk, to whom, on what topic, in what language and so on. However, none of this can change the fact that classroom interaction focuses on the learners’ cooperation. In order to understand the relationship between classroom interaction and SLA, there are two main assumptions. First, the classroom provides an environment that leads to SLA. The second is that what happens in classrooms involves communication, and this can be seen as some form of interaction, i.e. there is reception and production based theories of classroom interaction and SLA. Reception – based theories agree that interaction contributes to SLA through learners’ reception and understanding of the SL; however, production – based theories contend that interaction helps learners to produce the SL (Ellies, 1990 cited in Johnson, 1995). Reception – based theory, according to Johnson (1995), is related to the input hypothesis, which holds that the input should be comprehensible to learners for a better acquisition since the latter happens when learners understand input that contains well – formed structures and which can meet their current level. Productive – based theory relates to the output hypothesis.

2.34 Significance of Interaction in Teaching Speaking

The aim of this study is to promote interaction among students. Interaction is an elicitation of willing student participation and initiate which requires a high degree of interpersonal communication skills (Rivers, 1987,p. 10). It refers to the exchange of information between the teacher and the students or among the students. It has long been considered important in language learning. “It may be quite, it may be noisy; it may be alert and dynamic; it may take place in large groups, small groups or pairs” (Kramsch, 1987, p. 18) It will make students deeply involved in activities that drown on their creativity. Teachers should demonstrate these qualities to students to help overcome their inhibitions and fear of embarrassment.

According to Swain (1985), “Interaction allows the learner to practice the target language, thus enhancing fluency; to notice or trigger a particular structural form that needs modifying; to test hypotheses about structural points and to reflect met linguistically” (p. 223). Similar to Swain, Brown (1991) and Mc Laughlin (1987) point out that interaction provides opportunity for the non- native speaker (NNS) to practice structural components, increasing the likelihood of atomicity of such components.

Brown (1994) indicates that interactive classes have the following beneficial features:

- There is large amount of pair and group work.
- Students engage themselves in spontaneous and authentic conversations.
- Students work for actual audiences and purposes, not artificial ones.
- The task – based activities prepare students for the real world outside of the classroom.

Through interactions, students can increase their language repertoire as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, and problem – solving tasks or conversations. At the time of interaction, students can use all they have learnt of the language or have casually absorbed in real life exchanges where expressing their real meaning is important to them. Thus, they will have experience in creating messages from that they hear or read, since comprehension is a process of creation (Richards, 1981,

pp. 160-2). It is also underscored by Richards (2001) that second language learning is facilitated when learners are engaged in interaction and meaningful communication.

2.34.1 Role of Interactive Activity (IA)

Interaction activities provide opportunities for learners to use the target language in communicative way for meaningful activities (giving importance to messages been created or activities been completed) rather than form (correctness of language and language structure). It will lead students to acquire what they need and what they want actually to be used in real life situations. Thus, interactive activities include any activity in which a participant addresses an audience orally. The two types of interactive activities employed in the classroom and focused on in this study are:

- Group Discussion Presentation
- Mock Association Meeting

Both are interactive activities because they require learners' participation and involvement and provide opportunities to produce the target language to become effective communicators. Swain (1985) highlights the observation that interaction also makes learners really use the language.

2.34.2 Ways of Promoting Interactive Activities

Lee (2004) says that promoting interactive activities seems to be alternative means to help the second language learners to acquire the target language in meaningful way. It is believed that by means of interaction, second language learners can stretch their linguistic competence and use appropriate strategies to modify and negotiate meaning in spite of their inaccurate and incomplete utterance.

In promoting interactive activities, comprehension and production retrieve their natural relationship as an interactive duo. To achieve this:

- Teachers must promote the desirable ambience and good relations among students for them to know one another.
- Individuals must appreciate the uniqueness of others by encouraging and educating one another.

- Both students and teachers must build up their confidence and enjoyment in what they are doing.
- Classrooms should not be teacher – directed and dominated.
- Classrooms should be interactive by nature and never one – way.(Lee, 2004)

2.35 Principles for Designing Speaking Techniques

Brown (2001: 275-276) proposed some principles for designing speaking techniques. These principles will help teachers to conduct the speaking class.

Use techniques that cover the spectrum of learner needs, from language – based focus accuracy to message – based focus on interaction, meaning and fluency. Make sure that the tasks include techniques designed to help students to perceive and use the building block. At the same time, don't make the students feel bored with repetitious drills. Teachers should make many drilling as meaningful as possible:

- Provide intrinsically motivation techniques. Try to appeal to students' ultimate goals and interests in their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Help them to see how the activity will benefit them.
- Encourage the use of authentic language in meaningful contexts. It takes energy and creativity to design authentic contexts and meaningful interaction, but with the help of storehouse of teacher resource material it can be done. Even drilling can provide a sense of authenticity.
- Provide appropriate feedback and correction. In ESL situations, feedback is mostly from the teacher. Feedback can be found outside of the classroom but it is important for teachers to inject the kinds of corrective feedback that are appropriate for the moment.
- Capitalize on the natural link between speaking and listening. Many interactive techniques involving speaking will also including listening. The two skills reinforce each other. Skills in producing language are often initiated through comprehension.
- Give students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversation and to change

subject. Teachers can design speaking techniques allowing students to initiate language.

- Encourage the development of speaking strategies. Not all students are aware of strategic competence. Teachers should their make students develop strategic competence to accomplish oral communicative purposes. The strategies are asking for clarification (what?), asking someone to repeat something (Excuse me?), using fillers (uh, I mean, well) using conversation maintenance cues (Huh, Right, Yeah), getting someone attention (Hey, So) and so forth.

2.36 Designing Pairs and Groups

In order to achieve high degree of interaction students must be organized and cooperative because student can't interact with himself. So, in an interaction activity, the teacher may divide the whole class into pairs and groups. In some cases, it is possible to let learners find their own partners. However, it is also better for learners who don't know each other well to interact together, since one of the goals of interaction is to establish social relationships between the learners so that the learning process is facilitated. Lindsay and Knight (2006) make the important point that it is a good idea to gather students and let them work in pairs and groups in order to practice the speaking skill effectively, because if those learners will talk only to their teachers then chances for practice are reduced.

Richards and Lockhart (1996: 152) support this view saying, "Through interacting with other students in pairs or groups, students can be given opportunity to draw on their linguistic resources in a nonthreatening situation and use them to complete different kinds of talks. Indeed, it is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed."

So, learner – learner interaction occurs through designing groups and pairs where learners can enhance their competence in using communication and language. In pair work the learner finds himself in an obligation to practice the language because he must speak with the other learner who is with him. Harmer (2001) asserts, that pair works increases the amount of each student's speaking time. It allows students to work and interact independently without

teachers' guidance, and this leads to promoting learner independence. Group work is like pair work because it increases the amount of talking time for individual students, but unlike pair work because more students will contribute in the interaction; they will have different ideas and varied opinions. So, group work ensures a high level of interaction. Richards and Lockhart (1996) also argue that group work promotes collaboration among the students; it creates the sense of teaching community that reduces learners' isolation.

2.37 Criteria for Designing Pairs and Groups

Dividing students into pairs and groups is not very simple process because it is the basic of their performance later on as they are going to complete each other. So, if the teacher divide them randomly, some problems or difficulties may be appear and hinder their performance. Teachers should decide how to set students into pairs and groups because it is very essential in varying the interactive learning. Harmer (2001) sets up a set of principles that teachers can follow when creating pairs and groups.

2.37.1 Friendship

When grouping learners, the teachers should putting friends with friends, rather than taking risks of putting learners with others whom they find it difficult to interact with them. In such cases, the learners would choose and go towards other students they like, admire or want to be liked by.

2.37.2 Streaming

Refers to the act of arranging students into pairs or groups according to their abilities for example, the teachers may stream a group of less able learners and ask them to interact, and from time to time they give them the special help they need. However, when the teachers stream a group of more able learners, their goal is to create a challenge, competition and a high level of negotiation among them. Participation is another basis that the teachers might focus on during streaming. If they see that some students participate less than others they might then make a group / pair of weak participators to ensure that those learners will not hide behind the more talking classmates.

2.37.3 Chance

The teachers can group the learners by chance without any reason of friendship, ability or level of participation, and this is the easiest way of creating groups or pairs because it doesn't require pre – planning from the teachers. One way of grouping the learners under this basis of chance is sitting; the learners who sit next or near each other will interact together.

2.37.4 Changing groups

When the teachers create the groups or pairs according to the previous principles, it doesn't mean that the members should stay until the end in their groups. The pair / group may change while the interactive activity continues. For example, one member from other groups can interact with the actual group and share information with them, and then he may come back to his original group / pair.

2.37.5 Types of Classroom Speaking Performance

In designing speaking activities or instructional materials for second language or foreign – language teaching, it is necessary to recognize the different functions speaking performs in daily communication and the different purposes for which the students need speaking skills. According to Brown (2001: 271-274), there are five types of speaking. They are imitative, intensive, responsive, interactive, and extensive. In imitative speaking performance, learners imitate or parrot back a word or phrase or possibly a sentence. The purpose of imitation is not for meaningful interaction but focusing on some particular elements of language form. Drilling is the example of imitative speaking performance.

An intensive speaking performance is related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship (prosodic elements: intonation, stress, rhythm, juncture) (Brown, 2004:273).

Another type of classroom speaking performance is called responsive. Short replies are the example of speaking performance which doesn't extend into dialogues, for example, standard greetings, simple requests and comments etc. The

stimulus is always a spoken prompt in order to preserve the authenticity with only one or two follow up questions (Brown, 2004:141).

Interactive speaking performance consists of transactional and interpersonal dialogues. Transactional dialogue is carried out for the purpose of conveying or exchanging information. This type of speaking performance is an extended form of responsive language. A conversation is the example of transactional dialogue. Another extended form performance in interpersonal dialogue. Compared to the purpose of transactional language, interpersonal (dialogue) tends to maintain social relationships better than exchange information. Some elements may involve in a dialogue such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm etc.

The last speaking performance is extensive (mono – language). Extensive oral production can be in the form of reports, summaries, and speeches. It can be planned or improvised.

2.38 Teachers Roles and Responsibilities in the Classroom

Definitely the teacher is one of the essential factors in the learning process and his role can't be substituted. Most students will not engage in an interaction by themselves unless the teachers start first. Obviously, the role of the teacher is very crucial in motivating and creating interest in the topics. The basis of the communicative approach is this capacity of the teacher to adapt himself, to different roles. Hedge Tricia (2000: 26) identifies important roles the teacher can play, “As controller in eliciting words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work.”

