Sudan University of Science and Technology

College of Graduate Studies

College of Education

The Role of Time Management Strategies in Developing Teaching Speaking Skills

دور استراتيجيات ادارة الوقت في تطوير تدريس مهارات التحدث

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

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DEDICATION

To all members of my beloved family

ACKNOWLEDGEMENTS

Abstract

This study aimed at exploring the extent of using Time Management strategies through teaching speaking skills activities to students' participation in oral interactive and communicative language. The other most important objective is that the effective use of modern technologies devices and encouragement of learner autonomy for facilitating English language in teaching speaking skills in Sudanese Secodary schools.A questionnaire, checklist observation and interview were used for data collection. While the descriptive analytical method was used to help in the discussing, the Statistical Package of Social Science (SPSS) was used as a programme for analysis.The study main findings sorted out from the qualitative and quantitative data analysis showed that teachers' effort to manage their allotted time for enhancing their teaching speaking skills, mainly, by using modern techniques which play a significant role in the language of teaching speaking skills, while presenting all contents of knowledge with a student-centered project approach. The study could reach some findings congenital with solving the main problem of time managing in the classroom (by teachers)and the addressing of the questions and hypotheses. The study moreover is concluded with some recommendations and suggestions for further similar studies.

المستخلص

هدفت هذه الدراسة لتوضيح لاي مدي استعمال استرتيجيات ادارة الوقت من خلال انشطة تدريس مهارات التحدث و اشتراك التلاميذ في لغة التفاعل الشفوي و لغة التواصل. و الهدف الاخر الاكثر اهمية تاثيروسأْل التكنولوجيا الحديثة في تشجيع التعلم الذاتي لتسهيل عملية تدريس تعلم مهارات التحدث في المدارس الثانوية السودانية. و تم استخدام الاستبانة و الملاحظة و المقابلةكأْدوات لجمع البيانات. وقد استعمل المنهج الوصفي التحليلي في مناقشة التحليل الاحصائي (SPSS) كبرنامج احصاء تحليلي. و نتائْج هذه الدراسة استنبطت من المقدار النوعي و الكمي الذي بين مجهود المعلمين في ادارة الوقت المتاح لتحسين تدريسهم في مهارات التحدث بصورة اساسية مع استعمال التقنيات الحديثة التي تلعب دور مهم في لغة تدريس مهارات التحدث وتقديم محتوى المادة الدراسية على ان يكون الطالب هو محور العملية التعليمية. توصلت الدراسة الي بعض النتائج مع مشكلة ادارة الوقت في الصف (بواسطة المعلم) و تجاوب اسئلة و فرضيات الدراسة. و بصورة اوضح اختتمت الدراسة ببعض التوصيات و المقترحات للدراسات المشابهة.

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Chapter One

Introduction

1.0 Background of the Study

English language influenced directly by the learning environment, as well as others relate confirmly to social, economic and a political factor. English still used as a foreign language (EFL), but before the Arabization of all level of education, from Basic level till Higher Education,Arabizationcan be the point of turningbackwards on English language making somehow ofdecline. Once English language was flourished in 50s up to 73 because it used as medium of instructions – after 1973 the great shift from four years stage to 6 years as primary, 3 years as intermediate and 3 years secondary, exactly in secondary English studied as a subject, and according to this English changed from second language (ESL) to foreign language (EFL) so English as foreign language really strive as a major subject in faculties of Arts or as a University requirement subject to students, who study other disciplines and knowledge's to obtain certain degree.

In an (EFL) setting such as Sudanese schools, influential factors depend on the individual differences of the students potentials. These include variable such as intelligence, language aptitude, attitudes towards English classes, and could attain remarkable success in academic as well as in use English for communication. Others in directly influence to whole processes of education where the learning takes place and they may act as pedagogical practice, knowledge input, output evaluation …etc.

What is the nature of some those variable factors? And what their effects on the students and the learning process as a whole? Initially, the classroom environment in which (EFL)students at disadvantages learning setting such as cases like: students lacks personal connection with their teachers. Furthermore, they struggle with both space and attention this lack of engagement would be main reason on motivation and students think only about how to pass their exams of English as a part of the educational processes.

Moreover, it is certainly given that students hardly get an opportunity to practice and improve their English outside the classroom, which expands their exposure. Most of these students need this activity badly to develop themselves on learning through practicing, otherwise, there's no one as usual to reinforce or correct, only in sometimes and they are few.

1.1 Statement of the Study Problem

This study is important, because the researcher observed from his experience as a teacher, secondary schools' students have deficit in speaking skills when they use English language, so they can not speak about their lives, tell news, give advice or even talk about topics. This happens of the result that most teaching takes place in the classroom lacks time to be cut or managed for teaching strategies and practicing speaking skills sufficiently, using audio or visual devices (e.g. listening recorded materials, watching video and other teaching aids) which are helpful in listening comprehension as well as in speaking fluency, accuracy and confidently.

1.2 Questions of the Study

The researcher supposes the following as questions of the study;

1. To what extent do strategies plan improve the teaching processes through (e.g. textbooks and other facilities)?

2. What are the best strategies that teachers use them for effective time management (e.g. doing tasks in order of their importance, teachers keep their place tidy so they work effectively)?

3. How can teachers match between allotted time and teaching activities appropriately (e.g. listening recorded materials, group discussion and debates … etc)?

1.3 Objectives of the Study

The researcher assumes the following to be main objectives of this study:

1. To identyify the role of strategies plan in improvingteaching teaching processes through (e.g. textbooks and other facilities) that lead to manage the time effectively.

2. To find out whether teachers use the effective strategies which manage the time properly (e.g. doing tasks in order of their importance, and teachers keep their places tidy so they can work effectively) or not.
3. To discover the best strategies plan that can help the teachers match between allotted time and their teaching activities (e.g. listening recorded materials, using group discussion, and debates).

1.4 Hypotheses of the Study

The researcher states the following as the hypotheses of the study:

1. Teachers use strategies plan to improve speaking skills through (e.g. textbooks and other facilities) by managing the allotted time.

2. Teachers experience themselves what is the best and suitable strategy adopted when implemented teaching speaking skills (e.g. games, role-play … etc).

3. Teachers can adopt such strategies to make use of time management effectively (e.g. using devices, writing thing rather than trying to remember them).

1.5 Significance of the Study

This study is important because of the following:

1-Teachers should allocate time for teaching speaking skills and manage their time fairly for every skills so that speaking skills not been ignored.

2-Teachers will train their students doing their activities correctly according to time management used for implementing each lesson.

3-Education policy-makers should focus on methods that help students acquiring the four skills in such integrating teaching approaches. Moreover, in particular, to minimize speaking skills problems (e.g. time consuming, low efficiency, and/or deaf and dumb English problems).

1.6 Methodology of the Study

The questionnaire, checklist observation and interview are selected as data collection tools. The questionnaire for testing time-management

according to each teacher's plan, The checklist observation and interview for testing the to what extent do teachers use strategies to implement teaching speaking skills. Moreover, the descriptive and analytical approaches are adopted for conducting the study.

1.7 Limits of the Study

The limits of the study is the Governmental Teachers in Secondary Schools mainly locate in Khartoum State during their annually duties of first term of 2016-17.

Chapter Two

Literature Review and Previous Studies

2.0 Itroduction

This chapter attempts to display some previous studies, which relate to the main area of the topic some of them are about how to manage time effectively and the skills required.

2.1 Over view

The other part states theories and methodologies of improving speaking skills, and those studies relate consolidating between time and activities used to improve speaking-skills.

2.2 Various Definitions of Time

Time exists for all us fairly. Time can be seen really as twenty-four hours a day, fifty-two weeks a year for rich people, poor people or even if they are well-educated or aren't, everyone has the same amount, but he/she has different utilization, this utilization is seen clearly when some people are successful in their life neither others totally not. This difference relies on how to spend or waste time. Moreover, management does not come randomly, but within the most important factor, it manage "The Time". Time passes and doesn't stop, its speed makes time limited amount when we set implementation that needed in certain time we look wisely to the time as economic factor fits to that implementation.

To have given definition of "Time", it is most difficult job, in field of administration,Aljeraisy (2001) has adopted a somewhat neutral definition from Webster's New World College, and time is "the specific, usual or allotted period during which something is done". Thus, time refers to the period of official work. Otherwise, Young, (1988) states that the time consuming through social as the more self-sufficient social units have had to way. The family, the all-purpose institution that has several human beings so well for so long, has been the main loser. It had been the main productive unit until the industrial revolution, but, despite the long struggle it put up, could not hold out the new industry: "Each stage in industrial differentiation and specialization struck also at the family

economy, distribution customary relations between man and wife, parents and children, and differentiating more sharply between "work" and "wife". It was to be a full hundred years before this differentiation was to bring returns, in the form of labor-saving devices, back into the working woman's home. Likewise, Blackden&Wodon, (2006) discusses the time use and Africa's development, perhaps nowhere is the asymmetry in the respective rights and obligations of men and women more apparent than in the patterns of time use differentiated by gender, and inefficiency and inequity they represent. Both men and women play multiple roles (productive, reproductive, and community management) in society (Moser, 1989; Blackden&Bhanu, 1999). Moreover, Carpenter, (1980) focused on time management required for housewives, so mentioned that everyone has the same amount of time available to them, but people vary in their ability to make use of it. It is especially difficult for housewives to manage their time effectively-they are subject to many interruptions from the family and may have to lengthen their workday to complete all tasks.Once the family grows up, the time demands are lightened and adjustments must be made so other interests fill the time once required by the family. Thus, the management of time by McCay, (1959) clarifies that how to increase your output, "You can increase your output as you increase your capacity to get accurate, clear, fast impressions of what is going on around you"

2.3.1. Characteristics of Time

Time doesn't have an accurate definition, but we notice that time can't be replaced, stopped, changed or even controlled, time is available resource when it passes doesn't return back again any more, it considered just as the valuable element. Al-jeraisy (2001) states for example, those who have the time to accomplish their work and the time to enjoy other activities, they must have learnt the difference between quantity and quality. They must be investing every minute of their time. Wherefore, "time management" does not aim at changing, modifying or developing time, but at how to invest it in such effective ways, that time spent uselessly or unproductively is reduced to minimum, while attempting to raise productively within the allocated period.

Time represents a main phase of management; nobody can restore or replace the time. Al-jeraisy cites Ducker who sums up the significance of

time in his statement;" Time management, means the management self. How can on manage the time of others if one cannot manage oneself?"

2.3.2 Types of Time

If we investigate time, which indicates into groups of activities, whenever, all people consuming this time according to the importance of the aspect. For instance, where personal time and communication of some sorts as phone calls, meetings, go shopping, do sports, Etc. Otherwise, there are tasks and duties must be done on exact time. Moreover, time can be grouped into four main sections as the following:

1) Creative Time:

For time that so close to thinking processes, analysis and go through plans, to improve our work performance using systematic of specific science, not only experiences, to find out problems and how these problems can be overtaken.

2) Preparatory Time:

Before doing work, that time means time that is spent on collecting information for activities, which needed to be conducted, also spent on what kinds of equipment are wanted and how much time we need to fulfill each activity. This kind of time is economic on our plan and preparation for what to do in the future to save efforts and wasting money.

3) Productive Time:

This kind of time found when work accomplished properly and successfully. This type of time leads into strive hard between time required for doing work and planning relates strongly to preparation type of time.

4) Overhead Time:

This type of time spent on minor and social responsibilities just like attending social functions and symposia, people do this, as they are members of each society, here always is mutual commitment for all members.

2.3.3. Investing time in technology

From thirty years ago up to now there is a great shifting, which makes world seems to be the information age, before the world belonged to the industrial age, the changes happen in all fields, in engineering, farming, medicine as well as education, where information increasing in numerous numbers. No doubt, computer- based nowadays is about to be obligation qualification for applicants to employed in any field, computer-based skills helps so much in managing our information and time needed to fetch and seek that information as well as many efforts to be saved.

2.3.4.The "time management" concept

Etzel and Thomas (1996) claim as the 1980s approached, "time management" became a key concept. The point was not just keeping track of details and information any more, it was to manage time like everyone was increasingly busy, so managing time is essential factor needed to keep success, this point means how use not only brain to store our plans even it credit, but we usually-often forget not all of thing. Etzel and Thomas (1996) cite Russell (1979)few people have ever been taught how to get the most the most from their brains, while children were told to memorize facts, they were not taught how the brain works and how they could best work with their brain.

2.3.5. Why Time Management for Teachers Identifying Timewasters

Pressure to manage their time effectively as they are today. , Thus, according to changes in pace and extent of modern life that leads teachers into more and more extra work, teachers feel that their time is insufficient to do their job correctly, honestly and faithfully. Nelson (1995) states teachershave never been under much pressure like today. Nelson (1995) explains that having comprehensive audit of where your time actually does go, you can begin to identify the major timewasters and ways to tackle them. In most cases, the major timewasters fall into a small range of categories, whichare (1) Poor planning (2) Poor organization (3) Paperwork   (4)Meeting(5) Interruption.

2.3.6. Goal setting

Time Management seen as compass, which is mandatory for guiding to focus on what, must be done according to time given daily weekly or even in long more than annually as few years later. From Harvard Business Essential book series (n, o.2005) identify goal setting as following it is a formal process of defining outcomes worth achieving. When you set a goal, you commit to outcomes that you can a accomplish personally or through your team. By setting goals measuring their achievement, you can:

1-focus on what is most important.

2-provide a unified direction for your team.

3-devote less energy to noncritical tasks.

4-avoid time wasters.

5-motivate yourself.

6-boost overall job satisfaction.

From goals to tasks you should recognize and rank your goals are essential if you are serious about making the most of your time. (ibid)

The most perfect recommendation to use goals according to time management seen as following four steps:

1-Break each goal into a manageable set of tasks. Review each goal, and then list all the tasks required to be achieved.

2-Prioritize. When your satisfied that your list of tasks is complete, assign to A, B or C …. Priorities to each one, with a representing high priority. The priorities you assign should reflect the importance of the goal that each task supports.

3-Put the tasks in the correct sequential order. As you examine your tasks, you will notice that some need to be completed in a sequence, with each being more or less finished before the next task again.

4-For A and B priority tasks _ the ones you really intend to do _ estimate how much of your time every task will require. That is not always clear,

but if you have completed a similar task before, you have the basis for a time estimate. (ibid)

Otherwise, Calhoun, Terri Elane, (2008) discussed that in consideration of teachers' performance for collaborative development of behavioral interventions, Gray, Gutkin, and Riley (2001) examined the acceptability of specific rewards and reward categories, with a survey generated by participants included high school teachers, parents, administrators, and students who were asked to rate rewards survey for acceptability. Moreover, Tingstorm, (1990) exploring the acceptability of a time-out as a function of interventionist, problem severity, and reported effectiveness found evidence that acceptability rating were greater when the described time-out procedure was implemented for severe problems and when information was provided that suggested that the intervention was effective. (ibid)

2.3.7. Use Technology to reduce travel time

Travel is really urgently need, but when it is meaning much time spent on looking for information, and doing plans, people nowadays are trying hard to decrease spending time and money as well as efforts, so all pool to make a remarkable success in their work.

e.g. Web conference aim to serve the same purpose but requires little special equipment or space. Web Exercise dominates this field, with Microsoft's live meeting not far behind. Web does save both time and money with little effort done through equipment. (ibid) Time Management as a Habit

Chapman and Rupured (2008) state more about Time Management, at they discuss ten strategies for better Time Management, at the beginning they ensure that we can't manage the time itself, Time Management is seen as misnomerWe just manage our event not the time.

Their strategies in general the following:

1-Know how you spend your time, here the best way is to record what are you doing and what event consuming much time also every person should have a good sense for amount of time required for routine tasks, and the rest of the time can be available for other activities.

2-Set priorities:

Chapman and Rupured (2008) cite managing your time effectively required a distinction between what is important and what is urgent (Mackenzie, 1990).

Experts agree that the most important tasks usually are not the most urgent tasks.

Covey, Merrill (1994) categorize our activities into quadrants in their Time Management Matrix:

a) Urgent   b) Not urgent   c) Important   d) Notimportant 3-Use a planning tool:

Experts advise using a personal planning tool to improve our productive and go smoothly to our tasks one after another without delay or let's on overwork, and this can be done through pocket diaries, calendars, computer programs, wall charts, index cards and note books.

4-Get organized:

To be organized first must be neat without any clutter that can be happen when someone classify his papers, books and other stuffs in groups relate to each other, so when he/she need exact book go ahead to the group of that book.

Dodd and Sundheim (2005) indicate to five for handling information:

1) Throw it away, delete it or otherwise get rid of it.

2) Delegate it give it to someone else to do, file or respond.

3) Act on it yourself. Then throw it away or file it.

4) File it temporarily until it needs action 0r until additional information is received. Follow up a "ticker" file can be useful for holding temporary information.

5) File it permanently where you can easily find it later. (ibid)

5-Schedule your time appropriately:

Lakein (1975) discussed if you know you will have waiting time or consuming time, schedule small tasks such as writing a letter, jotting down a shopping list or listening to educational audio tapes to capitalize on the time loss. The schedule put for daily, weekly or even monthly routines.

6-Delegate; Get help from others:

Delegation means assigning responsibility for a task to someone else, freeing up some of your time for task that requires your expertise (ibid). Be as specific as possible in defining the task and your expectations, but allow the person some freedom to personalize the task. Moreover, a person can get assistance from other to reduce work stress, otherwise save time for others.

7-Stop protracting:

Putting off tasks may be for many reasons, but if a person determines to d0 what must be done, he/she can do this in different ways, e.g. She/he can break tasks into small segments, and she/he does them one after another, also can begin from easiest to more complicated and from smaller to the largest ones. Postponing work comes from little duties not done, so not far those duties become overtasks.

8-Manage external time wasters:

The most time   wasters that considered as the following, but she/he can decrease or eliminate time spent in these activities by implementing some simple tips as below:

a) Telephone: 1} Use voice mail and set aside time to return calls 2} Avoid small talk. Stay focused on the reason for the call.

3} Stand up while you talk on the phone. You are more likely to keep the conversation brief.

b) Unexpected visitors: 1} Establish block of time when you are available for visit.

2} Tell the visitors politely you cannot meet with them at this time and schedule the visit for a more convenient time.

3} Set a mutually agreeable time limit for the visit.

c) Meeting: 1}Know the purpose of the meeting in advance.

2} Arrive on time. 3} Start and end the meeting on time.

4} Prepare an agenda and stick to it. Use a time agenda if necessary.

d) Mail and Email: 1}Set aside of specific time to view and respond to your mail and e-mail.

2} Turn off instant messaging features on e-mail.

3} Handle each item only once, if possible.

4} Sort mail near a garbage can and delete junk e-mail immediately from your electronic mail box.

f) Family obligations: 1} Establish a master calendar for each family member to post their time commitments.

2} Make each family member responsible for consulting the matter calendar for potential conflicts.

3} Create a central area for posting communication such as appointment reminders announcements, messages.

9-Avoid multi-tasking:

Recent psychological studies have shown that multi-tasking does not actually save time in fact the opposite is often true. You lose time when switching from one task to another, resulting in a loss of productivity (Rubiseim, Moyer, andEvan,2001) Routine multi-tasking may lead to difficulty in concentrating and maintaining focus when needed. (ibid)

10-Stay healthy:

The care and attention you give yourself is an important investment of time. Scheduling time to relax, or do nothing that can help you rejuvenate both physically and mentally, enabling you to accomplish tasks more quickly and easily. (ibid)

Kanar, (2011) clarifies to the students, where their time goes, and then they may be able to find a more efficient way to use their time. What are

the fixed times in a typical day for them? Fixed times include the hours they spend working, attending classes, and travelling to and from each activity.

2.4 Evidence of the centrality of talk to learning and working

Yussoff (2001) claims that as the saying goes, "Rome wasn't built in a day", and the same goes for speaking which were only recognized and formally introduced after more than three decades of evidences and "powerful consensus" (Jones, 1988) (ibid). The quotations below are some of the evidences found in the literature during 1960s-1980s:

There is gift like of speech; and the level at which

People have learned to use it determines the level of

Companionship and the level at which their life is lived.

This matter of communication effects all aspects of

social and intellectual growth. There is a gulf between

those who have and the many who have not. Sufficient

command of words to be able to listen and discuss

rationally; to express ideas and feelings clearly; and even

to have any idea at all. We simply do not know how many

people are frustrated in their lives by the inability ever to express
themselves adequately; or how many never develop

intellectually because they lack the words which to think

and reason. This is a matter as important to economic life

as it is to personal living; industrial relations as well as

marriages come to grief on failure in communication (DESI,1963) (ibid)

Another quotation written by Dix0n (1967) said:

Pupils, like adults, need to talk over new experiences,

Returning to them again and again maybe, finding new

Elements and connections. The potential meaning often

Experience – an outing, a visitor, and an experiment- is not

always clear at once. It needs to be worked over,

"realized" again through language, shared and modified…

…………. Talking it over, thinking it over………… Can be

Natural parts of taking account of new experience

(cognitively and effectively) (ibid).

2.5 Where does the NNS (Nonnative Speakers English Teacher)

Movement go from here?

