



**Sudan University of Science and Technology**  
**College of Gradates Studies**  
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## **Influence of Picture – Based Activities to Enhance Oral Communication among EFL Learners**

A Case Study of Some Basic – Level Schools, Khartoum Locality, Khartoum State

أثر استخدام الأنشطة القائمة على الصور في تطوير مهارة التخاطب الشفوي لدى متعلمي اللغة  
الانجليزية باعتبارها لغة أجنبية:

**A thesis Submitted in Fulfillment of the Requirements for the Degrees  
of PhD in Education of English Language Teaching (ELT)**

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## **Dedication**

To my esteemed Parents , my husband, brother, sisters and colleges

## **Acknowledgements**

All thanks and gratitude are to Allah, Lord of the world, for helping and guiding me all through the various phases of this research. I would like to express my sincere thanks to the soul of my supervisor **Prof. Abdulgadir Mohammed Ali** for his great merciful guidance, support, invaluable advice and constant assistance during all the study process. I also wish to express my deep sense of gratitude to my co-supervisor **Dr. Muntir Mubark Hassn ELhafyan** without his help and insightful suggestions, this research would not have been successfully conducted.

## Abstract

This study aims at providing the vital role of picture in teaching and learning English as foreign language to basic school students. Teachers use picture as a teaching strategy in order to facilitate learning process. These picture can be taken from different sources such as internet, books, magazines and other. This study aims at measure the impact of using picture based activities on enhancing oral communication among Sudanese basic schools. To stress on significance and effectiveness of using picture based activates on enhancing oral communication skill among Sudanese basic school pupils and to oral skills in general. It also aims to draw out attention of English teachers on the significance of using picture based activities inside the classroom to enhance the pupils oral communication. The study adopts the descriptive analytical methods. The data were collected by means of a questionnaire which was given to (40) English language teachers and (28) EFL students at Basic School, Khartoum State. The data were analyzed by the statistical packages of social science program (SPSS) .The analyses led to the following results: Picture affects positively in students oral skill in addition to attitudes towards the language. Picture are considered s a flexible and visual instruction technique. Pictures can motivate students to take part in speaking activities. Integrating picture in classroom activities increased oral communication skills. Picture help students to acquire a positive attitude towards Oral communication and English language skills .The study recommends that Teacher should used picture- based activities for enhancing students' oral skills. Teachers have to select color pictures in accordance with pupils' needs and interests. Teachers can use some sites and books which provide pictures. Pupils should be learn extra - classroom pictures to enrich their oral skill. The study is concluded with some suggestions for further studies developing basic schools students speaking skill through picture- based activities. Using Picture based activities as techniques to enhance EFL students writing composition.

## المستخلص (Arabic Version) Abstract

تهدف هذه الدراسة لإثبات الدور الحيوي في تعلم وتدرّيس اللغة الانجليزية كلغة أجنبية لطلاب مرحلة الأساس بواسطة الصورة. يستخدم المعلمون الصورة كطريقة تدرّيس وإستراتيجية من أجل تسهيل عملية التعلم، وفي هذا يمكن الحصول على الصور من عدة مصادر مثل الانترنت، الكتب المجالات ومصادر أخرى. هدفت الدراسة لقياس أثر استخدام الصورة كنشاط أساسي لتحسين التواصل الشفوي لدى بعض طلاب مرحلة الأساس في المدارس السودانية. للتركيز على أهمية وتأثير استخدام الصور كأشطة لتحسين التخاطب لدى طلاب مرحلة الأساس بالمدارس السودانية ومهارة التخاطب بصورة عامة. كما هدفت الدراسة أيضا للفت انتباه معلمي اللغة الانجليزية لأهمية استخدام الصور كأشطة لتحسين التخاطب الشفوي لدى الطلاب. أتبعت الدراسة المنهج الوصفي التحليلي. تم جمع البيانات باستخدام الاستبيان الذي تم إعطائه (40) معلما من معلمي اللغة الانجليزية بمدارس مرحلة الأساس، ولاية الخرطوم، و(28) طالبا بمرحلة الأساس. تم تحليل البيانات باستخدام برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS). اظهر التحليل النتائج التالية تؤثر الصورة تأثيراً ايجابيا على التخاطب الشفوي للطلاب. تعتبر الصورة وسيلة تعليمية مرنة ومرئية. تحفز الصورة جزء من نشاطات التخاطب. إدخال الصورة كنشاط صفي يشجع مهارة التواصل الشفوي. تساعد الصورة الطلاب على اكتساب مواقف ايجابية نحو مهارة التخاطب الشفوي و مهارات اللغة الانجليزية. أوصت الدراسة بالآتي: يجب على المعلم أن يستخدم الصور كنشاط لتحسين مهارة التخاطب الشفوي. يقوم المعلم باختيار صور ملونة تتوافق مع احتياجات واهتمامات الطلاب. يجب على المعلم استخدام المواقع و الكتب المزودة بالصور. يجب أن يتعلم الطلاب خارج الفصل باستخدام الصورة لإثراء مهارة التخاطب الشفوي لديهم. وختمت الدراسة بمقترحات لدراسات لاحقة مثل تطوير مهارة التحدث لدى طلاب مرحلة الأساس عبر نشاطات الصور. استخدام الصور كتقنية لتحسين مهارة كتابة الإنشاء لدى طلاب اللغة الانجليزية كلغة أجنبية.

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## **Study Terms**

### **Picture**

Oxford Advanced learners' Dictionary which defined the term pictures" Whether it is as an object a painting or drawing .etc. that shows a scene. According to Andrew Wright (1989 :2) " Pictures are not just an aspect of method by through their representation of places, object, and people they are an essential part of the overall experiences".

### **Visual Aids**

Definitions indicate the visual aids as “thinking process”. There is relation between the visual and the way we are thinking. The mental picture we visualize when we speak. Boyed (2004:12) explains that: “An important way to keep the audience listening to you the audience se mental pictures as you speak – we tend to think in pictures.

### **Oral communication**

Oral communication includes face-to-face conversation, telephonic conversation; radio broadcasts, interviews group discussion, public speeches, meetings, seminars, etc. use of different forms of oral communication is most common and proficiency in oral communication can a great to any individual. Chadha (2003).

### **List of Abbreviation**

EFL: English as A firing language

EL: English Language

**CHAPTER ONE**  
**INTRODUCTION**

# CHAPTER ONE

## INTRODUCTION

### 1.0 Background

Speaking English skills are often considered the most important part of an EFL course, and yet the difficulties in teaching oral skills frequently lead teachers into using inadequate oral tests or even not testing speaking skills at all. This describes a workshop used in a teacher development programme to help teachers with one aspect of the problem of oral communication. Communication is simply that act of transferring information from one place to another, whether this be vocally (using voice), written using printed or digital media such as books, magazines, web sites or emails visually (using logos, maps, picture charts, or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice).

The present study tries to shed light on the most effective activity to improve oral communication which is also called picture-based activities and investigate its influence upon English learners, and how these techniques should be highly regarded from teachers and learners to achieve its goal. One other way to make use of pictures in speaking activities is to give students just one picture and have them describe what is that picture about. For such activities pupils are given different pictures, so pupils discuss the pictures with their groups, then a spoken person for each group describes the picture to the whole class. These activities foster the creativity and imagination of the learners as well as their speaking skill. On the other hand, in the different picture activities students can work in pairs where each couple is given two different pictures for example a picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities

and difference. Its called picture –based activities (describing pictures, and picture differences are a great way to start).

### **1.1 Statement of The Problem**

It is observed that these activities are commonly ignored by teachers who teach English language at Sudanese Basic schools. Therefore this neglect strongly affected pupils' oral skills so the which the problem which the present study attempts to investigate is that the pupils of Basic schools cannot communicate orally as a result of ignorance of the most important activities that strongly contribute to enhancing oral skills which are also called describe pictures.

### **1.2 Questions of the Study**

The present study attempts to provide the following questions:

1. To what extent the picture based activities have effectiveness on enhancing oral communication among Sudanese basic school pupils.
2. To What extended pictures based activities have significance and an effectiveness on enhancing oral communication among Sudanese basic schools pupils on in developing pupils oral skills in general?
3. How can dictate communicate picture-based activities inside the classroom "to pupils" to the most fore enhancing pupils oral performance ?

### **1.3 Hypotheses of the Study**

1. Picture based activities have strong influence on promoting oral communication among Sudanese basic school pupils it used commonly in teaching English language.
2. Picture based activities are very significant one an effective on enhancing oral communication among Sundance basic schools pupils .
3. Teachers of English language can extremely benefit from teaching on adopting new methods and techniques like based activities.

## **1.4 Objectives of the Study**

This study aims:

1. To measure the impact of using picture based activities on enhancing English oral communication among Sudanese basic schools Pupils.
2. To stress on significance and effectiveness of using picture based activates on enhancing oral communication skill among Sudanese basic school pupils and to oral skills in general.
3. To draw out attention of English teachers on the significance of using picture based activities inside the classroom to enhance the pupils oral communication competence.

## **1.5 Significance of the Study**

The significance of the study arise from many aspects the first one is that picture based activities have great influence on developing oral communication by considering the different situations and contents that allow pupils to practice their language freely learn beside developing their selves confidence and the second aspect that reflects the importance of study, this study can draw teachers attention to focus on pictures based activates and to exists these measure activities practically to contribute improving oral communication competence on basic schools pupils so as to enable them to use their language effectively in different situations and context.

## **1.6 Methodology**

The study used the analytical descriptive method and a questionnaire for teacher and students of English language at basic school. The results of the study were compiled and analyzed by (SPSS) Programm.

## **1.7 Delimitation of the study**

The present study will be limited to academic year (2018-2019), and also will be limited to EL-Amarat Model Basic School Khartoum Locality, Khartoum State.

## **Summary**

This chapter show the main idea of the researcher the problem, objective, method, question and the hypotheses the area of the study.

**CHAPTER TWO**  
**LITERATURE REVIEW**  
**AND PERVIOUSSE STUDIE**

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Background**

There is a known English idiom that says "a picture is worth a thousand words". Pictures have a major role to play in language classroom. They are an effective resource for the teaching /learning process and contribute in the progression of language skills. Moreover, pictures are precisely used in teaching young learners since they are not yet able to understand words and long phrases, the utilization of a didactic aid is required in this process. Showing pictures to what's being taught is a good way to build student' engagement. It is also enriches learners' memories in which they can store vocabulary. Furthermore, this aid helps to bring outside world into classroom easily besides that; it triggers the learner's imagination and creativity. Additionally, the use of pictures during the lesson delivery can likely sustain the attention, interest of the student and make it enjoyable. Hence, in this chapter, we will cast the light on pictures definition, types of pictures, the criteria of good picture, also the advantages of using pictures in teaching English language, using pictures in teaching speaking , ways of using pictures as a teaching strategy and activities where pictures are used to teach speaking.

#### **2.1 Overview: Identification of Picture based Activities**

Picture –based activities is an effective starting for helping students and use picture to attention, so to convey message and information through teachers of English to second language learners know that language is enhancing by engaging multiple senses. Sound, sight and touch, in classroom instruction. Pictures connect spoken and printed words to known objects, In addition to their practical function of conveying information, picture are fun and interesting. Adults enjoy looking at



pictures of people of every shape, size, color, age and attire. They enjoy observing the details that appear in background of photos such as shown in kitchen on store shelves, in scenes of busy downtown also pictures on store shelves, in scenes of busy downtown also picture compare to those on life.

## **2.2 Definition of Visual Aids**

Many writers define visual aids differently but most of these definitions indicate the visual aids as “thinking process”. There is relation between the visual and the way we are thinking. The mental picture we visualize when we speak. Boyed (2004:12) explains that:

“An important way to keep the audience listening to you the audience sees mental pictures as you speak – we tend to think in pictures. For visualize a specific river familiar to you. So it behooves the speaker to develop material that will point pictures in the minds of the audience”.

There is no doubt that pictures attract attention and interest not only because they show new views of the past, the future and the far away but because they do this in a direct way. A skillful teacher will also use them to encourage learner to turn their thoughts into words. These materials are sometimes known as realia”. Berwuld (1987:3) thinks that:

“Realia refers to objects, not copies models or representations. From a particular culture (and) .....one designed. For use in real life situations not for use as instructional tools, Realia and other authentic materials ....provide a wide range of printed and spoken messages that can be used as primary or secondary material in a .....language classroom”.

Visual aids and realia have some function and can be used in the classroom effectively. Visual aids are considered as effective teaching

aids. Hot (1995: 121) provides the following “basic kit” of teaching aids, including objects, games and materials”.

- 1- Realia: clocks, food, items, a calendars fruits and maps, food containers, house hold objects and the classroom objects.
  - 2- Flash cards: pictures woods and signs.
  - 3- Pictures or photographs, personal, magazine.
  - 4- Over head projector, transparencies.
  - 5- Pocket chart for numbers, letters, and pictures.
  - 6- Alphabet sets.
  - 7- Color index cards to teach words order in sentences, the show when speakers’ changes in a dialogue, to illustrate question answer format and to use as cues for a concentration game.
  - 8- Colored chalk to teach word order to differentiate between speakers in dialogue. Chalk to illustrate question and answer formats.
- From above when working with learners.

According to Collins English Dictionary (1991:23) “*devices, such as film, slides, models and black board that display in visual form material to understood or remembered*”, but Keller (1997:1) notices that:

- 9- “Visual aids: vision is also general methods for devices that assist with vision include screen readers. Screen enlargers, magnifiers large type books taped books, form graphics, synthesizers and scanners.”

### **2.3 The importance of Visual Aids**

Visual aids are necessary and very important method for training and learning English, above all they motivate learning and provide varieties which avoid boredom in the teaching method. Ashby: (1975:26) states " Any technology which increases the rote of learning , enables the teacher to teach less and the learner to learn more."

There is no doubt that the devices called, (audio visual aids) do contribute to this end. They provide two channels of access to the mind which can be used simultaneously, through the eye and the ear. There is no doubt that the student learns a foreign language more easily when what he reads in a book is reinforced by what he hears on tape and in a language laboratory the student, can record his own voice, listen to it himself and hears his teachers comments also, the close – circuit television where by the gifted teacher can speak and offer demonstrations to a far larger audience than could reach by traditional technique and a future development is the video disk, about the size of gramophone record which provides the students with a half hour television lesson.

There are other aids which can be categorized into four main types, namely visual, aural, audio visual and language games. Visual aids include the chalk board, pictures drawings, charts, map, objects, cloth and magnetic boards, plastic figures and cutting them also involve projected visuals such as film strips, projectors, and overhead projectors. Many games are utilized for presentation reinforcement and communication practice. These materials and aids are used for stimulating interest in the foreign language, explaining concepts or illustrating meaning reinforcing

learning, directing or promoting conversation groups and providing cultural background. Each type of these aids has its own characteristics and functions, some of them are more effective than others .pictures, for example, stimulate more ideas than objectives. An overhead projector is more evocative than a chalk board, newspapers, cutting are easier to handle than real objects, and game – like activities are more useful than others in building communicative competence. The teacher should be careful to choose the most appropriate aid that best serves his teaching purposes Ashby, (1975:62) argues that:

“Using aids simplifies the learning process, evoke interest in the foreign language helps the teacher utilize his time, motivate pupils to practice the language provides language experience to improve communicative competence”.

Visual aids can be used at any stage of lesson to help in presenting new language or introducing a topic, as a part of language practice and when reviewing language that has been presented earlier. Doff, (1978:81) mention that: *"Good visual aids are not used once, but again and again can be shared by different teachers"*. Authentic Material in motivation to consider the visual kinds as authentic material in classroom, this refer to photographs, sides pictures cuts from magazines, diagrams and the non-linguistic elements of films and videos material, all these can convey the meaning to students in a very motivating and attractive way. These materials can be used successfully in the class to motivate students and to create effective learning but it will be misused if the task itself is not authentic. Davies and pears (2000:14) states opinion is must be a genuine purpose for reading or listening to the material in the first place they state that:

" Topics can be a rich source of motivation in English language classroom. Teacher way use authentic materials of personal interest for example magazine, newspaper , articles, cassettes of songs, and videos of television programmers".

## **2.4 Visual Aids Create Motivation**

Language learning can be dull, especially if the learners do not feel a real need to catch and rivet their attention. The learning process itself must be exciting and enjoyable. You can make it so, by frequent change of activity and adversity of materials. Also, much of what we say in any

language is prompted by what we see or have seen around us. Therefore, we have to give our students practice in reacting in English to objects or pictures. According to ministry of education in Abbas (2007: 7) stated the following:

"to express themselves in English right from the start, students must have access to a variety resources such as work and expression banks poster, computer programs, the teacher and the perrs"

From the previous quotation, teaching aids are tremendously important in the classroom, as they do not introduce real – life examples, but also, give the students some thing tangible to use or see when learning. Hoban and Ormer (1970: 56) state that

"Thus is a general consensus among both researchers and practitioners that visual material and effective in the classroom only when used as a supplement and not as a substitute to basic teaching tools like text book – black board, and the teacher voice".

Thus visual aids encourage student to interact with the subject matter also the students take active role. So student are motivated and encourage.

## **2.6 Types of Basic Visual Aids Used in the Classroom**

There are many types of visual aids motivation interaction students in classroom like the following:

### **2.6.1 The Black Board**

The black board is a first aid mentioned and included merely to show that all instructors type of visual presentation. The question is whether the instructor is using the proper aid in the proper way at the proper time. The advantages of the black board are obvious. But all of us will recall its short comings from our own classroom experience as

students. Black board writing is time – consuming and contributes to restiveness in the class when the instruction back is turned. Lewis and Hill (1993:65-66) notice

“The first time you try its easiest to write the first few steps on the board to show the students what they are expected to do. Having done that you can go on to use the idea again and again. Since the student know what is expect of them ....the practice dependents on the speed with which you do it the whole idea is what the students respond automatically notice how little the teacher says in these drills giving prompts and more”.

From the precious quoted text, this is one of the most important visual aids, commonly available and inexpensive. It has advantage of providing a focal point of attention to the whole class and can be used for avauetly of purposes. This must be regarded as an integral part of the lesson. Prepare your black board work advance and ask yourself before the lesson how can you use it, unless what is on it is needed again, it should be cleaned at the end of the lesson and it should be dined at the beginning of the lesson. If anything irrelevant remains on it from the lesson before most write or draw clearly so that the students can see.

Use the left hand side for content work and the right for keeping a record of the work during the lesson. Correct spelling and punctuation are essential practice good dear hand writing and learn to simply and unambiguously on the board.