- **Controller**

Within a classroom interaction and especially learner – teacher interaction, the teacher is responsible for the teaching and learning processes. Harmer (2001) asserts that the teacher job here is to transmit knowledge from himself to his students.

- **Assertor**

The most expected act from the teacher is to show the learners that their accuracy is being developed; Harmer (2001) says that this is done through giving correction or by praising them. The students have to know how they are being assessed; the teacher should tell them their strengths and weakness, the students, then can have a clear idea about their levels and what they need to concentrate on. The assessor teacher should pay attention also to the learners' reactions and how to deal with them.

- **Corrector**

The teacher has to decide when and where to correct students' production. Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction, i.e. he work seriously to give the correct pronunciation or meaning because the learners very often acquire these issues from their teachers.

- **Organizer**

It is the most important role – according to Harmer (2001) – that the teacher acts in a classroom where many things must be set up such as organizing pair / group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over. The teacher in such a role spends some time in engaging all the class in the interaction and ensures its participation. Once the students are involved in the interaction, the teacher can stop interacting and let the learners speak and listen to each other, exchange views and why not correct each other too.

- **Promoter**

Sometimes the learners don't find the words when they talk to each other or with the teacher. The role then of the latter is to encourage the learners to think creatively so that to be independent from the teacher. In such a role, the teacher must prevent himself to help the students even if he wants so that they will be creative in their learning.

- **Resource**

The job of the teacher here is to answer students' questions. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, they go back to their teacher as a resource of information. In turn, the teacher should be able to offer such needed information. Another role the teacher needs to adopt in a classroom interaction is the observer. Harmer (2002) points out that, the teacher here should distract the students, attention so that they can interact naturally and spontaneously. Moreover, he has to take notes about his learners in their use of actual language. Teachers don't use observation only to give feedback, but also to evaluate the success of the classroom interaction in developing the speaking skill of the learners. If there is failure in achieving fluency, then the teacher tries to bring changes for the classroom in the future.

In recent years, applied linguists have focused their attention on L2 teacher education and practice (Lazaraton and Ishihara, 2005). Since the literature has tended to focus on teacher development far more than teacher training, classroom discourse has been a focus of interest for quite some time. For example, Edge (2005) argues that, at present, ELT teachers are no longer required to apply a particular theory or use a particular method in their teaching. Instead, they should be responsive and responsible for examining their teaching context to gain a deeper understanding of their own work. This process of open, continuing development creates an environment that caters to learning, collaboration, and growth. Richards and Farrell (2005) also make the distinction between teacher training and teacher development. They argued that the former deals with basic concepts, strategies, and methodology, and therefore aims at short – term and immediate goals, while the latter aims at helping teachers understand themselves and their teaching. Through reflective analysis of teaching practices, examining beliefs, values and principles, sharing with colleagues, and keeping up – to – date with new trends and theories, they believe that teachers can engage in professional development. One of the themes that are prevalent in this strand of research in L2 includes action research (Bartels, and Brown and Rodgers, 2002; Burton, 1997; Crookes and Chandler, 2001; Mc Donough, 2006; Smith, 2005; Thorne and Qiang, 1996).

Although definitions of action research vary, there are some typical features associated with it, which were summarized by Burns (1996) as follows:

- Action research is contextual, small – scale, and localized. It identifies and investigates problems within a specific situation.
- It is evaluative and reflective as it aims to bring about change and improvement in practice.
- It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers.
- Changes in practice are based on the collection of information or data which provides the impetus for change.

2.39 Activities to Promote Speaking

Speaking is an active and productive skill. So the teacher should work attentively to promote it by using good methodology. Here are some activities that are going to improve speaking skill of students.

- **Discussions**

After a content – based lesson, a discussion can be hold for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups.

Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students don't spend their time chatting with each other about irrelevant things. For example, students can become involved in agree / disagree discussions. In this type of discussions, the teacher can form group of students, preferably 4 or 5 in each group, and provide controversial sentence like “people learn best when they read VS. People learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the wining group who defended idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing

with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

- **Role play**

One other way of getting students speak is role – playing. Students pretend they are in various social contexts and have a variety of social roles. In play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell student that “You are David, you go to the doctor and tell him what happened last night and...” (Harmer, 1984)

- **Simulations**

Simulations are very similar to role – plays but what make simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create realistic environment. For instance, if student is acting as a singer, he/she brings microphone to sing and so on. Role plays and stimulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self – confidence of hesitant students, because in role play and stimulation activities, they will have a different role and don’t have to speak for themselves, which means they don’t have to take the same responsibility.

- **Information Gap**

In this activity, students are supposed to be working in pairs. One student will have the information that other partner doesn’t have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task can’t be completed in the partners do not

provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

- **Brainstorming**

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

- **Story telling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format beginning, development, and ending, including the characters and setting a story has to have.

Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

- **Interviews**

Students can conduct interviews selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interviews questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

- **Story Completion**

This is a very enjoyable, whole – class, free – speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a

few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

- **Reporting**

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

- **Playing Cards**

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- . **Diamonds:** Earning money.
- . **Hearts:** Love and relationships.
- . **Spades:** An unforgettable memory.
- . **Clubs:** Best teacher.

Each student in group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic “Diamond: Earning money” is selected, here are some possible questions:

- . Is money important in your life? Why?
- . What is the easiest way of earning money?
- . What do you think about lottery? Etc

However, the teacher should state the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

- **Picture Narrating**

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubric can include the vocabulary or sentences they need to use while narrating.

- **Picture Describing**

Another way to make use of pictures in speaking activity is to give students just one picture and having them describe what is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then spoke person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

- **Find the difference**

For this activity students can work in pairs and each couple is given two different pictures, for example, pictures of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

2.40 Input, Imitation, and Cognitive Hypotheses

We can't predict reaction or feedback without making proper input as the language acquisition depends on listening and imitation and then there is output. (Paul, 2000: p, 104) writes that nobody learns a language without a lot of input through listening, and sometimes through reading. Learners may simply imitate bits of this input, usually imperfectly at first. They may use it to develop 'cognitive hypotheses' about how the language works. Early hypotheses are often inaccurate, for example, a learner's statement, 'I putted it n the box' may be based on the mistaken hypothesis that in the Past Tense all verbs end in *-ed*. Instead of the large quantity of natural input available to children acquiring their L1, or immigrants acquiring an L2, classroom learners are usually given a few models, an explanation, or an example and a translation. Then, instead of making opportunities to experiment through imitating and developing hypotheses, they are often expected to produce perfectly accurate sentences from the start. The reason

for this is obviously partly to save time, which is a scarce commodity in most language courses. But the results usually show that is virtually impossible to do without ample input and learning time. And by results, we are referring to what learners are able to do in normal conversation and written composition, not what they are able to do in formal exercises which focus on specific grammatical items. (Paul, 2000: p, 104).

2.40.1 Assessing / Improving Tests

It is extremely difficult to write good original tests. In fact, it is difficult and time – consuming even to write bad ones! For this reason it is usually better not to write new tests every time you need one. Instead, analyze the results of each test you use and decide which exercises and tasks, or parts of them, seem to work well and which do not. For example, if most of the learners do exercises A, B, D, and E reasonably well, but they do Exercise C badly, change Exercise C but keep the rest. In this way you can develop better tests.(Paul, 2000: p, 180)

2.40.2 Evaluating Learning, teaching, and courses:

Evaluation in teaching English should be much more than giving tests to learners. Achieving improvement in teaching English is a matter of evaluating and developing syllabuses, materials, and teaching as well as testing. And real language learning is more than the ability to do test exercises and tasks. It is important to remind yourself again and again that not only learning needs to be evaluated. When satisfactory learning is obviously not taking place, teachers sometimes blame the learners, but it may not be their fault at all. There may be something wrong with the teaching, the testing, the course design or the way the courses are administered. Evaluation should really apply to the work of everyone in an educational institution, not just the learners.

2.40.3 Evaluating learning

Although they are useful, tests are only one way of evaluating learning. It is important to remember that you can also note how effectively the learners communicate in free conversation and group work, how well they use the language in home work compositions, and even ask them for their own impression of their progress. If it is possible where you teach, it is good idea to combine ‘teacher’s

impression' (i.e. your evaluation of each learner's overall performance during the course) with formal test results, for example, seventy percent tests combined with thirty teacher's impression.

2.40.4 Evaluating teaching

Learners' test results are one way to evaluate teaching. Good results should reflect good teaching, but the results are only as valid and reliable as the tests. Tests low in validity and / or reliability will give a false impression of teaching. In some situations the learners take external proficiency tests at certain stages. These results are usually both reasonably valid and reliable. An institution or teacher with many learners getting increasingly good marks in the TOFEL tests, or passing successive levels of the UCLES exams can feel very satisfied.

But tests are not everything. Learners' opinions should also be taken into account. To some extent you can see their opinions on their faces and in their behavior. But you can also give adults and even adolescents a simple, anonymous questionnaire, like the one below, to fill in at the end of each course:

(Paul, 2000)

| | | | |
|--|-----|---------|----|
| Course assessment questionnaire | | | |
| Course: | | | |
| 1. Did you enjoy the lessons? | Yes | so – so | no |
| 2. Did you learn a satisfactory amount of English? | Yes | so – so | no |
| 3. Did you have enough communicative, Practice of English? | Yes | so – so | no |
| 4. What did you particularly like about the course? | | | |
| 5. What didn't you like about the course? | | | |

In this way, the learners evaluate your teaching, just as you evaluate their learning. This considered very healthy in many institutions and by many teachers. In some institutions it is standard practice, carried out at the end of every course. (Paul, 2000: p, 181-182).

2.41 Collective Responsibility and Awareness of Group Dynamics

What makes the tutor's job so interesting is that no two seminars are ever the same: the dynamic of the group, the subject / text under discussion, the time of the meeting will all affect the discussion. Not every seminar will set the world on fire, but by being self – conscious about how your seminars are going you can find them much more fulfilling. By thinking as a group about how your seminar is progressing and by being attentive to the nature of your discussions, you will find that things can be changed and improved to make the experience more beneficial. This can be achieved in a democratic way through the participation of all the group members.