Braine (2010) focuses on NNS English teachers, especially those who teaching EFL (English as Foreign Language), he states that those teachers suffering from an inferiority complex leading to stress as work. So, as we celebrate the success of NNS movement in gaining due recognition for the teachers' pedagogical and professional abilities. Braine discusses number of issues, which help teachers (NNS) to their job properly; he addresses them as the following:

(1)Enhancing the English language proficiency of NNS teachers:

To achieve this proficiency, a teacher must know what proficiency means. So he cites Bachman (1990) defines language proficiency as "knowledge, competence, or ability in the use of language, irrespective of how, where, or under what conditions it has been acquired" (ibid)

Moreover, proficiency for NNS teachers means those teachers are capable of attaining proficiency in any language and that language users could have different level of proficiency in listening, reading, speaking, and writing. The term "proficiency" and "fluency" are often used interchangeably when describing language learner.   (ibid)

When do language teachers become "good teachers"? Freeman (1989), explains a highly teacher educator, describes language teaching as a "decision-making process based on four constituents: knowledge, skills, attitude and awareness" (ibid)

(2)Making the most of professional organizations:

The field of English language teaching-in term of textbooks publishers, journals, teachers training programs and teacher organization- is dominated by British and American interests. This dominance of ELT profession by British and American interests affects indigenous (NNS) English teacher in various ways. What most English teachers in the west take for granted- membership of international organizations, attendance of international conferences, subscription to academic journals, and access to computers and the Internet-are not within the means of many English from less privileged countries? This not only isolated them from a mainstream ELT but also inhibits their professional growth. (ibid)

Avenues must be found to reach (NNS) English teachers and convince them that membership and active role in professional associations will establish a sense of comradeship with fellow English teachers who are mainly NNS, enhance their links to the wider world of English language teaching, and help overcome any sense of isolation and disillusionment with the profession. In a nutshell, this will lead to their empowerment. (ibid)

2.6.1 The nature of effective teaching

There is move of some researchers like Dr. Mohamed, she searches under "Towards New Approach for Teaching English language". Dr. Mohamed (2007) mentions that every teacher aims to be an effective teacher. The concept of effective teaching is somewhat elusive one; however, can it be determined from the teacher's behaviors, the learner's behaviors, classroom interaction, or results of learning? Also, we can make many questions to be as guideline to define the term effective teaching. Otherwise, some researchers have attempted to operationalize the notion of effective teaching by describing it as teaching that produces higher-than-predicted gains on standardized achievement tests (Good, 1979) (ibid).

These studies mainly built on observations of those teachers while performing their teaching activities inside classrooms.

2.6.2Effective teaching in bilingual classrooms

Tikunoff (1983) suggests that's three kinds of competence are needed for the students of limited English proficiency (LEP) firstly, participative competence, the ability "to respond appropriately to class demands and the procedural rules for accomplishing them, secondly, international competence, the ability to respond both to classroom rules of discourse and social rules of, interacting appropriately with peers and adult while accomplishing class tasks, and thirdly, academic competence, the ability "to acquire skills, assimilate new information, and construct new concepts" (ibid)

So the result of effective teaching when these three competence exist for learners to be acquiring their learning in remarkable success.Functionally.effective teaching may be in the other word as following "the classroom is a place where there is ongoing and dynamic interaction between the teacher's instructional goals, learners' purposes, classroom tasks and activities, and behaviors, students behaviors in

completing assigned tasks and learning out-come.

2.7 Speaking-conversation relationship

(A)Introduction:

Bygate (1987) highlights the importance of speaking, not only for performing basic transition, but also for establishing and maintaining social relationship. (ibid)

Brown and Yule (1983) about the learners they state yet he goes on to state how speaking is skill that is taken too much for granted because "we can almost all speak. This is especially true of advanced learners. However, being able to speak and being able to converse are two different things. What does conversation involve? To answer this question, we must cite Grice (1975) establishes four conversational principles, which all relate to co-operation. The Co-operative Principle comprises the following maximum:

(1)Quality "telling the truth" (2) Quantity "contribution is the right length" (3) Relation "contribution is relevant" (4) Manner "avoiding obscurity". (ibid)

Richards (1990) points out how the conversation class is, "something of an enigma" because surly conversation is something that is acquired "simply by doing it" (ibid)

Of course,acquired when the conversation acquired both fluency and accuracy unconsciously.

(B)The implications of teaching conversation in the classroom with specific reference to advanced learners and genre:

The kinds of conversational strategies that are employed can depend on the genre, Nunn (1998) discusses how the term "genre" refers to "a purposeful, socially constructed communicate event", whereby, each has its own generic structure, (that is, its own internal structure)". Exploring spoken English can give teachers a real insight into what we should be looking at with our advanced students.

2.8 The difficulty of speaking tasks

Determining the difficulty of pedagogical tasks one of the major challenges confronting teachers and curriculum developers who subscribe to the sort of principle articulate above, one of these difficulties is so-called interlocutor effect, has to be taken into consideration by researchers investigation task difficulty, and also those designing task-based testing procedure, Brown and Yule (1993b), and Brown et al (1994) have carried out extensive research into the factors implicated in task difficulty. In conducting their research (which used native speaking, secondary schools pupils), Brown et al (1994) were confronted with a number of major problems. The first was to motivate pupils to talk while working with an unfamiliar interviewer and while being tape-recorded… a second problem in that they did not wish to end up with "a hotchpotch of unrelated performance from which no general description could be drawn". They solved this problem by devising tasks, which formed related groups, each group being distinguished by a particular communicative skills. In grouping tasks according to "communicate

skill", Brown et al. bring together seemingly disparate real-world tasks, which can be illustrated by considering three particular tasks:

(1) adiagram-drawing task   (2) a pegboard task   (3) a writing board task. (ibid).

In conclusion, then, speaking performance was enhanced by rehearsal of the task under different conditions, and the opportunity to review and reflect on the tasks. This ability to reflect critically on one's performance as a language user is an important skills, which should be incorporated into any language program. (ibid)

2.9 Styles of speaking

An important dimension of conversation is using a style of speaking that is appropriate to particular circumstances. Different styles of speaking reflect the roles, age, sex and status of participants in interaction. Consider the various ways in which it is possible to ask someone the time, and different social meanings that are communicated by these differences. Kennedy, (2007) states that debates date back over 4000 years to the Egyptian (2080 B. C.), and debates as a teaching strategy date back over 2400 years to Protagorus in Athens (481-411 B. C.), the "father of debate" (Combs & Bourne, 1994; Freeley& Steinberg, 2005; Huryn, 1986; Snider &Schnurer, 2002), so students learn more effectively by actively analyzing, discussion, and applying content in meaningful ways rather than by passively absorbing information (Bonwell&Eison, 1991) (ibid)

2.10 What do we mean by speaking in the classroom?

Baker and Westrup (2003) answer this question, to explain the meaning that speaking means the students repeat sentences, dialogue, or chant English words. Repetition only one useful way of practicing new language. They need to practice real communication:

e.g. (a) talking about news.   (b) talking about their lives. (c)expressing their ideas.   (d) discussing issues.

So teachers need to make time for different kinds of practice, and think of topics for students to speak about, beside to motivate students through warm atmosphere that encourage every student to say something, students

should overcome their fear and know they must make mistakes, and can even correct than and modifying their answer to select the right one.

2.11 A framework for English lessons

Teachers should concern, about practicing speaking in a language lesson, so there are many ways are helpful to be adopted, first here the most useful model known as "presentation, practice and production model", PPP is particularly effective for lower level and where students have little input apart from their teacher and course-book. (ibid)

In PPP, language is divided into distinct parts, grammar, vocabulary and functional language. Fictional language is a way of describing what we do the language, for example (1) giving information "I go to school by bus" (2) asking for advice "what do you think I should do?"(ibid)

In a lesson, we might choose to teach a tense, information adjectives, for example, a collection of new words or phrases to express a language function, we call these the language items or target language. The language items is usually introduced at the beginning of the lesson. Students practice this new language in different ways together with the language that they already know. In a PPP framework, all four-language skills "speaking, listening, reading and writing" can be used to practice the new target language it is for integrating the language skills. (ibid)

2.12 Correcting during speaking activities

Some teachers and many learners think that their spoken English will improve if someone corrects them all the time – but learners can find this very demotivating and become afraid to speak. In fact, students are learning when they make mistakes or correct others, so correction should always be done positively and with encouragement. (ibid)

2.12..English language and communication

Tavora (2014) states to develop effective communication skills means that must including ability in learners to employ language in ways that will most transfer ideals from one person to another with clarity.(ibid)

In addition,Tavora explains more about "communication" which is a process of transferring information from one entity to

another;communication processes are sign-mediated interactions between at least two agents, which share a repertoire of signs, and semiotic rules. Communication is commonly defined as "the imparting or interchange of thoughts, opinions, or information by speech, writing or signs.

2.14 Information communication revolutions

Throughout human history, the first written communication began with pictographs. These writing were made on stone, and Tavora classifies communication into -1) which written on stone -2) in the second one as information communication revolution, writing began on paper, papyrus clay, wax, etc. Common alphabets were introduced, allowing the uniformity of language across large distances. Much later, the Gutenberg printing press was invented. -3) In the third information communication revolution, information can now be transferred via controlled waves and electronic signals.

Psychology of media communication is an emerging area of increasing attention and studies communication according to the following:

(a)Human communication.   (b) Nonverbal communication.

(c)Visual communication.   (d) Oral communication.

2.15 The impact of using communication games on teaching English vocabulary

During teaching phase, we can use some games to teach vocabulary, but this influences only on initial levels not for adult ones. These methods are perfect on elementary students, because the of students need active and variety tasks to avoid boredom and keep them on attention and focusing on language learnt. Al-Shehri (2009) cites Richards and Rogers (2003) they discuss the communicative approach, is that a goal of developing communicative competence so that one could be communicatively competent in a speech community.

The communicative approach relies on the following assumptions:

a) Language is a system for expression of meaning.

b) The primary function of language is to interact and communicate.

Krashen (1981) declares the fact that language learning comes about through using the language communicatively rather than practicing language skills without attempting to convey meaning when using games, students not only practice language skills, but they also communicate with each other by asking and answering questions (ibid).

Games are highly motivating and help pupils make and sustain their effort to learn and work (Lee, 1995; Write, Batterdge& Bucky, 1984). Lee (1995) states that games are highly motivating pupils to interact and communicate (ibid). Ersoz (2000) points that games are highly motivating because they are amusing and challenging at the same time (ibid).

For example, when we using play, Bennet, Wood and Rogers (1997) ensure of special qualities for play when it is accompanied by learning, and what they do for children, first, children's ideas and interests are central to play, second, play gives the ideal conditions to learn and enhance the quality of learning, third, children learn how to learn through play (ibid).Stern (2007) mentions that, playing games is a natural part of childhood, and they add an element of fun to language learning. Furthermore, they are "valuable catalysts" that motivate students to use educational tools, she also argued that games are based on stories enhance students' and children's motivation to read (ibid)

Another study was conducted by Cortez in 1974 to determine whether a Game Approach made a significant difference in English vocabulary acquisition among non-English- speaking …………………….. Data derived from all studies indicated the Game Approach was more effective than Dialogue Game Approach. There was a study conducted by Keen in1983 investigated the effective of a Game Approach on spelling achievement and performance (ibid)

2.16.1 Foreign language learning anxiety

Al-Duwaile (2014) declares in the past few decades, researchers have attempted to explain the relationship between anxiety and second or foreign language acquisition. However, Horwitz and Cope (1986) propose their situation-specific anxiety constructs which they called "foreign language anxiety". According to them, students' negative reaction towards language learning was a result of foreign language

anxiety. Furthermore, they presented an instrument to measure this anxiety, known as the Foreign Language Classroom Anxiety Scale (FLCAS) this scale has been used by a large number of studies on foreign language anxiety.

During the past decades, researchers have presented different perspective in classifying anxiety in language learning classroom. Some researchers associated this tension to the learners' personality and how they react in various situations, while other consider some situations as the reasons for provoking anxiety (Spieblerger, 1983; Maclntyer, Gaedner, 1991; Horwitz, 2001, Gregersen, 2003 &Woodrow, 2006) (ibid)

2.16.2 Foreign language learning anxiety and the effective filter

Krashen (1985) proposes the existing of "a mental block" which prevents l2 learners from fully acquiring the target language. This is known as the "Affective Filter". L2\FL learners may understand what they hear but the input might not reach what is called the "Language Acquisition Device" (LAD). Researchers such as Horwitz et al. (1986) and Krashen (1985) assert that this might happen when the learner is unmotivated, anxious or lack self-confidence. (ibid)

2.17 Teaching language through content and developing all modes of language

Rea and Mercuri (2006) cite Halliday (1978) who has suggested that people learn language "how to speak, read and write it" learn through language "all the world inside and outside the classroom", and learn about language "phonics, grammar spelling" as they develop their skills as literate beings. They do this all at the same time. Freeman (1998) refers to this as learning language as it used and students assimilate grammar, syntax, and semantic information when they are learning about history, science or math as language is repeated naturally across discipline. Understanding academic language and using it effectively in academic setting is essential for English language learners and native speakers of English alike. Few students come to school with the language necessary to perform fully as educated people, to engage in academic discussion, read, and understand the textbook used in their classes. (ibid)

2.18 Bridging past learning and new learning

Rea and Mercuri (2006) state when students already have the mental framework for a lesson in place, teachers must help them connect their prior knowledge and experiences to the new information. This can be accomplished by questioning; charting, journaling or making direct statements that help students see the bigger picture "What did we learn yesterday about such and such?" Let's take a look at what we charted last week". The point is to make sure all students have enough understanding to begin the new lesson. (ibid)

Rumelhart (1980) suggests for learning to occur, new information has to be integrated with what the learner already knows – that is, linked students' personal, cultural, and academic experiences. (ibid)

2.19 Describing the English language learning and teaching

Leach (2014) discusses ESL (English as second language), ESOL (English for speakers of other languages), and EFL (English as a foreign language) all refer to the use or study of English by speakers with a different native language. The precise usage, including different use of the terms ESL or ESOL in different countries, these terms are most commonly used in relation to teaching and learning English, but they may also use in relation to demographic information, ELT (English language teaching) is a widely used teacher- centered term, as in English language teaching division of large publishing houses, ELT training, etc. The abbreviations TESL (teaching English as a second language), TESOL (teaching English as foreign language), are all also used as terms so close to teaching-learning English language.Khouj, (2011) cites apart from Bush, (1997); Becta, (2002) as well discusses in his article how technology can help the teacher to accommodate different learning needs and keep students motivated by using the internet in their English language learning. Moreover, Al-Subaie, (2004) states that, voices spoke loudly at various conferences and seminars within the educational bodies encouraging the use of the various computer techniques and applications in teaching the English language. In a way, the computer is particularly beneficial as it provides for spoken communication, which student interacts with, depending on his/her abilities and educational level. In short, Farangi, Nejadghanbar, Askary, &Ghorbani, (n, d) argue that,

podcasting is increasingly being used by language teachers as a tool for delivering educational materials and encouraging learning outside of the traditional classroom. According to Sloan, (2005), podcasting is an innovative way of broadcasting through the Internet and can be used for transferring digital audio content automatically to mobile phones, also Gromik (2008) claims that podcasting can provide learners with "access to resources which are authentic, free and otherwise not available " (p. 50) in non-English speaking contexts. (ibid). Aljafen, (2012) cites from Clifford, (1987) stated that technology cannot replace teachers, but those who do not learn about technology will be replaced. Thus, it might be the case that most of the teacher education programs concentrate on technology training in the field of teaching. (ibid). Smith, (2011) argues that the importance of teacher, as in many classroom, computer games are intended for isolated students interaction; that is, the student goes to computer and runs through the program working on usually rote content related to testing objective …………. For such skills practice games, the teacher is rarely needed, as the game outputs a score or numeric assessment of some kind.

Wyke, (2013) explores that the concepts of creativity, innovation, and critical thinking and to explain how researchers define associate these similar concepts. Creativity: is the use of imagination to form an original idea (Niewenhuizen&Groenewald,2006). Innovation differs from creativity in the sense that creativity spawns to the idea, while the creativity of obtaining value. In addition, differences were identified in what is challenging between experience levels. Younger teachers indicate thatclassroom management was most challenging as opposed to more experienced teachers identifying technology as being an area in which they need more support. Moreover, Harutunian, (2007) cited in Bartolome, (2002) explains that due to changing student demographics, it is responsibility of all teachers to be prepared and skilled at teaching language minority students (Gebhard, Austin, Nieto & Willet, 2002; Maxwell-Jolly &Gandara, 2002; Nieto, 2000). One of most important trait is, Character Education, so Lyer, (2011) states that Moral and Character are important that need to be introduced, taught, and reinforced explicitly at the middle school stage (Ampel, 2009). Character Educationis best described as teaching youth about some reasons for knowing , caring, and acting in the good (England, 2009). About teaching

and learning those leader who orient processes under leadership responsibility, in addition, Augspurger, (2013) suggests that the top leadership practice of developing people are identified by Leithwood and Sun, (2012) as providing individualized support and intellectual stimulation, modeling the teacher's valued beliefs and behavior. When leading others in a school environment, "the purpose of supervision should be enhancement of the teachers' pedagogical skills with ultimate goals of enhancing student achievement" (Marzano, Frontier, & Livingston, 2011, p. 2) (ibid). Other insight of variability in language processing, defines by Lev-Ari, (2010) who states that variability in language processing as the mechanism of language of language processing was traditionally studied and described as *monolithic*, invariant cross individuals and contexts. For instance, the generative to language processing postulate a language module, which relies on the syntactic structure of the sentence in the construction of a representation (Chomsky, 1982). More recent approaches integrate interaction between syntax and other linguistic levels, such as prosody (Snedeker&Trueswell, 2003), discourse context, (e.g., Altman, Garnham&Dennis, 1992) and visual context (e.g., Tanenhaus, Spivey-Knowlton, Eberhard&Sedivey, 1995) play in language processing, yet most of these approaches still assume that allindividualsutilizeone and some mechanism each time they process linguistic input. Moreover, Dellinger-Holton, (2012) cited in Hutchison (2010), teaching in America, was considered a manual or handbook for employer of international teachers, agencies representing international teachers, the book contains case studies of specific international teachers that revealed their personal experiences of teaching in countries other their native land. Likewise, learning language have many studies focus on second language acquisition, Owen-Tittsworth, (2009) suggests that second language acquis, or the study first language acquired after the native language, is based on multiple forms of communication. According to Schwarzer (2009) "the ultimate goals of learning a language is to be able to communicate and interact with the people who speak it" (p. 27) (ibid). Also Palmer, (2014) cited in Piaget, Vygotsky, and Dewey provide the foundation for the success of all learners through constructivism. Additionally, according to Brooks and Brooks (2001) constructivists believe that when students participate in hands-on-learning they are being provided opportunities to challenge

themselves or enable them to change their ideas. Hence, deeper learning take place. Therefore, McCahill, (2014)clarifies that the field of educational psychology and Piaget's constructive process set important groundwork for cultural awareness in education (Gallego et al, 2001). Piaget's theory that teachers are responsible for arranging classroom environment and conditions to facilitate learning eventually led to an awareness the connection between the classroom culture and student learning, however this connection was not apparent to educator immediately (Gallego et al, 2001). Moreover, about this case, Wizda, (2010) discusses that the definitions of collaborative communication skills, support building the collaborative relationship and trust between the professional who are consulting. The effective use of communication skills helps structure how individuals perceive the world developing a common language of collaboration serves as a support to the creation of a shared reality (Rosenfield, 2004). Collaborative communication skills also support examination what data support or refute assumptions (Rosenfield, 2004). In short, Madhar, (2008) cited in Won, Krug and Tucker, (2010) conducted their studies in English-as-a-foreign language (EFL) classrooms at three universities in Japan. Peer teaching was used in conjunction with authentic materials in general language courses. Parisi, (2009) concludes that supporting individuals definitions of meaning and views on knowledge building are the epistemological foundation of constructivist learning (land et al, 2000; Von Glaserfeld, 1992, 1993). Active learning is part of the constructivist learning theory. (ibid)

2.20 Systems of simplified English

Leach (2014) recommends for international communication several models of "Simplified English" have been suggested among them:

(1)Basic English, developed by Charles Kay Ogden (and later also I.A. Richards) in the 1930^s a recent revival has been initiated by Bill Templer.

(2)Threshold level English, developed by Van Ek Alexander.

(3)Globish, developed by Jean-Paul Nerriere.

(4)Basic Global English, developed by Joachim Grzega.

(5)Nuclear English proposed by Randolph, Quirk, and Gabriel Stein but not fully developed.

Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English (a contrastive approach). According to developing in online there is also simplified texts to improve reading skills that interferes so much to other skills, Alhelabi, (2008) clarifies that, and therefore, the learning of vocabulary is considered one of the key objectives towards the learning of another language. Nation, (2001) indicates that there are four of these objectives within language learning, however, vocabulary comes as a sub-goal under language items: A) language items.   B) ideas/context. C) skills. D) text/discourse. (ibid).

2.21 Communicative language teaching

(A)Historical background to communicative language teaching (CLT):

ALharbi (2004) states historical background to communicative language as it is crucial to distinguish between approaches and methods, these two aspects have been defined as the following:

An approach is a set of correlative assumptions dealing the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught …………… while ……………. a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural, within one approach there can be many methods ………………..