### **2.6.2 Flannel Board and Magnet Board**

It is an influential factor in the classroom its used for presentation. Ellington (1987:20) asked: why use the flannel board? A flannel board is simple and inexpensive to construct. It is easy to store and light to carry. It makes you more mobile as you can move it to where your students are

sitting if need be. You can use flannel board to provide a wide range of language practice for students from language skills forms or functions to grammar items, your students enjoy participating flannel board activities. The flannel board is not just a primary school medium. The flannel board is a dynamic medium in that it provides a way of presenting ‘mobile’ situations and changes can be shown by adding or taking away figure for the flannel board. Ellington (1987: 2-10) states

“Make them yourself, choose a reasonably thick card board to ensure durability, cutout the figures or objects large enough to be seen by students at the back of the class. Don’t have too much detail on them. Give them a clear coat of varnish to make them more lasting etc. make a collection of figurines from magazines; use a variety of materials felt woolen material velvet, suede, blotting paper, sponge or any material with natural adhesion”.

Aim to build up sets or categories of figurines rather than try to prepare them for individual lessons or specific language items. Examples of figurines: people in general, people doing things, occupations, food. Household objects, places, animals, symbols logos. Store figurines in stiff, clear plastic envelopes (there can be bought) each clearly labeled with the contents. You can also make your own filing cabinet from a small wooden or card board box.

### **2.6.3 Chalk Board and White Board**

What must you do to use the chalkboard and whiteboard effectively? Ellington (1987:1) asks:

- a. Write legible and horizontally.
- b. Hold the chalk like a pen or pencil.
- c. Use chalk and left. Tip pens of various colors

Stand on your left hand side write if you are right handed person (and vice versa if you are a left handed person).

d. Concentrate on the centre of the board Advantages

- Most presentation rooms have one
- Easy to list points a rising in presentation immediately.

Disadvantages

- Not permanent displays
- Can't refer back at later time the presentation
- Can't pre-prepare visual and keep hidden.
- After constant use looks more and more untidy

#### **2.6.4 Models**

Models for demonstrating and making impact, also they explain process and making the topic interesting. Ellington (1987: 9) states

*“are objects that duplicate as accurately as possible the real objects. Sometimes they are smaller versions of the real objects.*

- *Some models can be commercially bought for teaching purposes and some can teacher made.*
- *Some useful models that you might consider having in the language classroom: model telephone, globe clock.*

*What are models good for?*

- *Demonstrating*
- *Making impact.*
- *Explaining a process*

*Consider the following you use models in your lesson:*

- *Ensure that the model will work*
- *If you pass the model*
- *Make sure that it is big enough for your students to see*



- *If you pass the model a round in the class make sure your student are enough time to examine the model.*

## **2. Flow Charts**

This graphic organizer strategy assists students in representing position, role and order relationships among group elements. Students draw a representation of a sequential flow of events, actions, character roles, and / or decisions. Based on the situation, the graphic frame for the flowchart can be student and / or teacher generated.

## **3. Flash Card**

Using flash cards to present single concept, such as an object or an action however, picture Ellmghtion (1987:7) says that: “*flash card are best used to revise or proactive previously taught language rather than for the presentation of new items.*”

## **4. Poster**

Poster sessions first appeared in Europe as responses to lack of time to present papers in the conventional oral manner. Posters provide students with opportunities to learn from one another and to share their work with widen audients. Charls et al (1994:1)

“the poster has become one of the most important types of scientific communication at social media and scientific conference. The power of the poster is that the communication and directly and discs their data interpretations on one or in small group atmosphere.”

Indeed the poster format are some similar format will problem become the most useful layout for electronic presentation through the “net”.

#### **4. Maps / Charts / Graphs / Pictures**

Visual aids that assist teachers in demonstrating relationships between words and concepts.

#### **5. Semantic Webbing / Mapping**

Strategy provides LEP students with a visual picture of how words or phrases connect to a concept or a topic. The instructor lists the target topic or concept, and builds a web-like structure (by circling and connecting the words) of words, phrases and verbs that students offer as being connected with the central topic. Class discussion may follow, with the instructor as the facilitator, to argue against or to defend the perceived relationships of the called out words to the topic, and eventually a consensus is reached as to what the class believes constitutes a “web” for that concept.

#### **6. T-Charts**

T-Charts are graphic organizers that compare / contrast two topics by dividing a page in half like a “T”.

### **2.7 Visual Teaching Strategy**

Because education becomes more wide spread, teachers must learn to include tactile teaching aids as part of their teaching strategy. It is known that lessons become more interactive, and in collusive, with use of these teaching aids and appliance. Brown (1998:39) states:

“To carry out his/her job successfully and ensure the learners maximal benefit, the teacher has to use his/ her teaching methods techniques as well as materials in a manner that is consistent with the learners’ needs and interest”

And so the appropriate use of aids can be substantially helpful in this respect, since such learning aids and teaching machines stimulate the learners' attention during the instructional process. Visual teaching strategies help learners to increase the speaking ability and give example and theme that suitable with the students need. Hamblen, (1993: 123) points that: "Definition of Visual Teaching Strategies and Aids Visual teaching strategies reinforces the meaning of a term, topic, or theme". These strategies are commonly viewed as visual teaching aids that encourage interpretation and hypothesis testing, especially in science classes. According to Mayer, (1989:145) "Common visual teaching aids are diagrams, charts, 3-dimensional structures, videos, and illustrations". Visual teaching strategies and aids are conceptual models that are intended to help learners build mental models and highlight the major topics of the theme or system being studied.

## **2.8 Interactive Strategies by Using Visual Aids**

The pervasive use of Interactive Visual Aids brings with it great opportunity to optimize and better target content.

### **2.8.1 Peer Buddy / Small Group Activities**

Small cooperative groups are used to provide home language assistance and opportunities to negotiate meaning in the development of second language communication skills in a non-threatening environment.

### **2.8.2 Jigsaw**

This is a cooperative learning strategy in which everyone becomes an "expert" about a topic or sub-topic, and shares his or her learning within a group setting so that eventually all members learn the content.

To implement this strategy, the students are divided into groups; each group member is assigned a section or a part of the material selected for

study. Each student meets with the members of other similar groups who have similar assignments, forming a new group. This new group learns together, becomes an expert on their assigned material, and then plans how to teach this material to members of their original groups.

Student's later return to their original groups (whose members each now represent one of the different areas of the topic being studied) and teach their area of expertise to the other group members. In this manner, a topic or subject of great length can be covered and learned in a fraction of the usual time. LEP students can learn the material more effectively since they also must become teachers of the content they have learned to the members of their original groups. Jigsaw offers many opportunities for language acquisition, practice, enrichment and reinforcement. Jigsaw Activates: Jigsaw Activates are more elaborate gap activities that can be done with several partners. Nunan (1997:61) mention that:

“in a jigsaw activity, each partner has one or a few pieces of the puzzle, and the partners must cooperate to fill all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic or strip or one photo from a set that tells a story.”

More elaborate Jigsaws may proceed in two stages. Students first work in input groups (group A, B, C and D) to receive information. Each group receives a different part of the total information for the task. Students then reorganize into groups of four with one student each from A, B, C and D use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Duzer, (1997 :8) mention: Groups A,B,C and D each hear a different recording of a short news bulletin. The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students

reconstruct the complete story by comparing the four versions with information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students.

### **2.8.3 Corners**

This is also a cooperative learning strategy, designed to optimize the learning of the assigned task, and sharing that learning with other students. The teacher needs to assign small groups of students to different corners of the classroom. They discuss various solutions, perspectives and points of view concerning a pre-selected issue, and decide on a presentation format. Finally, small groups present to the Class.

## **2.9 Communication**

Communication is ubiquitous, it appears nonetheless difficult to define. We define communication in different ways depending upon interests. Communication is the supreme aim and objective of any language learning situation, Sudanese EFL learners need to exert ultimate efforts to master skills of communication in English language, which represents their (TL) target language. Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. .

Crystal and Varley, (1994:4) Communication is an act to of sending and receiving of messages. (cited in Bloomer et al, 2005:15). For them communication is a broader concept than language, and language is included within what is meant by communication. (Hornby, 1995:229) “to communicate” means to make something known, and pass or transmit something. It also means to exchange information, news, ideas, etc, with somebody. Deverell (1974:4) sees that "communication as something

more than writing correct English, precise reporting and dealing with correspondence" Although all these are part of it and the mechanics of writing and speaking must be mastered. For him communication may be said to have two aspects: "As an exchange of opinions and ideas, it is concerned with human relations. It is also a matter of skills in conveying information from one person to others." Moreover, Widdowson (1984: 86) states that

"communication is achieved when the speaker formulates particular proposition content and illocutionary intent in such away as to make them accessible on the one hand and acceptable on the other."

Communication is derived from a Latin word 'communicaer' which means 'to impart' 'to share' and 'to make common'. It may be defined as an exchange of facts, ideas, opinions or emotions between two or more people. (Brown, 2000:250). Defines communication saying that it may be regarded as a combination of acts, a series of elements with purpose and intent.

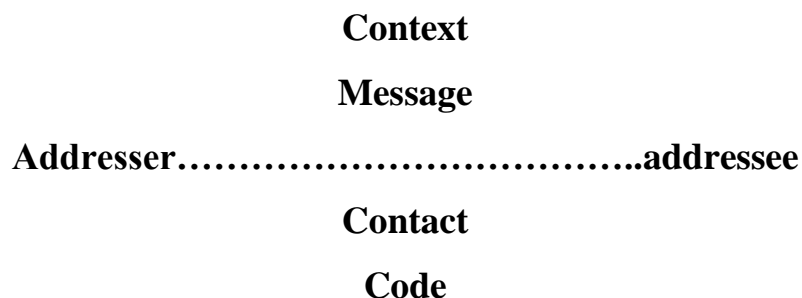
"communication is not, merely an event, something that happens; it is functional, purposive, and designed to bring about some effect, some change, however subtle or unobservable, on the environment of hearers and speakers."

## **2.10 Process of Communication**

A communication process gets start as soon as we decide to convey a fact, an idea, an emotion, or an opinion to others. Chadha,(2003). The communication process has many components: The person who starts the communication is called the sender or the source. The matter he communicates is called the message. This message is encoded in a suitable set of symbols and transmitted to person/persons called 'Receiver' through appropriate medium or channel. The receiver receives

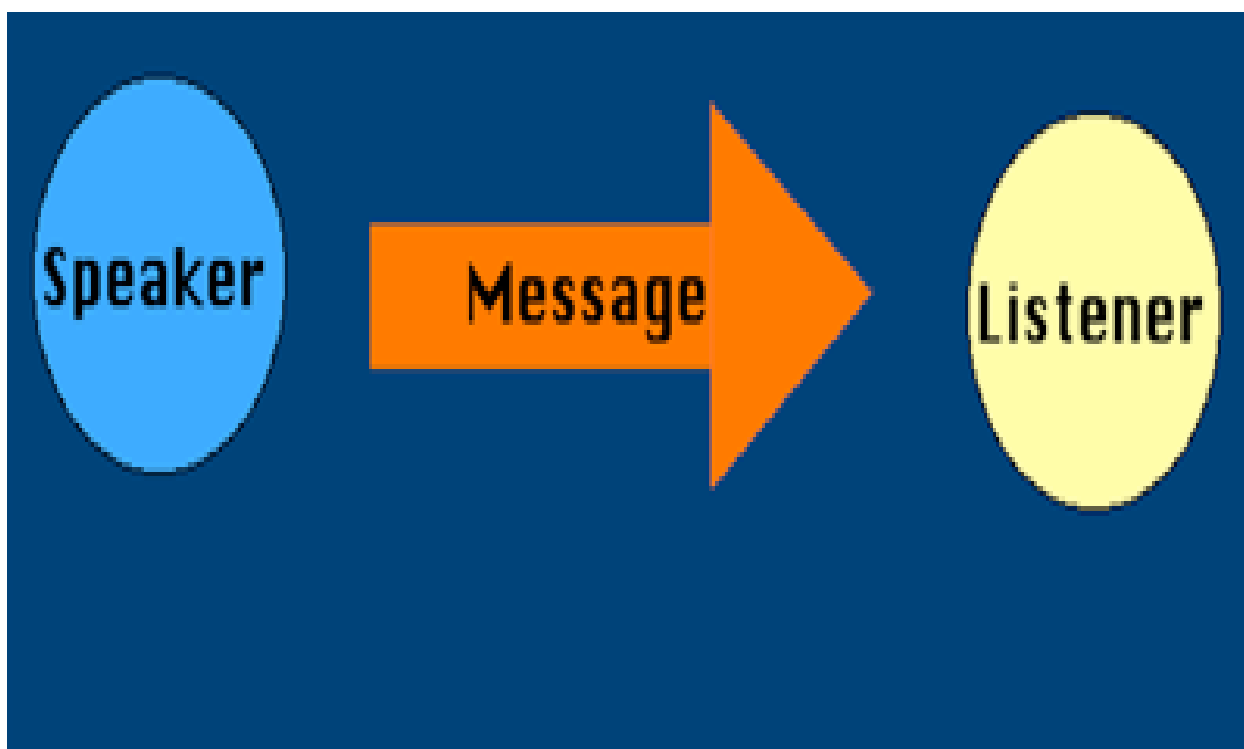
the message, decodes it i.e. understands interprets it and gives a suitable response called 'feedback. (2003: 1). Chadha communication is a two way process, at least two persons are involved and they also keep switching their roles. Also according to him to complete the communication process some response or feedback from the receiver to the sender is required. 'Without feedback the sender has no way of knowing whether his message has been received and understood.' (2003:2).While giving feedback the receiver assumes the role of the sender and the sender becomes the receiver.

According to Chadha, it is essential to have a common frame of the reference for any kind of communication to take place. The sender and the receiver must have common interest, objective and understanding of the medium used. They must have the willingness and motivation to carry on communication. There must be a high level of co-operation between the sender and the receiver, otherwise; the desired response will not be evoked by communication. Bloomer et al,2005:16). Point out six major components of verbal communication. The model summaries the process of communication and is known as Jacobsons model of linguistic communication:



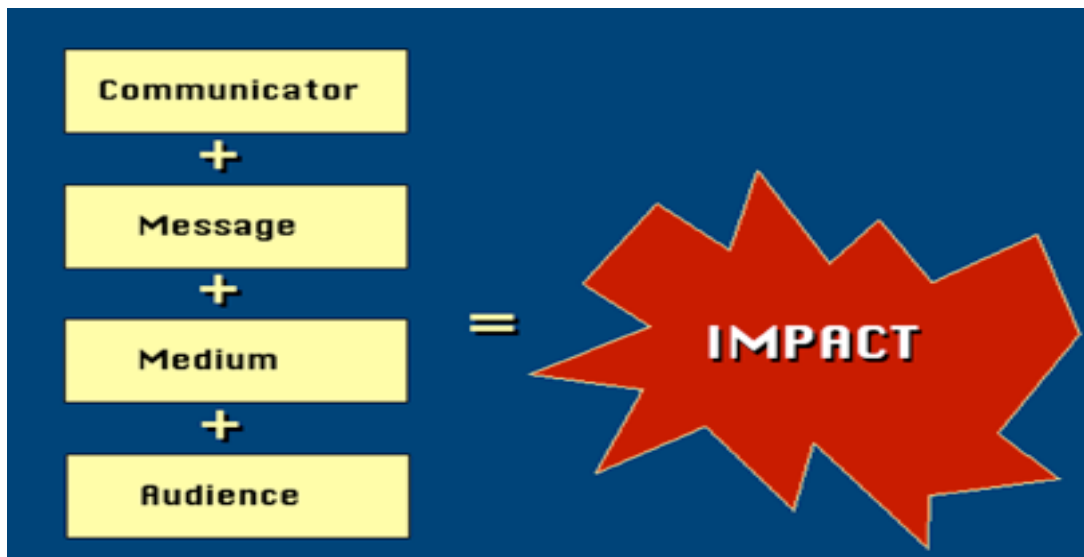
In this model, which is sometimes known as a 'code model', a message giver (addresser) transmits a message to a receiver (addressee). The

message is put into words (the code). There must be a point of contact linking the addresser and the addressee. There will be a psychological link between them as well as a physical contact whether that by face to face or at a distance. The importance of context is in determining the form of the message that has already been noted above. Osman (2003:5) also indicates that "communication implies more than one person. 'There must be someone to transmit a message, someone to receive it.'" As Hassan (1999) points out, "communication is achieved by means of a variety of resources. Participants in the communication can draw both on language and on non-verbal resources in the same way." Since communication is a process, it is insufficient for the students to simply have knowledge of target language forms, meaning, and function. Students able to apply this knowledge in negotiation meaning. It is between the speaker and listener or reader and writer becomes clear. According to Aristotle, copyright (2004:2). Represented communication as might an orator who speaks to large audiences. His model incorporates few elements.