2.41.1 Mutual respect and interest

Everyone should feel comfortable in the seminar situation. People can't express their ideas if they feel intimidated or alienated. Make sure you know everyone's name and everyone knows your name. Having each group member introduce themselves at the beginning of the semester breaks the ice, lets everyone speak once and means that you can address people by their name. Make sure your tutor is facilitating and that no one is being embarrassed or picked on, or the discussion will freeze up for everyone. The goal here is a supportive atmosphere, but one which does not degenerate into a free – for – all. Be aware of how you are functioning within the discussion: avoid nitpicking, attacking others' ideas, interrupting and whispering while others are speaking.

2.41.2 Good physical conditions

Seating arrangements are very important in any group discussion, as they can denote power and hierarchy. Most people find that sitting in a circle which includes the tutor works best, since separating the tutor off from rows of students invokes a lecture format and inhibits discussion. Everyone should feel physically comfortable and be able to see all the other group members. While in discussion, try to speak to the whole group rather than directly to the tutor. Establish eye contact with everyone. If ideas always go back to the tutor for a response then discussion never really gets going. For a discussion *between students* to take off eye contact and seating are important.

2.41.3 Clear goals

Make sure the goals of the discussion are clear. A meeting has an agenda, so ask the tutor what the topic / s and examples will be for the next week. Make sure you prepare. How can you discuss material you have not read? Read the primary text(s) concerned and as much secondary material as you have time for. Make notes on your reading and have important passages marked so you can locate them quickly in the seminar. The discussion needs to be focused and stay on topic to be useful.

2.41.4 Openness to new ideas

Try to go into the seminar with opinions as well as open mind. You need to have an open mind so you can hear other people's ideas, but the discussion needs to start with opinions. Don't be afraid of disagreement; conversation will be tedious if everyone always agrees with each other, but phrase your points in a non – confrontational manner. You can start with phrases such as, 'I see your point but...', 'What about...?', or 'I like that idea, but...'

2.41.5 Listening well

Examine your listening skills. Are you actually hearing others or are you too busy thinking about what you are going to say? A discussion will never take off if the participants are responding to their own thoughts rather than each other's comments. Make sure you have understood what other members of the group have said. Don't be afraid to ask for elaboration or repetition. Often this will help other students well.

2.41.6 Clarity

Good discussion is about speaking clearly as well as listening attentively. Enunciate, don't mumble, and address the group openly. If you are not quite sure what is you are trying to say, try writing down few words on a piece of paper, or formulate your idea as a question. Questions are an important part of the seminar. Being able to ask relevant and pertinent questions is a crucial skill in any conversation, formal and informal.

2.41.7 A relaxed attitude

If you find speaking in groups very difficult, there are certain strategies you can use to overcome your anxiety:

- Talk to others about your nervousness, as you'll probably find fellow students who feel the same way and this can help boost your confidence.
- Try to speak in the first meeting – the longer you stay silent, the harder it is to make your first contribution.
- Start off answering a question you feel sure of.
- If there is small group work, you can start off speaking here and work up to speaking in the whole group.
- When you speak, look at the group members – you will see that they are listening and they are interested in what you have to say. (Rebecca, 2001: p, 24-25-26)

Theodore Zeldin writes:

I don't think you have to be talkative to converse, or even to have a quick mind. Pauses in conversation do no harm. One of the most memorable conversationalists in history, the French diplomat Talleyrand, who suffered from a lonely upbringing and a physical handicap, would often sit through a party without saying a word, but then suddenly come out with a sentence which people said was the sort they never forgot. What matters is whether you are willing to think for yourself, and to say what you think. (Zeldin 1999: 15).

2.42 Oral Activities in the English Class

If English teaching is to be successful, it must become more student – centered. Another way of saying the same idea is that English teaching must become less than teacher – teacher – centered. If the teacher feels that learning takes place only because of the amount of talking he does, then he is probably deceiving himself about his own oral abilities. Students can learn from talking with and listening to their peers and can benefit socially from these activities. They should be given a lot of class opportunities to speak and listen. A wide variety of oral activities can be used in the classroom. But some teachers think that oral activities are waste of time. They are bothered by the organization of group work

or listening to the students talking in pairs. They don't like sitting by and let class discussion go without their intervention.

Group discussion, for example, both total class and small group are valuable as factors in improving the students' spoken English. At the presentation and the practice stage of learning, it is normally both economical and effective to teach the whole class as a single unit. Even in the productive stage, group discussion is effective. The school is a microcosmic society and must have communication and social interaction. Group discussions help students to communicate easily and freely and to work together independently with only the minimum amount of direction from the teacher. When the students are speaking and listening together, they are acquiring social skills as well as improving their spoken English. (Michael, 2001: 40). Besides practicing the students' speaking skill, oral activities greatly increase the socialization possibilities in the classroom. Because the classroom is dominated by the teacher's voice, students may never get to know their classmates except through hearing them answering the teacher's questions. Goals of education should include social aims as well as cognitive goals (Michael, 2001: 51)

2.43 Suggestions for Teachers in Teaching Speaking

Teaching language is flexible process and it improves from time to other according to the context and aims. Here are some suggestions for English language teachers while teaching oral language:

- . Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- . Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- . Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- . Indicate positive signs when commenting on student's response.

- . Ask eliciting questions such as, what do you mean? How did you reach that conclusion? in order to promote students to speak more.
- . Provide written feedback like “your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice...”
- . Don’t correct students’ pronunciation mistakes very often while they are speaking. Correction should not distract from his or her speech.
- . Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- . Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- . Provide the vocabulary beforehand that students need in speaking activities.
- . Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

2.44 The general role of the teacher as coordinator and facilitator

The general role of the teacher in the project classroom is as coordinator of the learning process. However, autonomous learners become in their own task setting or execution, the teacher carries the responsibility for the learning process as a whole and retains the right to intervene with help, advice or to set fresh targets. The projects in the data, however, not only show a reliance on the teacher for coordination of the ‘whole’, they are often initiated by teachers who present suggestions for projects to the class or help learners to build their own interests and ideas into project plan. If it is fundamental to the process of the teacher’s role to act as ‘generator of learning space’ (Stevick 1980, p.20).

If we assume that speaking the SL is an essential part of language learning, teachers must provide activities that involve interaction between learners. Scriver (2005: 152) makes the important point that “The aim of communicative activity in class is to get learners to use the language they are learning to interact in

realistic and meaningful ways. Usually involve exchanges of information or opinion.”

Among these activities are the following:

2.44.1 Communication games

Teachers design such games to encourage and involve students in a verbal interaction. According to Bygate (1987) such activities include first, “Describe and Draw” in which one student describes a given picture and the other one draws it. Second, “Describe and Arrange”; one student describes a particular structure using oral language and the other reconstructs it without seen the original one. Third, “Find the difference”, two students have two similar pictures but with some differences, they must extract these differences through describing their pictures, i.e. without seen each others’ pictures. O’Malley and Pierce (1996) call these activities “information gap activities”; they define them as “the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner.”

2.44.2 Drama, simulations and role – plays

These three types of oral activities are very important according to Bygate (1987). They are not performed for audience, the participants work together within an imaginary setting. O’ Malley and Pierce (1996) say that such activities are more authentic because they provide a format for using the real life conversation such as repetitions, interruptions, recitations, facial expressions and gestures. Students often engage in another identity in role – plays, drama and stimulations activities, where their anxiety is reduced, motivation is increased and their language acquisition enhanced.

2-44-3 Description activities

These activities are often employed for advanced language learners; they can serve as the basis of spontaneous interaction. Lindsay and Knight (2006) point out that in such activities, students are supposed to give their opinions or receive others’ opinions, they can speak freely without being told what to say or not by the teacher, the students should be only informed what to talk about and given the enough time to structure what they wish to say. However, Thornbury (2005) says

that many teachers agree that arise spontaneously either because one learner reports something personal or because the topic of the course book raises discussion.

2-44-4 Presentations and Talks

The best way to make students gain their self – confidence is through making them present oral works in front of their classmates. Thornbury (2005) asserts that the students act of standing up in front of their colleagues and speaking is an excellent preparation for authentic speaking. A prepared talk is when students make the presentation on a given topic of their choice, and this talk is not planned for an informal spontaneous conversations; it is more writing – like.

As a productive skill, speaking is a very important process that helps to evaluate learners' proficiency in the target language. It should be one of the basic curriculum designs of second or foreign language teaching, in addition to other skills. Learning to speak entails learner's engagement in communicative situations so that they will activate their speaking capacity. So, the development of oral skill requires students to make active use of the language that is correct in its grammar and pronunciation. That is to say fluency and accuracy are two essential aspects to be developed in classroom interaction.

Thornbury (2005: 89-110) suggests some activities to promote speaking. They are discussion and debate, role play, and simulation; presentation; classroom conversation and casual chat; outside – classroom speaking; storytelling, jocke, and inoculate.

Discussion and debate tend to be difficult speaking activities and therefore they are commonly suitable for higher level students (intermediate/advance). Many teachers would agree that discussion at class which arise students to talk spontaneously is a good activity since it provokes the students to exchange information.

Meanwhile, Brown (2004: 175) states that discussion can promote some skills such as topic nomination, maintenance, and termination; attention getting, interrupting, floor holding, control, clarifying, questioning, paraphrasing, comprehension signals; negotiating meaning; intonation patterns for pragmatic

effect; kinesics, eye contact, proteomics, body language; and politeness, formality, and other sociolinguistic factors.

Drama, role play and simulation are other speaking activities that activate students' imagination. Drama allows to take an imaginative leap out of the confines of the classroom, provides a useful spring board for real – life language use. Just in a real theatre, a preparation stage including rehearsal is done for public performance. Role play has appeal for students because it allows them to be creative and to put themselves in another person's place for a while. The students can play as a customer and buyer, teacher and student etc. In a simulation, on the other hand, the students play themselves in a simulated situation for example they make simulation of what students should do when an earthquake strikes.

Presentation is a planned talk that is arranged systematically. It can be done individually or in group. It is usually followed by a question session which is the most challenging stage of presentation.

Classroom conversation and casual chat are two different activities. Casual chat or talk is primarily interpersonal, unplanned communication, and tends to be natural since it is spontaneous. But, not many students can speak spontaneously with their friends. Many teachers then make a planned conversation called a classroom conversation to encourage the students to speak English.

Outside – class speaking consists of some activities done outside the classroom. These include (a) such as tape diaries which are the learners recording their voice and submitting the record to the teacher in order that they can get the feedback; (b) video conferencing in which the learners communicate via alive audio or video link over the internet; and (c) human – computer interaction in which people talk by responding to written input like using chat room at yahoo messenger and face book.

The last speaking activity type includes storytelling, jokes, and anecdotes. Storytelling is a universal function of language and one of the main ingredients of casual conversation. Delivering jokes and anecdotes could be funny rehearsal of speaking.