(Antony, 1963 {cited in Richards and Rogers, 2001})

Howatt (1984) states that by the late sixties, it was obvious that the "situational approach" was reaching the end of the road and there was little point in looking at language from such a basis. A much closer study of language itself is now required. Language is not a set of "structure-habit", nor a collection of phrases, it is, rather a medium for communication, comprehension and the expressing of meanings. Similarly, Richards and Rogers (2001) declare, "*The origins of*

communicative language teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s" *(ibid)*

(B)Critiques of communicative language teaching:

According to Richards and Rogers (2001), the change of focus from the input to the learning process, which CLT concentrates on, has general support in the language-teaching arena. It seen as having altered the roles of teachers and students, which are considered a bonus. (ibid)

However, Cook (2001) states that there are disadvantages to CLT some of which are as below; It is limited to particular kind of students, for example, field-independent students; communicative language teaching needs organization and effort from the teacher; it is better for less academic and extroverted students as introverted students may find speaking and talking part in role-play rather difficult; CLT classroom can also be clamorous because of the communication endangered and the large number of activities being carried out by the students. (ibid)

Bax (2003) states that" CLT neglected on key aspect of language teaching –namely the context in which it takes place ……………… the consequences of are serious "; In another words CLT does not pay much attention to the culture of the language, the learning context, students' needs and wishes and other contextual elements. Moreover, CLT ignores all aspect of local context. There is, therefore, a need to replace it by acontextual approach. However, the main problem with CLT is its relegation of the taught context. (ibid)

Negatively affect the instruction of CLT into any educational institutions. These misconceptions are perceiving CLT as anti-grammar, limiting CLT activities to pair and role-play, teaching purely oral language and expecting too much from the teacher. (ibid)

Long (1988), cited in Fotos (1998), for example, asserts that: "Teaching grammatical forms in isolation usually fails to develop the ability of the learners to use forms communicatively unless they are pscholinguistically ready to acquire them any way (p:302). However, purely communicative syllabus were inadequate, because of their neglect of grammar instruction" (302). In the same way, Savignon (1991) argues that the

apparent focus on meaning has led in some cases to the impression that grammar is not important in language teaching and learning. (ibid)

Hence, CLT as the most recent method has taught through oral activities and speaking skills, so it focuses on the production that called output done by students themselves.In addition, Chowdhury, &Tarannum, (n, d) cite in Hymes, (1972); Canale& Swain, (1980) developed a more refined framework for the communicative competence which can be used for the purpose of curriculum design and evaluation in L2. Their model proposes that communicative competence includes grammatical competence (i. g. knowledge of vocabulary, rules of morphology, syntax, and used in context), sociolinguistic competence (knowledge of the rules and norms appropriate for L2 use), discourse competence (knowledge of how language is used in context), and strategic competence (knowledge of the strategies which can be used to compensate for knowledge gaps which may lead to breakdowns in communication).

2.22 Difficulties facing the implementation of CLT in ESL and EFL countries.

Many studies have been carried out, which have examined the implementation of communicative language teaching in ESL/EFL countries. However, in spite of the widespread adoption of communicative language teaching in these countries, many have had difficulties in implementation it in their educational courses because of deficiency in spoken English, lack of confidence and training, CLT's inadequate account of EFL teaching and a lack of active and efficient assessment instruments within CLT. (Li, 1998) (ibid).

2.23 The importance of speaking skills.

AL Hassan (2015) points out those EFL instructors carry a great responsibility to address the needs of learners in teaching the English language. Those instructors do not know the students need for learning English so they may interfere with their overall ability to teach the speaking skills. A research carried out by Bailey (2006) asked more than one thousand EFL learner participants to respond to the sixth goal of the US National Education by the Equipped for the Future Initiative. Participants were assigned with an easy prompt inquiring about what

acquiring effective speaking skills meant to them. Findings of this research showed that gaining effective skills in English language meant a lot of to them. It meant that they could access important information among other resources that they can use to orient themselves within the larger global spectrum. Learners can also able to interact with people in the neighborhood, participate in social and political activities as well as advance into future.

Nunan (1989) states," speaking is one of the most important skills in learning EFL. It is the means through which one can communicate with others to achieve certain goals or to express his opinions, intentions, hopes and viewpoints in a clear way. Unlike written language, spoken language consists of short, often fragmentary utterances. It is characterized by the use of nonspecific words and phrases, the use of fillers, repetition, loosely organized syntax and overlap speaker and another" (ibid)

Febriyanti, (2011) believes that speaking is one of the most substantial and essential skills that must be practiced at regular intervals to communicate orally. The mastery of speaking skills is a priority for many ESL and EFL learners. Learners often assess their success in language learning ofEnglish on basis of their improving on speaking the language. (ibid). Al-Shammari, (2011) argues that reading is the most important and complex skill in foreign language learning, through reading , EFL learners get a better chance to understand and raise their awareness of the target

Language structure and culture, he adjusted that when EFL learners fail to comprehend a text, they get frustrated and stop reading. Therefore, a good reader can be a good listener, a good speaker, and a good writer.

2.24 The problem of speaking deficiency amongst EFL students

AL-Hassan (2015) goes on discussion about speaking, cited that from Wallace, Stariha and Walberg (2004) asserted that lack of practicing the language caused an increase in problems among learners and eventually leads to deficiency in mastering the speaking skills. They pointed out the more practice students are given the better they perform in speaking.

They also discussed that formal speaking improves among students when teachers give them an insight on how to organize their thoughts and ideas, and when students are well prepared for their presentations. This helps reduce the feeling of fear and helps create a friendly atmosphere.

Thapalaia (2006) states that students were fraught with fear of using English in rural area in Nepal.

They lacked the ability to speak English although scored well in their subjects. Public school teachers were perceived as the cause of this issue due to the use of their mother tongue Nepal in teaching EFL. The bilingual and translation methods were they teaching approaches they use for FLT. As a result, the development of the listening and speaking skills were neglected because focus was to achieve scores in the previous methods. Because they were deprived from listening input. To solve this problem, schools were advised to equip classroom with audio\video material to improve listening-speaking skills. (ibid)

Kannan (2009) explains that all problems pertaining to speaking EFL will

Be resolved when teachers give attention to each learner individually. Teacher should motivate students to participate and to speak in English only. Lots of practice must be given to learners. Furthermore, the atmosphere of classroom should be friendly and appealing. Kannan concludes that extra attention and coaching must be given to slow learners. (ibid)

Samantray (2009) points out that the speaking skills is in a deficient level due to the ways students are taught English. Students are forced to speak, to read and answer questions although they have not had enough listening tasks. This means that they have not received enough input to be able to produce the language. Because that is their focus, students put more effort on accuracy at such an early stage, which hinders them from speaking easily and fluently. (ibid)

Boettcher (2013) conducted a study, which asserted that students need to know the meaning of a vocabulary item and be able to use the word on a performance level such as writing or speaking. Moreover, the study mentioned that the most studies show how interacting with words and learning vocabulary supports student learning and increases

students'success and language skills in all modalities: reading, writing, speaking and listening. Besides, the process of teaching vocabulary is as important as the words themselves. Learning happens through linguistic negotiation talk. However, studies show that teacher talk dominated the majority of classroom interchanges. The standard teacher-centered and dominated talk hinders students from improving talk. Even researchers, who are committed to increasing student discussion fall into this teacher-talk trap. This in return affected speaking in students' learning EFL. (ibid).

Current studies seek solutions for what mentioned above, Galaczi, (2016) claims to use Face-To-Face and computer-based assessment of speaking, she clarifies that computers and related technology have acquired considerable importance in language assessment in the last few decades, and there no doubt that the use of computer-based (CB) tests will become even more predominant in the future. Computer-Based assessment of speaking , largely influenced by the increased need for oral proficiency testing and necessity to provide speaking tests which can be delivered quickly and efficiently whilst maintaining high quality, …………….. Computer-Based assessment of speaking presents available alternative and a complement to the more traditional face-to-face approach to speaking assessment and is gaining in importance in the last five years, as seen in the introduction of CB speaking tests by several large examinations boards (e.g. ETSs TOEFL, IBT speaking test ….etc.). Hong et al., (2015) introduce authoring robot-assisted instructional materials for improving learning performance and motivation in EFL classrooms. Despite the great benefits of using robots in language teaching and learning, the current application may be limited because of the two major reasons. First, autonomous robots have complex artificial intelligence and are so expensive that normally schools cannot afford them. Moreover, the interaction scenarios between pupils and robots must be pre-programed by robotics developers, so educator who are not robotics professionals may find it difficult to design or alter the interaction scenarios. This type of robots often used as an instructional tool for facilitating learners' engagement and oral interaction.(ibid). Al-Ghamdi, (2009) states that in this sense, it is regarded those students' use of LLSs (Language Learning Strategies) in the domain of CITs (Computer and Internet Tools) can help them interact with the target language, and therefore, be able to regulate

their learning. Benson, (2011) claims that "it is the interaction with technology *itself* that is seen to be supportive of autonomy". (ibid). Sabbak, (n, d) states that there have been some attempts which try to find out the educational implications and the learning value of different forms of CAL (Computer Acquisition Language). Wellington, (1985) classified educational programs into three broad categories-programs that support teaching points (e.g. drill and practice, games of skill and strategy, problem solving) programs that can simulate activities across the curriculum over period of time (e.g. simulation, adventure games); and content-free programs that provide a flexible tool for teaching and learning (e.g. Logo, Database and word-processing) (ibid). Garrett, (2012) argues that in today's technologically advanced world, the challenges that a multicultural classroom teacher is faced with can be eased, there are many resources available, such as translating services. Nevertheless, according to Garrett, there are also "a variety of multilingual web and computer based technologies available". "Classroom materials can be translated into multiple language in order to meet the needs of students with limited English proficiencies". (ibid).

2.25,1 Getting EFL students to speak

Jr and Stous (2014) conducted a study on "an action research approach, to get EFL students to speak can be a challenge no matter what thecontext, especially in required English classes". In this article, they describe a collaborative yearlong action research project conducted with 160 first year students at a private Japanese University during the 2011-2012 year. Facing many of the problems, e.g. in Japan, prevalent teacher-centered methodologies, such as grammar translation, means that many students have not had much, if any, speaking practice. Furthermore, Japanese students are typically silent and orally inactive during lesson (King, 2013). Many students entering university have had little training in how to conduct an actual conversation despite six years of English education during secondary school. The Japanese Education Ministry has encouraged teachers to adopt a communicative language teaching approach, but there has been a disconnect between the stated ideal and practice (Yoshida, 2003). As a result, students' conversations often contain long gaps of silence, short answers, and rigidly flow questions-answers patterns. One consequence, in our experience, is that many

university students' English speaking proficiency is below the A1 level on the Common European Framework of Reference (Council of Europe, 2001) (ibid). The teachers and students need strategies to support teaching-learning speaking skills that can be found in the following studies: Firstly, Khan, (2013) states that English is the lingua franca of the world. Teaching the students who have a limited exposure and understanding of the English can be a tedious job. He cited in Littlewood, (2004) p. 324; &Littlewood, (2007) p. 244) describes CLT (Communicative Language Teaching) as "a development within the communicative approach", in which the crucial feature of the communicative "tasks" serve not only as major components of the methodology but also as units around which a course may be organized". Janudom, &Wasanasomsithi, (2009) suggest two strategies, drama and questioning techniques as powerful tools for the enhancement of students' speaking abilities and positive attitudes towards EFL learning, the benefits of drama techniques or drama to speaking development are extensively acknowledge. According to Hamilton and McLead, (1987), drama is beneficial especially to speaking development. Wessels, (1987) adds that drama can reinforce a need to speak by drawing learners' attention to focus on creating dramatic situations, dialogues, role-plays, or problem solving exercises. With regard to questioning techniques, are considered pedagogical devices vital for initiating classroom interaction (Dillian, 1988) (ibid).

2.25.2 A problematic situation

Jr and Stous (2014) state that our students in institution took a placement test and were streamed into three level of classes based on their scores: false-beginner, low intermediate, and intermediate. A staff of eight English L1-speaker instructors were responsible for teaching speaking, with Japanese L1-speaker instructors focusing on the other core skills of reading, listening and writing. In terms of the CEFR (Common European Framework Reference), the overall English proficiency of the students in the intermediate classes was roughly equivalent to level B1, with the low-intermediate students at about level A1. According to CEFR, A1 learners can understand and use familiar everyday expression, introduce themselves and others, and talk about personal details such as where they

live, people they know, and thing they have, provided their interlocutors help by speaking slowly and clearly (Hawkins &Filipovic, 2012) (ibid).

Jr and Stous, discuss the intervention to help our students improve their speaking skills, we developed a syllabus featuring spoken interaction around social topics, pair practice activities, and frequent oral assessment (Azra, Ikezawa, Rowlett and Vannieuwen-huyse, 2005) (ibid)

2.26 Comparing learning from context with learning word pairs

Webb (2007) discusses previous research investigating the effect of contextualized and decontextualized tasks on vocabulary learning has focused on whether or not learners were able to gain knowledge of meaning and form. To date, research has generated little evidence indicating that context facilitates vocabulary learning. Decontextualized tasks tend to be equally or more effective than contextualized tasks at promoting knowledge of meaning and form. The results showed that there was no significant difference between the scores of subject who met target words in a single glossed sentence context may have little effect on vocabulary knowledge. The effects each task had on the different aspects of vocabulary knowledge are discussed in detail. Certainly, learners can gain knowledge of meaning and form context. In fact, they may learn much more about the meaning of a word from context than can from a translation or synonym. Often context makes the meaning of a polysemous word apparent. Miller (1999) reports that each meaning sense of a word may be associated with different contexts (ibid). One of his examples is the noun "*shot"*. In the sentence "*That was a good shot"*, the meaning of "*shot"* is depended on the discourse in which it is used. In a bar "*shot"* refers to a drink, to a photographer it refers to an image, and to an athlete it is something entirely different. It is highly unlikely that in a decontextualized learning task, learners could gain such knowledge from synonym or L1 translation. (ibid).

Decontextualized vocabulary learning tasks such as learning words pairs have consistently been found to contribute to large gains in knowledge of meaning and form (Thorndike, 1908). In contrast, contextualized tasks such as incidental vocabulary learning from reading have been found to

contribute to relatively small gains in knowledge of meaning and form (Day, et al,1999; Dupuy and Krashen, 1993; Pitts et al, 1989) (ibid)

The present study was set up to gain further insight into the effects of contextualized and decontextualized learning tasks on vocabulary knowledge. Specifically this study was designed to investigate:

(a)the effects of a single glossed sentence context on five aspects of vocabulary knowledge; orthography; paradigmatic association, syntagmatic association, grammatical functions and meaning and form and (b)to determine the relative efficacy of learning glossed sentences and word pairs. AL-Qarni, (1997) argues that Association strategies, in this technique, students learn L2 words by associating them with may be incongruous images, meanings, and both sounds and meaning either in the first or in the second language. There is also Mnemonic Devices; these are tricks or memory techniques used by learners to facilitate committing new vocabulary items into memory. Oxford, (1990) states that mnemonic techniques have been used for thousands of years, such as those used by storyteller to help them remember lines from their stories. The Keyword Method, which is a strategy in which the learner thinks of a homophone (the keyword) in the native language for the word or a syllable of it that he/she wants to learn in the target language, the learner then imagines a situation in which the homophone and the target language word are interacting in special way. (ibid). Moreover, another study by Lee & Muncie, (2006) state that according to native-English-speaking teacher evaluation, does use of higher level vocabulary improve the quality of ESL writing? Duin& Graves, (1987) advocate intensive vocabulary instruction as a pre-writing technique to improve writing quality; this may be a good answer to above question.

2.27.1 Teaching and knowledge production

Cross (2011) states that the subjective nature of "personal" knowledge and beliefs means they are often viewed with perspective when advanced as the basis for pedagogy, given they represent perhaps little more than an idiosyncratic approach to instruction, in contrast to models of best practice derived from "scientific" or "evidence-based "educational search, Cross cited this from (Cochran-Smith, 2005; Cochran-Smith & Lytle, 2006; Sr Pierre, 2006). Indeed, Schulz's (2000) critique of knowledge

based that underpins the preparation of language teachers focuses primarily on its reliance upon "rhetoric, opinions and traditional dogma, whilst remaining "short on empirical research" to offer support for such claims. Furthermore, arguing that teacher, as a collective, hold a body of expert knowledge about what constitutes effective pedagogy based on their own personal professional knowledge and experience while not suggesting such knowledge be adopted as "best practice without further discussion or critique, he does argue of the need to at least organize that it is more than merely personal, subjective, or idiosyncratic view of what count as "good teaching". After Cochran-Smith (2008), he argues of importance of understanding pedagogy as more than "a bundle of proven techniques that have stood "scientific" tests of reliability and validity. (ibid)

Lam, Wendy Yuen-Kwan, (2004) argues strategies used to develop skills as direct and indirect. Direct strategies defined as cognitive strategies by means of which the target language is processed or the learning material is manipulated… direct strategies are cognitive strategies that may be involved in speech processing. Likewise, the notion of indirect strategies is applied to L2 oral communication tasks in the classroom; it is argued that, as meta-cognitive strategies are conductive to language learning in the context of pedagogic tasks (e.g. Socio-effective strategy). Meta-cognitive strategy in L2 oral communication task may contribute to the learning process in an indirect way. Moreover, Yu, Hui Yen, (2015) suggests that researchers have described real-world English and communication in fine detail with the aim being to challenge current language teaching-learning in areas such as pronunciation (Jenkins,2000), lexicogrammar (Cogo& Dewey, 2012) as well as in cultural diversity and intercultural diversity and intercultural awareness (Baker, 2009, 2011a, 2011b). In short, Nam, Hyun Ha, (2010) believes that with growing demand for English education, the issue of which teachers are better teachers has been considered as important as the method itself in TESOL field. Taking into consideration the fact that the majority of English teachers in the world are not native speakers of English (Matsuda, & Matsuda, 2001). Wiegers, Julia Christine, (2011) clarifies the role of Institutional Citizenship is a concept designed to promote civic engagement at the university level. Current Scholarship focuses on the need for institution to take responsibility for civic engagement to

successfully see it occur on their campuses (Bringle, Erlich, Jacoby, Lawy&Liss). Many University mission statements focus on the trifecta of institutional purposes of research, teach, and service. Herndon, Valene L., (2016) clarifies that Constructivism or Interactive learning environments are not new to education and go as far back as Socrates or the Socratic learning method (Grabinger, 2001), Constructivist, learning is an active and Constructivist teaching, provides opportunities for learners to develop higher order thinking skills. In addition, Skaggs, Helen Renee, (2014) focuses on that, if learner commits an experience to memory within an individual schema and then uses the memory of the experience as a scaffold in which the elements are connected in certain patterns; meaningful learning should occur (Dewey,1933; Gabler& Schroeder, 2003; Vygotsky, 2012).Otherwise, Kauper, Nancy Louise, (2012) argues that the needs of graduate student EFL learners for effective English communication skills in face-to-face interaction span many contexts of interaction. Some of the interaction skills needed by EFL learners who are not highly proficient in English include strategies for seeking and providing clarification and for negotiating meaning.

2.27.2 The learning environment

Campbell, (2012) she focuses on that in life, there are many opportunities for people to work together. In this way, we reach a common goal, reduce the work of each individual, and create an outcome that is superior than what one person could have accomplished on their own. Collaboration is a fact. The fact that some students are not meeting grade level standards is concern of some teachers. In study conducted by Mitchell et al, (2009) a veteran first teacher worked to have students successfully learn the content requirement while working in a group. The teachers' methods for in corpora ting the standards involve presenting the students with standards and collaborating with the students in the planning process. After observations and analyzing the researcher's field notes, the teacher successfully met "grade level learning needs, and the students were given the opportunity to fuel their learning by expressing their natural interests and curiosities, and become problem solvers" (ibid)

There have been numerous studies based on group work, collective learning and EFL's student English Language (Anton &Dicamilla, 1999)

The impact of grouping, for conversational purposes with English Language Learners (ELL's) has been extensively studied and researchers unanimously agree on the importance of conversation. Call and Sotillostudied the role of conversation in the acquisition of the ELL's; two groups from one Spanish class were observed. One class had the typical drill focused practice session while one conversed with native speakers. They found that students were more successfully when they participated in conversation with native English speakers instead of participating in drills about the language (Call &Sotillo, 1995). Similarly, Leow found that students with "enhanced" lessons with included methods for English as a Second Language (ESL) instruction, such as turn and talk prompts and think-aloud, were more successful and assimilated knowledge faster when they employed the techniques during homework and testing (leow, 2001) (ibid)

2.28.1 What makes great teaching?

Coe et al, (2014) set out a research based on addressing some apparently simple questions as below:

a) What is good pedagogy?

b) What kinds of framework or tools could help us to capture it?

c) How could this promote better learning?