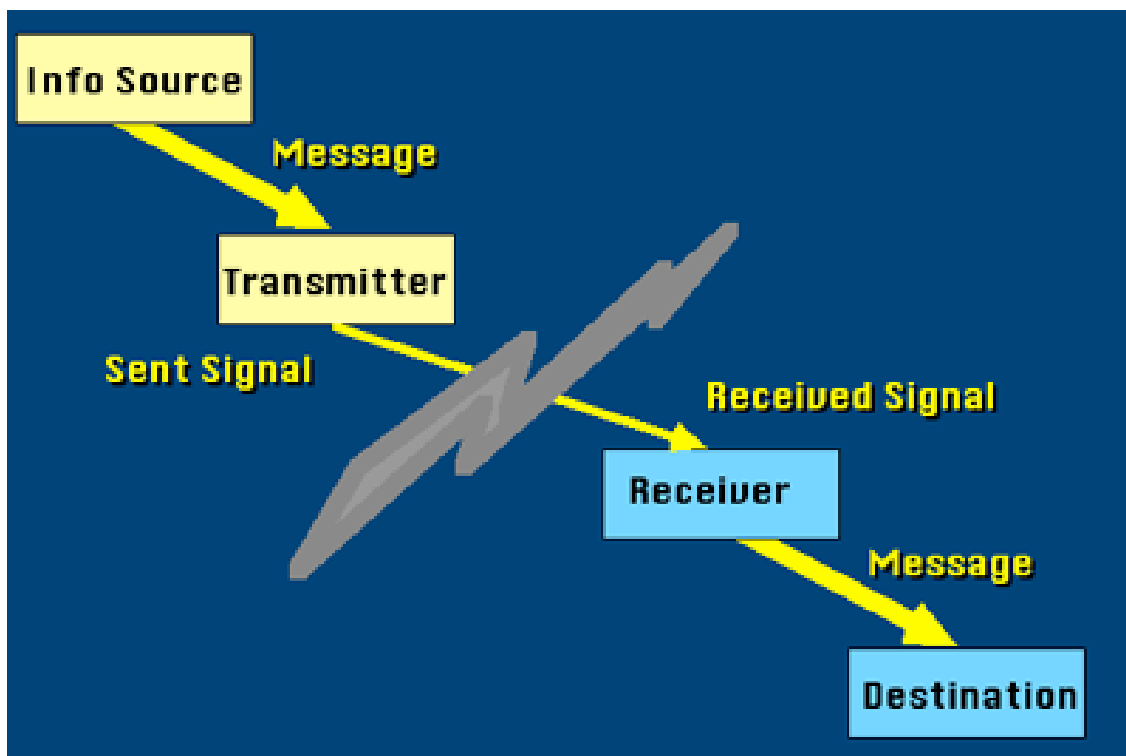


### Laswell, (1948) Model of communication



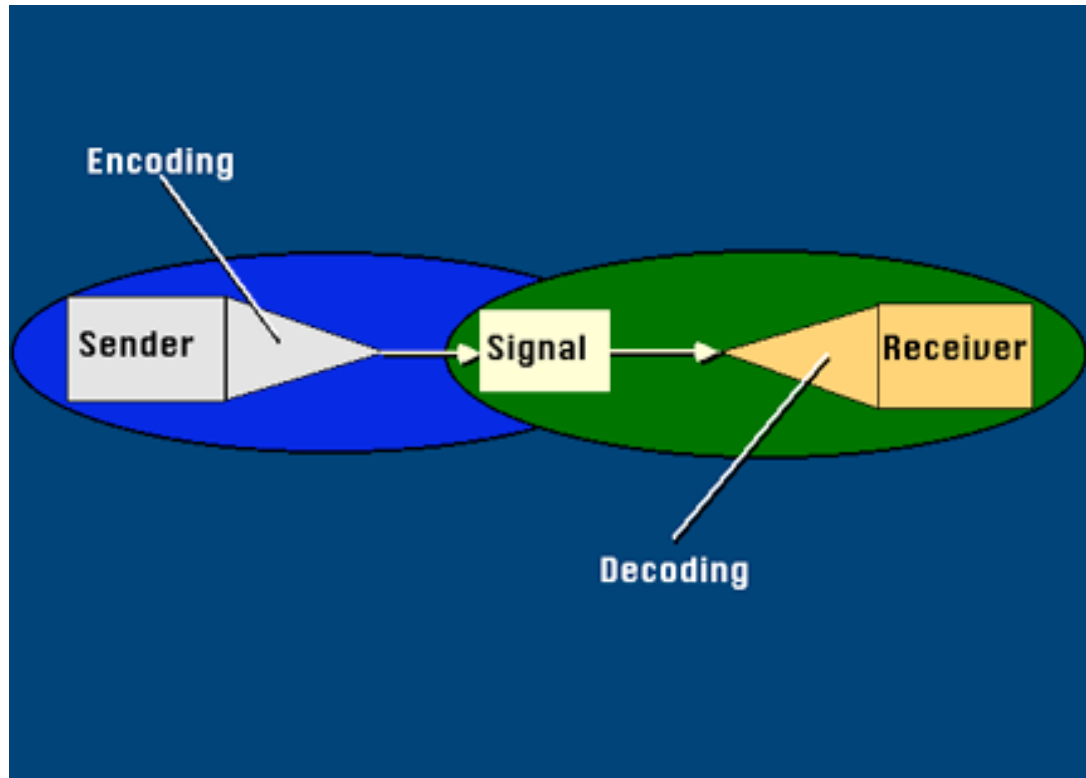
### Shannon and weavers (1974) model

His model includes consideration of a variety of factors being considered to determine the impact of a communication.



## Schramm's Model, (1954)

This model focus on information theory, and particular transmission and reception of messages.



There are many ideas in this model that should apply for examination of communication under a wide variety of circumstances. this model illustrates—the colored overlapping ovals represent the fields of experience of the sender and receiver. Osman (2003:5). Also indicates that communication implies more than one person. “there must be someone to transmit a message, someone to receive it.” As Hassan (1999) points out communication is achieved by means of a variety of resources. Participants in the communication can draw both on language and on non- verbal resources in the same way. Communication as Byrne (1986) notes, is a tow way process between speaker and listener or reader and writer. And all have apposition function to perform. For Barrett (1973:4), what is involved in the act of speaking is the process of communication.

The process of human oral communication is characterized by a dynamic interpersonal exchange. It is a process that is ongoing and continuous; it is dynamic, in that it is under ever-changing conditions and ever-changing predispositions of people. Barrett (1973) reviews the basics of the process, with an example of one person communicating orally with another: the sender of the message says something to another, the receiver. The sender encodes his message to the receiver, using words, vocal expressions, and perhaps physical movement. He presents the message in symbols. The receiver understands the symbols decodes or interprets the message. But it does not stop there, for the receiver makes a response of some kind (feedback). Barrett (1973:4) states that:

“We send messages and receive feedback in the three ways: verbally- with word; vocally with voice not shaped into words ‘hm- mm’ ‘eee!’ ‘sss’ and dozens of other expressions which cannot be produced with our regular alphabet; and visually- through the sight waves as gestures, bodily movements, winks of the eyes, frowns, and other physical action”.

## **2.11 Element of Communication**

**The basic element of communication are**

- a. communicator:** the sender, speaker, issuer, or writer who intends to convey or transmit a message.
- b. Message:** the subject matter of communication, message is a short communication set from one person to another or the central theme or idea of a communication.
- c. Transmission:** the act of conveying message.
- d. Channel:** medium used to transmit the message. It is the transmission media in which signals are confined to a specific path using wire or cable,

communication channels are the means through which people in organization communicate.

**e. Receiver:** person to whom message is meant.

**f. Response:** replying or reaction of the receiver.

## **2.12 Types of Communication**

There are different type of communication. Communication broadly classified into four types: written communication, visual communication, audio- visual communication, and oral communication. It depends on factors like the urgency of the message, the time available, and the intellectual and emotional level of the receiver. Let us to explain each type:

### **2.12.1 Written Communication**

Message conveyed through written forms like letters, circulars, that memorandums, notices, reports, articles, books, newspapers, magazines, essays, e-mail, etc. constitute written communication. Chadha, (2003). Since written communication is more structured and formal in nature, it is taken more seriously. It was said that on average 70 percent of persons waking time spent communication – either reading, writing, speaking or listening. According to Riames (1983:4),"a learner of any language can easily speak it, but it is not very easy to write it, because writing is not only speech written down on paper. Learning to write is not a simple and natural task. You need to be taught how to write the same language that you speak. There are many skills that the learner of language need to know, before beginning writing. Written language generally demands standard forms of grammar, syntax and vocabulary. ;it is not like speaking it relies on the words on the paper to express meaning hence, it need the use of punctuation, good spelling, and planning. Deverell (1974:7) ,says that for written communication,

"writing correct English, to coach students in grammar, the analysis of sentences are not enough, they need more: To communicate one must practice and learn by mistakes. One cannot come to grips with report-writing until one has sat down and wrestled with the actual problem of making certain representations to ones higher are practice and unsleeping self- criticism."

Also in the written communication Deverell (1974:74) gives a high importance to word order , use of tense, agreement, spelling , punctuation, capitalization, hyphenation, abbreviations, numbers, vocabulary , etc.

### **2.12.2 Visual Communication**

Chadha (2003:6), adds that mime is an old art in which ideas and emotions are communicated through facial expression. Traffic signals can very effectively control our movements on the road. Similarly posters and slides can convey powerful ideas and have great mass appeal. A simple cartoon in a newspaper often makes more effective comment on a situation than an entire article. Visual communication can be very effective if used in combination with other media. Sometime nonverbal acts are more powerful than the verbal acts. As we relate interpersonally to others, we ought to be aware of all nuances of a message: the gesture serving as punctuation, the sad look in the eye which contradicts the happy words of the mouth and so forth.

True understanding requires sensitivity to all stimuli and their meaning. Semiotics is also a big part of visual communication. Chandler (2002:1), simply puts, semiotics or semiology is "the study of signs" Cited in Bloomer et al ( 2005). According to Chandler (2002), almost anything can become a semiotic sign: what colour clothes you wear or how you speak, what food you eat, or how fast you walk. Each of these behavior

can be interpreted as transmitting some message, whether intentionally or unintentional at the heart of the semiotics lies notion of a sign and symbolic system.

In communication, signs are organized into systems within which each sign has a conventional meaning. In other words, each sign has become associated with a meaning (a conventional meaning) which can be transmitted or re-used from one context to another. Bloomer et al (2005:20), mentioned body gesture, facial expression, patterns of touch and the communicative use of body odour ( perfume after shave) are not strictly language. A term much preferred by communication specialists is non- verbal communication (NVC). It is used especially for (facial expression, body gesture), and proxemic( physical proximity) behavior.

Also Crystal (1997: 403), points out that " based sign language has a capacity to express the same complex and highly structured messages as speech, as in deaf sign language. "

### **2.12.3 Audio- Visual Communication**

Modern science has enabled the people to communicate through different audio- visual techniques. Telecasts, short films etc. fall under the category of audio- visual communication. According to Chadha (2003:7), audio- visual communication is powerful combination of sound and sight waves. Information communicated through audio- visual medium can be retained for a long period. This medium of communication is especially suitable for mass programmes conducted by universities, this type has been found quite effective.

Barrett(1973:111), points out

"visual aids are all materials which can be seen, while audio aids are those which produce sound. Chiefly they are tape recorders, record players, and musical instruments. Guidelines for using an audio aid are

essentially the same as those for using a visual aid. First of all, employ the device to help you reach your goal. Plan your use of the aid, and sustain audience contact. Practice sufficiently to avoid wasteful pauses and distracting activity. "

According to Lonergan(1984: 4), video films in language teaching have drawbacks which spring from the power of television as a medium. At their best, video presentation will be intrinsically interesting to language learners the writing correct English, to coach students in grammar, the analysis of sentences are not enough, they need more: to communicate one must practice and learn ones mistakes. One cannot come to grips with learner will want to watch, even if comprehension is limited. The material should be motivating; the learner should want to see more, to ask question, to follow up ideas and suggestion. By generating interest and motivation the video film can create acclimate for successful learning.

Deverll(1974: 206), says that it is a matter of common sense, discretion, and true judgment of how much of a topic can be conveyed in a single session: Illustration simple. Lines and colour should be bold. Details should be ruthlessly edited. A moving aid or model will hold attention longer than a static one but when one passes to another matter it is wise ether to remove the model or at least screen it, or will continue to attract attention to the exclusion of what is being said or further illustrations. Hassan (1999: 55), believes that utilizing aids for presentation, demonstration, and reinforcement is important. They include: chalkboard, pictures, posters, drawing, charts, maps, objects, cloth, and magnetic boards, plastic figures, and writing. They also involve projected visual such as filmstrips, projectors, overhead projectors, and slides. Second, the oral aids comprise radio programs, taped materials, and the language

laboratory. Third, audio- visual aids consist of films, videotapes, television and computers.

### **2.13 Oral Communication**

The main field of oral communication are : face- to- face communication, interviewing of all kinds, formal and informal speech, meetings of many kinds, and use of the telephone and similar media for transmission of the voice. Deverell (1974)The skills employed are those of speaking and listening.

#### **2.13.1 Oral Communication**

Is a process whereby information is transferred from a sender to receiver usually by a verbal means which can be supported by visual aid. E.g. discussion, speeches, conversation, questions, answers, through radio/ TV/ internet, telephone conversation, voice mails, VHF radios. Receiver could be an individual, a group, or even audience. Chadha (2003) states oral communication includes face-to-face conversation, telephonic conversation; radio broadcasts, interviews group discussion, public speeches, meetings, seminars, etc. use of different forms of oral communication is most common and proficiency in oral communication can be great to any individual. But for most of the learners of EFL it was said most difficult skill of their TL for them is oral communication. A person's success as a professional communicator depends to a great extent, on your communication skill. Oral communication will take more of your time. A person will be called to participate in meetings and group discussions, deliver speeches, conduct or attend interviews, discuss important matters on the telephone or simply have face-to-face interaction with people. Your skills in formal as well as informal forms of oral communication will be on test. Mentions, you will secure quicker promotions, achieve honour and prestige, if the communication skill is of



a high order. Chadha (2003: 292), Some of us have inborn flair for communication while others can acquire it by training and practice. According to Deverell (1974), the main fields of oral communication are: face-to-face communication, interviewing of all kinds, formal and informal speech, meetings of many kinds, and the use of the telephone and similar media for transmission of the voice. The skills employed are those of speaking and listening .

Deverell(1974: 108), Gives many advantages of oral communication : to most of us conversation has a more human, more direct appeal than writing, reading, the direct exchange in speaking and listening gives an opportunity for the inter change of information and views. In face-to-face situation, sensitivity to the attitudes and moods of other parties gives the speaker the chance to adapt his approach. Physical presence gives incidental advantages such as the opportunity to consolidate words with gestures, to underline statements with facial expression. In addition, information can be repeated in order to make sure it is understood, if there is any doubt whether the first statement has made an impact. Also there is a chance to supplement written information, and the immediacy of the spoken word gives a sense of urgency. Chadha (2003: 6), also gives many advantages of oral communication: it saves time, quick an immediate feedback is possible in a case of oral communication. Moreover, oral communication promotes better relations and is more persuasive, and it does not involve big expenditures.

Barrett(1973: 168) says, that such action will enable you to present yourself as yourself and to obviate the fear that some seem to have: “if I do not make some English errors, my friends will think I am not of them; if I change my speaking habits, I will not be able to talk with some people”. Barrett(1973) about oral communication says: for clarity, use

simple and precise language, for liveliness, use sense-appealing and figurative language , for variety, use diversified and fresh language, for acceptability, use standard language and that which is appropriate for occasion, and use your language i.e. don't try to imitate others. Johnstone (2002:131), points out that "

"face-to-face oral communication involves the use of the articulator organs and muscles to produce sound, which must then be converted into neural impulses via the ear. When people have difficulty of speaking or hearing, they sometimes replace one body medium with another, using hand and facial gesture instead of the voice, as in the language of the deaf, or looking at lips rather than listening to sound."

Mohammed(2007: 23) stats, that if we consider the basic four skills of language (listening, speaking, reading, and writing) speaking seem to be clearly the most important language skill. Those who know the language are generally referred to as the : speakers” of that language as if speaking included all other skills, and many, if not most, foreign language (FL) learners are primarily interested in learning to speak. According to Rivers(1981: 221), students of a foreign language will not learn to speak fluently merely by hearing speech I class, although this is very important for providing them with some necessary input acquainting them with certain forms and the flow of authentic speech, as well as for giving them receptive side of communication. Douglas (2001: 271), cited in Farouq (2008:33), believes that there are various types of oral production that students are expected to perform in class. These are:

- *imitative*, carried out for focusing on certain elements of language through generating (human tape recorder speech).

-*Responsive*:, meaningful, and sufficient replies to teacher and students' questions.

-Intensive: includes speaking tasks that are designed to practice some phonological or grammatical aspects of language.

-Transactional (dialogue): carried for the purpose of exchanging information. Interpersonal (dialogue): carried for mere social purposes and it may involve: ellipsis, colloquial, slang and casual register. And extensive (monologue): carried in the form of oral reports or short speeches.

### **2.13.2 The importance of oral communication skills**

Oral communication skills are essential both within the classroom and society. There are issues teachers face, but there are ways to help students explore different ways of communicating. The importance of oral communication skills. Have researched two approaches to teaching oral communication for the English language arts curriculum, and have provided activities, resources for mini- lessons and assessment ideas for teachers to use in the classroom. According to Grad (1999:8),

"oral communication skills are fundamental to the development of literacy and essential for thinking and learning. Through talk, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems, organize their experience and knowledge, and express and clarify their thoughts, feelings, and opinions."

Listening and speaking skills are essential for social interaction at home, school, and in the community.

### **2.13.3 Types of oral communication:**

There are different types of oral communication

#### **2.13.3.1 conversation**

Conversation is a form of communication between two or more people on a certain topic. Certain factors such as balance of speech distribution and

mutual interest between speaker affect the success of the process of conversation. Cook(1989: 34), stats that the co-operative and politeness principles of conversation reflect a dual purpose in human intercourse: to act efficiently together with other people, and to create and maintain social relationships. According to farouq(2008: 35):

"The main function of conversation is social, such as negotiating of status, social rules and the creation and maintenance of social relationships. The other functions include the exchange of information and carrying out joint action."

Nolasco et al (1987: 5), refer to conversation as “a time when two or more people have the right to talk or listen without having to follow a fixed schedule, such as an agenda”. Any participant can say what he/she likes without restriction on amount of time or topic. EFL learners need to adopt conversation as a strategy for developing their oral communication skills in English. Cook (1989) believes that conversation proceeds according to certain principles or maxims that contribute in the process of development of conversation. Grice (1975), (cited in Cook 1989), called them co operative principle. According to this principle we interpret language, including conversation on the assumption that its sender is obeying four maxims. We assume he or she is intending to: *be true* (the maxim of quality), *be brief* (the maxim of quantity), *be relevant* (the maxim of relevance), and *be clear* (the maxim of manner). Using the above assumption, combined with general knowledge of the world, the receiver can reason from the literal, semantic meaning of what is said to the pragmatic meaning-and induce what the sender is intending to do with his or her words.Cook (1989:34) stats that the "co-operative and politeness principles of conversation reflect a dual purpose in human

intercourse: to act efficiently together with other people, and to create and maintain social relationships."

### **2.13.2.2 Formal speech**

It is one type of oral communication, it is important to learn or to know the skills of formal speech. According to chadha(2003),the most difficult kind of oral communication f0r most people is a formal speech. As Chadha says, most people feel uncomfortable when asked to speak formally before an audience. They tend to get nervous as they cannot easily over come "stage fright; people generally try to avoid giving a speech if they can. But Chadha points that must realize that ability to deliver effective public speech can help them reach to top. Great public speakers are known to have changed the course of the history by their powerful speeches. They could stir or move passions, move people to tears and control their actions.