Harmer (2001: 88-93) gives four activities to promote the speaking skills. The first activity is an information gap in which two speakers have different parts of information making up a whole. The second activity is called survey. The students can conduct questionnaires and surveys asking some questions about certain topics. They go around the class questioning other students and noting down what they say. The third activity is discussion. The important things when the teacher conducts debate or discussion are the activity should include engage, study, and activate stages (ESA). The students should engage in the topic. Then, they might do some studies to figure out language inputs and facts. Finally, they move quickly to activate stage that is discussion itself. The last activity is role play where the students are asked to imagine what they are in different situations act accordingly

2.45 Previous studies

Teaching and learning process are vital and integrated as well as their basic role in manipulating the character of a person. So, most researchers focus on the methodology of teaching and the feedback of teaching. After studies and investigation, they reach to a conclusion that leads to the development of education in general.

In this part the researcher is going to present some findings of previous studies that are relevant to his study.

2.45.1 First study:

In an unpublished PhD thesis entitled “Strategies for developing English Oral Communication in Sudanese Secondary schools”. Al-rafee'a Suliman –Al- fadil, Sudan, (2010).

The study in its findings agreed with the statements of the researcher in some points such as the using of strategies of teaching speaking skill. Also the insufficient or disuse of teaching listening and this affects negatively on communication as well as it can help in developing communication among students. Also the findings of the study show that self-confidence and willingness have a great role in learning process.

2.45.2 Second study:

In an unpublished PhD thesis entitled “Obstacles Facing by English Teachers in Large Group in Developing Speaking Skill” Omer Hussein Geli Hussein, Sudan (2016).

The relation between this study and present study appears in the significance of pair and group work and their advantages that appear in organizing and facilitating the teaching process in classroom. Besides, they can help promoting speaking skill among students. Also the study approved the role of curriculum content in encouraging and raises the motivation among students. Eventually, the study mentioned the character of English teacher as an essential factor in teaching process.

2.45.3 Third study:

In an unpublished PhD thesis entitled “The Impact of Using Cooperative Learning Strategy on EFL Learners’ Performance”. Badruddin Aawad Babikir Ballal. Sudan, (2013).

The study meets the objectives of the researcher as it focuses on the cooperative learning approach and it comes out on its significance as it raises participation among students. Also it approved that the cooperative learning approach is the best teaching approach that should be adopted.

2.45.4 Fourth study:

In an unpublished PhD thesis entitled “Investigating the Effectiveness of Teaching Grammar through Communicative Method”. Ahmed Ibrahim Ahmed Adam, (2016).

The findings of this study are about the using of communicative method as it leads students to improve their level in speaking skill. Also the teaching of grammar through communicative method helps students to speak more fluently. It will be highly valuable if we adopt communicative approach such as dialogue and speaking during the process of teaching.

This study strongly support the aim of the present study as the using of speaking techniques and their contribution in promoting students interaction in classroom in

order to develop their speaking skill and this make them more interested in English language. Besides, their motivation will be changed from instrumental into integrative one.

2.45.5 Fifth study:

In an unpublished PhD thesis entitled “Enhancing EFL Learners’ Oral Perception and Production through Language Laboratories Facility”. Khalid Hamednalla. Sudan, (2015).

This study aims to show the essential role of language laboratories in teaching process. Teaching listening can solve the difficulties in pronunciation which considered as an obstacle for many students. Also the study mentioned the positive effect of using recorded tapes or disks which prepared by native or qualified speakers. Also the use of games can raise interest and motivation of students.

This study highlights some of the issues that have been investigated in the present study. As the researcher noted that the lack of listening has an effect on pronunciation and speaking.

2.45.6 Sixth study:

In an unpublished PhD thesis entitled “Using Short Stories to Enhance Skills at Sudanese Secondary Schools” Zeinab Ahmed Abdalla Mohammed, Sudan, (2016).

The study aims to carry out the role of using short stories in promoting the speaking skill at Sudanese Secondary schools. There is interference between using target language and mother language in classroom. Also it states that overuse of Arabic language disables students to communicate in English outside the classroom. This finding approves the statement of the research that almost all the students don’t practice English language outside the classroom. Also the study agreed with the present study that students reserve to use English outside the classroom because they are afraid from making mistakes, here the researcher suggests minimizing correcting mistakes in the process of speaking in order to build confidence in students. It also mentioned that there is insufficient time for speaking skill and the textbooks don’t focus enough on it. The study comes out with that speaking in groups outside classroom improves the students’ spoken language.

The study supports the present study objectives by finding that short stories help the development of speaking skill as they increase students' vocabulary. Also it comes out that using of some activities and techniques improve speaking skill and this is the ultimate aim of the present study.

2.46 Summary of the Chapter

The chapter in literature review showed the writings of experts that support the topic of the study in all its sides and which indicate the importance of study. It also presented some previous studies that conducted in the fields are relevant to the aim of this study. In their findings they came out with the results that support the aim of this study as well as it indicates the importance of this issue.

CHAPTER THREE
METHODOLOGY

Chapter Three

Methodology

3-1 Introduction

The previous chapter is considered as a literature review of this study, which aims to focus on and recognize the effect of using speaking techniques in promoting classroom interactions at secondary schools.

In order to be ensured and gain satisfied, rational results and so accurate evaluation; the researcher used the Descriptive Analytical Method to examine the problem of the study. A questionnaire for English teachers was constructed to collect data.

This chapter presents and explains the methodology used in this study aims to achieve the objectives.

A detailed description of the procedures, setting, and subjects of study is going to be provided and how data was collected. In addition, the chapter describes the validity and reliability of the instruments used to obtain the required information that will support the conducting of the study.

3-2 Subjects

The subjects of this study are the teachers of English language at secondary schools. Teachers are the best ones who can assess the situation and performance of learning language process, depending on that they deal directly with students and monitor them. Also, according to their work instructors, surely they have their own notice about student's performance and progress, as well as they have their evaluation of curriculum its advantages and disadvantages. So their views are trustful.

The population of the study consists of 66 English language teachers. They were selected randomly from almost schools of Bahri Locality to respond to restricted questionnaire in December 2016. They have different qualifications in English language but most of them have Bachelor degree. The range of their teaching experience is 3 – 36 years. They all showed high level of cooperation, they enthusiastically respond as well as they encouraged the researcher by appreciating

the objectives of the study and concerning by speaking as a productive skill and they all hope to improve and activate it among secondary schools students. The other subjects are 12 secondary school students from Aquds private secondary school. They were taken as a sample for oral experiment.

3-3 The Tools

- **Questionnaire**

A questionnaire is a list of questions about a particular topic, then they are answered by many people.

Nunan (1992: 27) claims “a questionnaire is an instrument for the collection of data, usually in written form, consisting of pen and or closed questions and probes requiring a response from subjects.

A questionnaire consisting of 15 questions or statements was designed by the researcher and distributed to 66 English teachers from 24 schools in the Locality of Bahri in order to extract their point of view about how the using of speaking techniques can affect positively and promote the classroom interactions among students at secondary schools.

3-4 Reliability of the Questionnaire

In the process of analyzing data by using the statistical package of analyzing social sciences (SPSS), in order to come out with reliable and confidential results as it illustrated in the following table.

| Test | Reliability | Validity | Interpretation |
|-------|-------------|----------|----------------|
| Value | 0.693 | 0.832 | Meaning full |

Reliability means that the questionnaire should give the same results if it is applied in similar circumstances. It is one of the criteria that can be used for evaluation of particular process or issue. Brown (1988) defines reliability as “the extent to which results can be considered consistent and stable” to calculate the reliability of the questionnaire, the researcher randomly selected a group of 10 English teachers. They were given copies of the questionnaire as a pilot test and they gave their notes. So the validity of the questionnaire was achieved when the

researcher compared their feedback and was sure that the items of the questionnaire are relevant to the study and will support its objectives. Then by using statistical procedures the reliability was measured according to the validity of the questionnaire.

3-5 Validity of the Questionnaire

To achieve the validity of the questionnaire the researcher after finishing the designing of questionnaire showed it to group of English teachers at University of Khartoum and took their point of view then the questionnaire was shown to the supervisor who revised it and agreed about its items and approved it.

After that the researcher in order to follow formal procedures moved to the Ministry of Education – The general Management of Secondary Education – Department of strategy – Khartoum State. They checked and reviewed the statements of the questionnaire carefully then they gave the researcher a letter of permission to schools managers at in the Locality of Bahri in order to facilitate the task of distributing the copies of the questionnaire.

Furthermore, the questionnaire was distributed personally, first the researcher met the managers of schools and introduced himself then explained to them the objectives of the study, after that the manager of each school prepared an appointment with his English teacher to meet the researcher.

As it was mentioned before, all teachers were cooperative and responded actively. Some of them preferred to fill the questionnaire at the time, and discussed some point that they strongly agree or strongly disagree. Other teachers preferred to take sufficient period of time to concentrate and focus more. They were granted the time as they requested, and they filled it and sat with the researcher to discuss and give their point of view.

The total number of the questionnaire copies that the researcher received from respondents was 66.

3-6 Statements of the Questionnaire

The researcher prepared 15 items according to the limitation of the study, and their relevance. They also flow on the objectives of the study about how to

improve and promote speaking skill among secondary schools students. Of course the process of education in general is integrated, so to achieve benefits and high degree of learning there are some factors must be prepared well, some of them are physical like educational environment and curriculum and others are psychological like motivation, strategic plans, and the character of teacher which has a great role in the learning process.

Otherwise, listening is very essential process, so the researcher mentioned it in the questionnaire. Geoffrey, 1980 states “listening should precede speaking. Clearly, it is impossible to expect a student to produce a sound which doesn’t exist in his mother tongue or a natural sentence using the stress, rhythms and intonation of a native speaker of the foreign language without first of all providing him with a model of the form he is to produce. It is not possible to produce satisfactorily what one has not heard. The logical first step, therefore, in attempting to achieve oral fluency or accuracy is to consider the learner’s ability to listen”

Furthermore referring to the role of family in learning process the questionnaire mentioned it. Of course most parents don’t really need to be told how or why they should interact with their baby. It is instinctive for most parents to start the moment their baby is born. Early communication is so important that all parents can be reminded from time to time to talk, listen and respond to their child, and can gain from information on how to enrich the experience for both parent and child. Children early communication skills are regarded as the single best predictor for future communicative skills and school performance (Rosetti, 1996). Children who have speech, language and communication difficulties are significantly disadvantaged in their ability to access the national curriculum since “almost every educational skill presupposes the use of language” (Dockrell and Lindsay, 1998).