In focusing on these questions, we recognize that it may see more obvious to start thinking about teachers' professional learning and development by focusing on the necessary conditions for such learning to occur. For example, we might argue that teachers need to feel trusted and valued, that their experiences and perspectives are acknowledged, that the culture of the schools in which they work should promote critical questioning and innovative approaches, with space and encouragement for discussion and sharing of ideas. We will return to those issues, but first we focus on what that learning should be. Again, it might seem obvious that this already well known: We surely know that great teaching looks like, we just need to create the culture in which teachers feel improved and free to do it.

2.28.2 What is good pedagogy? Elements of teaching effectiveness

(1)Defining "good pedagogy"Defining effective teaching is of course problematic. Ideally, we might define effective teaching as that which leads to high achievement by students in valued outcomes, other things being equal we acknowledge that available assessments- and particularly those that have been used for high stakes accountability or in existing research studies may not fully capture the range of outcomes that we might specify as desirable aims for education (Popham and Ryan, 2012; Muijs et al, 2014; Polikoff, 2014) (ibid)

A further concern is that in practice, any kinds of observational measures provide at best poor approximations to how much students actually learn. Whether they are based on classroom observation, students' surveys, book scrutiny or other sources, their predictive power is usually not high. For example, even in a high quality researches study such as the Measures of Effective Teaching Project.

(2)Examples of effective practices

Coe et al, (2014) argue that teachers present a collection of teacher behaviors, approaches, classroom practices and skills that meet such criteria of being well defined, implementable and linked to gain in students' outcomes. Teachers may need to have clear understanding of why, when and how each of these practices can be effective, and exactly what it means to demonstrate them in a way that is optimal to promote students' learning. Good summaries of wider evidence about effective practice can be found in Muijs et al, (2014) and in Ko et al, (2013) (ibid).

(3)Evidence from cognitive psychology

Coe, (2014) states that, because of the fragmentation of academic disciplines, a parallel source of evidence can be found in research in cognitive psychology that has investigated the nature of learning, the condition under which it occurs and the role of memory in this process. A good summary can be found in Bransford, Brown and Cocking (2000)

(4)School-based support systems

Coe argues that, creating systems of support within schools that would allow teachers to respond positively to the challenge of improving their effectiveness is an important task. There are many advantages to a school-led system here: it keeps the ownership within the profession and makes the whole process more straightforward to manage. One danger is that without some external expertise the learning may be limited to what is already available in-house (Antoniou &Kyriakides, (2011). It may also be hard to create high challenge in a peer-to-peer system. Part of reason for generating objective measure of range of aspects of teaching effectiveness is that they provide an external check against which to compare. (ibid). MacLeod, & Larsson, (2011) define language use inside the classroom as stimulus for many students when it comes to the informal learning of English outside the school, whilst to other students it can have the opposite effect, that of informal English working as s stimulus for classroom English. Skolverket, (2006) curriculum for the compulsory school system, pre-school class and the leisure-time center. (ibid).

2.29.1 Computer and language learning

(1)An introduction:

In fact our life today depends on technology more than any age before, this can be seen on numerous using of mobile phones, laptop computers as portable devices used all over the world. Al-Gemas (2010) cited Dudeney and Hockly, (2007) state that "Technology is becoming increasingly important in both our personal and professional lives and our learners are using technology more and more". Although there are many definitions of Computer Acquisition Learning Language (CALL), all of them involve the same concept to a criteria context, in that they promote the use of technology in language teaching and learning. Levy, (1997) defines CALL as "the search for and study of applications of the computers in language teaching and learning". (ibid)

Chapelle,(2009) also defies CALL as "a variety of technology uses for language learning including CD-ROMs containing interactive multimedia and other language exercises, electronic reference material such as online dictionaries and grammar checkers, and electronic communication in the target language through e-mail, blogs and wikis" (ibid). The development

of CALL might be divided into three main phases; Structural CALL, Communicative of CALL, and Interactive CALL. Each stage is based on a different theory of learning. What is more, the model of instruction and the view of L2 acquisition at each stage are not the same.

(2)A brief history of CALL

There are different acronyms to technology and language teaching and learning, CAI (Computer-Aided Instruction), CAL (Computer-Assisted Learning), CELL (Computer-Enhanced Language Learning) and TELL (Technology-Enhanced Language Learning), to name but a few. Gruba (2004) states that, CALL is widely regarded as the central acronym to refer to all studies relating to second language and computer technology. Although main goal of CALL is described by Cameron (1999) as to "improve learning capacity of those who are being taught a language through computerized means". (ibid)

Historically, there have been three periods pertaining to CALL, Structural, Communicative, and Interactive. It must be noted that the beginning and the end of these stages are not well defined. Although each stage has pros and cons, each one does contribute to the language learning process. The great improvement of technology in data transfer speed and storage size is deemed to be one reason to change from structural CALL to communicative CALL and then to interactive. Beatty, (2003) defines the influence of CALL as that "the high speed and storage capacity of videodisc technology made it possible for computer to go beyond behaviorist models of instruction commonly used on less powerful computers that generally relied upon textual exercises" (ibid).

B. A., Al-Ruwaili, (2008), discuses that the approach to classroom instruction plays an important part in the development of autonomy because the learner develops "a particular kind of psychological relation to the process and content of his learning"(Little, 1991, p. 4). Moreover, Al-Ruwaili cited in Hobrom, (2004); & Murray, (2005), Network tools, such as interactive communication tools (e.g., chat, bulletin boards, and e-mail) and internet browser (e.g. Internet Explorer), were used in the foreign language classroom in the last decade. In other word, Computer-Mediated Communication (CMC) participates effectively to increase a learner autonomy. In short, Alturkey, (2014) cited in Condruz-Sacescu,

claimed that despite the fact that technology offered a new means for interpersonal communication, it is also decreased the learner's capabilities of expressing him-or herself orally, participating in argument and presenting, increasing the level of dehumanization.Mutambik, (2011) added more, that using e-learning at first, could be complicated for the students that are not used to it, and virtual e-learning system is initially expensive, also learners need to have the necessary skills to use technology, so designers of e-learning system must base them on simple and easy-to-understand learning practices. Al-Shammari, (2007) cited in Egbert, (2005) believes that the conflict over the term "CALL" is justified. She points out that today computers are as important as the book and chalkboard, but no one uses the term book-enhanced language learning.

Al-Menei, (2008) suggests the role of the teacher in "CALL", therefore, the teacher has several roles to play that range from simply helping students as they work at the computer to design learning tasks which somehow require the computer for their completion. These roles depend on the hardware and software uses founded in computer, and how CALL is perceived in general. Levy, (1997) described the models of CALL teachers presented by Ahmad, Corbett, and Sussex, (1985):

"Ahmad's approach focus on developing an accurate model of

the individual learner, whereas in Farrington's example the whole

class is interacting with the computer, thus subordinating the goal

of accommodating the needs of the individual learner" (p. 101).

From practical observation Madhavi, (2014) argues that speaking is often neglected in a classroom situation, in spite of the present day competitive world requires communicative competency to achieve progress in professional career. The researcher used the smart phone during the pre-test and post-test. The smart phone is easy to carry and has the potential to store data. A smart phone was used to record all the speaking activities during the pre-test and the post-test. (ibid).

2.29.2CALL and ELT

AL-Gemas, (2010) noticed that technology and language education might be dated to the sixties when language laboratories were used as learners' stimulus. Otherwise, Chapelle, (2001) argues the creation of software applications that are designed specifically for language acquisition used and research. (ibid)

To sum up the importance of influence technology into the language teaching and learning, Warschauer and Healey (1998) conclude by starting "technological and pedagogical developments now allow us to better integrate computer technology into the language learning process. Multimedia programs incorporating speech-recognition software can immerse students into rich environments for language practice. Concordance software and large language corpora provide students the means to investigate language use in authentic context. And the Internet allows for a myriad of opportunities to communicate in the target language, access textual and multimedia information, and publish for a global audience" (ibid).

Al-Kahtani, (2008) suggests that on the incidental vocabulary gained during reading and writing tasks, and link the results to the type of the dictionary used (printed vs computerized). As long as some researchers such as Laufer& Hill, (2000); and Koren, (1999) doubt the benefits of incidental vocabulary acquisition, the use of technology (computer) might alter or influence the results gained.

2.30 Summary of second language learning theories

Liu, (2013) cited from Lavadenz, (2010, 2011) , learning theories are best described as conceptual or philosophical orientation about ways that human being learn consist of behaviorist, cognitive and sociocultural perspectives, some learning theories, such as cognitive learning theory, can be viewed as psychological aspects from learners' learning ways as well. Liu went on discussion on CALL and argued that, guidance in autonomous learning, generally speaking is a learner's interests and motivation in language learning are closely related to the development of learner autonomy, because if a learner is not interested or motivated in learning a foreign language, he or she is less able to learn the language

autonomously. The investigation at the beginning of the course showed that around 90% of the students in class one and nearly 80% of students in class two were interested in learning English although they majored in computer science. In my view, a greater interest in learning something is helpful to increase student learning. Keller (1984) recognizes "interest" as one of main essential features motivation (cited in Ellis (1994: p 515)). Additionally, a great deal of statistical evidence provided by numerous studies indicate motivation as one of predicator of success in second\foreign language learning (Bot et al, 2005; Gass&Selinker, 2008) (ibid)

Liu explains his experience that, furthermore, from my teaching experience, it is very clear that if a student has no motivation in learning a foreign language, even if the student has excellent teachers, a good learning equipment and learning environment, it is very difficult for the student to learn the language very well. Therefore, motivation is one of the most important and essential condition for learning a foreign language. Moreover, motivation and learner autonomy are closely linked with each other. Spratt et al (2002) find that " motivation" may lead to autonomy or be precondition for it" (ibid)

2.31 Use software to recite vocabulary and expressions

There are games and other interesting ways to help learners memorize vocabulary. On the Chinese market, there are vocabulary memory software such as "Happy Vocabulary Memory" and "My Favorite Vocabulary Memory". Liu suggests that students should use one of the above software to recite the new words so they could enhance their efficiency in reciting vocabulary

In term of the effective use of vocabulary learning strategies, Gu, (2003) reviews a great deal of empirical research on vocabulary learning strategies in a second\foreign language and finally concludes that" the choice used and effectiveness of vocabulary learning strategies very much depend on the task (e.g. beneath versus depth), the learner (e.g. cognitive and cultural styles of learning, motivation) and the context (e.g., L1, L2 or FL contexts. Her conclusion sounds reasonable, but Liu suggested to his students that they should combine the strategies

mentioned above that he had recommended, based on their individual different cases in the Chinese education context. (ibid)

2.32 Giving the students advice on how to improve their listening and speaking skills

(A)Teachers should ask students to make full use of Internet based-resources and the other CALL environments, such as the blackboard platforms. Liu recommended the BBC learning websites contain abundant English learning resources, which are suitable for various learners from elementary to advanced; a learner can select suitable learning contents. Additionally, learning material posted on the Blackboard Platform were selected carefully and strictly relevant to the purpose of the course, the students English language proficiency and their English learning needs. Obviously, these learning material were more reasonable for the students than the others on-line.

(B)The combination of intensive listening and extensive listening help improve listening skills. Intensive listening refers to continuously listening to spoken text or conversation until learner can understand the details. From Liu's teaching experience, he strongly feels that dictation is one of the better techniques in teaching intensive listening, as is detailed about the discussion. As stated in this study, one of the most important

Experimental studies conducted by Rahimi, (2008) confirmed that taking dictation improved his students' language proficiency in terms of grammar, vocabulary, reading and listening comprehension (ibid)

In addition, Nation and Newton (2009) argue that dictation can "help language learning by making learners focus on the from phrase and clause level constructions, and by providing feedback on the accuracy of their perception" (ibid0. Dictation needs learners to listen to the same listening text for at least a few times, and to write down more details. Through such training, learners can understand more details about what they have heard so that they can understand more information than with other techniques. Additionally, both bottom-up and top-down processing models were used in intensive listening teaching, such as with cycle one of this study. Beside the textbook, the listening materials mentioned above can be selected as in intensive listening materials or dictation for

learning out of class autonomously, according to a student's language proficiency. Similar to the definition of extensive reading (Richard &Schmldt, 2010), as its name suggests, extensive listening means listening in quantity and it is intended to obtain a general comprehension of listening materials in order to develop good listening skills. Liu from his teaching practice, the combination of intensive listening and extensive listening helped learners improve their listening abilities and listening levels.

(C)To offer students tips on speaking skills. For example, Liu asked his students to imitate audio files from the BBC learning website, whose speakers speak standard British English, so that their pronunciation and intonation could be corrected from any inaccuracy. Their classmates were encouraged to communicate with their friends, including native speakers of English online via videophone talking tools, such as Skype. Additionally, they were inspired to go to English speaking areas of the city or university to practice their oral English. All these activities were aimed to improve their speaking skills.

(D)Guiding some students to participate in oral English contests at university, the topic of the presentation was the Shanghai Expo, (2010),

the central issue of current affairs in May 2010. About twenty of my students took part in this activity said Liu and he guided them on how to give effective presentations. As one of the assessment committee members in the oral English contest, said that he observed them perform very well, which made me very satisfied to my joy. Moreover, Liu guided five students who had been selected as exchange students to a British university for two weeks about cross-culture communication and British culture and customs before they went to the UK. They had been required to give oral presentation after their return to China.

2.33 Exposure

From Teaching English website UK, the exposure defined as below: The Exposure refers to the contact the learners with language that they trying to learn, either generally or with specific language points. Referring to the language in general, it often refers to contact outside the classroom. Examples, a learner studying in a country where English is spoken as a

first language a lot of exposure and more opportunities to learn in classroom.

One of the most important task of the teacher is to give learners enough exposure whichexamplizes the language in different contexts, and from different speakers, as competent speakers of the language, the teachers themselves can provide useful examples of language, and can use natural input from cassettes, television, video and books.

Chen, (2013) states that, However, such methods were not adopted in ordinary schools of America or Europe, but gained an extensive following in private language facilities such as Berlitz, school during 19th century. As mentioned previously, many European countries were influenced by the documents published by the Council of Europe beginning in the 1970s and gradually adopted the communicate approach of teaching second language. This approach was similar to the idea of natural inputs, which proposed the importance of being exposed to the target language extensively and avoiding resorting to the mother tongue. In the 1960s, immersion instruction was also developed in Canada by St. Lambert. The fundamental premise of these immersion programs are that people learn a second language the same way as they learn their first language, so second language learning requires contexts where learners are exposed to natural input and they are socially motivated to communicate. (Genesee b, 1983, 1985; Genesee, Holobrow, Lambert &Chartand), from his or her perspective, a second language is not simply taught as another subject in the curriculum, but rather is the medium through which the curriculum itself is taught. Immersion teachers pretend to be monolingual, using only the target language in their interactions, but not forcing the students to use it, so that students feel a strong desire to engage in communication with the target second language. (ibid)

2.34 L2 experience and the development of L2 speech in adults

Kennedy and Trofimovich, (2013) argue that, much research has been conducted on relationship between adults' development of L2 speech and L2 experience. Non- Native speakers of English (NN), students' speech was evaluated along four dimensions:

Accentedness, comprehensibility, fluency, and communicative effectiveness. Accentedness is here defined as a listener's judgment of how closely a speaker's speech approximates a native speaker norm. As a construct, accentedness is different from comprehensibility, a listener's perception of how easy or difficult it is to understand a speaker (Derwing et al, 1998). Fluency refers to a listener's perception of how fluidly and effortlessly speech is produced, that is, spoken without undue pauses, hesitations, or dysfluencies such as false start and repetitions. (Derwing et al, 2004). Because an L2 speaker may be considered "good" without necessarily being rated highly on accentedness, comprehensibility, or fluency, the inclusion of communicative effectiveness as a rating criterion allows raters to give their global impression of a speaker ability to communicate in an L2. In the context of this study, communicative effectiveness refers to a listener's perception of speakers' ability "to get {their} message across … to get people's attention … to communicate" (Lehtonen&Karjalainen, 2008) (ibid)

Finally, by the end of their studies, non-native speakers of English studying at English-medium universities have had several years of exposure to English in that setting. (ibid)

2.35 The present study

Palermo et al, (2012) discuss that English exposure levels at home were uniquely and positively associated with children's English receptive and expressive vocabularies, whereas peer English exposure level were uniquely and positively associated with children's English expressive vocabulary. Teachers ' English exposure levels were not uniquely associated with children's English vocabulary. The findings highlight the importance of the home environment and peer experiences in the classroom for maximizing L1-speaking children's early English vocabulary skills.

Palermo, shows in the present study, we explore how varying levels of English exposure from family members in the home and teachers and peers in the classroom during the fall of preschools contributed to spring English receptive and expressive vocabulary skills in a sample of low-income, we also expected that the mounts of English exposure from family members, teachers, and peers would differ and that these

differences likely would play a unique role in shaping children's English vocabulary skills. Given that, parents and close relatives, such as siblings, typically engage in verbal interaction with children from birth, and parents' interactions have linked with children's receptive and expressive vocabularies. (ibid)

Moreover, the researcher ensured a perfect exposure could be done to students who still too young, those students could reach high levels as a native-like successfully. About the exposure some factors may influence directly such as age, accent. Moreover, others, firstly, the age Li, (2013) investigates that China has been ranked as the number one source country for immigrants to Canada for over the past 1o years, and the Chinese have become the largest immigrants. Some studies report that bilingual children exhibit greater sensitivity to linguistic meanings and may be more flexible in their thinking than monolingual children (e.g. Cummins & Swain, 1986; Diaz, 1986; Genesee, Tucker, & Lambert, 1975; Ricciardelli, 1989).(ibid). For example, about accent Awan, & Stine cite that Indian English (IE) is a recognized dialect of English (Lawler, 2005). Many speakers with foreign accents, including IE, are now turning to speech language pathologists (SLPs) for assistance with accent modification. (ibid). Huang, & Jun, (2011) clarify that in an investigation of the age effect on speech rate, Guion and his colleagues (Guion, Flege, Lui, &Yeni-Komshian, 2000) examined the age effect on sentence duration (functionally equivalent to speech rate) with a sample of 240 immigrants in Canada who spoke either Korean or Italian as their first language. Zhang, (2009) argues the three following, input, interaction, and output as the main elements can develop oral fluency effectively, cited Gass (2001)summarizes the four functions of output in L2 learning based on Swain's ideas: testing hypothesis about structures and meaning of L2; receiving crucial feedback for the verification of these hypothesis; forcing a shift from more meaning-based processing of the second language to a more syntactic mode; and developing fluency and automaticity in interlanguageproduction.Otherwise, Tanveer, (2007) suggests some factors cause anxiety for ESL/EFL learners in learning speaking skills, he mentions "Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object", (Hilgard, Atkinson & Atkinson, 1971 cite in Scovel, 1991). Example of these factors:

insufficient command of the target language, target language communication situation, and linguistic difficulties.LaSpisa, Luisa, (2015), suggests that it is widely accepted belief that adult do not learn a second language as easily as children do. Studies conducted to assess differences in the acquisition of learner proficiency, based on age of arrival, found evidences indicating that young children are more likely to attain native-like proficiency in L2 than teenagers or adults. Therefore, Chung, Thao Y., (2012) focuses on those teachers when supporting children during social interactions, it is critical to consider their zone of proximal development for engaging and interacting with peers. Moreover, this close relating to teacher observations, Notgrass, Patty J., (2012) ensures that the practice of teacher observation and supervision is not a new idea for educational leaders and teachers. Supervision of teachers existed even in colonial times (Alfonso, Firth, Neville, 1981; Anderson & Snyder, 1993).

2. 36 The impact of Exposure

The main purpose of learning any language is to communicate naturally, express feelings, point of views, comments, and interact smoothly without any hesitations. Gomathi, (2014) suggests that"Language learning is a skill that can be perfected only constant practice and continuous exposure to target language, the available resources should be completely tapped so as to provide an encouraging atmosphere for learning and practicing the language", and " The purpose of learning any language is to communicate effectively and no communication possible if one doesn't get a chance to communicate". In addition, Alam, (2013) discusses NC (National Curriculum) is clearly showed that language teaching is based on written examinations and OCS (Oral Communication Skills) is ignored. Due to this, students' communication skill remains poor and even language teachers themselves are not able to communicate in proper English. Therefore, some researchers like Oradee, (2012) states that English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool for furthering in their studies. In process of teaching and learning, the four skills (listening, speaking, reading, and writing) are simultaneously performed. Normally, learners in an EFLcontext do not use the language in authentic situations. They possess inability in communicating

appropriately and correctly. This leads to learners' lack of self-confidence and avoidance when communicating with native English speakers. In foreign language teaching and learning, ability to speak is most essential skill since it is the basic for communication and it is the most difficult skill. Reference stated that speaking English is the most difficult for learners. In particular, EFL learners often stammer when speaking English. This results from learners' lack of exposure to authentic English language environments that allow them to use English for communication and expression. Another study by Gamez& Levine, (2013) argue the language-mixed environments show that the amount of early home input is related to ELLs' native language development. (English Language learners). (De Houwer, 2007; Oller&Eilers, 2002; Pearson, Fernandez, Lewedeg, &Oller, 1997). As Pearson and colleagues (e.g. Oller, & Pearson, 2002; Pearson et al., 1997) explain, the amount of exposure ELLs receive in their native language at home varies substantially. Moreover, some ELLs children may receive about equal amount of exposure to two languages whereas others receive more exposure to one language than the other does. Further, it has been documented that the relative amount of exposure in each language is positively related to children's language skills in that language.