There are many steps of the formal speech, as given by Chadha (2003:293): *selection of topic*: select a topic which you can easily manage. You should be sure that you posses adequate knowledge of the subject and that you are genuinely interested interest in it. While selecting the topic keep in mind the interest of the audience. The topic also should be important and relevant. Barrett(1973:27), says in the preparation of speeches, the first, and sometimes most difficult job is finding a subject. What shall I talk about? Is probably the question students most frequently ask. He adds that the answer instructors most frequently give and indeed the only proper answer is the choice is yours, talk about what you would like to talk about. The next step is *collection of information*: once the topic for the speech has been determined begin the task of collecting relevant information. You may have to conduct some research, consult available literature or seek the help of some your

colleagues and associates. According to Barret(1973: 1973), four modes of identification are clarity, liveliness, variety, and acceptability: for clarity use simple and precise language, for liveliness use sense-appealing and figurative language, for variety, use diversified and fresh language, for acceptability, use standard language and that which is appropriate for the occasion, (Use your language). According to Barrett (1973), in the speech, including formal speech, good language is a language that serves to unify speaker, message and audience. In choosing language, you the speaker must consider the four familiar elements of speaking: yourself, your speech, your audience and the occasion. When preparing and rehearsing your speeches, ask this question about your choice of language: ‘is this word or phrase or sentence suitable for me to use in communicating this thought to this audience to this occasion?’ said another way ‘will it build foundations of understanding between me and my listener? Foundations of understanding are built from elements of style which identify people one with another. Barrett(1973: 158).

### **2.13.2.3 Classroom Interaction**

Interaction not as an action followed by reaction, but as action reciprocally. And the classroom as defined by horn by is a place where a group of persons are taught together. Malama et al(1988: 7) state that the teacher and students are not only participants in classroom interaction. The text book writer is another participant. In many classroom, teacher closely follow procedures laid down in a textbook. In such cases, the textbook writer can be seen as the transmitter of a message, communication directly with the teacher and students in the classroom. For example:

**Textbook writer ----- teacher and the whole class, when they are all going an exercise in the book together, orally.**

According to Cullen(1998: 80), cited in Osman (2003: 4), the classroom is unique social environment with its own human activities and it own convention govern these activities. Cullen, (1998:80),cited in Osman (2003:4). Sudanese EFL learners, of course need a good environment and context for interaction as a practice to their TL. As Johnson (1998: 5) says, the communication context can also determine the rules that govern how speakers communicate or the structure of communication. In classroom, the structure of communication is easily recognizable. As Johnson mentions, in second and foreign language classrooms, how teachers perceive their students and how students perceive their teacher can shape both the meaning and structure of classroom communication.

Activating spoken interaction in the foreign language classroom involves asking students to discuss and ask questions, asking students to orally narrate they have written, etc.(2008: 43). Differences in students linguistic and cultural backgrounds influence how, when, where, and why they communicate in second language classroom. If students are unaware of the social and interactional norms that regulate participation in classroom activities; they may learn little form their classroom experiences. Cook- gumpez et al (1982).

#### **2.13.2.4 Meeting**

Hornby(1995: 729), stats that "meeting is an assembly or gathering of people for a particular purpose, especially for discussion. Also Chadha(2003: 297) , points out, "when you work as a professional employee in an organization, you are required to attend a large number of meetings whether as a leader or as a participant." These meetings are often very important because vital decision are taken in them. Apart for decision making, meeting also provide opportunities for exchange of

views, information, and knowledge. Part from knowledge you need proper attitude and effective communication skill to be successful in meetings. Sudanese EFL learners need to learn the skills of chairing and participating in meeting as a part of their oral communication skills in both their Native language (NL)) and TL. According to Deverell (1974), organization, documentation, conduct, and administration of meetings are forms of communication. A great deal of the success of the meeting depends on efficient planning and respect for established procedure. Deverell (1974: 135)

"gives three fundamental requirements of valid meeting: it must be properly convened by the dispatch of notice to everybody who is entitled to receive it; it must be properly constituted with the right person in the chair; it must be properly conducted, in accordance with the regulations, rules and standing orders of the organization which apply."

Barrett (1973: 168) calls for taking the advantage of every opportunity to speak. Say "yes" when asked to chair a meeting, conduct a forum, or make an announcement. Language is tied to thinking processes and, therefore, to your ability to think before people. Experiences in speaking will add to your ability to cope with situations that require competence in thinking and casting ideas in to effective language. Barrett (1973: 169). Seely (1998), distinguishes between formal and informal meetings. When preparing a formal meeting you need to consider: *your aims*: what you hope a meeting will achieve. *The competence of the meeting*: what it can practically and legally achieve. *The agenda*: the list of items to be considered and discussed. When running the meeting: the role of the chair is very important. The organization of motions and voting should be clearly defined. Accurate minutes should be kept. Informal meetings are many, especially in workplace. They do not need such a formal



organization, but there is still a need for sensible planning and organization.

### **2.13.2.5 Interview**

Interview means a meeting at which somebody applying for a job. Or a meeting at which a journalist asks somebody in order to find out his views. Also a meeting between two people to discuss important matters, usually rather formally. Hornby(1995) As a type of oral communication, surely Sudanese EFL learners can face situations in which they need to have interview skills. According to chadha(2003: 301), believes that "the success of the interview depends to a great extend, upon the attitude, skill, and preparation of interviewer." The following guidelines should prove useful: plan the interview, welcome the interview, listen carefully. Also Chadha, show response and courtesy: do not show disapproval if you do not find the interviewee up to the mark. Allow the interviewee to talk freely: you should let the interviewee do most of talking. If you talk more than him you are not conducting interview. If at times he is unable to find the right expression you may help him but allow him to speak freely and frankly. As an interviewer you must have a positive attitude and must try to discover the strong points of the interviewee. For interviewee Chadha(2003), also gives many guidelines that should prove helpful: prepare for the interview: try to acquire information about the organization, its history, its nature of activities, its status, its future plans, its administrative setup, etc. Formulate answers to likely questions: You should be able to anticipate questions you are likely to be asked. You will be asked most of the questions about your main interests, achievements, experience, specialization, hobbies, personal traits, etc.

Make a list of all such possible questions and formulate your answers to them. This will keep your cool and will be able to face interview boldly and confidently. Have honesty: You must answer all

questions truthfully and honestly. ‘A lie in the interview is always detected sooner or later and then one feels really embarrassed. If you do not know the answer to some questions frankly admit it. There is no need to hide your ignorance or pretend knowledge’. Chadha (2003:303). Least of all, do not speak about your knowledge and skills. *Show Courtesy*: courtesy is a great virtue which is appreciated everywhere. Remain courteous throughout the interview. Greet the interviewers courteously when you enter the room, answer all questions politely and show respect to all members of the committee. Don’t lose your temper if you feel that you are not being appreciated properly. *Show interest*: pay undivided attention to the interviewer. Appear interested. Do not give the impression that you are bored or you do not like the interview. Listen to the interviewer carefully, maintain eye contact and try to answer questions seriously and sincerely.

*Maintain composure*: Do not feel nervous. Self confidence and composure will help you perform well in the interview. A good posture is very essential to give good impression. Be careful that you do not keep shifting in your seat. Be confident and look confident. Show positive attitude: Do not criticize anything /anyone unnecessarily. Be positive in your attitude. If you are asked questions about previous job, avoid criticizing the organization, working or the colleagues. Mention only the positive and pleasant aspects of other organizations. If necessary the criticism, prove whatever you say. Use appropriate language: use of appropriate language is most important in an interview. Use simple, positive, and temperate language. You may express your disagreement in polite language. Your language will reveal your attitude and personality, therefore, be very careful in its use. Pay attention to appearance: last but not the least; your appearance will greatly matter in the interview. Dress

appropriately for the interview. A simple, sober dress and your well groomed, neat look will create good impression on the interviewer. Seely (1998), reports that

"preparation for interview is important. How to prepare for an interview includes: researching the company and the job, analyzing your own strengths and weaknesses, making a list of difficult questions you may be asked, working out how to answer them, and getting ready for the interview itself."

Deverell (1974: 115), nearly everybody applies interviewing to such matters as selecting employees, promotion procedures, disciplinary measures and the discussion of personal problems. He adds that interviewing is a means to an end. This may be: "getting and giving information on specific topics or activities or persons; reinforcing co-operative attitudes or breaking down hostile and other undesirable ones, giving instructions and passing on decisions or otherwise initiating action".

#### **2.13.2.6 Effective listening**

Listen means to make an effort to hear somebody or something. Sudanese EFL learners have focus on listening for improving their oral communication skills of the TL. The learning of any language starts with listening skill. You cannot speak unless you listen; because the baby first listens to his parents and particularly to his/ her mother and after that he/she imitates her to make his/her own utterances. If a baby is born deaf, he cannot hear and yet he cannot speak. Hornby(1995). As a child does, the Sudanese EFL learners need to listen to different materials of English language to develop their skill of listening, and of course to develop their oral communication skills. If speech depends on hearing, Sudanese EFL learners must hear English from native speakers, their teachers, and

colleagues, materials on films, on the radio, on tapes, on gramophone records, etc. As Barrett (1973:79) mentions. 'Speech is a joint game by the talker and the listener against the forces of confusion.' For the purpose of being good speaker you have to learn to listen even to yourself: Learn to listen to yourself. And listen to the practices of the users of standard language. Compare your language with theirs, and weed out unusable words and forms. But listen to compare and to check yourself with the standard, not to find a new style of speaking.

Barrett (1973:168) As Chadha (2003: 306), point out, careful listening is every important quality for effective oral communication. Do not interrupt the speaker unnecessarily. Allow him to complete his message. Of course, you should give him the indication that you listening attentively and taking interest in his message. "just as a nod of your head or a proper facial expression or a gesture can assure the speaker of your interest and attention in a face- to- face communication, your works like "yes, no, ok, fin, good, I understood, sure, oh, really" can effectively convey the idea that you are listening.

Deverell(1974: 125), what happens is that neither parting to listening when the other speaks. Deverell (1974) gives the following positive approaches for effective listening: pick out the dominant theme of the person speaking. When A communication is badly conveyed, you must still make the effort to register the message, try to receive the whole of what is said, not merely compliments and pleasant messages but even those items which are not pleasing or contain adverse comment on your own actions or opinions. Also rid yourself of the habit of picking out one point made by a speaker and dwelling on it while he is continuing with others, which you will miss. As Deverell (1974) indicates, among the factors which tell against effective listening are the following: the

pressures of other activities which seem leave little time for listening with concentration. Earlier messages which have been received continue to interfere with the ability to concentrate on later messages; a conversation is interrupted so that the thread of it is lost and is never recaptured on its resumption. The receiver attempts to listen to more than one person at a time and fails to register anything accurately. Messages are too long, or involved in the environment in which the individuals has to work is physically noisy and unsettling, e.g. with the sounds of machinery in motion, traffic noises, or the movement of the people. The speaker has an unfamiliar dialect or is not using his native language and may therefore be hard to follow. The listener loses interest or patience and thus his concentration, the environment also has visual distractions, and the communicator is himself either consciously or unconsciously distracting or misleading. According to him, they are some methods of acquiring experience in effective listening: make opportunities to serve as chairman, secretary, or other effective of meetings and committees, discipline yourself to listen to selected radio or television talks or discussions and write down the main points made, listen to and summarize a group conversation, even if you do not official participant at a meeting. It is still possible to prepare your own report and compare it with an official report of the meeting, make a concentrated effort when listening to a longer speech or statement not to miss point, and lastly interest in a really long talk may be sustained by having breaks at a appropriate intervals. (1974: 127).

#### **2.14 Advantages and Disadvantages of Oral Communication**

There are many advantages and disadvantages of oral communication:

There are many situation in which it makes sense to choose oral over written communication. Oral communication is more personal and less

from than written communication .if time is limited and a business matter require quick resolution. It may be best to have a face to – face or telephone conversation. There is also more flexibility in oral communication, you can discuss different aspects of an issue and make decision more quickly than you can in writing. Oral communication can be especially effective in addressing conflicts or problem. Talking things over is often the best way to settle disagreement or misunderstanding.

Finally, oral communication is a great way to promote energy and enthusiasm within a team.

### **2.14.1 Disadvantages**

Despite the many benefits of oral communication, there are time when written communication is more effective. For example, you may want to exchange important information that needs to be documented using written communication. A lot of transaction in the business world require some type of written record, and you will find that even strong verbal skills are not a substitute for putting things in writing. Additionally, oral communication tends to be less detailed and more subject to misunderstanding than written communication. It's best to always think carefully about which method of communication best fits your objective.

(<http://study.com/academy/lesson/oral-communication-definition-type-advantages.html>).

### **2.15 What is a Picture**

There are many different ways to define the term of picture in context of language teaching never less the most popular definition is offered by Oxford Advance learners' Dictionary which defines that term picture s " a panting or drawing .etc. that shows a scene. According to Andrew Wright (1989 :2) " Pictures are not just an aspect of method by through their representation of places, object, and people they are an essential part of

the overall experiences". In other words learners will have experiences in comprehending a new object thanks to pictures that facilitate this process, moreover they help them to imagine more efficiently. Wright (1990: 64) defines pictures as: " Two dimensional visual representation of person place or things photographs which are most common but sketches, Cartoon, morals, cottons charts graph and maps re widely used, picture may not only be worth a nous and years or thousand riles through pictures, see people place, and things from area for outside their own experience. Cobuild (1987: 18) defined a picture as "a visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface." Mckenchnie (1980 p.1357) defined the word picture in Webster Dictionary as an image of an object, person, or a scene produce on a flat/surface, especially by painting, drawing, photography. It is obvious that the most outstanding feature of a picture is its visibility to learners; teachers can use it for a lot of pedagogical purposes. There are some vivid examples of common types of pictures such as: visible pictures printed in textbook; cut from magazines or newspapers; drawn on cards or boards, shown in slides in PowerPoint programs.

Furthermore, a definition was provided about pictures by Accurate and Reliable Dictionary:

- The art of painting.
- A representation of anything (as a person, a landscape, a building) upon, paper, or other surface, produced by means of painting, drawing, or photography.
- An image or resemblance; a representation, to the eye or to the mind, by its likeness to something else in the mind.
- To draw or paint a resemblance; or presenting an ideal likeness.
- Graphic art involving of an artistic composition made by applying paints to a surface.

- A visual representation produced on a surface.
- A clear mental image.
- A graphic or vivid verbal description. (Accurate and Reliable Dictionary, 2004-2010 Macmillan Dictionary gave definitions to the term picture:
  - Drawing, painting, or photograph.
  - An image on a television, video, or computer screen.
  - An image or idea of what someone or something is like (Mcmillan Dictionary, 2009-2013).

Generally speaking, pictures are considered as a kind of visual instruction materials that might use to develop and support motivation in creating a positive attitude to learn and teach English language and sustain language skills.

## **2.16 Types of Pictures**

According to Wright (1989), there are several types of pictures to use

### **1. Checkchart for Picture**

Teachers can utilize this type of pictures so as to exploit thoughts about certain ways of using pictures that they choose. First, when special thoughts appear, in order to keep the pictures, instructors could write it on the back of picture or on an envelope.

Second, when general thoughts appear, they might file the picture in the general subject file.

### **2. Picture of Single Objects**

Generally this kind of picture refers to description of particular subject on account of pointing to a unique topic, for instance: talking about food, cars, animals, clothes, gifts and everyday objects.



### **3 . Pictures of One Person**

These types of picture make the learner guess the individuals' appearances, the social situations of the person, and also their thoughts and emotions.

### **4 . Pictures of Famous People**

Teachers portray pictures of famous people to their learners and then they inform them about their identity, character as well as the physical description.

### **5 . Pictures from History**

These sorts of pictures are used by teachers in order to illustrate scenes, customs and objects from the history. The use of past tense form is required in pictures from history.

### **6 . Pictures with a lot of Information**

What is special in this kind of pictures is that they demonstrate the whole information. They may illustrate a lot of people carry several activities, or it may be a landscape or showing lots of objects, building and others. The form of this type of picture makes them specifically appropriate for particular activities.

### **7. Pictures of News**

News pictures often functioned to the identification of the incident, the events, the place as well as time, and persons. They are commonly related with captions and articles; it is considered as a good idea to remember the texts by reading for gist.

### **8 . Fantasy Pictures**

This kind of pictures can be removed from old children's books. They generally demonstrate daily activities, for instance, eating, sleeping, running, and other activities.

## **9 . Pictures of Maps and Symbols**

Their use occurred in the areas of daily life. For example: in road traffic booklets, holiday brochures, and other areas. In general, it is necessary to take in consideration the meaning and knowledge about the purposes and mission, as well as the function, and the right action concerning these symbols and maps.

## **10 . Pairs of Pictures**

They are beneficial. The form taken is like pair pictures; thus, pairs of pictures are used in matching activities instead of identical one in which learners are enquired to put the differences and similarities between all of them.

## **11 . Sequence of Pictures**

Cartoon strips and instruction of pictures are effective; they are usually found in newspaper as a funny drawing with comment under them. The strips could be used to contextualize a story or describe a process. Teachers can ask questions in order to assist the learners catch the meaning of the strip. For example: intermediate and advanced student can debate relevance between the drawing and the words as well as the context.

## **12.Student and Teachers' Drawing**

Teachers could draw pictures to teach oral; learners could do the same to learn new words, some kinds of drawing may have efficiency to reach certain objectives, these alternative pictures provide a direct related source of pictorial material for the activities. Learners and teachers' drawing could reflect their individually and immediacy of special quality. Therefore the same kinds of pictures are appropriate instead of others

mostly for personal experiences. Betty Morgan Bowen (1973 cited in (Liza Fauziah, 2011 p.16), gave some types of pictures according to their shapes.

### **13• Wall Charts**

They portray a phase of a subject, wall charts could be a product of photograph, artist's drawing, symbols, graph and text.

### **14• Wall Picture**

Simply, this sort of pictures is a large description of scene or event or set of both, generally it is used with the full class. Wall pictures could take place of something for instance the sky, the sun, the cloud, the sea, and others. They are unreasonable to bring into classroom.

### **15• Flash Card**

Word flashcard is a card with printed words; they are very effective to the teacher, because they illustrate the exact required objectives. Picture flashcards are beneficial in the case of representing single concept, for example: an object or an action.

### **16. Word Cards**

They involve visual cards such as text magazine picture, drawing, maps, and diagrams. Thus, teachers should be aware about all the sorts of pictures and understand well which picture to be used in the EFL classes.

## **2.18 The Criteria of a Good Picture**

Visual aids are one of the teaching techniques that can be used for presentation, practice and others. For instance pictures which could portray things that cannot be explained by simple words. Therefore, teachers have to use this aid in teaching process, especially when teaching and learning vocabulary. Furthermore, it is necessary for teachers to know a good criteria of good pictures that been used. According to

Wright, there are some criteria for selecting good pictures for the learners, for instance:

- Pictures should be easy to prepare by teacher.
- Pictures should be organized by the teacher.
- Pictures should be interesting.
- Pictures should be meaningful and authentic to help learners to acquire a language and use it effectively.
- Pictures should have a sufficient amount of language.