The process of choosing the phrases is inspired by the work of the researcher as an English lecturer at university. He observed that there are many students, specially the first year students are reserved and usually try to avoid the settings that required speaking. But when they find encouragement and stimulations they begin to improve and activate their speaking skill gradually.

So the items of the questionnaire almost cover all issues in education and learning and in particular the using of speaking techniques and their role to promote the level of students.

The researcher requested from the study individuals to determine their answers about what it describes all phrases according to Likert scale which consists of five levels (strongly agree, agree, neutral, disagree, and strongly disagree). These have been distributed on four hypotheses as follows:

- The first hypothesis includes items (1 – 5)
- The second hypothesis includes items (6 – 8)
- The third hypothesis includes items (9 – 11)
- The fourth hypothesis includes items (12 – 15)

3-7 Pilot study

Piloting stage is very essential for the success of any research. Bell points out that all data gathering instruments should have to be piloted to test how long it takes recipients to complete them, to check all questions and instructions are clear and enable them to remove any item which doesn't produce usable data.

Before conducting this study, all the questions in the instrument were piloted with group of English language teachers from schools and university level. This pilot stage was done in order to make sure that all of the phrases are related to the area of the study. Also the statements must be understandable and have clear intended meaning. Interference of the questions aim must be avoided. So after accurate revision, each statement or word causes confusion or ambiguous was dropped out. By all that, the questionnaire items were very understandable for the subjects so they responded easily and their feedback was useful for the study.

3-8 Oral experiment

An oral experiment for 12 secondary school students was conducted. The duration of experiment was a month.

The first step there was initial assessment for students the marking was from 10. Then communicative activities reading aloud, dialogue, presentation, and

discussion were used with practice and instruction for a month. The criteria of assessment are:

- 1- Pronunciation
- 2- Fluency
- 3- Confidence
- 4- Using of body – language.

The speaking activities of experiment are:

Methodology of experiment

An experimental approach was used in this study. For collecting the data of t an oral experiment was conducted for 12 secondary school students. The duration of experiment was a month on (December, 2016). The program (SPSS) was used to analyze data to reach to the result of experiment.

Subjects

The population of this experiment consists of 12 secondary school students. They were study at second level at Al-quds private secondary school (Bahri – Kafori. on December, 2016). They were selected randomly from their classroom. They all are males, and their ages range is 15 – 17 years. Their level in English language is differentiated.

Tools

An oral experiment was designed for data collecting. It was conducted for 12 secondary school students as a sample of the study on December 2016.

Procedures of Data Collection

The researcher took permission letter from Education ministry and met school manager who arranged to make him meet English teacher. Then he granted a class to work with students. First he made initial assessment and then made training and practice for a month. Finally, there is the last assessment.

An experiment for 12 secondary school students was conducted. The duration of experiment was a month. The experiment conducted at Al-quds private secondary school, December 2016.

The first step there was initial assessment for students the marking was from 10. Then communicative activities reading aloud, dialogue, presentation, and discussion were used with practice and instruction for a month. The criteria of assessment are:

- 5- Pronunciation
- 6- Fluency
- 7- Confidence
- 8- Using of body – language.

The speaking activities of experiment are:

1- Presentation

The subjects were given the topic of presentation “time management” and the main points such as worship, sleeping, study, meals, entertainment, and visit relatives. They also given proper instructions about how to present and order ideas.

2- Discussion

Its topic is the same with presentation. The subjects were given instruction that depend on listening to your mate carefully. Then if you agree with him in some points praise him. If you disagree with him try to conceive him with your point of view politely support your view with logical reasons.

3- Dialogue

In this activity, subjects were divided into pairs. The topic of dialogue is to get acquainted with someone that you him at first time. The instructions of activity are firstly you introduce yourself and ask him some general questions. Then answer his questions, express you happiness for meeting him, and welcome him as to be your friend in future.

4- Reading aloud

In this activity, a text from their course was choosed. They were trained to read it loudly at least six times per – day in order to improve their pronunciation and fluency

At the end of experiment by the final assessment, all subjects gained significant progression in their performance of speaking skill and they noticed and commented about the positive change that occurred in their performance.

Validity of the experiment

To achieve the validity of the experiment the researcher after designed it showed it to group of English teachers at University of Khartoum and some English teachers from secondary schools. Their points of view were taken and the formulation of experiment was revised in order to be adequate for students and to reach reliable results.

Reliability of the experiment:

Using (SPSS) for analysing the data and the reliability of the experiment has been measured and the result is illustrated in the table below.

Table (1)

| Pre | Post | T-test | P-value |
|------------|-------------|---------------|----------------|
| 4.2 | 5.5 | 7.29 | 0.000 |

P-value (0.000), which is lower than the level of significant value (0.05). This refers to the existence of differences statistically significant between the assessments pre – using speaking activities and post – use of them.

3-9 Summary of the Chapter

In this chapter the researcher provided the methodology of the study, described the sample of the research, the collection of data, and the validity and reliability of the questionnaire. The researcher also mentioned the methodology and procedures of the oral experiment

Furthermore, the researcher mentioned how the topic has been chosen, and how the items of questionnaire and criteria of oral experiment were prepared to cover wide range of the study.

CHAPTER FOUR
DATA ANALYSIS, RESULTS DISCUSSION

Chapter Four

Data Analysis, Results and Discussion

4-1 Introduction

In this chapter, the researcher is going to explain the statistical methods he applied for the data analysis and presents the response of instrument. He also provides detailed description of the study subjects, their qualifications and their experience of teaching English language. All this based on the information that obtained.

4-2 Analysis - Discussion and Results

According to what has been described in the literature framework and after entering the data for the purpose of statistical analysis. Statistical methods are used in checking the hypotheses. These methods as follows:

- 1- Frequency distribution
- 2- Graphs and charts
- 3- Percentage
- 4- Median for the respondents trends
- 5- Chi-square test

To obtain the results which are characterized by a high accuracy as much as possible, it was through use the **SPSS** (Statistical Package for Social Sciences) technique

4-3 Verification of the Study Hypotheses

To answer the questions of the study and verify the hypotheses, median was calculated for each phrase of the questionnaire, which show views of the study sample, where it was given class (5) as a weight for each answer "Strongly agree", and class (4) as a weight for each answer "agree " and class (3) as a weight for each answer "neutral" and class (2) as a weight for each answer "disagree", and class (1) as a weight for each answer "strongly Disagree". To find out the direction

of the responses; firstly making sure that the ferry statistically significant through the Sig value.

According to the requirements of statistical analysis it is logical to convert nominal variables to the amount of variables, as it will use chi-square test to determine significance of differences in the respondents answers to the hypothesis phrases.

Table (4-1) reliability and validity testing

| Test | Reliability | Validity | Interpretation |
|-------|-------------|----------|----------------|
| Value | 0.693 | 0.832 | Meaning full |

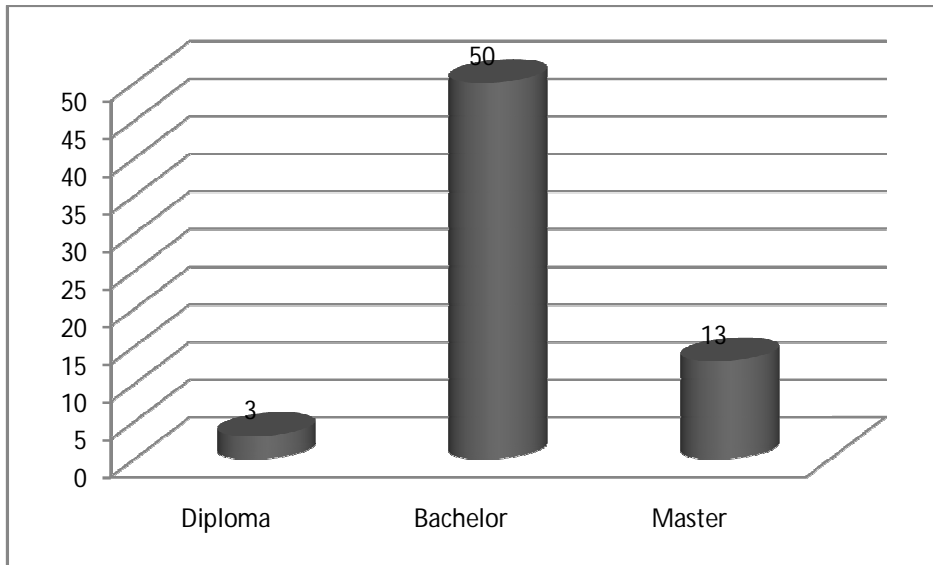
To measure the reliability of the questionnaire, the procedures and tools of (SPSS) have been used in order to come out with condencial results. The reliabilty is calculated by radix of validity. The value of reliability is (0.693) and validity is (0.832). This implies that the phases in study are more consistency relating to the hypotheses of the study which indicate that a questionnaire is characterized by high validity and high reliability also to achieve the purposes of the study and makes a statistical analysis fit and acceptable.

4-4 Personal information

Table (4-2) academic qualification in English language:

| Programs | Frequency | percentage |
|----------|-----------|------------|
| Diploma | 3 | 4.5 |
| Bachelor | 50 | 75.8 |
| Master | 13 | 19.7 |
| Total | 66 | 100 |

Figure (4-1)

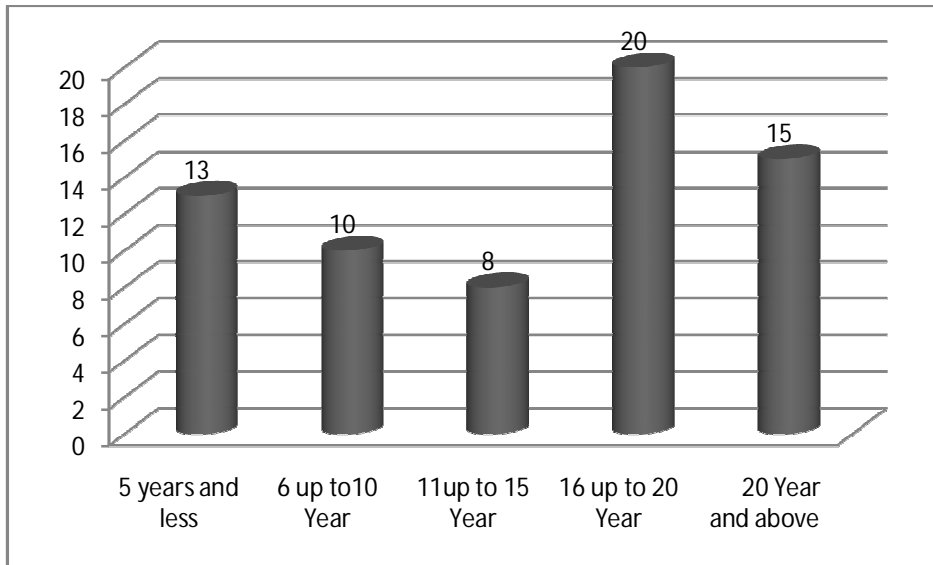


The table and figure above illustrate the percentage of the respondents of the academic qualification in English language, 3 individuals by 4.5% held a diploma in English language, 50 individuals by 77.5% held a bachelor in English language, 13 individuals by 19.7% held a master in English language.