2.37 Previous Studies

(A)

(1)Researcher: Wayne L. Schultz.

(2)Title: A Survey of Teachers Regarding Skills Involved in Time Management.

A Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of Specialist in Education. Department of Counseling, Educational Administration, and Community Leadership.

(3)From: Central Michigan University Mount Pleasant, December 1984.

(4)Abstract: This study examined how well teacher surveyed managed their time. The sample selected for the study consisted of all teachers, counselor, and principals in the six school districts served on an annual

basis by central Michigan University's Northeast Student Teaching Center.

Data was gathered by means of questionnaire. The responses were placed on answer cards and mailed back special stamped envelopes with postage provided. Three-Hundred and Forty-two out of a possible 467 responded to survey. Data was processed by means of a card reader and a computer.

The study found that 48 percent of all teacher surveyed have had no training in time management. In addition, the vast majority of teachers were not aware of multitude of time demands placed on them prior to their first employment. The major sources from which teachers learned time management techniques were from other teachers and personal reading. Less than one percent learned time management skills from administrators. The results of the study demonstrated that teachers do exhibit a high frequency of use of many important aspects of time management. It was also shown that may many skills are used with just moderate frequency.

The study was found that elementary, middle, and high school teachers use many time management skills with different frequency. The same held true when allteachers were compared with the principals' sample and when female teachers were compared with male teachers.

Sixty-four percent of all teachers surveyed indicated some interest in receiving time management training. However, 69 percent indicated that "time" or "money" would be a factor in their taking additional classes.

(5)Recommendation for further research:

The following recommendations are offered to increase teachers' effectiveness in time management.

1-Teacher training programs should be more emphasis in time management and organizational skills.

2-Colleges and Universities should develop classes in time management for experienced teachers.

3-School districts should provide in-service training in time management or organizational skills.

4-School districts should provide teachers with time and opportunities to share time saving techniques.

5-Principals should play a greater role in helping teachers become better time managers.

6-Teachers and principals should work together to:

a) Make meeting more productive.

b) Identify productive work areas.

c) Limit the negative effects of interruptions.

d) Gather resources that teach time management skills.

(B)

(1) Researcher: Rebecca L. Lorfink.

(2) Title: Discovering Connection between Creativity and Time Managementin Twenty-First Century Teaching. Dissertation Submitted in Partial Fulfillment of the Requirements for Degree of Doctor of Education Field of Educational Management Leadership at the Drexel University. August 2012. Publisher ProQuest LL. 789 East Eisenhower Parkway. P. O. Box 1346- Ann Arbor, MI 48106-1346.

(3)Abstract: The purpose of this study was to determine links between creativity and time management in secondary education within a standard-based environment.

Connection between time management skills, personal creativity, and the likelihood to foster creativity in students can assist in the search for actionable solutions to perceived obstacles within the area of creativity.

Creativity is essential for the future of the United States due to the changing nature of a global society (Zhao, 2009). Students must be explicitly taught creative problem-solving skills to be prepared for this future (Wince-Smith, 2006). Nevertheless, teachers face pressures to focus on standardized assessments in an era of accountability brought on by no child left Behind Act (Schoen &Furaselli, 2008). These conflicting desires, combined with increasing time pressures (Collinson, 2001), have decreased creativity in secondary classrooms (Amabile et al, 2002).

This study was based on the work of Zampotakis, Bouranta, and moustakis (2010) who discovered a positive relationship between time management and creativity. The study used a mixed-methods approach, combining quantitative data and qualitative data for depth of understanding. Quantitative research was correlational in nature and identified positive relationships between time management, personal creativity, the likelihood to foster creativity in the classroom. There was no significant evidence of a link between a teachers' creativity and their inclination to encourage creativity.

A ground-theory approach was used to develop a theory of successful creativity in teaching within high-stakes climate. Successful time managers used tools, set goals and priority, collaborated with peers, and consistently acted as professional in the workplace. Highly creative teachers provided opportunities for students to connect learning to personal interests and experiences while offering choice in the classroom. Teacher perspectives on creativity and certain student factors were identified as critical by highly creative teachers. A supportive administration can embolden creativity and time management by providing appropriate resources, supporting a creative climate, giving time for collaboration and reflection, and stating specific goals and expectations to their staff. Recommendations were provided to educational leaders to provide specific staff development and other support in the areas of time management and creativity.

(4)School leaders and teachers alike must first be aware of the importance of creativity in education. Focused on professional development should be conducted including research on the global and changing nature of the workforce, the automation created by technology, and why students need both knowledge and creativity skills to be successful. Teachers must be instructed in the ways they can foster creativity in the classroom provided choice, welcome varied perspectives, encourage process over product, encourage risk, and design opportunities for collaboration (Flerth, 2000; Flowerday, 2000; Hong, Hartzell& Greene, 2009). Training in creativity has been shown to significantly improve self-efficacy (Mathisen&Bronnick, 2009) and will provide teachers the knowledge and desire to design lessons and activities that will improve students' creativity. Additional activities should be planned

over time to increase teachers' creativity, although this study did not show that this related to fostering creativity.

Brain storming, collaboration, risk-taking can improve teachers' personal creativity and should be incorporated into professional development by the administration.

Continued focus on creativity skills can inspire teachers to provide the same opportunities of their students. School leaders should model the type of environment for their staff that they would want to see in the classroom safe for risk-taking, collaborative, technology rich, and with ample opportunities for choice they should listen to the opinions and ideas of others, while maintaining the leadership of the building, and set expectations, but allow flexibility in the methods taken to achieve expectations.

The interview participants spoke of a creative climate within the school. Administrators can work toward building an atmosphere that celebrates creative endeavors and allows students and teachers to think outside the box. While focusing on creativity, all educational leaders must focus on results, including standardized testing, no matter their personal beliefs on such assessment. Teacher leaders and professional learning communities can focus on ways to improve test scores while not losing the focus on creativity. This is a delicate balance and will require creative thinking and problem-solving processes. School leaders must be open regarding the dilemma this creates and works with teachers to find solutions their population and situation. Simultaneously, school leaders should minimize administrative pressure as outline in Eason, Giannangelo, and Franceschini, (2009), so teachers can spend increased time on creative pursuits with students and be less likely to experience burnout.

Further research in these areas can benefit educational leaders and teachers as they search for solutions to issue in the public school setting. This is especially needed in the area of fostering students' creativity, a newer topic in research. Additional study into measuring this variable can assist in developing solid, tested measurement tools beyond what is currently available. Research into successful professional development in the areas of time management and creativity could benefit administrated looking for tested ideas for their own staff.

(C)

(1) Researcher: Dolores Carr.

(2) The Title: The Effects of Teacher Preparation Programs on Novice Teachers Regarding Classroom Management, Academic Preparation, Time Management and Self-Efficacy.

A Dissertation Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Education – Liberty University. (2013).

(3) Publisher: ProQuest LLC (2013). 789 East Eisenhower. Parkway. P. O. Box 1346. Ann Arbor. MI 48106-1346.

(4) Abstract: This study examines the national concern regarding types of teacher preparation programs (traditional, alternative) and their effects on classroom management, academic preparation, time management, and self-efficacy of novice teachers. What are the decisions and influence that determine highly qualified teachers; can these traits be learned?Does the type of training a teacher receives determine his/her effectiveness? Who determines the standards for the teacher preparation program? What are the colleges facing teacher preparation programs? Who will responsible for reform and improvement? A review of literature provides direction in answering these questions. The findings uncovered that the type of teacher preparation programs, traditional or alternative routes, does not play a role in the effectiveness of classroom management. The causal-comparative research design will identify the statistical significance of efficacy, and time management by surveying novice teachers with one-five years of teaching experience.

(5) Recommendation for further future research:

As was highlighted in the review of literature, teacher candidates attending a traditional teacher preparation program and participating in student teaching and/or field experience feel more prepared for the classroom than those participating in an alternative teacher preparation program. If this is indeed the case, the non-significant findings in the present study raise the question of why this reported effect was not observed. One potential reason for this discrepancy is study sample size. The initial number of potential participants was 50 with 32 participants

entering the survey and a final account of 28 participants found to be eligible for the survey, this is alternatively small number. Further researchers should, therefore, strive to obtain a large sample size when conducting similar quantitative research to ensure sufficient statistical power.

Researchers should also consider investigating the topic qualitative study would allow participants to explain their definitions of academic preparation, classroom management, time management, and preparation of self-efficacy as well as relate how their specific teacher training programs did or did not prepare them for the challenges of teaching.

With most states requiring end-of-course testing for students, it is essential that teacher preparation programs prepare comprehensive programs of study to ensure student achievement. With student achievement being linked to the success of a teacher, further research on what characteristics and skills demonstrated by teachers lead to students achievement is suggested.

Once this information has been established, it may be possible for preparation programs to attempt to cultivate these specific skills in their trainees.

Previous studies have consistently shown that classroom disruptions and inappropriate behaviors are the number one cause for the education of student learning in the classroom.

Given information, it is pertinent that researchers evaluate the effects of requiring all teacher candidates to take a stand-alone classroom management course. Currently $ 7 billion a year is spent by districts and states to recruit, hire, and try to retain new teachers (NEA, 2008). Further research should be conducted to determine the cost and profitability a stand-alone classroom management course to future hire.

(D)

(1) Researcher: Adam Joseph Mendelson.

(2) The Title: Write to Speak Revisited: An Ecological Investigation of Transfer between Chatting and Speaking in Foreign Languages.

A Dissertation Submitted in Partial Satisfaction of the Requirements for the Degree of Doctor of Philosophy in Education in the Graduate Division of the California, Berkeley – (2014).

(3) Publisher: ProQuest LLC. 789 East Eisenhower Parkway. P. O. Box 1346. Ann Arbor, MI 48106-1346.

(4) Abstract: Dating back to some of the earliest investigations of the use of text-based, online chat in foreign language instruction, researchers and instructors have been hypothesizing that and asking if there is some transfer between chatting and oral language development (e.g. Beavois, 1999; Chun, 1994). The possibility of this sort of transfer is especially promising for the many students whose ability to speak their foreign language lags behind their ability to read and write. In these cases, the written nature of text-based chat might enable students to take advantage of their literacy skills, while the real-time interaction involved in chatting might support the acquisition of fluency and conversational genres associated with oral communication.

Research in this area has relied almost exclusively on experimental and quasi-experimental studies in which oral language development of students who engage in chat has been compared with the development of students who received only classroom instruction (e. g. Abrams, 2003a

; Beavois, 1997b; Payne & Whitney, 2002). All published findings have been quite promising in that in all cases students who received chat-based instruction achieved gains in oral development that equal to or greater than those of students in control conditions. Even so, while this body of research strongly supports the premise that transfer between chatting and speaking does occur, these studies not adequately describe the phenomenon, much less explain it. AS such, existing work in this area cannot provide any concentrate suggestions for how to integrate text-based chat into foreign language instruction in order to target specific learning goals. At most existing research can only vaguely suggest that in general chatting may be beneficial for speaking.

My dissertation attempts to provide a much greater level of specificity about the phenomenon of transfer between chatting and speaking than what currently exists in the research literature.

Rather than adopting, an experimental for comparative approach that would likely be limited to finding that transfer does or does not occur. I have used qualitative, multi-case approach that has enabled me to constructed detailed descriptions of the phenomenon, and to connect specific cases transfer to the instructional contexts, which they occurred. I refer to my investigation as "ecological" in part because I adopt many of the analytical constructs associated with ecological perspective on second language acquisition (e.g. Kramsch, 2002b), and also because of my explicit consideration of and attempts to make connection between multiple scales, ranging from individual students transferring specific linguistic item between online and offline activities, to more general patternsthat emerge throughout and across group of students over multiple semesters.

Also unique to my investigation of transfer between chatting and speaking is the fact that my approach is multidisciplinary. Specifically, I draw heavily from three areas of research; second language acquisition (SLA), computer-mediate communication (CMC), and transfer of learning. My investigation of research on transfer is especially valuable because it provides both methodological suggestions for investigating this phenomenon, as well as frameworks for analyzing more specifically exactly what transfers and under what circumstances (e.g. Barnett &Ceci, 2002).

I do not pretend to have captured the full range of possible transfer-related outcomes, but through my five rounds of data collection in university level classes of Spanish as foreign language in which chat-based activities were either integrated into required classroom instruction, or offered as optional tutoring, two clear, but quite different patterns have emerged. On one hand, I have found that foreign language chat can be quite social, informal, and even playful. Under these circumstances, the benefits for oral language development may be primarily social and effectivde.Specially, informal chat can provide student with opportunities to practice specific linguistic forms and communicative functions, including forms and functions associated with academic discourse. Under these circumstances, practice in chat can support subsequent oral use of these specific forms and functions.

My dissertation make multiple contributions to the different fields from which it draws. For applied linguistics, the two different patterns described above support two pedagogical suggestions: (1) instructed or explicitly social chatting can facilitate subsequent oral communication by enabling students to become more comfortable with one another.(2) Highly structured chat-based instruction can target specific linguistic forms and communicative functions, providing practice for subsequent oral use of these forms and functions. For CMC (Computer-Mediate Communication), my range of outcomes points to flexibility of chat as a medium that can support maintain relationships and identity performance across media (e.g. Bayn, 2010; Leander, 2008). Finally, for research on transfer of learning, a sub-field of the learning sciences, my dissertation contributes to an emerging ecological perspective on transfer (e.g. Greeno, Smith & Moore, 1993). This perspective views transfer as a relation phenomenon in which learners are active participants in creating and defining the contexts in which learning and transfer occur (Lave, 1988; Pea, 1987).

(5) Recommendations for further future research:

I close my dissertation with a forward-looking discussion of some of the possible future directions I see for research on transfer between chatting and speaking. These possibilities emerge from a combination of my own findings, and greater current trends influencing both L2 instruction and contemporary uses of CMC.

At times in this dissertation, I have pit my two primary findings against one another, implying that chat can transfer to speaking either by supporting interpersonal relationship development or by providing targeted practice with function and forms emphasized throughout the greater instructional context. One question worth exploring is how chat-based instruction might yield both of these findings simultaneously. Could

Students switch in end out of these frames over the course of a semester in ways that provide the benefits of both? One approach might provide combining optional out of class chatting with structured in-the- computer-lab chat activities. However, as illustrated through my second iteration of online tutoring (chapter six), even chatting as an extension of class-

chatting can also embody an academic frame if the students perceive unstructured chatting, or to actually design play into some activities. However, could chat activities maintain any semblance of an alternative-to-school status if they were instructionally design to do so? Questions such as these illuminate the interesting tension strikes me as worthy of further exploration.

It could also be productive to explore the possibility of my findings arising, or being designed for, in areas of applied linguistics other than foreign language classrooms. For example, could test-based chat prior to study abroad experiences potentially support relationship development that would facilitate access to face-to-face social network once in the study abroad destination? It has been suggested that a key mediator in successful language development during study abroad is establishing relationships with native speakers (Kinginger, 2004). Perhaps online chatting through intercultural collaborations could provide learners with a head start in establishing those relationships before travelling. Research on English language learners here in the United States has also pointed to the importance establishing friendships in gaining access to and acquiring English as a second language (Gandara&Orfield, 2010; Norton, 2000; Olsen, 1997). Perhaps here to there, is potential to use text-based chat as a way for learners to form and maintain these friendships. The pedagogical potential of chatting in both of these scenarios merits future investigation.

Today text-based chat remains as prevalent in the lives of students as it was first began to conceptualize this dissertation, but platforms and devices have changed. Chatting has been fully integrated into social network sites, such as Framework, and these sites are increasingly accessed through mobile devices, thus blurring distinction between chatting and speaking texting (Baro, 2008; Crystal, 2008). Future research on transfer between chatting and speaking should consider how social networking CMC has become more grounded than ever in physical contexts. Online interactions represent just another channel of communication used to maintain otherwise offline relationships (Bayn, 2010), and users create visual traces of their physical happenings by checking-in at concrete locations and tagging the friends with whom they meet (Roick&Heuser, 2013; C. E. Smith, 2011). It could be fruitful to investigate how chatting through social network platforms, such as

Facebook, might transfer to using the language in the physical location and with the offline friends that learners tag. Alternatively, how chatting through mobile devices that same physical location may play a role. These offline connections might further frame chat-based interactions as related and applicable to past and future experience speaking of the target language. I see great potential for exploring the transfer implication of online social networking in relation to current efforts to connect learners with target language contexts and communities through service and community-based language learning (e.g. Hellebrandt&Varona, 1999; O'connor, 2012). Creating dual channels of online and offline instructions with target language communities could potentially increase the strength of community connections while enabling the two channels to synergistically support language development across them.

Another contemporary trend that may influence transfer between chatting and speaking in second and foreign language is the amount of transfer between chatting and speaking that has become common for first language speakers of English. Many linguistic forms that originated in text-based environments, such as acronyms like LOL (laughing out loud) and OMG (oh my God), are now used in spoken English (Chatfield, 2013; Kinsella, 2010). In addition to the research that reports this trend, it is also strikingly salient in popular television programs and advertisements. This trend may suggest an increasing perceived fluidity between online and offline communication (Leander & Lewis, 2008). If learners have come to accept and expect that their L1 online language practices seep into their L1 oral interactions, they may be more likely to approach L2 chatting with similar expectation. In turn, this expectation that what happens online is applicable to what will later happen offline should further support transfer between chatting and speaking (Engle, 2006; Engle et al, 2012). So while instructional framing may still be crucial in connecting chat-based activities to other aspects of the curriculum, at a more general level, some students may already approach chat-based would be required to understand between the two should become increasingly expected and perhaps even commonplace. Again, it seems that there is little need for additional research that aims simply to determine whether chatting can or does transfer to speaking. Instead, we should focus greater efforts on investigation specific implementation of

chat-based instruction in order to target specific and pedagogically desired transfer outcomes.

(E)

(1) Researcher: Shiao-Chun Kung.

(2) The Title: Virtual Native Speakers of English for Increasingly Global Need: Factors Affecting Participation in A key-pal Program for Language Exchange.

A dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Education Teachers College, Columbia University (2003).

(3) Publisher: ProQuest Information and learning company-300 North Zeeb Road. P. O. Box. 1346. Ann Arbor, MI 48106-1346.

(4) Abstract: Authentic interactions, especially with native speakers, who can respond to and stimulate the language learner to use the target language as communication tool is extremely important for successful language learning. However, English as a foreign language (EFL) setting seldom allow extensive interaction with native speakers due to their geographical separation from adequate numbers of native speakers. Computer-mediated communication can overcome this difficulty to a certain extent by providing at least a digital exposure to native speakers together beyond the temporal and spatial constrain of a classroom. It can provide a collaborative learning environment where native speakers and students digitally use the target language in cross-cultural learning activities without being in the same temporal and physical space. This study sought to determine interaction between college EFL students and adult native speakers of English. The researcher qualitatively examined the participants' interaction while using an electronic discussion board and their perception of the experience. Previous studies have demonstrated various problems with online exchange programs such as diminished participation due to a number of reasons. This study employed 4-number teams and collaborative activities to address these problems. Through a content analysis of the participants postings on an electronic bulletin board and their e-mail messages to the facilitator, the factors that enhance and detract from the experience were identified. The

answers to questionnaires and interviews with each participant revealed the motivations and perceived rewards of the experience. The factors that enhanced the experience can be regard as the condition necessary for the formation of successful groups. The factors that detracted from the experience were the cause of failure in becoming cohesive group of key-pals. The data indicated that using solutions and closing, sharing personal information and thought, acknowledging the content of previous messages, posing interesting questions, participating in suggested activities, addressing specific interlocutors, and corresponding frequently were the practices that sustained participation in this key-pal program. The study had implications for the design and implementation of location independent collaborative learning environments for foreign language practice, particularly in native speaker sparse locations around the world. The findings provided insight into how a framework for computer-mediated language exchange may be designed based on actual practices observed.

(5) Recommendations for further future research:

The group relational structure defines one component of advisory at NYMS. At NYMS, this group only exists for the purpose of advisory; however, advisory groups are part of the school community or microsystem. Through an examination of these findings, the vignettes, and accompany comments, several theme emerge advisory is different from other classes; advisory helps students make sense of their school environment, and having advisory provides students a person to monitor their school experience. While these patterns emerge from students descriptions of advisory, it is also evident that each student's experiences are not only shaped by an interplay of activities, roles, and relations, but that students are a part of shaping the interplay as well. These seen as students' experiences in advisory group. Advisory is different from classes, so students at NYMS echoed the sentiments of the students in Sardo-Brown and Shetlar's (1994) study, who describe advisory as a break, a time to have fun, and whose favorite activities were holiday activities. Advisory is a break in the school routine. Almost half of the students describe the advisory time as a break, fun, or uplifting.

(F)

(1) Researcher: Maria Isbel Carle Poza.

(2) The Title: The Effects of Asynchronous Computer Voice Conferencing on Learners' Anxiety When Speaking a Foreign Language.

A Dissertation Submitted to the College of Human Resources and Education at West Virginia University. In Partial Fulfillments of the Requirements for the Degree of Doctor of Education in Technology Education. Department of Advanced Education Studies. Morgantown.