From the explanation before, the criteria of a good picture have to be seen by all the learners and clear. Furthermore, the selection of picture is required to be suitable with the learner's interest and knowledge also clearly related to the subject that teachers present.

### **2.19 Why Tech with Picture**

As an addition to other forms of classroom materials teaching with objects offers a direct experience for students. Educational research over the past fifty years has clearly established that hand on learning is a rewarding, essential experience for all learners in addition to some children respond more readily to objects than they do to other more abstracts teaching materials. Thus teaching with objects can help those children achieve better understanding of topic presented, perhaps offering them a leadership role among their peers. Teaching with objects is also a powerful way to facilitate concept learning" the skill of classification which helps children develop high levels of reasoning and assessment abilities.

-Teaching with object is an excellent means to enhance students sensory literacy allowing them to develop the hearing smell and even fast and to analyze and articulate that evidence.

-Teaching with objects offers latitude for shaping lessons to student interests and needs" theory enhancing the polemical of these strives to be realize in the classroom.

-Lessons incorporating objects are effectively carried out in small groups, allowing students to work co- operatively, share their learning with comnious and pool their knowledge, Group work also allows students to test their ides in the relatives security of small number of pears before sharing insight with class as a whole.

## **2.20 The Advantages of Using Pictures in Teaching English Language**

Teachers have to be aware that teaching English to EFL classed in not an easy task to deal with, therefore they should bear in mind that the knowledge of bringing multiple technique is needed. Pictures have a vital role in teaching and learning English as a foreign /second language. Gerlach and Elly (1980 :277) claims that, there are advantages of pictures as follows:

-Pictures are not expensive and generally available

-They deliver common experiences for the whole group.

-The visual detail makes it possible to study which would otherwise be impossible

-Pictures can help to prevent and correct misconceptions.

-Pictures offers stimulus to further study, reading and research. Visual evidence is a powerful tool.

-They help to focus attention and to develop critical judgment.

Moreover, Wright (1990 p.2) mentioned that, pictures are built o n learners' interest and motivation; they bring the sense of the context of language, and provide a specific reference point or stimulus.

According to Hill(1990 :14) listed several advantages of pictures, such as availability (individual can get them on the internet, in any magazines, etc.); they are cheap, often free; they are personal (teacher selects them); easily kept - flexibility , worthwhile for different types of activities (drilling, comparing, and others), pictures are permanently various and stimulating, in other words they come in a variety of formats and styles and moreover the learner often wonders what comes next .

As shown above, pictures are considered as flexible and visual instruction technique, they arouse learners' interest and motivation which help to acquire a positive attitude towards learning and teaching English and language skills. In a nutshell, teachers try to use pictures in teaching vocabulary in order to make the process entertaining and memorable. Besides that, they deepen their understanding of concepts; therefore the learner's vocabulary mastery will be increased.

## **2.21 Ways of Using Pictures as a Teaching Strategy**

Teachers use pictures as a teaching strategy in order to facilitate learning process. These pictures can be taken from different sources such as internet, books, magazines and others; they can be in form of flash cards, large wall pictures, cues cards, photographs or illustration in textbook.

Pictures can be used in various ways as Harmer (2007 mentioned some of them.

### **1.Drills**

This way is used by the teacher with student who has a lower level in learning vocabularies, as well as helping them to understand the topic they deal with. Teachers put learners in pairs and groups in classroom and distribute for them cards which contain certain words, after that pupils are

asked to formulate a sentence dependent on the words found in the picture (card).

## **2. Communication (games)**

Certainly pictures are functional for different communication tasks, particularly where they are included with a game, like describing, drawing activities. The learner describes a picture and his mates attempt to design the picture without seeing the basic one. Another optional proposal is to organize the class into four groups, for instance, group A, group B, group C and group D, then the teacher supplies each group with different pictures that displayed a separated series of a story, after that the teacher gives his/her students enough time to look and debate their pictures, later on the instructor collect the pictures from them and reform new groups with previous members, it means that he takes one from each group, after that he asked them to share the data and organize them in order to understand the story. Likewise, the pictures have an effective use in creative writing of pupils, teachers asked them to create story based on a certain number of pictures (at least 3pictures). Furthermore, he could enquire them to produce a conversation dependent on specific pictures; therefore they have to choose one card and start to build a dialogue on it  
(Harmer, 2007, p.135).

## **3. Understanding**

Another purpose of using pictures is to present and check the meaning, in order to explain the item "aeroplane", teachers can show his learners a picture of it. Additionally, teachers can check pupils understanding of a piece of writing or listening by asking them to select the appropriate pictures that have a relation with the topic. (Ibid)

#### **4. Ornamentation**

The various types of pictures are utilized to create a sense of pleasant teaching and learning process. It is observed in many modern course books, such as, reading text that will be followed by a photograph is not necessary as well as magazines and newspaper articles. The purpose for this is obviously that pictures ameliorate the text; pictures give a sufficient knowledge about outside world. Harmer (2007 p.135) proposes that idea," Some teachers and materials designers object to this use of pictures because they consider it gratuitous. But it should be remembered that if the pictures are interesting they will appeal to at least some members of the class strongly".

#### **5. Prediction**

Teachers can use pictures to give hints about what is coming in the lesson, so the learners could guess what is shown in pictures. After that, the pupils will listen or read a text and make the comparison between their prediction and the reading text. This strategy is very practical in helping learner's engagement to the task.

#### **6. Discussion**

The application of pictures inside the classroom can support the interaction between the learners and teacher that will create a successful communication and discussion among each other. As Harmer (2007 :136) said that" pictures can stimulate questions such as: What is showing? How does it make you feel? What was the photographer's purpose in designing it in that way? Would you like to have this picture in your house? Why? Why not? How much would you pay for the picture? Is the picture a work of art?". Another use for pictures is to make pupils creative in the verbal communication. The teacher could show any type of pictures to his her learners and have pupils take turns saying descriptive




thing about it, or to produce a conversation that may replace the characters that are shown in the pictures, or perform what is represented in pictures in particular role play activity. (Ibid)

## 2. 22 Activities where pictures are used to teach vocabulary and four

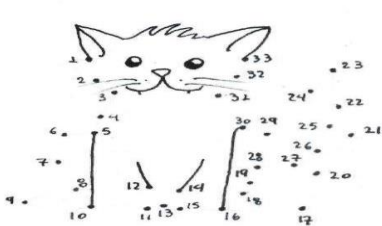
**THE BASICS: NUMBERS** 4 7 10 5 8 9

**A** Complete the countdown!



ten  
\_\_\_\_\_  
eight  
\_\_\_\_\_  
five  
\_\_\_\_\_  
two  
\_\_\_\_\_  
Go!

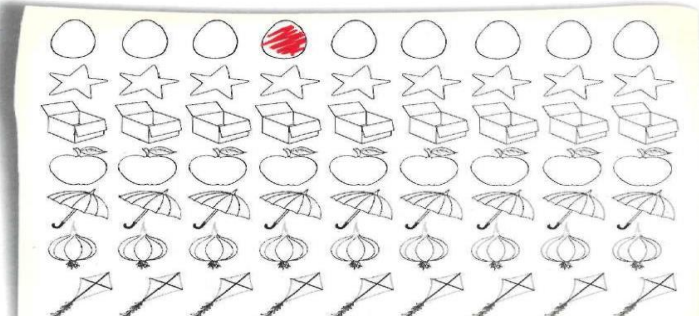
**B** Join the dots. What is it?



It's a \_\_\_\_\_ !

**C** Count and colour

- the fourth egg
- the eighth star
- the fifth box
- the seventh apple
- the third umbrella
- the first onion
- the sixth kite



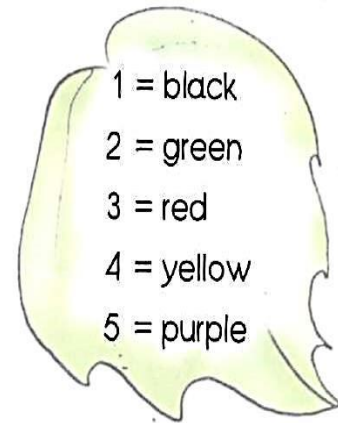
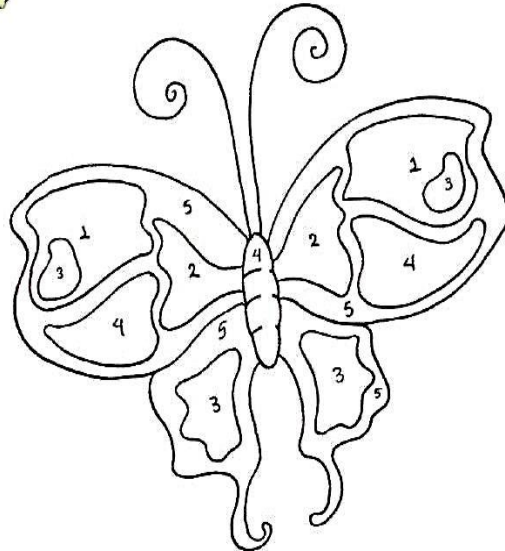
English teachers can design activities using pictures in teaching in order to achieve and develop learners' vocabulary mastery. When the instructor shows the picture to his/her pupils they will try to guess the word or the object that the picture represented, after that they can remember it and use it in their productive skills. Gray (2001) made a series of activities for young learners; the activities below are a sample from them:

### Activities about Numbers (Gray, 20001 :8 )

These activities can help learners to learn numbers in a funny way through completing the countdown as shown in the picture (activity A),

or by joining the dots to form a painting of a cat (activity B), or through counting and coloring the given formats (activity C).

**D** Look at the numbers and colour the butterfly.



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These activities can help learners to learn numbers in a funny way through completing the countdown as shown in the picture (activity A), or by joining the dots to form a painting of a cat (activity B), or through counting and coloring the given formats (activity C).

**Draw the times on the clocks.**

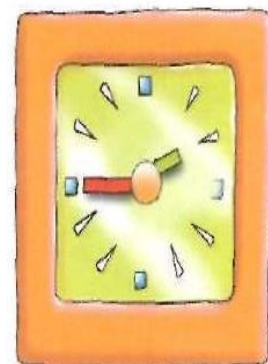
go to school



have lunch



play basketball



Look at clock and say and write the time. This activities helps students to speak and write easily and funny.

**C** Draw lines to match the words with the pictures.

1  
2  
3  
4  
5  
6

paintbrush  
notebook  
coloured pencils  
bell  
computer  
pencil sharpener

**D** Circle the odd word out.

**figure : Activity about School Supplies (Gray, 2001 :45)**

This activity can help learners to know the names of various school supplies that can be used in the learning process by asking them to look at pictures and to draw lines to match them with the appropriate words.

Pictures are necessary technique in teaching English language to EFL classes, because they helped teachers in explaining the lessons and introducing new vocabulary, as well as, the pupils can understand and memorize easier the new items. Moreover, the use of pictures could make the teaching and learning process more entertaining and beneficial, because they stimulate pupils to participate and engage with the language

activities such as drawing, matching the word with its picture, writing the missing words, etc.

## **2.22 Using Picture To Motivate Students In Speaking Class**

Using pictures will make a number of benefits in teaching a second language. Firstly, pictures can promote learners' interest in learning foreign language. Secondly, Byrne (1990) maintains that pictures can stimulate students' discussion and interpretation of the topic. Thirdly, students' imaginativeness can be inspired thanks to pictures and to visual aids. Moore (1982) assumed: "Visual aids, especially pictures and colorful posters can add much to the attractiveness and atmosphere of a classroom". Furthermore, Wright (1989) states that pictures can motivate students to take part in speaking activities.

## **2.23 Using Pictures As Based Activities Techniques In Speaking Lesson**

### **1. Methods to use pictures in speaking lesson**

How to use pictures and when to use them depends a lot on the teachers (their ability, their flexibility and their purposes as well). In this study, there are two main kinds of picture practice mentioned such as: Mechanical practice and communicative practice. To begin with, it is necessary for readers to differentiate these two types of using pictures.

According to Andrew Wright in *Picture for Language Learning* (1989):

### **2. Mechanical practice**

In mechanical practice the teacher wants students to concentrate primarily on imitating the sound of the language and less concerned with meaning. In other way, with mechanical practice, the students concentrate chiefly on grammatical or phonological accuracy. Pictures

can be used to motivate the learner and to remind him or her what to say. In any case, the teacher usually knows exactly what the student should say.

### **3. Repetition**

In this activity, the teacher points at the picture and ask students to repeat what they have said.

For example : Teacher points at a picture of two boys who have been fighting and says: “ They have been fighting”. students repeated in chorus. In this case, students can make familiar with present perfect continuous tense and the expression of that tense.

### **4. Recombination**

Recombination includes: question and answer, substitutions and transformations. Pictures motivate and cue responses non -verbally. The teacher often provides a sentence pattern to guide the students.

Example 1:

Yesterday they bought a cat hat T.V

The teacher can use a composite picture to ask variety of questions about it, usually concentrating on a teaching point.

For example: (Teacher wants to teach near future, she points to a girl who is obviously about to find a handbag in the picture and asks:

“What is the girl going to do”?

Student: The girl is going to find a handbag

### **5. Pronunciation**

Pictures can be used to illustrate certain sounds. Pictures can be stuck on cards and the sound can be given under the picture.

### **6. Using folding paper for mechanical practice**

In these activities, paper can be folded, torn, cut and glued. The teacher demonstrates the paper devices and gives the example of the language.

The students can then handle the device themselves using the language appropriately as the teacher used it. I would like to introduce here some interesting examples using folding paper: The face : (teacher wants to teach vocabulary of face parts)

## **2.24 Communicative Practice**

In communicative practice the students make use of the patterns chosen by teacher, but they and the teacher give the value of meaning to what they are saying. The teacher does not know exactly what the students want to say.

### **1. Describing**

In most of the activities, the student is challenged to describe something so well that another student can identify it by pointing, drawing, commenting, etc. Examples using describing activity:

#### **-Describe a picture :**

Each student is given a picture by the teacher. He or she writes a description of the picture. The teacher collects all the pictures and displays them. The descriptions then are collected and redistributed to the students so that each student gets another student's description. Each student must then find the picture to match his or her description.

#### **-Describe and draw**

Students can work in pairs. One student has a picture or a plan, but keeps it secret with the partner. Then, he or she tries to describe so that their partner can make an accurate drawing of it.

Saying anything you know: The class is shown a picture of scene or series of individual pictures. The students say anything they can about it. This is an opportunity for them to call out any word that they know and practicing describing, interpreting and associating things in pictures.

## **2. Identifying**

In this type of activity, the student is challenged to identify and name the picture or part of a picture which is difficult to recognize. Here are some examples:

Unusual views : The teacher shows an unusual view of an object or a detail and asks students to identify it.

T: What's this?/ What're these?

S: It's a table teacher can do it by covering over a big picture so that small part can be seen, or by cutting a small piece of a picture out of a large picture. Students have to guess what is beneath.

## **3. Matching**

In these activities, students are challenged to find a relationship between two bits of information. Imaginative matching:

Two pictures are chosen randomly and the students are challenged to find a connection between them.

E.g.: Car and Trumpet student A: They are both made of metal

Student B: The man was playing the trumpet while they were driving.

Find the difference:

Students must spot out the differences between two pictures and find the way to describe and speak it out.

In these activities, students must find a relationship between more than two bits of information.

### **1. Grouping pictures**

: Students are given a number of pictures and asked to arrange them in groups.

Picture jigsaws: A number of pictures are required, each of which should be glued onto card and then cut into pieces. Each student should be given one piece of the picture, describing it and trying together to put all the pieces to make a complete picture.

## **2. Memorizing**

Challenging people's memories and ability to memorize is the basis for a number of well-known games. The ability to remember is a key factor in successful language learning. The activities in this section contribute not only to the remembering of words but, more significantly, to general techniques for improving memory.

Remembering a scene. The student looks at the wall picture carefully and then stands with his or her back to it. He or she then tries to describe the picture from memory. The class can see the picture and are allowed to ask questions. The activity can also be done by asking the students if they can remember what is behind them in the classroom or what it is possible to see from the front door of the school.

## **3. Remembering a sequence**

The teacher tells a story illustrated by a number of picture cards which are shown to the class and then propped up, for example, on the board self. The teacher then turns the pictures to face the board. On the back of each picture card there is a number. Students, working in pairs, try to remember the story, making written notes related to the each number. Then the class reconstructs the story orally, discussing and then agreeing on a final version. The teacher then turns the pictures to face the class and rereads the original story so that it can be compared with the class's version.

### **2.26 Pervious Study**

**Nguyen Trang (2010)** Under The Title: "*Using Pictures as Motivating Factors in Speaking Lessons*" Ph.D study. Vietnam National University. This study, in the hope of shedding a light on improving students' motivation and quality of the speaking lesson, has three principal



objectives. First, it presents the theories related to motivation and highlights the importance of motivation in language learning in general and in teaching and learning speaking skill in particular. Then, the research emphasizes the usage of pictures as a motivating factor in speaking lesson. Lastly, it gives out suggested methodologies and activities using pictures to motivate students speak up in speaking class. Some pedagogical implications of the study are discussed for learning and teaching speaking to second or foreign language learners. Hopefully, other teachers find this interesting and helpful to their situations.

**Miss Boualleg Rima (2016)** "*The Use of Pictures in Teaching Vocabulary in EFL Middle School Classes*". University of Biskra. The current study aims at exploring the use of pictures in teaching vocabulary in EFL classes. It hypothesized that, if teachers make good use of pictures in teaching middle school pupils, their vocabulary knowledge will be enhanced. To prove the mentioned hypothesis, a descriptive study has been conducted; and the data was gathered by designing two questionnaires, one was handed for the 3 teachers of English and the other was administered to 28 first year pupils at Charkia Middle School in Barika. Pupils' and teachers' perception towards the use of pictures as a technique for teaching vocabulary are clearly stated. The obtained results of this investigation have confirmed our hypothesis and it revealed that the incorporation of pictures in teaching English can create a pleasant atmosphere that helps learners to ameliorate their lexical knowledge appropriately. In other words, pictures are useful aid for teachers in increasing pupils' motivation towards the learning process. All in all, we recommend for teachers to apply pictures with their different types in classroom since they help pupils to learn more lexical items which

maximize their language understanding, likewise vocabulary should be taught within context for deeper comprehension.