Table (4-3) Years of experience:

| Years of experience | frequency | percentage |
|---------------------|-----------|------------|
| 5 years and less | 13 | 19.7 |
| 6 up to 10 Year | 10 | 15.2 |
| 11 up to 15 Year | 8 | 12.1 |
| 16 up to 20 Year | 20 | 30.3 |
| 20 Year and above | 15 | 22.7 |
| Total | 30 | 100 |

Figure (4-2)



The table and figure above illustrate the percentage of the respondents of the Year of experience” 13 individuals by 19.7% have experience ranged between 0 – 5 years, and 10 individuals by 15.2% have experience ranged between 6 - 10 years, and 8 individuals by 12.1% have experience ranged between 11 - 15 years, 20 individuals by 30.3% have experience ranged between 16 - 20 years, 15 individuals by 22.7% have experience more than 20 years.

4-5 Frequencies distribution tables

Table (4-4) Group work and pair work may develop learner's interest and reduce tension

| No | Statement | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|--|----------------|-------------|------------|------------|-------------------|
| 1 | It is so difficult to practice speaking skill outside the classroom because the small community around the student considers it as a type of showing abilities or self-conceit | 28 42.4% | 30 45.5% | 3 4.5% | 5 7.6% | 0 0.0% |
| 2 | The families have a great role to enhance their students confidence and encourage them to practice speaking skill | 20 30.3% | 24 36.4% | 9 13.6% | 7 10.6% | 6 9.1% |
| 3 | Most students do not have strategic plans about learning English language , so their motivation is instrumental | 31 47% | 29 43.9% | 3 4.5% | 3 4.5% | 0 0.0% |
| 4 | Some English teachers are not perfectly qualified and they might not be interesting in teaching process | 22 33.3% | 27 40.9% | 9 13.6% | 7 10.6% | 1 1.5% |
| 5 | Teacher should divide his students into groups or pairs in order to afford wide chances of participation and encourage cooperative work | 36 54.5% | 27 40.9% | 1 1.5% | 1 1.5% | 1 1.5% |

The answers of the respondents of the questionnaire are shown above:

- 1- It is so difficult to practice speaking skill outside the classroom because the small community around the student considers it as a type of showing abilities or self-conceit: 28 individuals by 42.4% answered strongly agree, 30 individuals by 45.5% answered agree, and 3 individuals by 4.5%

answered neutral, 5 individuals 7.6% answered disagree, no individual answered strongly Disagree.

- 2- The families have a great role to enhance their students confidence and encourage them to practice speaking skill: 20 individuals by 30.3% answered strongly agree, 24 individuals by 36.4% answered agree, and 9 individuals by 13.6% answered neutral, 7 individuals by 10.6% answered disagree , 6 individuals by 9.1% answered strongly Disagree.
- 3- Most students do not have strategic plans about learning English language , so their motivation is instrumental, 31 individuals by 47% answered strongly agree, 29 individuals by 43.9% answered agree, and 3 individuals by 4.5% answered neutral 3 individuals by 4.5% answered disagree, and no individual answered strongly Disagree.
- 4- Some English teachers are not perfectly qualified and they might not be interesting in teaching process: 22 individuals by 33.3% answered strongly agree, 27 individuals by 40.9% answered agree, and 9 individuals by 13.6% answered neutral, 7 individuals by 10.6% answered disagree one individuals by 1.5% answered strongly Disagree.
- 5- Teacher should divide his students into groups or pairs in order to afford wide chances of participation and encourage cooperative work, 36 individuals by 54.5% answered strongly agree, 27 individuals by 40.9% answered agree, and one individuals by 1.5% answered neutral one individuals by 1.5% answered disagree, and one individuals by 1.5% answered strongly Disagree.

Table (4-5) Syllabus activities may help to focus on producing the language

| No | Statement | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|---|----------------|-------------|------------|-------------|-------------------|
| 1 | The intensive , restricted curriculum prevents the teacher from adding his own print and as he is the best one who can understand and assess his students , the absence of his print and addition reduce the benefits of learning process | 21 31.8% | 26 39.4% | 8 12.1% | 10 15.2% | 1 1.5% |
| 2 | Students don't practice reading skill in sufficient way specially the loud reading and this affects their speaking negatively | 29 43.9% | 27 40.9% | 4 6.1% | 6 9.1% | 0 0.0% |
| 3 | Teaching grammar is an old method , students should learn grammar implicitly | 31 47% | 19 28.8% | 6 9.1% | 4 6.1% | 6 9.1% |

The answers of the respondents of the questionnaire are shown above:

- 1- The intensive, restricted curriculum prevents the teacher from adding his own print and as he is the best one who can understand and assess his students, the absence of his print and addition reduce the benefits of learning process: 21 individuals by 31.8% answered strongly agree, 26 individuals by 39.4% answered agree, and 8 individuals by 12.1% answered neutral, 10 individuals by 15.2% answered disagree one individuals by 1.5% answered strongly Disagree.

- 2- Students don't practice reading skill in sufficient way specially the loud reading and this affects their speaking negatively: 29 individuals by 43.9% answered strongly agree, 27 individuals by 40.9% answered agree, and 4 individuals by 6.1% answered neutral, 6 individuals 9.1% answered disagree no individual answered strongly Disagree.

- 3- Teaching grammar is an old method , students should learn grammar implicitly: 31 individuals by 47% answered strongly agree, 19 individuals by 28.8% answered agree, and 6 individuals by 9.1% answered neutral, 4 individuals 6.1% answered disagree 6 individuals by 9.1% answered strongly disagree.

Table (4-6) lack of listening may impede learning correct pronunciation

| No | Statement | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|---|----------------|-------------|-----------|-----------|-------------------|
| 1 | Most schools follow technical methods , in other words their major aim is how to pass exams and gain high degrees | 35 53% | 23 34.8% | 5 7.6% | 2 3% | 1 1.5% |
| 2 | Insufficient using of speaking techniques decreases the abilities of student and prevents their potential gifts to come out | 27 40.9% | 31 47% | 3 4.5% | 3 4.5% | 2 3% |
| 3 | The insufficiency of language laboratories has a great role in reducing speaking process | 39 59.1% | 17 25.8% | 4 6.1% | 5 7.6% | 1 1.5% |

The answers of the respondents of the questionnaire are shown above

- 1- Most schools follow technical methods , in other words their major aim is how to pass exams and gain high degrees: 35 individuals by 53% answered strongly agree, 23 individuals by 34.8% answered agree, and 5 individuals by 7.6% answered neutral, 2 individuals by 3% answered disagree ,and one individuals by 1.5% answered strongly Disagree.
- 2- Insufficient using of speaking techniques decreases the abilities of student and prevents their potential gifts to come out: 27 individuals by 40.9% answered strongly agree, 31 individuals by 47% answered agree, and 3 individuals by 4.5% answered neutral, 3 individuals by 4.5% answered disagree ,and 2 individuals by 3% answered strongly Disagree.

3- The insufficiency of language laboratories has a great role in reducing speaking process: 39 individuals by 59.1% answered strongly agree, 17 individuals by 25.8% answered agree, and 4 individuals by 6.1% answered neutral, 5 individuals 7.6% answered disagree one individuals by 1.5% answered strongly disagree.

Table (4-7) correcting all pronunciation mistakes discourages students and minimizes their participation

| No | Statement | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|---|----------------|-------------|-----------|-----------|-------------------|
| 1 | Most secondary schools students have something as a phobia with English language particularly in speaking skill | 38 57.6% | 20 30.3% | 6 9.1% | 1 1.5% | 1 1.5% |
| 2 | The personality of English language teacher has a high influence on his students ,their interest, and progress in learning .So , it is highly appreciated to be optimistic and clear speaker | 44 66.7% | 19 28.8% | 0 0.0% | 2 3% | 1 1.5% |
| 3 | Teacher should not be so meticulous about students mistakes in pronunciation and this may lead to state of reservation or disappointment among them | 24 36.4% | 30 45.5% | 5 7.6% | 5 7.6% | 2 3% |
| 4 | There is a common problem among most students that they have disability in expression , in its two types writing and oral, so they need to develop their abilities in how to narrate and make coherence and cohesion to their ideas | 42 63.6% | 20 30.3% | 3 4.5% | 1 1.5% | 0 0.0% |

The answers of the respondents of the questionnaire are shown above:

- 1- Most secondary schools students have something as a phobia with English language particularly in speaking skill: 38 individuals by 57.6% answered strongly agree, 20 individuals by 30.3% answered agree, and 6 individuals by 9.1% answered neutral, one individuals by 1.5% answered disagree one individual by 1.5% answered strongly Disagree.
- 2- The personality of English language teacher has a high influence on his students, their interest, and progress in learning .So, it is highly appreciated to be optimistic and clear speaker, 44 individuals by 66.7% answered strongly agree, 19 individuals by 28.8% answered agree, and no individual answered neutral 2 individuals by 3% answered disagree, one individuals by 1.5% answered strongly Disagree.
- 3- Teacher should not be so meticulous about students mistakes in pronunciation and this may lead to state of reservation or disappointment among them: 24 individuals by 36.4% answered strongly agree, 30 individuals by 45.5% answered agree, and 5 individuals by 7.6% answered neutral, 5 individuals by 7.6% answered disagree 2 individuals by 3% answered strongly Disagree.
- 4- There is a common problem among most students that they have disability in expression, in its two types writing and oral, so they need to develop their abilities in how to narrate and make coherence and cohesion to their ideas: 42 individuals by 63.6% answered strongly agree, 20 individuals by 30.3% answered agree, and 3 individuals by 4.5% answered neutral, one individuals by 1.5% answered disagree, no individual answered strongly Disagree.