(3) Publisher: ProQuest Information and Learning Company. 300 North

Zeeb Road. P. O. Box 1346. Ann Arbor, MI 148106-1346.

(4) Abstract: This study investigated the influence of asynchronous computer voice conferencing on learners' anxiety when speaking a foreign language. The technology chosen was the voice board powered by Wimba. Three research questions guided this study: Research Questions: {1} What the learners' perception of their language anxiety when speaking in the synchronous computer voice conferencing environment? {2} How empowered do the learners feel to take a risk in the synchronous computer voice conferencing environment? And Research question {3} How concerned are the learners about being evaluated by others when making oral mistakes in the foreign language in the synchronous computer voice conferencing environment? The study involved both quantitative and qualitative methods. The population for the quantitative component of this study consisted of 35 students enrolled in two sections of College-level Intermediate Spanish 2. Four questionnaires were used to gather the quantitative data of this study: A demographic Survey, the computer Anxiety Index (CAIN), the Foreign Language Anxiety Scale (FLCAS), and the Wimba Anxiety scale. Using purposeful sampling methods, four participants were interviewed for the qualitative component of this investigation. In addition, a rubric was designed and used the evaluation risk-taking in student contributions to the Wimba and two classrooms discussion.

Results indicate that there was a strong potential for the reduction of anxiety associated with the voice board. A number of students experienced a reduction of their level of anxiety due to the elimination of the time pressure of the classroom and opportunity to edit their

contributions. The conditions of the point of access to the technology were found to have a negative effect on student anxiety on the voice board. A negative attitude towards going to the language laboratory, technical difficulties during the Wimba activities, and instructional time had fear of negative evaluation were also found in Wimba environment.

(5) Recommendations for further future research:

There is title doubt that more research is needed in the future to investigate the integration of synchronous computer voice conferencing technologies such as Wimba in foreign language courses. Recognizing the limitations of this study, further attention should be given to better understanding the impact of the physical conditions of the point of access to the technology on anxiety needs to be investigated when integration takes place over long periods of time.

(G)

(1) Researcher: BurcayBureuAtik.

(2) The Title: The Effect of Strategies-Based Instruction on Speaking Skills of High School Students. Thesis for Master Degree (2006)

(3) Unpublished study, Cukurova University, Institute of Social Sciences, English Language Department, Adana, Turkey.

(4) Abstract: Effective strategies used to overcome encountered difficulties in second language learners' (SLLs) speaking skills are of crucial importance. Hence, SLLs might utilize the strategies on how to cope with such communication difficulties. This study aims to find out the impact of strategy training in the use of strategies for speaking in English as a second language (ESL) in the context of 9th grade ESL learners attending an Anatolian High school and to investigate the second language learners' awareness of the speaking strategies and their frequent choice of strategies. In addition, the perspectives of the participants in the use of strategy training for speaking skills is examined in this study.

After addressing the issues of terminology and definitions, the theoretical underpinning of the Language Learning Strategy concept are concentrated on. After clarifying these issues, through related literature it focuses on speaking strategies (Common strategies) and strategy training

for developing speaking skills. This research uses Vygotsky's sociocultural theory (1962. 1978) to explore the effects of strategy training in the use of speaking strategies on learners' oral production.

The study examines two groups of ESL learners during two semester periods. The Experimental group members received strategy training in the use of strategies for speaking, whereas, the Control group members did not receive any treatment.

The results were measured using four different instruments: Per-Post-speaking strategies questionnaires, Per-Post-speaking tests, Language learning dairy and structured interview. The data obtained from the Pre-and-Post speaking strategy questionnaires and Per-Post-speaking tests were analyzed by using descriptive inferential statistics. The Pre-and-Post speaking tests were analyzed through chi-square statistics. The Pre-and-Post speaking tests were analyzed through Wilcoxon Signed Rank test and Mann-Whitney U-test. The results of the data showed significant differences in strategy use of the Experimental group. Research findings from both the qualitative and quantitative data shed light on the efficacy of training learners in the use of speaking strategies and raising their awareness through strategy training.

(5) Recommendations for further future research:

The results of Pre-and-Post speaking strategy questionnaire of both groups and the Pre-and Post- speaking test conducted in our study showed that there were noteworthy differences between the Experimental group learners and control group learners recording the strategy usage in speaking a foreign language.

Given that this type of strategy research is still in its initial stage further, in depth investigations should be pursued to add to the findings of the study. In particular, the current study was conducted with a number of participants in a period of time.

The time was two-semesters long but the retainment of the learned strategies should be research one year after training. (Huang) for example, because the research was conducted in real classroom setting within two-semesters, there was not enough time to measure theretainment of the strategies concerning the longitudinal effects of the

strategy training on the students' speaking proficiency. Hence, it was crucial importance to scrutinize whether the Experimental groups' advantage lasted for a long time and whether the oral communication strategies that they gained are accessible for their future target language study beyond the classroom.

The sample size in this study as maintained above was normal to conduct the research but the larger sample size allow searching for the increase of strategy use of both the more and less proficient learners.

Another suggestion for further research would be study whether the learners transfer their strategy training into performance in subsequent language classes.

(H)

(1) Researcher: Muhammad Tanveer.

(2) The Title: Investigation of the Factors that Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the influence it casts on Communication in the Target Language.

A dissertation Submitted in Fulfillment of the Requirements for the Degree of Master of Education in English Language Teaching Pathway (M.Ed. ELT Pathway). Educational Studies, Faculty of Education. University of Glasgow, 2007.

(3) Publisher: ResearchGate, https://www.researchgate.net/publication/293263722.

(4) Abstract: Feelings of anxiety, apprehension and nervousness are commonly expressed by second/foreign language learners in learning to speak a second/foreign language and consider to exert a potentially negative and detrimental effect on communication in the target language. The use of modern communicative language teaching approaches in the language classrooms and the wide spread use of English language has increased the demand to learn good communication skills but existence of such feelings in the learners may prevent them from achieving the desired goal. Consideration of learners' anxiety reactions in learning to speak another language by a language teacher is deemed highly important in order to assist them to achieve the intended performance goals in the

target language. This study has attempted to investigate the factors that language anxiety can possibly stem from both within the classroom environment and out of classroom in wider social context, and has recommended a variety of perspectives and approaches to investigate it. This study used a qualitative semi-structured interview format and focus-group discussion technique to investigate the issue. A total of 20 participants, 6 ESL/EFL learners, and 3 highly experienced ESL/EFL teachers, and 11 ESL/EFL practitioners participated. The findings suggested that language anxiety can originate from learners' own sense of "self, their self-related cognition, language learning difficulties, differences in learners" and target language cultures, differences in social status of the speakers and interlocutors and from the fear of losing self-identity. The pedagogical implications of these findings for understanding second/foreign language anxiety for enhancing learners' communication abilities in the target language were discussed, as are suggestions for future research. Furthermore, considering the crucial role of teachers in second language or foreign language pedagogy, a need was asserted to investigate the beliefs and perceptions of language teachers about learning and teaching a second or a foreign language.

(5) Recommendations:

Based on the findings, the researcher defined the following recommendations:

{1} First and foremost, ESL/EFL instructors should acknowledge the existence of the feeling of anxiety in learning and particularly speaking English language and then should take initiatives for its effective reduction. They should identify individuals with signs of stress and anxiety and then should apply appropriate strategies to help them counteract these feelings. Three approaches (cognitive, affective, and behavioral) presented by Hembree (1988. P. 67: cited in Ying-Ling & Kondo: 2004: 259) can be recommended in order to select a suitable strategy (See details in chapter 3, section 3).

{2} As students reported lack of practice of speaking skills in their previous language learning experiences a significant cause their communication apprehension, a truly communicative approach should be

adopted to provide students with more chances to practice their speaking skills.

{3} For active participation in the classroom discussion, it should be ensured that students are provided friendly, informal and learning-supportive environment. This can be done by teachers' friendly, helpful and cooperative behavior that makes students feel comfortable ton speak in the class. This can also reduce, if cannot eliminate altogether, the effect of social and status difference between students and teachers to considerable extent.

{4} As students appear to be acutely sensitive to fear of making mistakes, encourage teachers should help students to have confidence not to make mistakes in order to acquire communication skills. Furthermore, as a positive response to students' concern over the harsh manner of teachers' error correction, teachers' selection of error correction techniques as Horwits at el , (1986:p. 131) recommended, should be based upon instructional philosophy and on reducing defensive reaction in students.

{5} In order to allay students' fear that their mistakes in front of the teachers will influence their end of course grades, more emphasis should be given to formative assessment (assessment *for* learning) and feedback rather than summative assessment (assessment *for* learning) and feedback.

{6} The teachers should initiate discussion in the class about the feelings of anxiety and should take measures to mitigate the sense pf competition among them.

{7}For encouraging students to feel successful in using English, teachers should avoid setting up activities that enhance the chances for them to fail. They should also make sure whether the students are ready for the given activity and have sufficient ideas and lexes to complete the task successfully.

{8}It is also recommended that teachers should confront students' erroneous and irrational beliefs by cultivating in them "reasonable commitments for successful language learning" (Horwitz, 1988: cited in Onwuegbuzie et al., 1999: 232). These beliefs can be confronted by instilling realistic expectations and reasonable performance standards in

the learners and by raising their awareness regarding the speed with which fluency in the target language can be achieved. More importantly, students should be guided how to direct their attention away from self-centered worries when they are speaking a second/foreign language (199:233).

{9} Familiarity with the culture and ethnic background of the students and an awareness of their previous language learning experiences can also assist language teachers to understand and decode anxiety-related behaviors in some students. In a mixed culture class, teacher should specifically make effort to create sense of friendship and cooperation among the students, as that help them to speak more confidently and with less anxiety in the class.

{10} Finally, there should be some specific teachers training courses on language anxiety in order to make teachers aware of this complex issue and hence to alleviate it.

Recommendations on the basis of the finding of this study are not exhaustive and every language teacher can offer different ways of reducing language anxiety based upon his/her personal observations of the phenomenon. This study offers a number of strategies to cope with the potentially pervasive and detrimental effect of language anxiety. It is posited that apt utilization of these strategies by language teachers can help reducing second/foreign language anxiety and can potentially increase students' confidence to learn and particularly to speak target language. (For further recommendations, see Horwitz a Young (1991) and Young (1999). Thus, during all this process, the role of language teachers is deemed highly crucial whose particular beliefs, perceptions and attitudes towards language learning and teaching process have the potential of both causing and reducing language anxiety in the learners. Future researchers on language anxiety should attempt to explore teachers' beliefs and perceptions about language learning and teaching in addition to those of learners as a mean toaddresseffectively the multi-dimensional construct of language anxiety.

(1) Researcher: Jie Chen.

(2) The Title: Breaking Through the Traditional Second Language Learning Model-Exploring Different Exposure Approaches for Learners of Different Ages.
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(3) Publisher: ProQuest LLC-789 East Eisenhower Parkway. P. O. Box. 1346- Ann Arbor, MI 48106-1346.

(4) Abstract: Second language learning has received much widespread attention from researchers, educators, and parents. As with first language acquisition, word learning in a second language is a building block for further language development. Whereas, many studies on bilingualism indicate that an infant's capacity for vocabulary acquisition seems to extend to two languages from birth (Byers-Heinlein, 2007; Reynols, 1991) and much applied research has been dedicated to teaching second language word learning vocabulary to children's and adult's second language second language word learning. The effect of age on second language learning is highly controversial. The dissertation aims to address the question of whether early or late is better for learning words in a second language by examining the interaction between age and exposure approach. The current studies are designed to explore different exposure approaches for teaching words in a second language to monolingual learners of different ages. I approach this question by focusing on second language on second language word learning through three studies, eachexaminingone-exposure approach for English-speaking monolinguals learning words in a second language (i. e. Mandarin) by: 1) providing translation equivalents:2) mere exposure to natural second language input with a single event context:3) mere exposure to natural second language input with multiple event contexts. These three approaches were examined with three different groups of monolingual English speaking learners: 28-30 months old, 5-6 years old, and young adults. This dissertation was also interested in whether the effectiveness of these approaches may depend on the native language experience or other cognitive capacities of the learners. Results found that adults responded more accurately and quickly

than children, with no difference across exposure approaches, They were able to successfully fast-map words to the referent only in the Mandarin only approach with a single event context furthermore, adults' foreign language aptitude and working memory were significant correlated with their performance in these laboratory studies of second language word learning.

(5)Recommendation for further future research:

Nonetheless, several limitations must be acknowledged in the interpretation of the current research findings. One major limitation of the current data is that although children were administrated with a post-test and asked explicitly to produce the target Mandarin Chinese words and then point to the correct picture matching what the experimenter said after completing the video task, only very view of them gave answers. Since both receptive and productive vocabulary scores in the post-test for adults were significantly correlated with their explicit response accuracy during the video session, it is worth asking how much children can remember after online processing of second language input.

Another limitation is that the interaction between age, exposure approach, and test condition is not fully clearly interpreted. In terms of explicit responses, adults did not perform better in the "familiar" context-novel contrast" than the "novel-context-familiar contrast" conditions, but only in the "single context" approach. No differences between test conditions were found in any exposure approach for 5-6 year old children with the implicit looking measurement. The performance of toddlers, in contrast, in the "novel context – novel contrast" condition was significantly better than the "familiar context—familiar-contrast" and the "familiar context-novel contrast" condition in single context approaches. Moreover, toddlers performed significantly better in the "novel context-familiar contrast" condition than "familiar context-familiar contrast" in the "single context" approach. Overall, both adults and toddlers performed better when less interfering information was involved and the distractor was less similar, such as when only the target object was familiar and both the distractor and action context had never appeared during training (i. g. "novel context-novel contrast". Such findings could be explained by the effects of distraction on visual selective attention. In particular, there is considerable evidence showing that the allocation of attention differs

depending on the particular distribution of features across target language and distractors. For example, a target containing a unique feature may be detected easily because retentive feature analysis can easily capture the target. As distractors are more similar to the target, the potential interference from distractors is highly, thus it is harder to sort out the irrelevant information and reject the distractor (Duncan & Humphreys, 1989; Hopf, Boelmans, Schoenfeld, Heinze& Luck, 2002). However, school aged children performance worse when less relevant information was involved. A summary of these comparisons is shown in the table 7.1. Final possibility for these differences could be that the number of trials in different conditions was not large enough to examine the real effect of test condition (4 trials in each condition). More testing trials could be added in future studies to check this possibility.

Lastly, the K-BIT non-verbal 1Q task was not included in the materials when adults participated in the studies, Thus we are not able to examine correlation between non-verbal 1Q and performance in the experimental task on second language word learning. Although this limitation could be minor, since the effect of intelligence on second language word learning is not the main focus of the current studies, it is worth examining in the future studies.

In conclusion, previous literature has demonstrated that the immersion approach is more effective than the traditional approach for second language education in classroom setting (Genesee, 1978b, 1983, 1987; Genesee et al., 1989). The present dissertation provides future evidence for the superiority of the immersion approach, but in short-term second language word learning. Findings revealed that both toddlers and young school-aged children were more able to ;earn words, even after a very small number of exposures in an" immersion" approach than in "translation" approach, and providing translations interfered with children's performance on this second language word learning task. Such findings also built on empirical foundation for both parents and educators to focus on second language programs which include minimal teaching instruction that include more of an immersion than a translation approaches.

Chapter Three

Methodology of the Study

3.0. Introduction

This chapter explains the population, sample, and tools data collection which gathered information to reach certain conclusion in form of solutions to the concerned problem of the study.

3.1. The Population of the study

The population of the Study is the Governmental Secondary Schools Teachers of Khartoum State.

3.2. The sample of the study

The sample includes 50 teachers choose randomly to participate as the following 30 participants for the questionnaire, ten participants for the checklist observation and other ten for the interview.

3.3.1. Instruments

This study adopted a descriptive methods, which is used to investigate the subject of the study that to be analyzed of the effectiveness of using second language for communication through time management strategies to increase the students' oral interaction during teaching speaking skills. The data for the study was obtained by conducting questionnaire, checklist observation and interview.

3.3.2. Teachers' questionnaire design

To elicit information of managing the time effectively to teach speaking skills. The questionnaire included two sections. Also it has a five-point likert scale. The responses were made up five options: Very often, Quite often, A few time, Occasionally, Never. (Appendix (A))

a)Section one

This section concentrated on the problems that face the teacher in teaching speaking skills,and it has the first six items.

b)Section two

This section concentrated on the problems that concern about managing the time effectively, and it also has sex items

3.3.3.The checklist observation design

In order to facilitate the research questions, which designed in ten yes/no questions to find out the present situation in teaching speaking skills in each school (Appendix (B)).

3.3.4.The Interview design

It was formulated to collect data for the research purpose, and focused by the researcher on content specified by the research objectives of systematic description, prediction, or explanation through ten questions. The participants were ten experts some of them have more than 25 years' experience.

3.4. Validity and Reliability

The questionnaire, checklist observation, and interview were conducted for this study by Validity and Reliability as a measuring criterion.

A) **Validity**

The three tools judged by three judges who are experts of teaching English language with long experience, they are lecturers Dr. Hassan Mahil, Dr. Omer Hibban, and Dr. Henary Marina. They made some additions and suggestions, some items were deleted. The final forms of questions were distributed by the researcher to the teachers.

B) Reliability

The researcher cited Geli, Omer Hussein, (2016) states that there are several types of methods that can be used to estimate Reliability of the items of a questionnaire, checklist observation. They were calculated the results from the present correlation, but interview conducted by a brief account done by the researcher according to the answers given by the interviewees.The researcher used Alpha Cronbach equation. Also Chi-Square will be used to illustrate the mean, stander deviation, degree of

freedom, and p.value of the answering the statements of the questionnaire.

3.5. Procedures for data analysis

The data gathered through the questionnaire and checklist observation will be tabulated and sorted out statistically by SPSS program. The results in percentile forms will be used to answer the relevant study's questions. Also the data collected from the checklist items will be discussed to explain frequency and percentage distribution of sample studs about checklist study. The interview treated by the researcher in form of a brief account prepared from the answers of the relevant questions of the interview.

3.6.Summary of chapter three

This chapter describes the methodology used in the study. The instruments used for data collections were explained, measure were taken to the validity and reliability of the instruments used in the study. In the next chapter an analysis of data will be done, some of the results will be discussed.

Chapter Four
Data Analysis
4.0.Introduction

In this section, data analysis for this study and test of its hypotheses will be done. To do that, firstly we consider the instruments of applied study, which contain the description of the study's population and its sample, methods of collection data, reliability and validity of the study tools, and the statistical treatments that used the methodology of the study will be shown here.

4.1. Application of the study's tool

After the step of checking questionnaire reliability and validity, the researcher had described distributed the questionnaire on determined study sample (30) persons, and the researcher constructed the required tables for the collected data. This step consists transformation of qualitative (nominal) variables (very often, quite often, a few time, occasionally, never) to quantitave variables (1, 2, 3, 4, 5) respectively, also the graphical representation have the responses percentage.

Table (1) Distribution frequencies and percentage of valid

qualification

valid	Frequency	Percent
Diploma	4	13.3
BA	8	26.7
MA	18	60.0
Total	30	100.0

Fig (1)Distribution frequencies and percentage of valid qualification
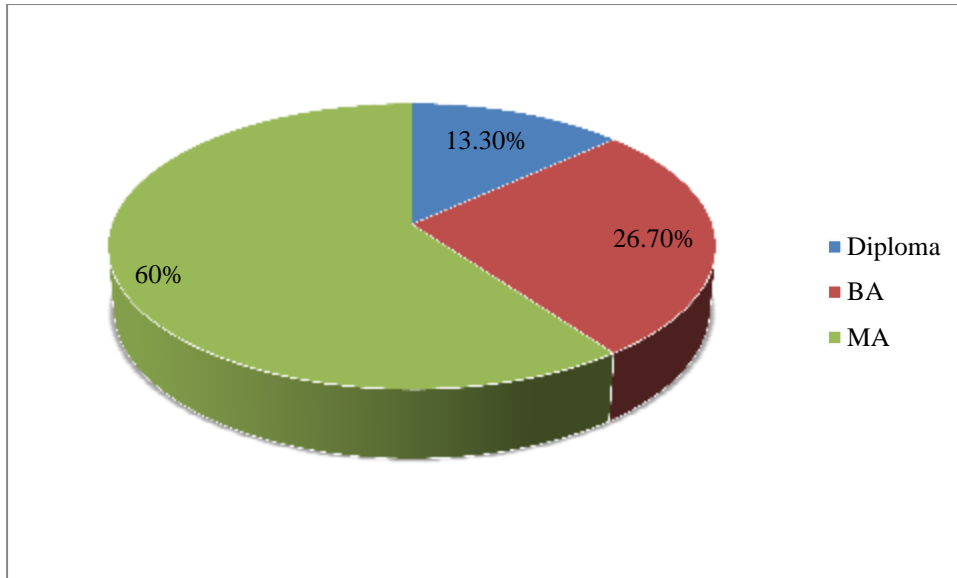
The result in above table and figure pointed that the frequencies and percentage of valid qualification and show that (13.3%) form sample study qualification was Diploma and (26.7%) qualification was BA , while (60%) from sample studded qualification was MA.