**Reza (2017)** *"Teaching Speaking By Using Picture Strip"*. Stories "This study was aimed to find out whether picture strip stories used as CLT(Communicative Language Teaching)could significantly help students develop their speaking skills, and also to find out which speaking sub-skills could be better taught by using picture strip stories. This study used a true experimental research design with quantitative and qualitative methods. The findings Showed that using picture strip stories in teaching speaking significantly improved the EG students" speaking scores. The students" speaking ability in both groups was significantly different as indicated by the t-test (t-obtain(6.79 t-table2.00). This showed that the students who were taught speaking by using the picture strip story technique improved significantly more in speaking than those who were taught by using the drill technique.

**Devina Nizzu(2016)** *Improving Students' Speaking Skills Through Retelling Story By Using Picture Series*. Faculty of teacher training and education Lampung university. This research was aim. This study were finding out whether there was improvement on students' speaking skills through retelling stories by using picture series and to investigate whether there was improvement on students' speaking skills The result showed that the students' mean score of pre- test was 59.16 and their score of post-test after the implementation of retelling story by using picture series was67.86, in which the gain amounted 8.70. It means that there was improvement on students' speaking skills after being taught through retelling story by using picture series. Retelling story by using picture series could improve students' speaking skills in five aspects,

pronunciation, grammar, vocabulary, fluency, and comprehension. The highest improvement was achieved in vocabulary was 2.56 points from 11.60 to 14.16. It was proven by the result of Paired Sample T-Test, which showed that the value of two tails significance is (0.00) smaller than alpha ( $0.00 < 0.05$ ) and it means that null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that retelling stories by using picture series could be used to improve students' speaking skills.

**ADE (2018)** "*The Use Of Picture Strip Story In Teaching Speaking Skill To The First Grade Students*". Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar. is research is aimed to find out the effectiveness of picture strip story in teaching speaking skill to the second grade students of SMKN 1 Maros. This research employed quasi-experimental--non-equivalent control group design with pre-test and post-test. The variables of this research were picture strip story as an independent variable and students' speaking skill as a dependent variable. Then, there were two classes used in this research; grade X TKJ C as an experimental class and grade X TKJ A as control class. The total population of this research was 240 studentstaken from the first grade students of SMKN 1 Maros. The total sample was chosen purposively, consist of 20 students from each class X TKJ C and X TKJ A. The researcher employed speaking test. The instrument used to collect data this research was test consists of pre-test and post-test. The researcher found that there was significant difference between the students' score in pre-test and post-test. It was proved by the mean score that the post-test was higher than the mean score in the pre-test. In experimental class, the mean score of pre-test was 66.8 and the mean score of post-test was 80. While in control class, the mean score of pre-

test was 64 and the mean score of post -test was 67.1. While, both of the classes are improved, the significant improvement happened in experimental class.

**Puguh Karsono(2014)** "*Using Pictures In Improving The Speaking Ability Of The Grade Eight- A Students Of Smp Negeri 1 Anggana.*"

This study employed CAR (Classroom Action Research) design. The procedures of CAR, i.e. Planning, acting, observing and reflecting. The result showed that the use of pictures had succeeded, to some extent, to improve student's speaking ability and students' participation. The student's speaking ability improve as it showed that the number of students which were classified as good and very good' improved from 6, 4% in preliminary study to 83, 9% in cycle I and became 100% in cycle 2. While those who classified as fair and poor reduced from 93, 6% in preliminary study to 16, 1% in cycle 1 and became 0% in cycle 2. As a result, the using of pictures could enhance the students' speaking ability. Mostly, the students could improved their fluency, content, pronunciation and grammar. The average score raised from 66 in preliminary study, 74 incycle 1, and 80 in cycle 2. The students' participation also improved from cycle to cycle. In cycle 1, during the teaching learning process, the class VIII-A had an improvement. It stated that from meeting 1 to 3, the students were actively involved. The result had changed in meeting 3 where 13 students were categorized as very active and 12 students were active enough in presenting the pictures and made progress every meeting. The rest 4 students were categorized as hesitant and 2 students were not active since they were still shy to explore their ideas. On the other hand, during 3 meetings started from meeting 4 to 6 in cycle 2, the class .A also had more improvement than what they did in cycle 1. There were 22 students categorized as very active and

8 students were active enough. The result of the research showed that the implementation of using picture media could give an improvement on students' speaking ability and students' participation.

**Anggia Murni(2018).***"The Use Of Describing Picture Strategy To Improve Students' English Speaking Skill."* Faculty Of Education And Teacher Training Ar- Raniry State Islamic University. This study was designed due to a consideration that English speaking is a difficult subject to be mastered by young learners and using a right teaching strategy is important to improve their English speaking skill. The study explored the effect of using describing picture strategy on the students' improvement of English speaking at the second grade students of SMPN 2 Darul Imarah Garot, Aceh Besar and found out the students' problem in learning speaking using describing picture strategy. The study was conducted at SMPN 2 Darul Imarah Garot, Aceh Besar involving 21 students in second grade (class .Using quantitative approach and a pre experimental research design, the study collected the data through questionnaires This finding conform the previous research finding that describing picture can help students to improve students' English speaking skill. Nevertheless, there were some problems gained in using describing picture strategy. Many students could not apply grammar correctly when they speak by using the strategy. The students are difficult to understand English when their friends speak English using describing picture. They could not speak English fluently and concentrate in speaking English when the teacher used the strategy.

**Khamsiah.** (2013) *"Improving Students' Speaking Skill In Expressing Personal Identity Through" .Picture Media At Grade Vii A Smp N I Tandun.* This study aimed to solve the problems that were found in preliminary study. The research problem that was formulated was "How can the pictures as media improve the students in speaking skill?" This research was conducted in SMP N I TAN DUN, and the numbers of participants were fourteen. This research focused on improving students' speaking achievement by using picture as media. This study used Classroom Action Research (CAR) as the research method. The subject of this study was the seventh grade students of SMP N I Tandun .The findings of this research might not have the same result in every cycle. After the researcher used the picture media conducted was really help the students to increase their skill in speaking and it can be seen from the improvement of the students' value in expression personal identity.

**Pamela (2017).** Lavallo conducted a research entitled *"The study of the Use of Picture Descriptions in Enhancing Communication Skills among the 8th-Grade Students—Learners of English as a Foreign Language"* in Chile. Teachers of English as a foreign language (EFL) encourage students to take a more active role in the oral activities in the classroom through different strategies. This study examines the use of picture descriptions as a strategy to develop and enhance communication skills among the eighth-grade students attending a private English school in Chile. To that end, action research (AR) was attempted with the use of quantitative and qualitative methods to determine whether the use of picture descriptions can improve the students' oral skills in English as a foreign language. The findings of the study suggest that the students' communication skills increased as result of integrating picture

descriptions in classroom activities, which in turn enhanced the students' overall participation.

**Serena Triacca, (2017)** conducted a research entitled "*Teaching and Learning with Pictures the Use of Photography in Primary Schools*", Catholic University of the Sacred Heart, Milan, Italy. The study focused on teaching with pictures. The study investigated the tips may teachers need to be aware about using photography in their activities. The researcher found some guiding principles according to the three essential components of the teacher's activity (design, communication, evaluation). The teacher should imagine a lesson plan that provides photographic images as essential materials for achieving the identified goals. Using pictures enhances the pupil by involving him in the process of meanings co-building. Manipulating photographs according to various levels of complexity.

**Ghazi Khan et al (2015)** "*Impact of Visual Aids in Enhancing the Learning Process*" Case Research: District Dera, University Faisalabad  
The study investigated the impact of visual aids in enhancing the learning process. The study concluded that using visual aids as a teaching method stimulates thinking and improves learning environment in a classroom, effective use of visual aids substitutes monotonous learning environments, students develop and increase personal understanding of the areas of learning when they experience a successful and pleasant learning in the classroom, students find visual aids sessions useful and relevant when it has some direct relation to the course content, the present research gave insights on students' perception and opinions on the use of visual aids and resources.

**Lloyd Ryan (1993)** "Using Pictures in Teaching Art and Other Stuff"  
The problem of the study was represented in that pictures have enormous

potential as teaching tools, they have to be carefully selected and professionally utilized, when used appropriately children will learn to see and to think. The old saying that a picture is worth a thousand words may or may not be true. Generally, speaking, pictures, paintings, and other visuals constitute the most effective, most plentiful, and least expensive teaching medium. It is also the medium that is least utilized. There are good school-useful pictures in abundance, almost anywhere you look. Yet, teachers are underutilizing this eminently useful resource. The impact of pictures can be almost magical, when used appropriately. When used otherwise, the impact may be devastating. Utilizing pictures according to the following guidelines will enhance the magic and help prevent negative effects. The study recommended the following criteria in order using pictures be appropriate: age of students, geographic locale of usage, past "real" experiences of students, past vicarious experiences of students.

**Awatif 2015)** "Using Visual Aids to Develop EFL Learner's Speaking Skill". English language is the major language in the world. Speaking English is an important skill that requires adequate practice. Teaching English languages is a great challenge that needs special planning and techniques to be used in classroom. Large numbers of teachers do not know how to use visual aids during the lesson. They claim that visual aids cost a lot of money and time. The general aim of the study is to help teachers use visual aids to develop speaking skills and intends to maximize the role and benefits of visual aids in English language learning at secondary schools. Visual aids improve the teaching process, in addition to encouraging the largest number of students to participate in the lesson. The study also aims to draw teachers attention to the importance of using visual aids beside training teachers to design visual



aids and to provide teachers with strategies for using them .The study used the descriptive analytical method , a questionnaire used as a tool for collecting data. The questionnaire was distributed to the sample which consisted of (50 ) EFL teachers. The study has used ( SPSS) programme to analyze the data collected. The result of the study shows that visual aids help learners to interact, and develop their speaking skills, effectively. On the basis of the result it is recommended that teachers should receive special training in designing and using visual aids. They should be familiarized with more advanced and modern technologies which they can use as visual aids. Moreover, teachers need to be aware of the importance of visual aids.

**Al Faki, Ahemd (2012)** “Visual Aids as an Influential Factor in EFL. Classroom interaction”. The study aims to determine the influence of visual aids on classroom interaction. Also the study aims at promoting interaction in large classes. The study leads to the fact that visual aids are very important in EFL for both teachers and students.

**Amel Allou(2013)** The Effect of Audiovisual Aids in Teaching Speaking Skill among EFL Learners." In this research work our hypotheses states that if the teacher use audio-visual aids in class students’ speaking skill will be improved. In order to test our hypothesis and for the purpose of introducing audio- visual aids as an effective strategy to enhance speaking and to provide a full illustration for the correct use of AVA we submitted a teachers’ questionnaire which helped us to know the teachers’ points of view about the use of audio- visual aids in teaching speaking. Meanwhile , we submitted a questionnaire for 2<sup>nd</sup> year students of English at Biskra University for more accurate data. At the end of the research the obtained results could confirm our hypothesis which stated that students’ speaking skill will improve if we use of audio-visual

materials. Eventually, this study aims at suggesting some recommendations and tips for teachers as well as students that may serve for improving speaking skills.

### **The Summary**

The second chapter offers a review of the literature related to the research topic, it includes introduction, definition of visual aids, types of basic visual aids used in the classroom, process of communication it also show the importance of oral communication skills within the classroom and society, in the other part the study include some topic about the picture ,types of pictures, criteria of a good picture, the advantages of using pictures in teaching English language, ways of using pictures as a teaching strategy. in the lat it show how to use pictures and when to use them depends a lot on the teachers (their ability, their flexibility and their purposes as well).

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology of the study, the tools used for data collection , reliability and the validity of the tool. The methods adopted in this research are the experimental and descriptive analytical methods. The study used two tools for data collection. A questionnaire for (28) EFL students at basic schools and (40) EFL teachers at Khartoum State (male and female) The data have been analyzed with the statistical package for social science (SPSS) program.

#### **3.1 Population of the study**

The population of the study were (80) students from basic schools EFL teachers t basic school, Khartoum State . The data for the research were collected from the sample who participated in the questionnaire.

#### **3.2 Sample of the study**

The sample of the study who participated in the questionnaire were (28) EFL students who were selected randomly from the population of the study at Khartoum State basic schools and the ( 40 ) EFL teacher are also from the Khartoum State basic schools chosen randomly.

#### **3.3 The Tools of the study**

Two tools were used for data collection for this study. The first is a questionnaire for (28) of the students and ( 40 ) EFL teachers .

#### **3.4The Procedure for Data Collection**

The two questionnaire were designed and used as tools to collect data for investigating the topic .The one questionnaire was used to reflect the English language teachers points of view about The Influence Of Picture

Based Activities On Enhancing Oral Communication Competence Among EFL Learners and the another questionnaire for students.

### 3.5 The Validity of the Questionnaire

The questionnaire was designed for EFL students at the University level to elicit information about their views The Influence Of Picture Based Activities On Enhancing Oral Communication Competence Among EFL Learners.

### 3.6 Statistical Reliability and Validity

The reliability is defined as the degree of accuracy of the data that the test measures, the method for calculating the reliability. In this study the validity calculated by using the following equation. According to the equation received through computer calculation to Chi square root through the (SPSS) program below, it is found that the validity is: 98%

**R: reliability of the test . N: number of all items in the test**

X: odd degrees

Y: even degrees

$\sum$  sum

$$\text{reliability} = (2 \cdot R) / (1 + R)$$

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

$$N = 24$$

$$\sum xy = 7600$$

$$\sum x \sum y = 227796$$

$$\sum x^2 = 8833$$

$$\sum y^2 = 10096$$

$$(\sum x)^2 = 214369$$

$$(\sum y)^2 = 242064$$

0.958403	CORREL
0.97876	RELIA
0.989323	VALID

### Valuators of Thesis' Tools

Name	Academic Rank	Academic institution
<b>Prof: Abdul Gadir Muhmmmed Ali</b>	<b>Assistant Professor</b>	<b>Gezira University- Faculty of Education- ELhassahisa</b>
<b>Dr: Muntsir Mubarak Hassan ELhafyan</b>	<b>Doctor</b>	<b>Sudan University of Science and Technology- Faculty of Education</b>
<b>Dr. Elgaili Mhajoub Ahmed Fadl ELmula</b>	<b>Doctor</b>	<b>Gezira University- Faculty of Education- ELhassahisa</b>

### Summary

In chapter three describes the study methodology, including sample, population and procedures. It outlines the data collection, method used in the study, the participants and steps for data analysis.

**CHAPTER FOUR**  
**DATA ANALYSIS AND, RESULTS**  
**AND DISCUSSIONS**

## CHAPTER FOUR

### DATA ANALYSIS AND, RESULTS AND DISCUSSIONS

#### 4.0 Introduction

In this chapter researcher presents the relevant data analysis and the results of Interview and the hypotheses of the study are tested in relation to the results of the data.

#### 4.1 The analysis of the Data

In this section the investigator requests the samples' to give their opinion about The Influence Of Picture Based Activities On Enhancing Oral Communication Competence Among EFL Learners by making a tick in the option that reflects their opinions. The statistical analyses of the questionnaire are shown in the following tables.

#### 2.2 Students Questionnaire

##### Q1: Do you like to learn foreign languages?

Options	Frequently	Percentage
Yes	27	3.58
No	1	96.42
Total	28	100%

It can be seen from the table mentioned above that the most pupils (27) with the rate of (96.42%) have a desire to learn foreign languages. In contrast to this only one learner with rate of (3.58%) have not the desire to learn them. These results are due to the enjoyment of pupils when they learn them because they feel comfortable to say what they want using a language which is not their mother tongue.



### **Q2: Are you motivated to learn English language?**

<b>Options</b>	<b>Frequently</b>	<b>Percentage</b>
<b>Yes</b>	26 92.85	26 92.85
<b>No</b>	2 7.15	2 7.15
<b>Total</b>	<b>28</b>	<b>100%</b>

Table (6 ) demonstrates that (92.85%) of learners are motivated to learn English, because it is the first time they deal with it as a new designed subject in the program and their teacher do their best to motivate them . Whereas (7.15%) is the percentage of participants who are not motivated to learn English language, because they do not understand the teacher when he explains the lesson therefore they feel bored when they study i

### **Q3: Learning Vocabulary?**

<b>Options</b>	<b>Frequently</b>	<b>Percentage</b>
Vocabulary	17	%60.71
Grammar	4	%14.29
Both of them	7	25%
Total	28	100%

As illustrated by the table and graph, 17 of learners with (60.71%) said that vocabulary is an easy language element to study because it is noticeable that learners are excited and all the time they ask their teacher how to say certain words in English. However, grammar and vocabulary together comes with a percentage of (27%) about 7 learners, because of their awareness concerning the integration of certain component in order to learn English language, we cannot focus one element and neglect the 4 of them with the rate of (14.29%) assume that grammar is the easiest

language component to study because they need to know the rules so as to write or say a correct sentence..

**Q4: To what extent does your teacher use pictures in the classroom?**

<b>Options</b>	<b>Frequently</b>	<b>Percentage</b>
<b>Always</b>	1	%3.58
<b>Sometimes</b>	27	%96.42
<b>Rarely</b>	0	0
<b>Never</b>	0	0
<b>Total</b>	28	100%

As it is illustrated in figure (13 27 learners with percentage of (96.42%) said that the teacher sometimes uses pictures in classroom and only one with the rate of (3.58%) answered that he always uses them. It reflects that the teacher utilizes pictures most of times since they can help him to achieve certain goals in teaching learning process as well as addressing pupils' needs.

**Q5: Do you prefer to study with pictures**

<b>Options</b>	<b>Frequently</b>	<b>Percentage</b>
<b>Yes</b>	28	100
<b>No</b>	0	0
<b>Total</b>	28	100%

According to the table and the chart above, the results represent that; the whole pupils (100%) prefer to study with pictures because they simplify the task of understanding lessons, and they create a pleasant learning atmosphere.

**Q6: Do you think that pictures help you to speak successfully**

Options	Frequently	Percentage
Yes	28	100
No	0	0
Total	28	100%

The table demonstrates that all the pupils (100%) view that the pictures help them to learn speaking successfully, because they are effective in raising their curiosity to know the new lexical items in the target language as well as the pictures sometimes indicate the word meaning without saying it.

**Q7: To what extent do you enjoy when studying speaking skill with pictures**

Options	Frequently	Percentage
<b>Much</b>	28	100
<b>Little</b>	0	0
<b>Not at all</b>		0
<b>Total</b>	28	100%

A rate of (100%) of responses answered that they enjoy when studying vocabulary with pictures. It claims that the employment of this technique facilitates the comprehension of lexical items easily, and it links the word with its visual representation.