4- 6 Hypotheses testing

There are four main hypotheses in this investigation need to be checked. Frequencies tables are required to improve the opinions of the respondents, more ever, chi-square test was used to find out if there is statistically significance differences between respondent's opinion or not? If significances were found, then

median was used to show how the trends of the differences between those respondents are apparent.

4-6-1 First hypothesis

There are no statistically significant relationships between the respondent's opinions about the statement: Group work and pair work may develop learner's interest and reduce tension.

Table (4-8) illustrates the result of the chi square test for statements of first hypothesis:

| No | Statement | Chi-square | Sig | Median | Interpretation |
|----|--|------------|-------|--------|----------------|
| 1 | It is so difficult to practice speaking skill outside the classroom because the small community around the student considers it as a type of showing abilities or self-conceit | 38.121 | 0.000 | 4 | Agree |
| 2 | The families have a great role to enhance their students confidence and encourage them to practice speaking skill | 20.515 | 0.000 | 4 | Agree |
| 3 | Most students do not have strategic plans about learning English language , so their motivation is instrumental | 44.303 | 0.000 | 4 | Agree |
| 4 | Some English teachers are not perfectly qualified and they might not be interesting in teaching process | 35.818 | 0.000 | 4 | Agree |
| 5 | Teacher should divide his students into groups or pairs in order to afford wide chances of participation and encourage cooperative work | 87.636 | 0.000 | 5 | Strongly agree |

The results of table (8) Interpreted as follows:

1- The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: It is so difficult to practice speaking skill outside the classroom because the small community around the student considers it as a type of showing abilities or self-conceit was (38.121) with P-value (0.000) which is lower than the level of significant value (5%). This refer to the existence of differences statistically significant between the responses of individuals in study and for those who agreed that it is so difficult to practice speaking skill outside the classroom because the small community around the student considers it as a type of showing abilities or self-conceit.

2- The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: The families have a great role to enhance their student’s confidence and encourage them to practice speaking skill was (20.515) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically significant between the responses of individuals in study and for those who agreed that the families have a great role to enhance their student’s confidence and encourage them to practice speaking skill.

3- The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: Most students have not strategic plans about learning English language, so their motivation is instrumental was (44.303) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically significant between the responses of individuals in study and for those who agreed that the Most students have not strategic plans about learning English language , so their motivation is instrumental.

4- The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: Some English teachers are not perfectly qualified and they might not be interesting in teaching process was (35.818) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically significant between the responses of individuals in study and for those who agreed that the some English

teachers are not perfectly qualified and they might not be interesting in teaching process.

5-The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: Teacher should divide his students into groups or pairs in order to afford wide chances of participation and encourage cooperative work was (87.636) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically significant between the responses of individuals in study and for those who strongly agreed that the teacher should divide his students into groups or pairs in order to afford wide chances of participation and encourage cooperative work.

4-6-2 Second hypothesis

There are no statistically significant relationships between the respondent's opinions about the statement: Syllabus activities may help to focus on producing the language

Table (4-9) illustrates the result of the chi square test for statements of second hypothesis:

| No | Statement | Chi-square | Sig | Median | Interpretation |
|----|---|------------|-------|--------|----------------|
| 1 | The intensive , restricted curriculum prevents the teacher from adding his own print and as he is the best one who can understand and assess his students , the absence of his print and addition reduce the benefits of learning process | 31.121 | 0.000 | 4 | Agree |
| 2 | Students don't practice reading skill in sufficient way specially the loud reading and this affects their speaking negatively | 32.303 | 0.000 | 4 | Agree |
| 3 | Teaching grammar is an old method , students should learn grammar implicitly | 40.818 | 0.000 | 4 | Agree |

The results of table (4-9) interpreted as follows:

1- The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: The intensive, restricted curriculum prevents the teacher from adding his own print and as he is the best one who can understand and assess his students, the absence of his print and addition reduce the benefits of learning process was (31.121) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically significant between the responses of individuals in study and for those who agreed that the intensive, restricted curriculum prevents the teacher from adding his own print and as he is the best one who can understand and assess his students, the absence of his print and addition reduce the benefits of learning process.

2- The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: Students don't practice reading skill in sufficient way specially the loud reading and this affects their speaking negatively was (32.303) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically significant between the responses of individuals in study and for those who agreed that the Students don't practice reading skill in sufficient way specially the loud reading and this affects their speaking negatively.

3-The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: Teaching grammar is an old method, students should learn grammar implicitly was (40.818) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically significant between the responses of individuals in study and for those who agreed that the Teaching grammar is an old method, students should learn grammar implicitly.

4-6-3 Third hypothesis

There are no statistically significant relationships between the respondent's opinions about the statement: lack of listening may impede learning correct pronunciation.

Table (4-10) illustrates the result of the chi square test for statements of third hypothesis:

| No | Statement | Chi-square | Sig | Median | Interpretation |
|----|---|------------|-------|--------|----------------|
| 1 | Most schools follow technical methods , in other words their major aim is how to pass exams and gain high degrees | 69.152 | 0.000 | 5 | Strongly agree |
| 2 | Insufficient using of speaking techniques decreases the abilities of student and prevents their potential gifts to come out | 63.697 | 0.000 | 4 | Agree |
| 3 | The insufficiency of language laboratories has a great role in reducing speaking process | 74.303 | 0.000 | 5 | Strongly agree |

The results of table (4-10) Interpreted as follows:

1-The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: Most schools follow technical methods , in other words their major aim is how to pass exams and gain high degrees was (69.152) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically significant between the responses of individuals in study and for those who strongly agreed that the most schools follow technical methods, in other words their major aim is how to pass exams and gain high degrees.

2- The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: Insufficient using of speaking techniques decreases the abilities of student and prevents their potential gifts to come out was (63.697) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically

significant between the responses of individuals in study and for those who agreed that the insufficient using of speaking techniques decreases the abilities of student and prevents their potential gifts to come out.

3-The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: The insufficiency of language laboratories has a great role in reducing speaking process was (74.303) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically significant between the responses of individuals in study and for those who strongly agreed that the insufficiency of language laboratories has a great role in reducing speaking process.

4-6-4 Fourth hypothesis:

There are no statistically significant relationships between the respondent’s opinions about the statement: correcting all pronunciation mistakes discourages students and minimizes their participation

Table (4-11) illustrates the result of the chi square test for statements of fourth hypothesis:

| No | Statement | Chi-square | Sig | Median | Interpretation |
|----|--|------------|-------|--------|----------------|
| 1 | Most secondary schools students have something as a phobia with English language particularly in speaking skill | 76.576 | 0.000 | 5 | Strongly agree |
| 2 | The personality of English language teacher has a high influence on his students ,their interest, and progress in learning .So , it is highly appreciated to be optimistic and clear speaker | 73.515 | 0.000 | 5 | Strongly agree |
| 3 | Teacher should not be so meticulous about students mistakes in pronunciation and this may lead to state of reservation or disappointment among them | 49.909 | 0.000 | 4 | Agree |

| | | | | | |
|---|---|--------|-------|---|----------------|
| 4 | There is a common problem among most students that they have disability in expression , in its two types writing and oral, so they need to develop their abilities in how to narrate and make coherence and cohesion to their ideas | 65.758 | 0.000 | 5 | Strongly agree |
|---|---|--------|-------|---|----------------|

The results of table (4-11) Interpreted as follows:

1-The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: Most secondary schools students have something as a phobia with English language particularly in speaking skill was (76.576) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically significant between the responses of individuals in study and for those who strongly agreed that the most secondary schools students have something as a phobia with English language particularly in speaking skill.

2- The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: The personality of English language teacher has a high influence on his students, their interest, and progress in learning .So, it is highly appreciated to be optimistic and clear speaker was (73.515) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically significant between the responses of individuals in study and for those who strongly agreed that the personality of English language teacher has a high influence on his students ,their interest, and progress in learning .So , it is highly appreciated to be optimistic and clear speaker.

3- The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: Teacher should not be so meticulous about students mistakes in pronunciation and this may lead to state of reservation or disappointment among them was (49.909) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically significant between the responses of individuals in study and for those who agreed that the teacher should not be so meticulous about

students mistakes in pronunciation and this may lead to state of reservation or disappointment among them.

4-The value of chi – square calculated to signify the differences between the numbers of individuals of the study for the statement: There is a common problem among most students that they have disability in expression, in its two types writing and oral, so they need to develop their abilities in how to narrate and make coherence and cohesion to their ideas was (65.758) with P-value (0.000) which is lower than the level of significant value (5%). This refers to the existence of differences statistically significant between the responses of individuals in study and for those who strongly agreed that there is a common problem among most students that they have disability in expression, in its two types writing and oral, so they need to develop their abilities in how to narrate and make coherence and cohesion to their ideas.

4-7 Oral experiment

Table 4.12

| Activity | Pre | Post | Progression |
|-----------------|------------|-------------|--------------------|
| Reading aloud | 4.1 | 5.8 | 1.7 |
| Presentation | 4.2 | 5.6 | 1.4 |
| Dialogue | 4.3 | 5.5 | 1.2 |
| Discussion | 4.2 | 5.5 | 1.3 |

The above table shows the results of oral experiment final assessment. They gained significant progression which indicates the positive effect of using speaking activities.

Table 4.13

| | Pre | Post | Progression |
|---------------|------------|-------------|--------------------|
| Reading aloud | | | |
| Pronunciation | 4.6 | 5.9 | 1.3 |
| Fluency | 3.5 | 5.6 | 2.1 |

The table above shows the effect of reading aloud on pronunciation and fluency which appears in students' performance.

Table 4.14

| Ability | Pre | post | Progression |
|----------------|------------|-------------|--------------------|
| Pronunciation | 4.7 | 5.9 | 1.2 |
| Confidence | 4.3 | 5.3 | 1 |
| Body-language | 3.7 | 5 | 1.3 |
| Fluency | 4 | 5.5 | 1.5 |

The above table shows the students' progression in their abilities which approves that using speaking activities in the process of teaching can develop their speaking skill.

Table 4.15

| | Pre | Post | Progression |
|---------------|------------|-------------|--------------------|
| Presentation | | | |
| Pronunciation | 4.6 | 6 | 1.4 |
| Confidence | 4.3 | 5.3 | 1 |
| Body-language | 3.7 | 5.2 | 1.5 |
| Fluency | 4.1 | 5.9 | 1.8 |

The above table shows the role of presentation in promoting speaking skill. It made students more confident in express their ideas in coherent and cohesion way.