Table (2) Distribution frequencies and percentage of valid years of experience

valid	Frequency	Percent
1-5 Years	7	23.3
6-10 years	10	33.3
11-15 Years	8	26.7
More than 21 years	5	16.7
Total	30	100.0

Fig (2)Distribution frequencies and percentage of valid years of experience
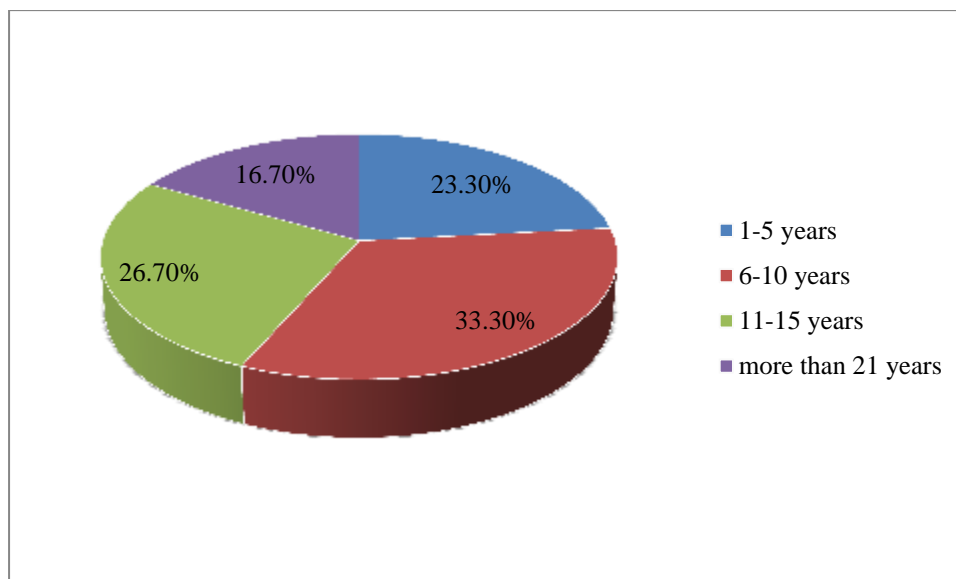
The result in above table pointed that (23.3%) form sample study years of experience ranged from 1 to 5 years and (33.3%) years of experience ranged from (6 to 10 years) asnd (26.7%) years of experience from (11-15 years)and (16.7%) years of experience more than 21 years.

Table (3)Do you focus in your class on improving speaking skills through device

Statement	Frequency	Percent (%)
Never	5	16.7
Occasionally	3	10.0
afew time	5	16.7
quite often	4	13.3
very often	13	43.3
Total	30	100

Fig (3)Do you focus in your class on improving speaking skills through device
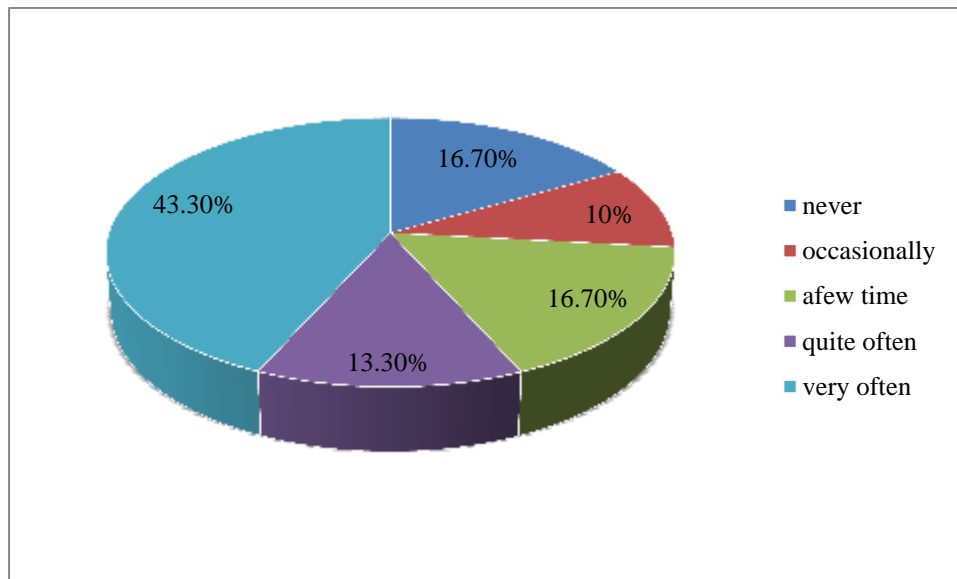
The result in the above table and figures point the answers of sample studies of statement, show percentage in very often and quite often which are exemplified in (43.3%) and 13.3%), respectively equal (56.6%) are high ,so the highest percentage 56.6%) is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (4)when you teach honestly do you make use of watching video groups discussion debates listening recorded materials…..etc?

Statement	Frequency	Percent (%)
never	8	26.7
occasionally	4	13.3
afew time	3	10
quite often	8	26.7
very often	7	23.3
total	30	100

Fig (4)*when you teach honestly do you make use of watching video groups discussion debates listening recorded materials…..etc*
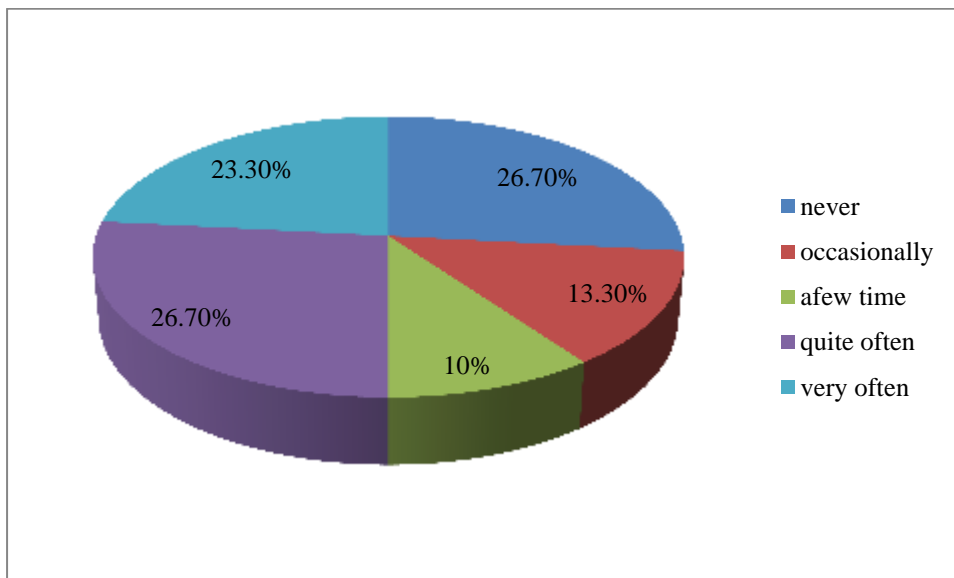
The result in the above table and figures shows that a majority of the respondent invery often and quite often which are exemplified in (23.3%) and (26.7%), respectively equal (50%) are high ,so the highest percentage (50%) is going to positive direction of the statements and all answers of the sample study areagreeable. Therefore this hypothesis isachieved successfully.

Table (5   )in regard to weak and shy students do have plans for motivating them to engage themselves in speaking.

Statement	Frequency	Percent (%)
Never	1	3.3
Occasionally	3	10
afew time	6	20
quite often	9	30
very often	11	36.7
Total	30	100

Fig (5)*in regard to weak and shy students do have plans for motivating them to engage themselves in speaking.*

The result in the above table and figures shows that a majority of the respondentsinvery often and quite often which are exemplified in (36.7%) and (30.0%), respectively equal (66.7%) are high ,so the highest percentage (66.7%) is going to positive

direction of the statements and all answers of the sample study areagreeable. Therefore this hypothesis isachieved successfully.

Table (6)Do you use picture to talk about from time to time?

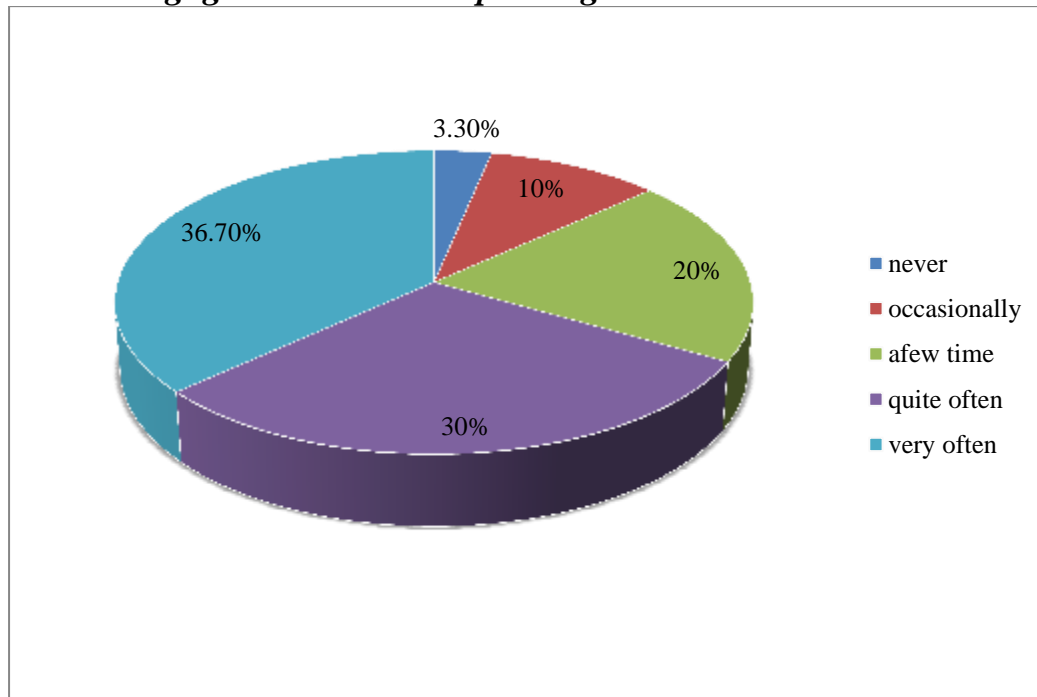| Statement	Frequency	Percent (%)
Never	2	6.7
Occasionally	4	13.3
a few time	7	23.3
quite often	12	40
very often	5	16.7
Total	30	100

Fig (6)

The result in the above table and figures shows that a majority of the respondentsinvery often and quite often which are exemplified in (16.7%) and (40.0%), respectively equal (56.7%) are high ,so the highest percentage (56.7%) is going to positive

direction of the statements and all answers of the sample study areagreeable. Therefore this hypothesis isachieved successfully.

Table (7) Teachers keep their work place tidy so that he can work effectively.

Statement	Frequency	Percent (%)
Never	-	-
Occasionally	1	3.3
a few time	2	6.7
quite often	11	36.7
very often	16	53.3
Total	30	100

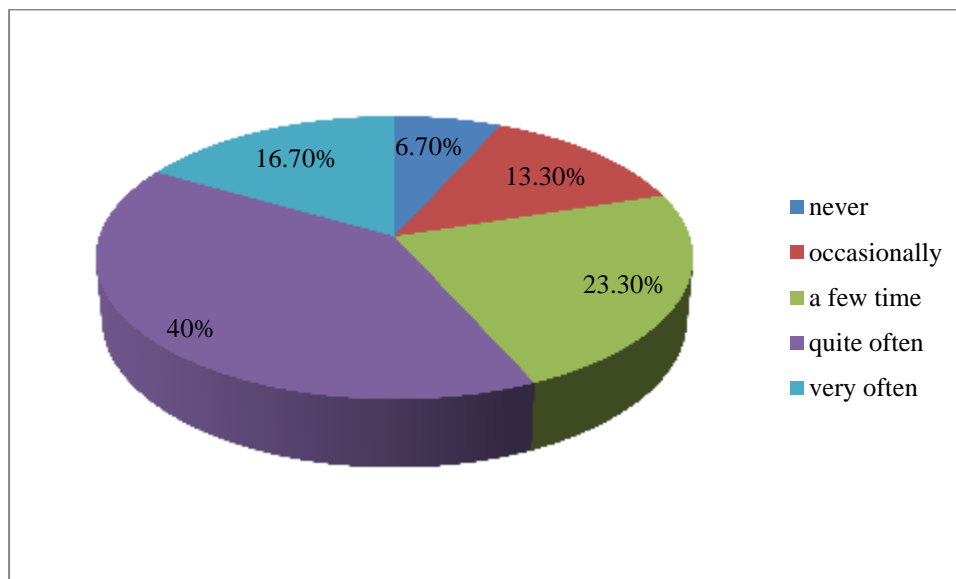Fig (7)*Teachers keep their work place tidy so that he can work effectively.*

The result in the above table and figures shows that a majority of the respondentsinvery often and quite often which are exemplified in (53.3%) and (36.7%), respectively equal (90%)

are high ,so the highest percentage (90%) is going to positive direction of the statements and all answers of the sample study areagreeable. Therefore this hypothesis isachieved successfully.

Table (8) Teachers take positive attitudes that can encourage his students participate lively without draying.

Statement	Frequency	Percent (%)
Never	2	6.7
Occasionally	1	3.3
a few time	2	6.7
quite often	3	10
very often	22	73.3
Total	30	100

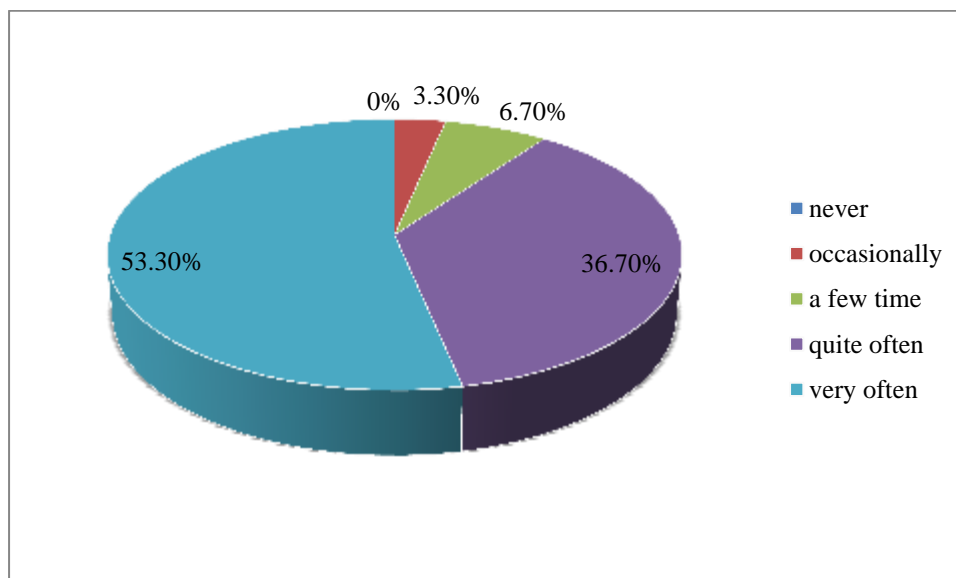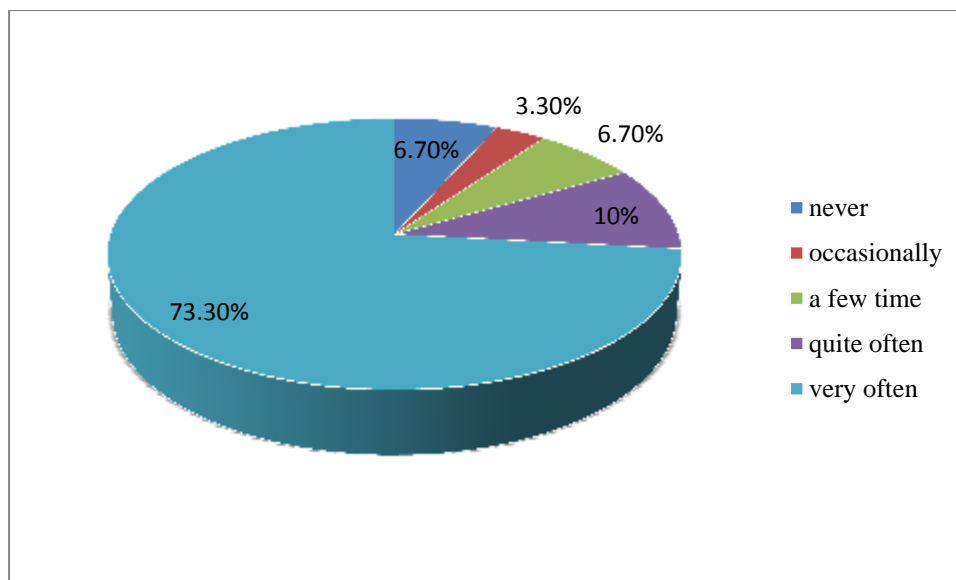Fig (8)*Teachers take positive attitudes that can encourage his students participate lively without draying*

The result in the above table and figures shows that a majority of the respondentsinvery often and quite often which are exemplified in (73.3%) and (10%), respectively equal (83.3%)

are high ,so the highest percentage (83.3%) is going to positive direction of the statements and all answers of the sample study areagreeable. Therefore this hypothesis isachieved successfully.

Table (9)Teachers do tasks in order of their importance.

Statement	Frequency	Percent (%)
Never	-	-
Occasionally	4	13.3
a few time	3	10
quite often	11	36.7
very often	12	40
Total	30	100

Fig (9)*Teachers do tasks in order of their importance.*
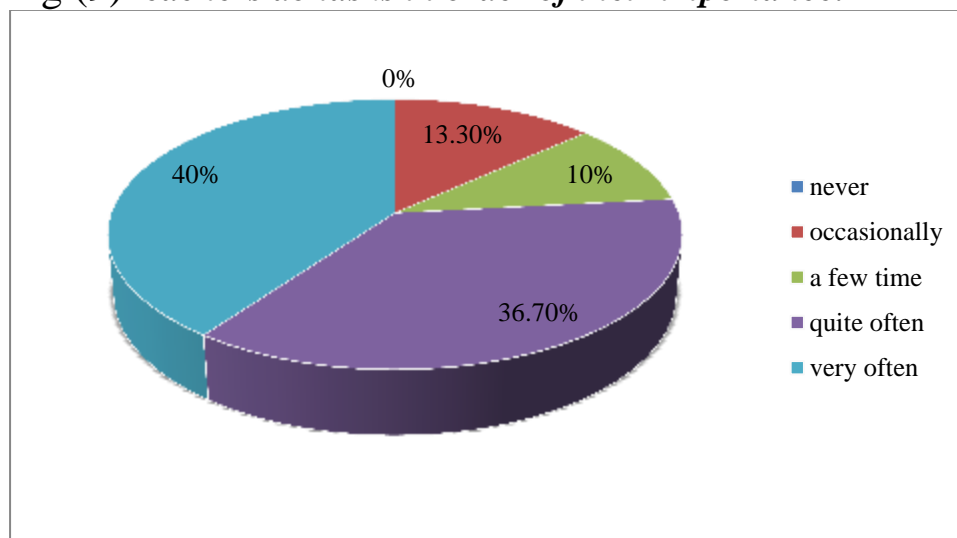
Results in table and figure (9) above emphasize that respondents andshows that a majority of the respondentsinvery often and quite often which are exemplified in (40%) and (36.7%), respectively equal (76.7%) are high ,so the highest percentage (76.7%) is going to positive direction of the statements and all

answers of the sample study are not agreeable. Therefore this hypothesis is not achieved successfully.

Table (10)Teachers write things down rather than trying to remember everything

Statement	Frequency	Percent (%)
Never	1	3.3
Occasionally	2	6.7
a few time	5	16.7
quite often	12	40.0
very often	10	33.3
Total	30	100

Fig (10)*Teachers write things down rather than trying to remember everything*

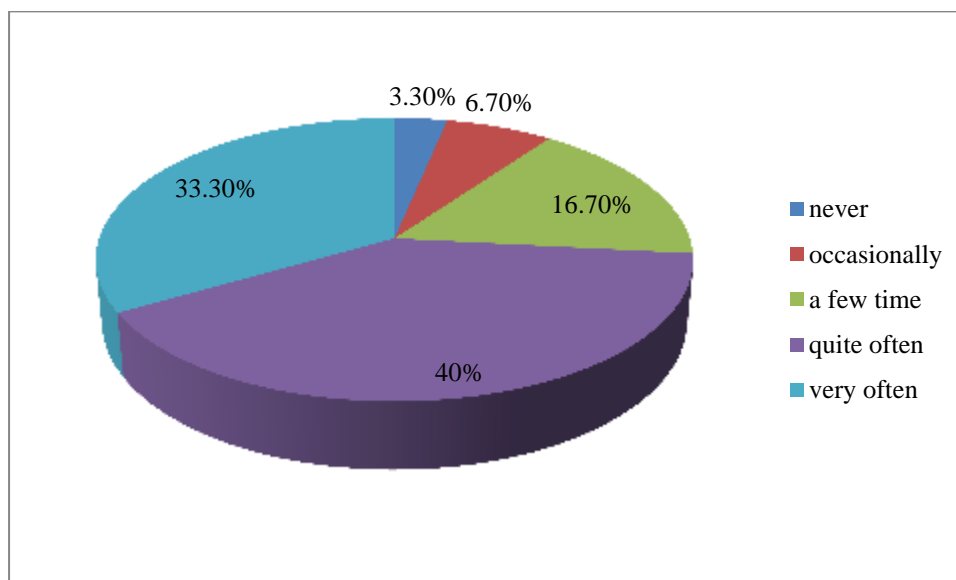Results in table and figure (10) above emphasize that respondents andshows that a majority of the respondentsinveryoftenandquite oftenwhich are exemplified in

(33.3%) and (40%), respectively equal (73.3%) are high ,so the highest percentage (73.3%) is going to negative direction of the statements and all answers of the sample study areagreeable. Therefore this hypothesis isachieved successfully.