**4.3 Discussion of Students' Questionnaire**

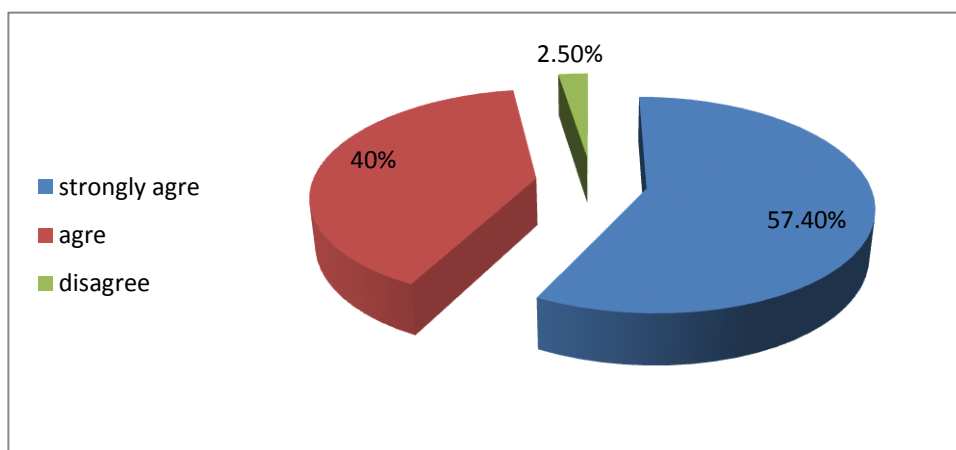
Results obtained from the pupils' questionnaire are showing that the majority of learners are interested to study foreign languages mostly English because it is the language of cartoons, movies and games (familiar language). Students also are aware about the importance of

vocabulary and other four skills, despite the fact they face difficulties during the process of learning speaking this does not prevent them from a high vocabulary acquisition. Furthermore, teachers help their students but using several techniques especially pictures. Learners prefer to consolidate this didactic aid in the learning process since it has a powerful effectiveness in learners' acquisition of new lexical items. If teachers use the pictures in classroom, pupils will be motivated and engaged in the lessons.

#### 4.4 Teachers Questionnaire

**Table (4.1) Visual aids help in making learning meaningful for students.**

	Frequency	Percentage
Strongly agree	23	57.4
Agree	16	40
Disagree	1	2.5
Total	40	100%

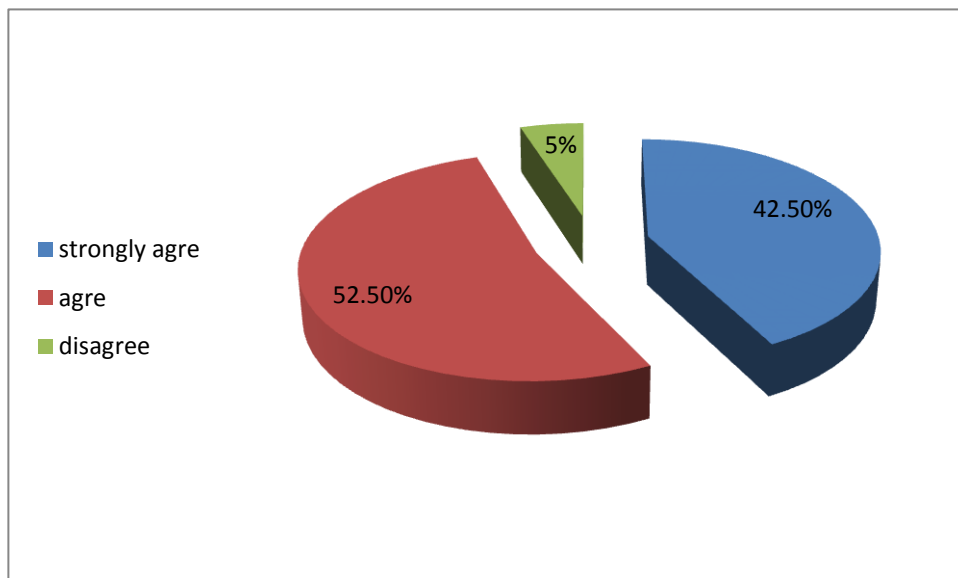


**Figure (4.1)**

From the table and figure (4.1) the teachers who are strongly agree are (57.4%), (40%) agree and (2.5) are disagree. According to the result (97.4%) of the respondent agree with the statements.

**Table (4.2) Visual aids develop speaking skills effectively**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	17	42.5
Agree	21	52.5
Disagree	2	5
Total	40	100%

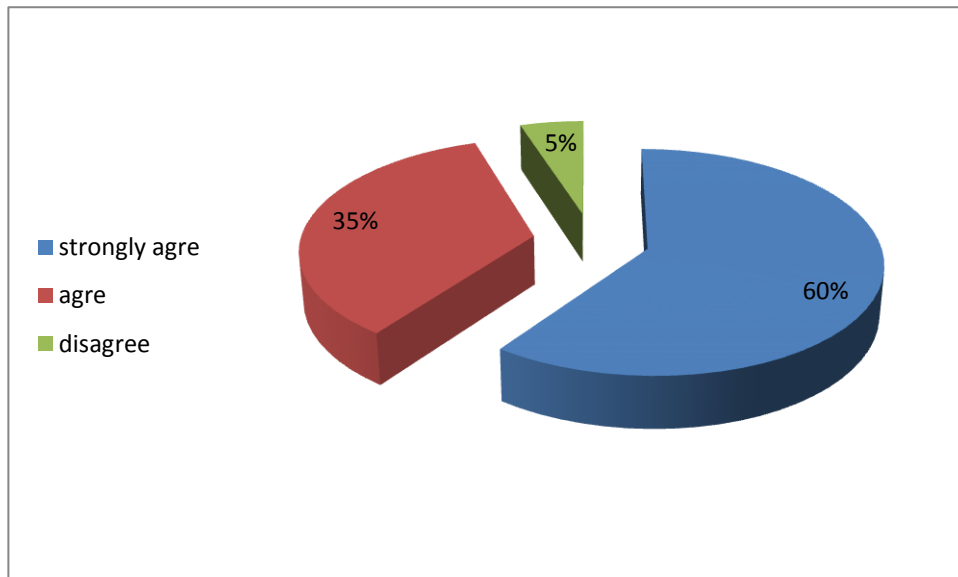


**Figure (4.2)**

Table and figure (4.2) reveals that (42.5%) of the respondents strongly agree, (52.5%) are agree and (5%) are disagree). According to the results the majority y of the teacher agree, so, the statement is supported.

**Table (4.3) Students feel shy to speak English in side classroom**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	24	60
Agree	14	35
Disagree	2	5
Total	40	100%

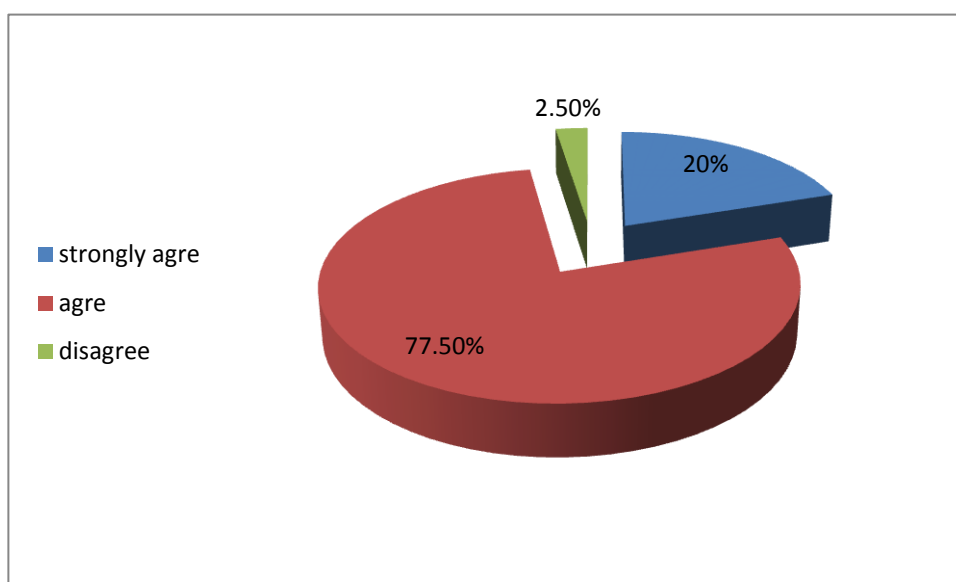


**Figure (4.3)**

From the table and figure (4.3) the teachers who are strongly agree are (60%), (35%) agree and (5) are disagree. According to the result (95.4%) of the respondent agree. So, the statement is accepted .

**Table (4.4) Pronunciation problem is re graded as one of the factor that face students to communicate orally**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	8	20
Agree	31	77.5
Disagree	1	2.5
Total	40	100%

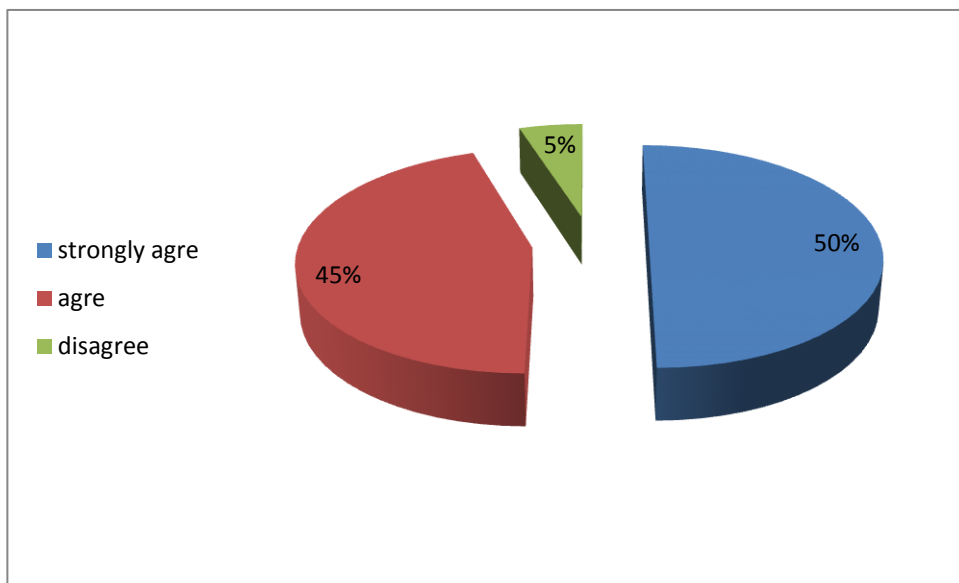


**Figure (4.4)**

Table and figure (4.4) reveals that (20%) of the respondents strongly agree, (77.5%) are agree and (2.5%) are disagree). According to the results the majority y of the teacher agree, so, the statement is supported.

**Table (4.5) The best way to practice oral communication is through conversation and interview**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	20	50
Agree	18	45
Disagree	2	5
Total	40	100%



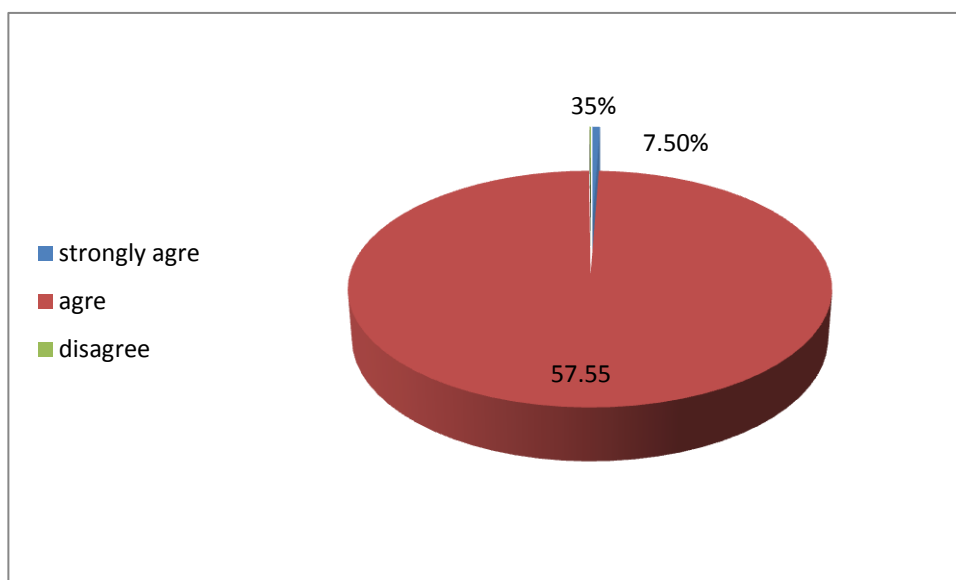
**Figure (4.5)**

It is clear from the results illustrated above, (50%) of teachers strongly agree, (45%) agree (5%) disagree . According to the result (95%) of the teachers agree with the claim.



**Table (4.6) The use of visual aids needs a good speaking skills on the part of the teacher**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	14	35
Agree	23	57.5
Disagree	3	7.5
Total	40	100%

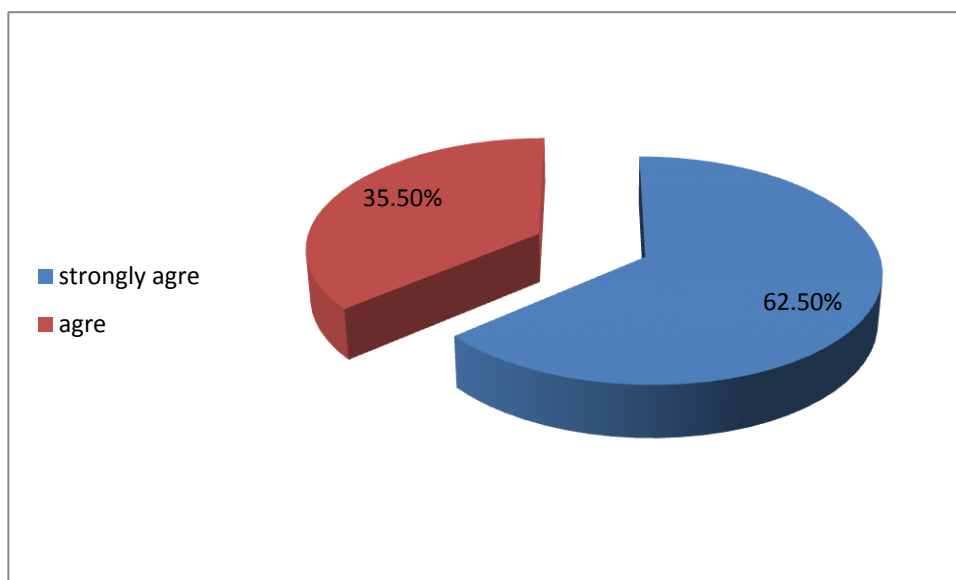


**Figure (4.6)**

Table (4.6) and Figure (4.6) express that that the greatest majority of respondents (57.5%) agree while (35%) strongly agree and (7.5%) disagree. According to the results the majorly of the teacher (92.5%) supported the statement.

**Table (4.7) Picture help teachers to achieve the objective of the speaking class**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	25	62.5
Agree	15	37.5
Disagree	0	0
Total	40	100%

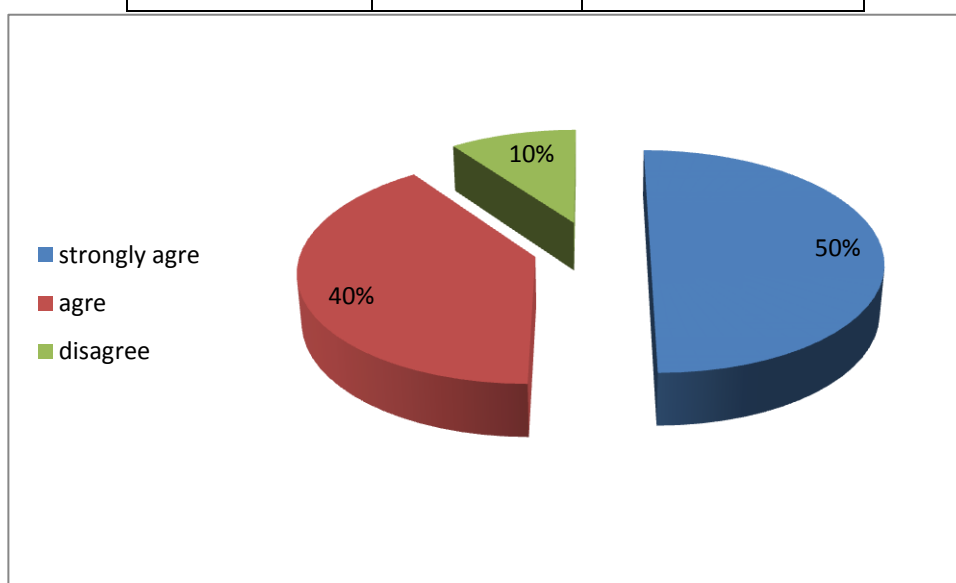


**Figure (4.7)**

Table and figure (4.7) shows that (62.5%) strongly agree, (37.5%) agree. This explained that most of respondents agree teaching communication methods might develop Sudanese EFL learners to practice speaking skills.

**Table (4.8) Teachers need training on designing Picture.**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	20	50
Agree	16	40
Disagree	4	10
Total	40	100%

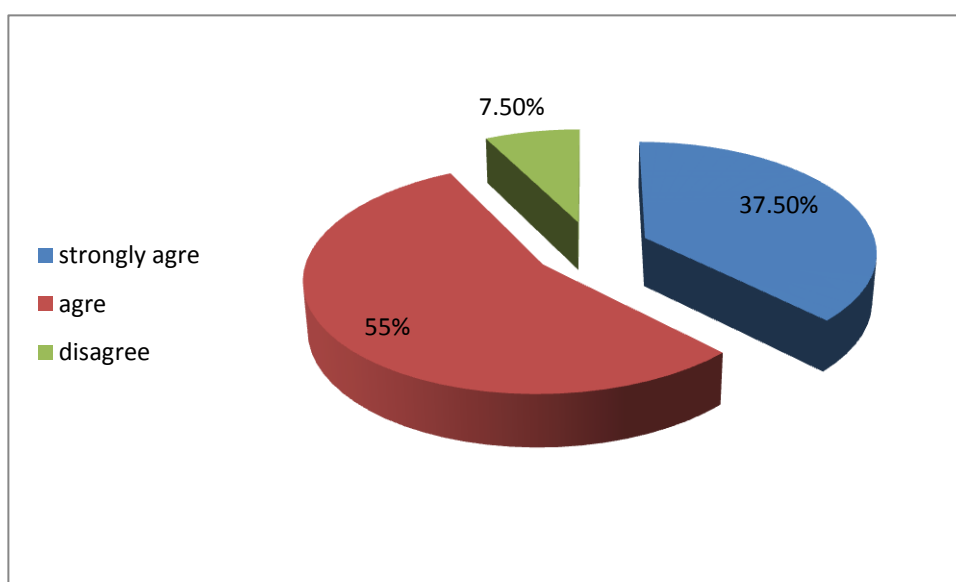


**Figure (4.8)**

Table and figure (4.8) show that, (50 %) of the chosen sample response strongly agree, (40 %) of them agree, and (10 %) are disagree. According to the result the majorly of the teachers (90%) agreed with the claim.