Table 4.16

| | Pre | Post | Progression |
|---------------|------------|-------------|--------------------|
| Discussion | | | |
| Pronunciation | 4.8 | 5.8 | 1 |
| Confidence | 4.3 | 5.2 | .9 |
| Body-language | 3.5 | 4.7 | 1,2 |
| Fluency | 4 | 5.3 | 1.3 |

The table above shows the progression in performance in using discussion. The students after instructions and practice learned how to use language in asking question and present their point of view in acceptable method.

Table 4.17

| Dialogue | Pre | Post | Progression |
|---------------|-----|------|-------------|
| Pronunciation | 4.9 | 6 | 1.1 |
| Confidence | 4.4 | 5.4 | 1 |
| Body-language | 3.8 | 5.2 | 1,4 |
| Fluency | 4.3 | 5.2 | .9 |

The table above shows the progression which happened in students' performance by using dialogue.

Table 4.18

| Pre | Post | Progression |
|-----|------|-------------|
| 4.2 | 5.5 | 1.3 |

The table above shows the results of final assessment of the experiment. At the end of experiment by the final assessment, all subjects gained significant progression in their performance of speaking skill and they noticed and commented about the positive change that occurred in their performance.

4-8 Sammary of th chapter

The chapter provided description of the methodology that study followed. Description of the subjects and the procedures was produced, and tools of the study. It also produced the result of data analysis. The results of statistical analysis are produced in tables and figures associated with drief comments to be more clear and accurate .

CHAPTER FIVE
CONCLUSIONS, RECOMMENDATIONS,
AND SUGGESTIONS

Chapter Five

Conclusions, Recommendations and Suggestions

5-1 Introduction

This chapter is about the conclusions and findings arrived at. It also includes some recommendations and suggestions for further future studies. What is worth mentioning is that most of the findings justify the research hypotheses.

5-2 Conclusions

The aim of teaching is to achieve the highest level of competence and qualification for the learners. The researcher believes that teaching oral communication in Sudanese secondary schools is becoming more inadequate. This appears clearly in the feedback and performance of students. Many factors have caused the reduction of students' ability and confidence to speak.

Speaking is considered as a vital and fastest skill in communication. It also makes people take remarkable impression about good speaker. The present study tried to investigate is it possible to improve and promote students interaction in classroom as the first stage of development.

5-3 Findings

Based on the results of statistical analysis, this study concludes with the following findings:

1. Most students don't have strategic plans about learning English language. Their motivation is instrumental. Their first aim is to pass or gain high degree in exams.
2. Most secondary school students have a phobia and reservation when they find themselves in such a situation that requires speaking skill. This refers to insufficiency of practice.
3. Most schools follow technical methods in teaching. Their aim is how students pass and gain high degree in exams. This makes students focus on the course and likely memorize it. After exam, they prepare themselves to deal with the new course and so.

4. Most students have a problem in expressing their ideas through writing and speaking. This causes defects in coherence and cohesion in their performance.
5. It is difficult for student to practice speaking skill outside the classroom, because they don't have ideal atmosphere and environment. Since they leave their classrooms, they find themselves communicate in their first language as well as the community and the context don't support them to communicate in English.
6. Some English teachers are not perfectly qualified and trained. Their interest in teaching process is not proper to encourage students to concern more in language acquisition.
7. The curriculum is intensive and restricted. So, it is not enough flexible to enable the teacher to add his print. The teacher is the best one who can understand and assess his students. The absence of teacher contribution in curriculum affects negatively in the process of learning.
8. The personality of English language teacher has a great role in the process of learning. He has an influence on students and makes them interested about English. Also they consider their teacher as a good example and work hard to be like him.
9. Teaching grammar implicitly upon the text is useful, because it makes students don't just focus on memorizing the rules of it. Otherwise, it helps them to learn more vocabulary and deal with texts correctly and understand them.
10. Using speaking techniques will promote speaking skill among students and carries out their potential gifts and raises their interest in English language.
11. Division of students into pairs and groups organizes the classroom and affords wider opportunities of participation. It also creates a type of cooperative and integrative work among them.
12. Classroom interaction encourages students to promote their speaking skills and enlarges their horizons. Also it makes them feel they are actually begin to learn English as they also exchange information and there is atmosphere of competition.
13. Loud reading helps and encourages students to speak. So, insufficiency makes students being less improved in speaking skill.

14. When students practice loud reading or speaking skill. It is normal that they make mistakes in pronunciation. If the teacher be meticulous in correcting them, this leads to discouragement and decreases their participation.
15. Language laboratory has essential role in promoting speaking skill. Its absence decreases the ability of students.
16. The relation between speaking and listening is integrated. Lack of listening has negative effect on student's competence and reduces their interest in target language.

5-4 Recommendations

Based on the findings and conclusion of the study, the researcher recommends the following:

1. Students should bear in mind that English language has become an international language. So, they have to learn it not just for local and minor purpose.
2. Schools in their methodology of teaching should not make their first aim is the exam. Their aim should be strategic in order to graduate students with real knowledge and high degrees.
3. English language syllabus should be revised, and supported with rich lessons and dialogues that stimulate and motivate students to practice speaking.
4. English language syllabus should be supported with literature books that rise interest of students and enforce their speaking ability.
5. More concentration should be given to listening skill. If it possible to be provided by native sounds in order to create atmosphere of English language and make students' ear used to grasp English pronunciation.
6. Schools should specialize extra time for learning speaking by using activities like presentation and discussion. Familiar topic should be suggested to speak about. Those students, who have background and sufficient knowledge, can be able to speak and have a chance to reflect their own view and contribution.
7. Classroom should be organized by dividing it into pairs and groups. Division should be fair. This will enhance cooperative spirit and activates participation and performance of students.

8. Teaching grammar should be implicitly upon the text. It should not be directly by memorizing the rules because this will be tedious and boring for students.
9. Loud reading should be activated in sufficient way. English teacher should not be so formal or meticulous in correcting pronunciation mistakes of students when they read aloud or speak.
10. English language teacher should be well qualified and trained. He has to be interesting in the process of teaching, understand his students, treat them kindly, and make them like his subject.
11. Teacher should give students opportunity to practice oral communication inside classroom and encourage them by appreciating their participation.
12. Cultural programs and celebrations should be created from time to time to enable students practice English outside classroom by doing role- play, poetry, songs... in foreign language.
13. Students should be trained perfectly to express their ideas in semantically and grammatically correct way in their writing and speaking.
14. Schools should create oral un-optional periodical exams to make students deal more serious with speaking skill.

5.5 Suggestions for Further future Studies

The researcher suggests the following topics should be investigated for further studies in the future.

- 1- The role of listening as a receptive skill on promoting language acquisition among secondary school students.
- 2- Investigating the effective role of technology in improving oral communication at secondary school students.
- 3- The role of syllabus designers in the development of oral communication at secondary schools.
- 4- The impact of motivation and other psychological conditions in learning oral communication at secondary schools.
- 5- The practice of reading skill intensively in overcrowded classrooms at secondary schools.

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APPENDICES

Appendices

Appendix No (1)

Sudan University of Science and Technology
College of Graduate Studies



A questionnaire for English teachers at secondary schools.

Dear teachers,

This questionnaire is part of PhD study entitled:

“The effect of Using Speaking Techniques in Promoting Classroom Interactions at Secondary Schools”

It has been done in order to support the hypotheses of the study, and as the teachers are the best ones who can assess the situation and performance of learning process at secondary schools. So your answer will be taken confidently and the researcher appreciates your great contribution.

Thank you for cooperation.

Personal information:

1- Nationality

.....

2- Male / Female

3- Academic qualification in English language:

.....

3- Experience duration in teaching English language at secondary schools.

.....

Optional Data:

1- School Name:

.....

2- Other additional note

.....

| Statement | Strongly agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| 1- Most students don't have strategic plans about learning English language, so their motivation is instrumental. | | | | | |
| 2- Most secondary schools students have something as a phobia with English language, particularly in speaking skill. | | | | | |
| 3- It is so difficult to practice speaking skill outside the classroom because the small community around the student considers it as a type of showing abilities or self-conceit. | | | | | |
| 4- The families have a great role to enhance their students' confidence and encourage them to practice speaking skill. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| <p>5- There is a common problem among most students that they have disability in expression, in its two types writing and oral; so they need to develop their abilities in how to narrate and make coherence and cohesion to their ideas.</p> | | | | | |
| <p>6- The personality of English language teacher has a high influence on his students, their interest, and progress in learning. So, it is highly appreciated to be optimistic and clear speaker.</p> | | | | | |
| <p>7- Some English teachers are not perfectly qualified and they might not be interesting in teaching process.</p> | | | | | |
| <p>8- Students don't practice reading skill in sufficient way specially the loud reading and this affects their speaking negatively.</p> | | | | | |
| <p>9- Teacher should divide his students into groups or pairs in order to afford wide chances of participation and encourage cooperative work.</p> | | | | | |
| <p>10- Teacher should not be so meticulous about students' mistakes in pronunciation and this may lead to state of reservation or disappointment among them.</p> | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| <p>11- Most schools follow technical methods, in other words their major aim is how to pass exams and gain high degrees.</p> | | | | | |
| <p>12- The intensive, restricted curriculum prevents the teacher from adding his own print and as he is the best one who can understand and assess his students, the absence of his print and addition reduce the benefits of learning process.</p> | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| <p>13- Teaching grammar is an old method, students should learn grammar implicitly.</p> | | | | | |
| <p>14- Insufficient using of speaking techniques decreases the abilities of students and prevents their potential gifts to come out.</p> | | | | | |
| <p>15- The insufficiency of language laboratories has a great role in reducing speaking process.</p> | | | | | |

Appendix No (2)

Students' results in the oral experiment

| Student | Pre | Post | Progression |
|----------------|------------|-------------|--------------------|
| 1 | 4.5 | 6.3 | 1.8 |
| 2 | 3.4 | 5.3 | 1.9 |
| 3 | 4.9 | 5.8 | .9 |
| 4 | 5.1 | 5.8 | .7 |
| 5 | 3.1 | 4.8 | 1.7 |
| 6 | 4.4 | 5.5 | 1.1 |
| 7 | 3.7 | 4.8 | 1.1 |
| 8 | 3.9 | 5.1 | 1.2 |
| 9 | 3.3 | 4.7 | 1.4 |
| 10 | 4.8 | 6.3 | 1.5 |
| 11 | 4.5 | 5.8 | 1.3 |
| 12 | 4.3 | 6.1 | 1.8 |