Table (11)When teachers display speaking skills teachers should take regularly evaluation.

Statement	Frequency	Percent (%)
Never	3	10
Occasionally	3	10
a few time	6	20
quite often	8	26.7
very often	10	33.3
Total	30	100

Fig (11)*When teachers display speaking skills teachers should take regularly evaluation.*

the result in above table and figure (11)   explain thatrespondentsandshows   that   a   majority   of   the

respondentsinveryoftenandquite oftenwhich are exemplified in (33.3%) and (26.7%), respectively equal (60%) are high ,so the highest percentage (60%) is going to positive direction of the statements and all answers of the sample study are not agreeable. Therefore this hypothesis isachieved successfully.

Table (12) Teachers should teach oral speech on every day school plan.

Statement	Frequency	Percent (%)
Never	3	10
Occasionally	2	6.7
a few time	2	6.7
quite often	13	43.3
very often	10	33.3
Total	30	100

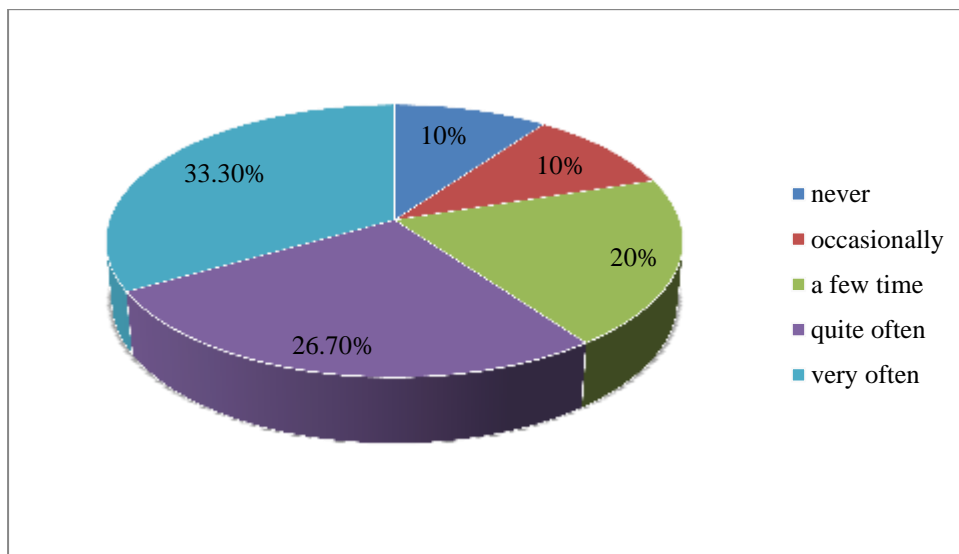Fig (12)*Teachers should teach oral speech on every day school plan.*

the result in above table and figure (12) explain thatrespondentsandshows that a majority of the respondentsinveryoftenandquite oftenwhich are exemplified in (33.3%) and (43.3%), respectively equal (76.6%) are high ,so the highest percentage (76.6%) is going to positive direction of the   statements and all answers of the sample study areagreeable. Therefore this hypothesis isachieved successfully.

Table (13) Teachers when teach should bear in mind the influence of mother tongue for a long time.

Statement	Frequency	Percent (%)
Never	-	-
Occasionally	3	10
a few time	2	6.7
quite often	11	36.7
very often	14	46.7
Total	30	100

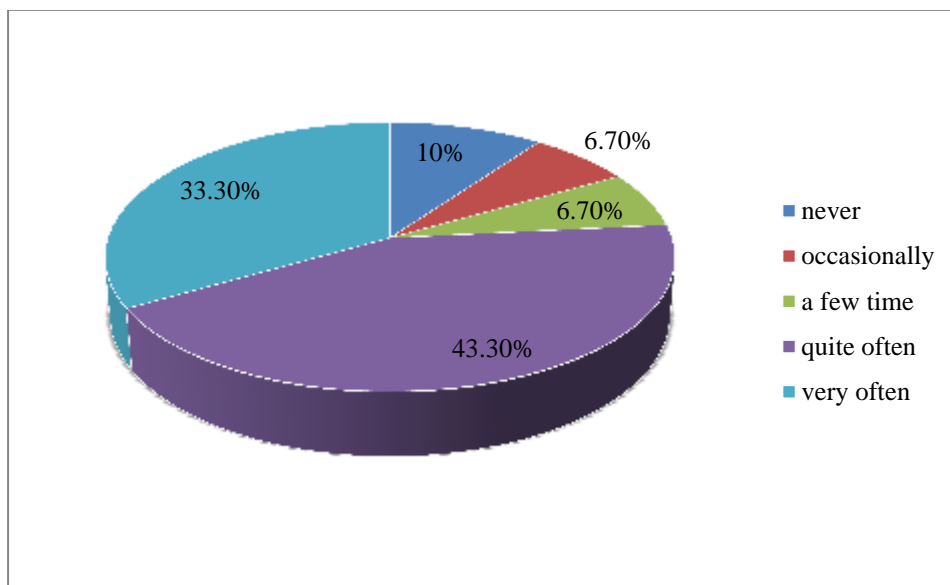Fig (13) *Teachers when teach should bear in mind the influence of mother tongue for a long time.*

the result in above table and figure (13) explain thatrespondentsandshows that a majority of the respondentsinveryoftenandquite oftenwhich are exemplified in (46.7%) and (36.7%), respectively equal (83.4%) are high, so the highest percentage (83.4%) is going to positive direction of the statements and all answers of the sample study areagreeable, Therefore this hypothesis isachieved successfully.

Table(14) Good teachers allocate time for speaking skills.

Statement	Frequency	Percent (%)
Never	-	-
Occasionally	1	3.3
a few time	3	10
quite often	12	40
very often	14	46

| | Total | 30 | 100 |

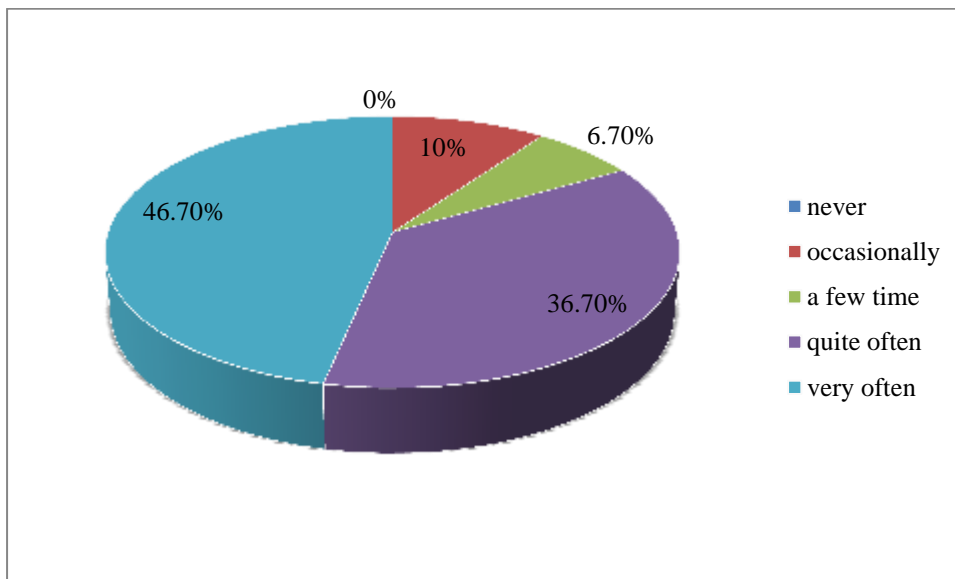*fig (14) good teachers allocate time for speaking skills.*

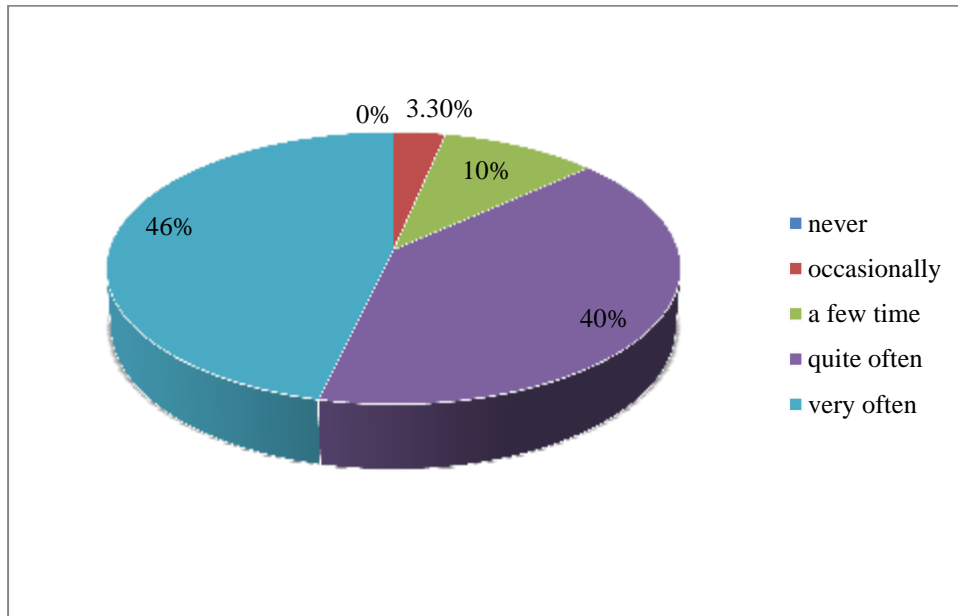the result in above table and figure (14)   explain thatrespondentsandshows   that   a   majority   of   the respondentsinveryoftenandquite oftenwhich are exemplified in (46.7%) and (40%), respectively equal (86.7%) are high ,so the highest percentage (86.7%) is going to positive direction of the statements and all answers of the sample study areagreeable. Therefore this hypothesis isachieved successfully.

Table (15) illustrate the mean and stander deviation and Chi-Square and degree of freedom and p.value of answering about the Statements

Statement	Mean	STD	Ch2	DF	p.value
Do you focus in your class on improving speaking skills through	3.57	1.55	10.66	4	0.00
when you teach honestly do you make use of watching video groups discussion debates listening recorded materials.....etc?	3.07	1.57	3.33	4	0.00
in regard to weak and shy students do have plans for motivating them to engage themselves in speaking.	3.87	1.14	11.33	4	0.00
Do you use picture to talk about from time to time?	3.47	1.14	20.93	4	0.00
Teachers keep their work place tidy so that he can work effectively.	4.37	0.89	53.66	3	0.00
Teachers take positive attitudes that can encourage his students participate lively without draying.	4.40	1.03	8.66	4	0.00
Teachers do tasks in order of their importance.	4.03	1.05	15.66	3	0.00
Teachers write things down rather than trying to remember everything	3.93	1.33	6.33	4	0.00
When teachers display speaking skills teachers should take regularly evaluation	3.63	1.33	17.66	4	0.00
Teachers should teach oral speech on every day school plan	3.83	1.26	14.00	4	0.00
Teachers when teach should bear in mind the influence of mother tongue for a long time.	4.10	1.21	16.66	4	0.00
good teachers allocate time for speaking skills.	4.17	1.09	8.23	3	0.00

The above table indicated the mean , standard deviation, Chi-Square ,degree of freedom and p.value .regarding the answers of respondents

of the study sample about the above Statements it has been noticed that all means are greater than mean stated in hypothesized mean which is about (3) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (0.89 to 1.57).

The difference between the highest standard deviation and lowest is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the p.value of all Statements is less than 0.05 this show that the answers are in the positive direction .this is in line with what has been stated in the hypothesis.

4.2 The chegklist observation

Which conducted on ten different schools to find out the present situation of teaching this skills in secondary schools.

4,3*Table (16) Frequency and percentage Distribution of sample studs about check list study*

Statement	Yes	No
1. About the sound : is it pleasant to hear	10 %100	0 %0
2. Can your students understand the words Sid?	10 %100	0 %0
3. Can teacher (he /she) (teach without becoming angry or making others angry?	10 %100	0 %0
4. is he /she tolerant and respectful his/her students opinions	10 %100	0 %0
5. During speaking skills , are there specific materials for speaking skills (textbook, exercises)	2 %20	8 %80
6. Can student respond appropriately?	9 %90	1 %10
7.The problems facing teachers can be regarded (money , textbook, teaching , aids, language , lab visual aids)	8 %80	2 %20
8. is there any evaluation about speaking skills that has been taught?	3 %30	7 %70
9. Is there any plan considers individual differences	2 %20	8 %80
10. Are all activities follow and fit plan according to time management?	9 %90	1 %10

The Result in above table (15) explain that the highest choice is recognized by the frequency and percentage distribution and showed that all sample study Responseabout statement (1 ,2 ,3,4) (100%)for each statement and not respond (80%)about statement (5 & 9) and (no respond

(70%) about statement (8) and respond about statement (6 , 7 ,10) which are exemplified in (%90,80% .90%) respectively and the lastly said that all sample study agreeable about the chick list of the study show that the answers are in the positive direction .this is in line with what has been stated inthe hypothesis.

4.3.Reliability and Validity of the Questionnaire

Reliability means stability of measure which gives the same results if they implemented on the same sample. The researcher considered ensure stability of the study measure which he has built before using it in the study by using the Statistical Package for Social Sciences (SPSS) for analytical operation.. And the results are shown as follows:

Reliability = 0.94

$$\text{Val} = \sqrt{reliability}$$

$$\text{Val} = \sqrt{0.94} \qquad \text{Validity} = 0.9$$

4.4. The Interview

Ten expert teachers responded honestly about ten questions presented by the researcher to strengthen and support some areas that cannot be covered by the questionnaire as well as the check list observations

From ten teachers belong to ten different schools, locate in Khartoum all are State not Private, at those schools a rapport was seen during interview between interviewer and interviewees the discussion went spontanesously, regardless, the researcher as

netueral, and honestly explained the aim of the research, and his hope to interview each teacher, to get data needed. Since the expert teachers as interviewees had been teaching for at least 10 years, some of them are even more than 20 years, their responses went beyond answering questions to include facts recalled from their rich previous experiences. The interview done when the interviewee was not teaching, that means, at their free time, in all interviews the relationship was simple and respectable as well as informal.

The notes were made after the researcher was clear on certain issue.The interview not like job interviews, they were more in discussion where the teachers were given the opportunity to qualify their responses by explainations or elaborations. After the interviews the researcher wrote a brief account based on the notes made during the interview sessions, materials such as the policy statement of the English department, the scheme of work, examples of students' work were collected from the interviewee. Some of the materials collected from the discussion during the interview.

The account in brief, State schools lack of solid materials which needed badly (e,g, tape, illustrates, … etc) to develop speaking skills furthermore and encourage and motivate students in oral interaction, because of these reasons speaking skills declining. Firstly, the textbook was being for more than 15 years without

modifying or renewed according to what changes in the world to be more attractive and trendy. Secondly, teacher also not well trained to teach speaking skills properly, they still teach without aids, devices, go through text book on traditional methods using only "talk and chalk" almost all the lesson and students absorb information passively. Thirdly, policy makers of education should pay their attention to State schools needs by overstock excellent input. Finallly, honestly all teachers work hard in difficult circumstances to do all the best to their students to be well-educated and have remarkable success.

Chapter Five

Conclusion

Findings, Recommendations, and Suggestions.

5.0. Interduction

The aim of this study is to find out the role of Time Management in developing speaking skills. Hence, the Sudanese teachers at secondary schools face difficluties in teaching speaking skills properly and that reacts to directly to their students who lack the abilities of speaking skills one of four skills needed to prepair those students to be good speakers and then master the language they have already learnt when they come across different situations.

5.1. Findings

The researcher assumed the following as the main findings after analyzing data collection:

1-Most teachers do not allocate any time for teaching speaking skills.

2-Most teachers ignore the importance of teaching speaking skills through their everyday school's plan from warming up till rounding off the lesson.

3-Most of present textbooks focus on reading skills and reading comprehension rather than listening-speaking skills because inevitably are inseparable skills.

4-Most teachers concentrate more on building up students' vocabulary and making the students understanding the grammatical rules than making them practicing speaking skills through training them to express themselves without hesitation.

5-Most of the teaching activities are traditional modes (e.g. reading dialogue, reciting texts, or doing translation)

6-Education policy-makers should adopt new methods plans in order to help integration the four skills.

7-Teachers need to be aware about the value of their time and to know how to manage it effectively.

8-Most teachers have abilities to speak naurally but few students interact lively.

9-All teachers possess manner of responsibility to be tolerant and kind towards students, but there is no solid materials support their or even assessment that can evaluate their teaching speaking skills.

10-Still learners go through fear and anxiety from speaking skills, so that, using strategies for both, teacher and learner can really help managing the time and achieve speaking skills activities' objectives to overcome fear and anxiety.

11-Schools should be equipped by such devices as (e.g. lab, teaching aids, … ect). Otherwise, English departments should encourage competitions in diction of short speech, poems and debates about recent issues.

12-The educational plans should focus on quality more than quantity.

5.2. Recommendations

The researcher recommended the following:

1-Textbooks should be more trendy and include authentic language that can develop speaking skills.

2-Classrooms should be well equipped to help students getting maximum acquiring of language that can be used for speaking skills.

3-Teachers have to pay attention to succeed in interaction and then adjust components of speech complexity such as vocabulary, rate of speech , complexity of grammar structure to maximize speakers comprehension and involvement.

4-Textbooks contents should be prepared carefully to consider the four skills' implementation fairly through each textbook.

5-Teachers can encourage and train their students to use their language thoroughly not only to pass exams and get marks.

6-The good classroom management atmosphere set by teachers can help making a good relationship between teacher-student that reduces students' fear and anxiety to encourage every student engages himself in speaking skills.

5.3. Suggestions for further Researches

The researcher suggested the following:

1-The effectiveness of using educational techniques in developing students' speaking skills.

2-The effectiveness of using activities in teaching speaking skills.

3-The role of Time Management in teaching speaking skills via student-centered approaches.

4-The role of correcting students' mistakes in teaching speaking skills.

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Appendices

Appendix(A)

The Questionnaire

Statements	Very often	Quite often	A few time	Occasionally	Never
1- Do you focus in your class on improving speaking skills through devices?					
2- When you teach honestly do you make use of (watching video, group discussion, debates, listening recorded materials, …etc)?					
3- In regard to weak and shy students do you have plans for motivating them to engage themselves in speaking?					
4- Do you use picture to talk about from time to time?					
5- Teachers keep their work place tidy so that he can work effectively.					
6- Teachers take positive attitudes that can encourage his students participate lively.					
7- Teachers do tasks in order of their importance.					
8- Teachers write things down rather than trying to remember everything.					
9- When teachers display speaking skills teachers should take regularly evaluation.					
10- Teachers should teach oral speech on every day school plan.					
11- Teachers when teach should bear in mind the influence of mother tongue for a long time.					
12- good teachers allocate time for speaking skills.					

Appendix (B)

Check list of Observation

No	Questions	Yes	No
1	About the sound: is it pleasant to hear?		
2	Can your students understand the words said?		
3	Can teacher (he/she) teach without becoming angry or making others angry?		
4	Is he/she tolerant and respectful hi /her students opinions?		
5	During speaking skills, are there specific materials for speaking skills (textbook, exercises …etc)?		
6	Can student respond appropriately?		
7	The problems facing teachers can be regarded (money; textbook, teaching aids, language lab, visual aids)		
8	Is there any evaluation about speaking skills that has been taught?		
9	Is there any plan considers individual differences?		
10	Are all activities follow and fit plan according to time management?		

Appendix (C)

Interview for expert teachers

1- Do you believe that when you teach speaking skills that the best activity one can be chosen through presentation, discussion groups, work in pairs, giving talk … etc to achieve your goals?

2- Do you think using variety of expressions and words about one idea from students themselves is one of the best ways for improving speaking skills?

3- Do you think adopting practical activities to train your students speak language naturally, correctly and accurately according to situations?

4- Do you believe that encouraging your students to speak according to situations and events?

5- Do you think that the role of teacher as a guider to lead every student to speak about his views, discussions, feelings … etc?

6- Do you believe that your everyday plan must be allocated time for speaking?

7- Do you believe that giving advice to your students to excrete some efforts in their spare time will improve their speaking skills?

8- Do you think that software were prepared for language can save time and efforts?

9- Do you believe that some activities should be organized to make learning more interesting? (games, role-play … etc)

10- Do you think giving your students feedback immediately is better way of correcting the language accuracy and fluency?