**Table (4.9) Using picture in EFL classroom make the lesson enjoyable and interesting**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	15	37.5
Agree	22	55
Disagree	3	7.5
Total	40	100%

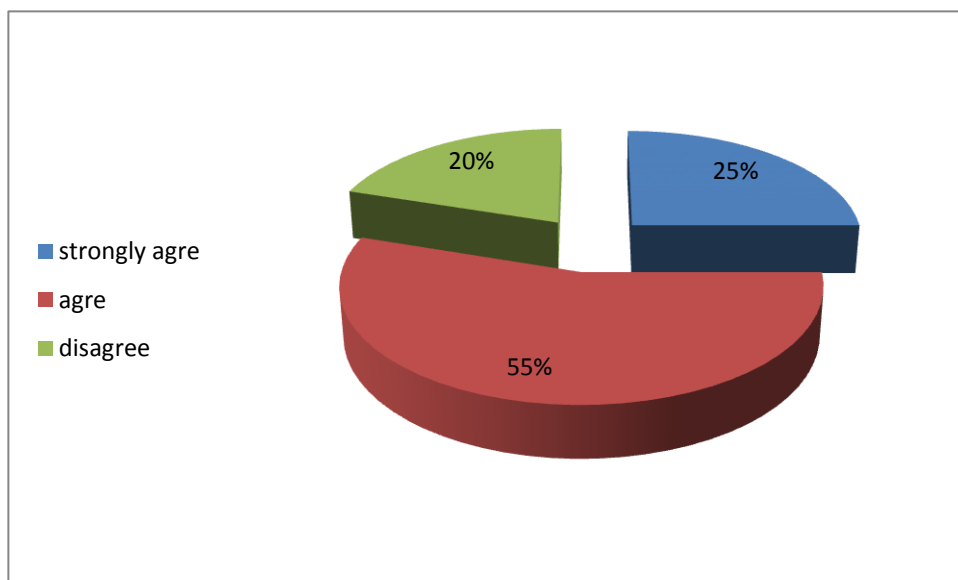


**Figure (4.9)**

Table and figure (4.6) claim that, (37.5%) of the chosen sample response strongly agree, (55%) of them agree, and (7.5%) are disagree..

**Table (4.10) The English syllabus at all levels of education don't have enough oral activities**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	10	25
Agree	22	55
Disagree	8	20
Total	40	100%

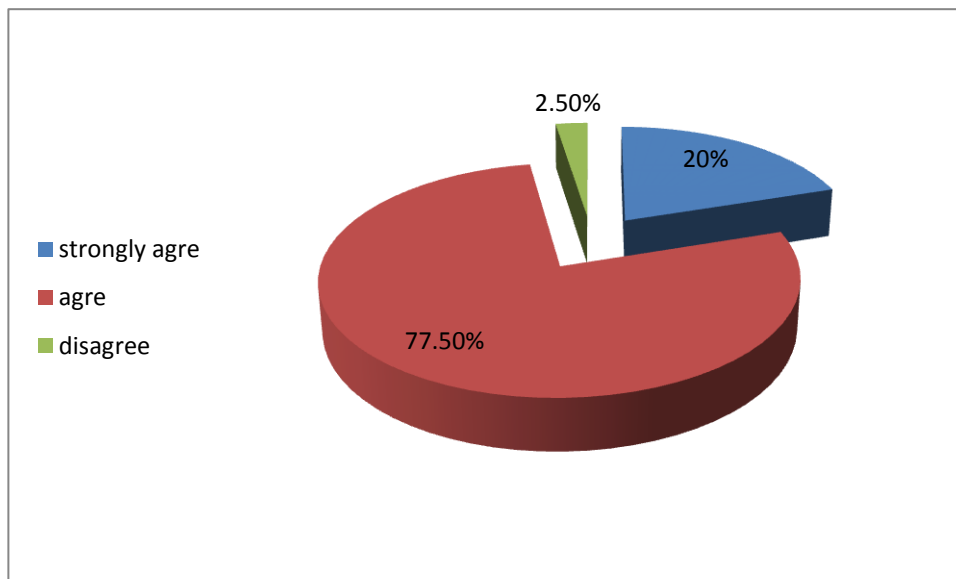


**Figure (4.10)**

The following figure(4-10) will summarized the above table. 25% of the respondents strongly agree, 55% agree, 20% to disagree. These results indicate that most of the respondents supported the statement.

**Table (4.11) pictures can be effective in promoting students' interest and motivation in speaking activities in English class**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	8	20
Agree	31	77.5
Disagree	1	2.5
Total	40	100%

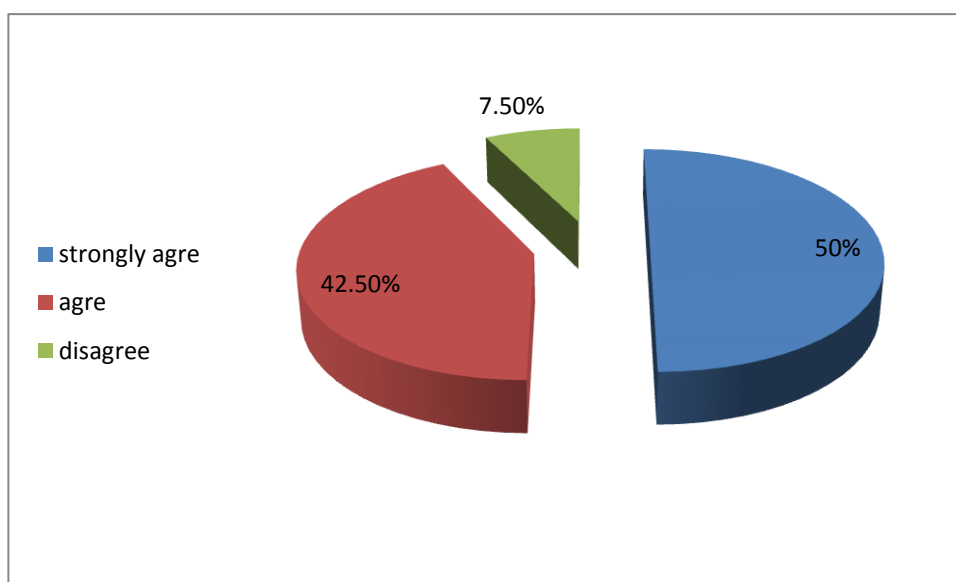


**Figure (4.11)**

The above table and figure (4.11) shows that 20% of the respondents strongly agree, 77.5% agree and 2.5% , most of the respondents agree statement is accepted.

**Table (4.12) The Sudanese EFL learners need to exert ultimate efforts to master skills in communicative English**

	Frequency	Percentage
Strongly agree	20	50
Agree	17	42.5
Disagree	3	7.5
Total	40	100%

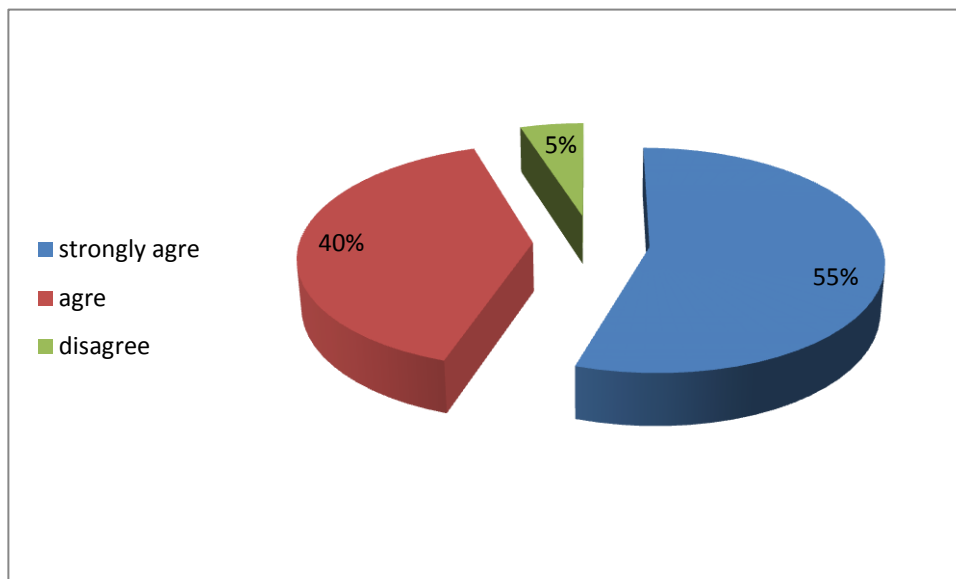


**Figure (4.12)**

From table and figure (4-12) claim that , 50% of the teachers are strongly agree and 42.5 % are agree and 7.5% are disagree . According to the result the statement is strongly supported since, 92.5% of teachers agree.

**Table (4.13) Pictures are considered as flexible and visual instruction technique**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	22	55
Agree	16	40
Disagree	2	5
Total	40	100%



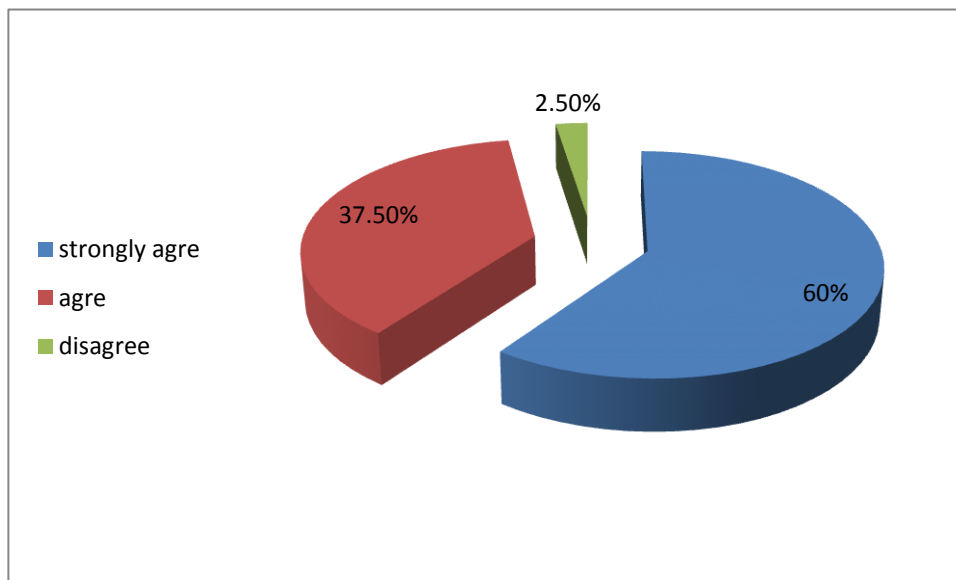
**Figure (4.13)**

From table (4-13) and fig (4-13) teachers who agree are 40 % teachers, those who strongly agree are 55. %, 5 % disagree. So according to the results 95 % of the teacher agree with the statement.



**Table (4.14) Communication is one of the objective to be achieved of any language learning situation**

	Frequency	Percentage
Strongly agree	24	60
Agree	15	37.5
Disagree	1	2.5
Total	40	100%

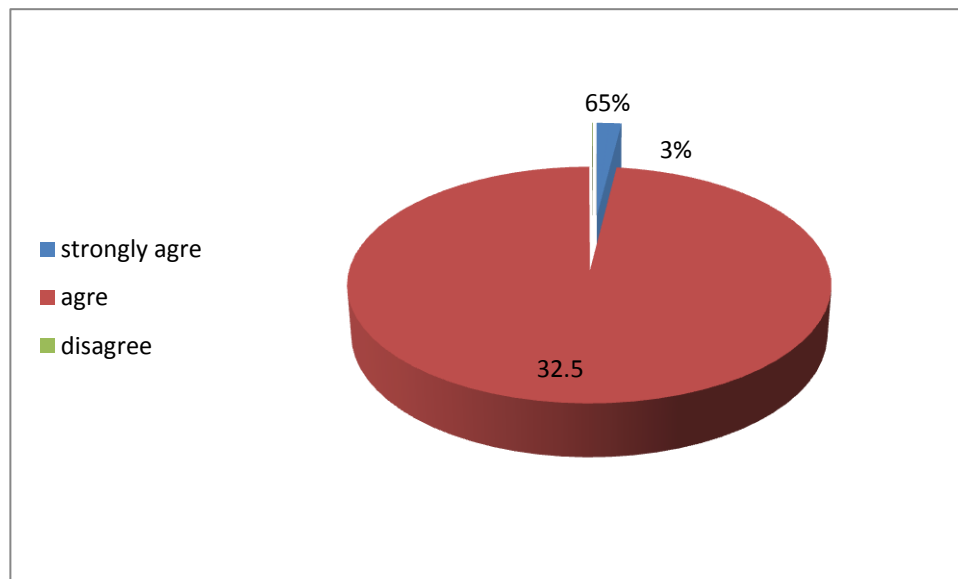


**Figure (4.14)**

Table and figure (4-14) shows that 60 % of the respondent strongly agree and 37.5 % agree and 2.5% disagree, thus this statement is accepted.

**Table (4.15) Picture help students to acquire a positive attitude towards Oral communication and English language skills**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	26	65
Agree	13	32.5
Disagree	1	2.5
Total	40	100%

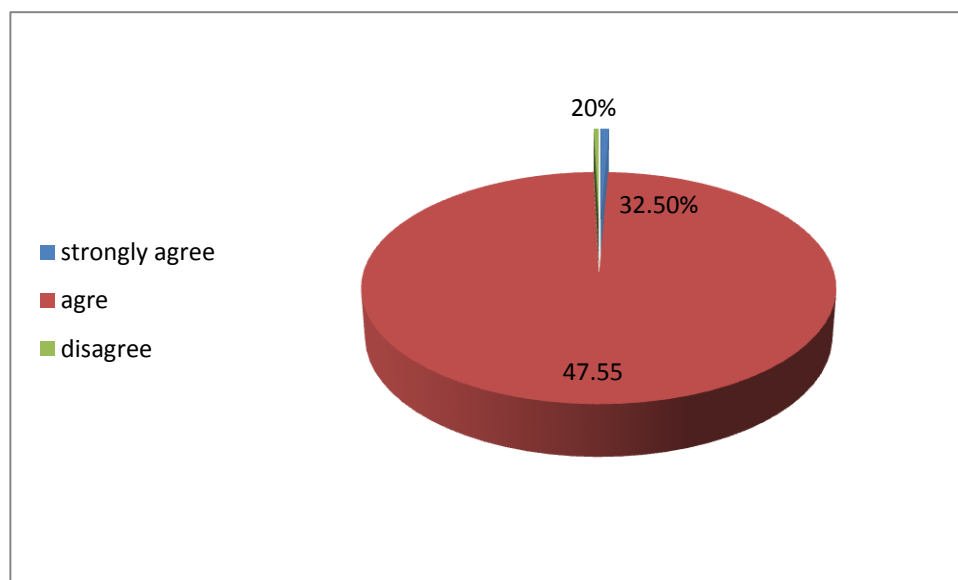


**Figure (4.15)**

Table and figure teachers who strongly agree are 65 % teachers, those who agree are 32.5. %, 2.5 % disagree. So according to the results 97..5% percent of the teacher agree with the statement

**Table (4.16) Teachers have to provide a pleasant atmosphere in order to make their lectures attractive and motivating**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	13	32.5
Agree	19	47.5
Disagree	8	20
Total	40	100%

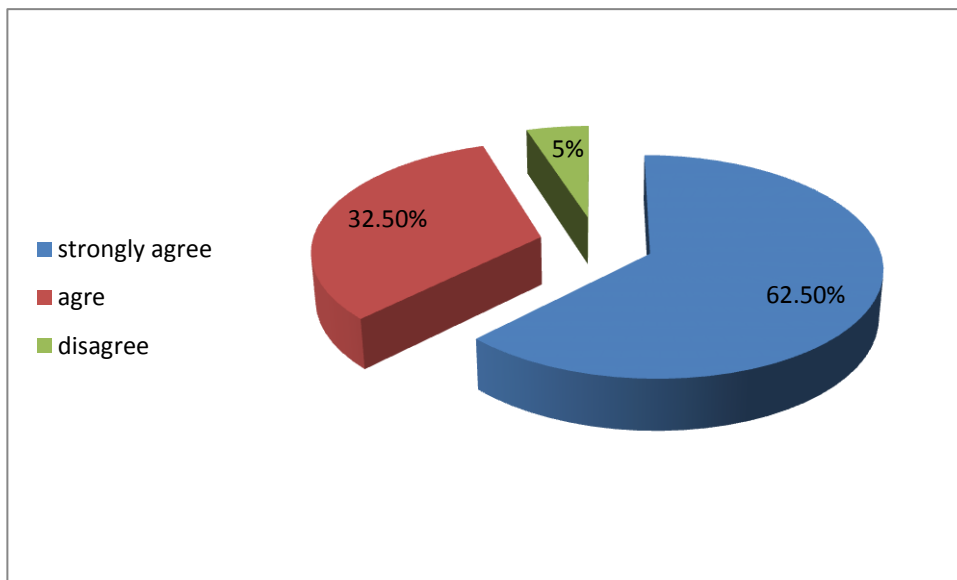


**Figure (4.16)**

Table and figure (4-16) shows that teachers who agree are 47.5 % teachers, those who strongly agree are 32.5. %, 20 % disagree. So according to the results 80% percent of the teacher agree with the statement.

**Table (4.17) Describe pictures and difference picture have strongly influence on promoting oral communication competence among EFL students**

	Frequency	Percentage
Strongly agree	25	62.5
Agree	13	32.5
Disagree	2	5
Total	40	100%

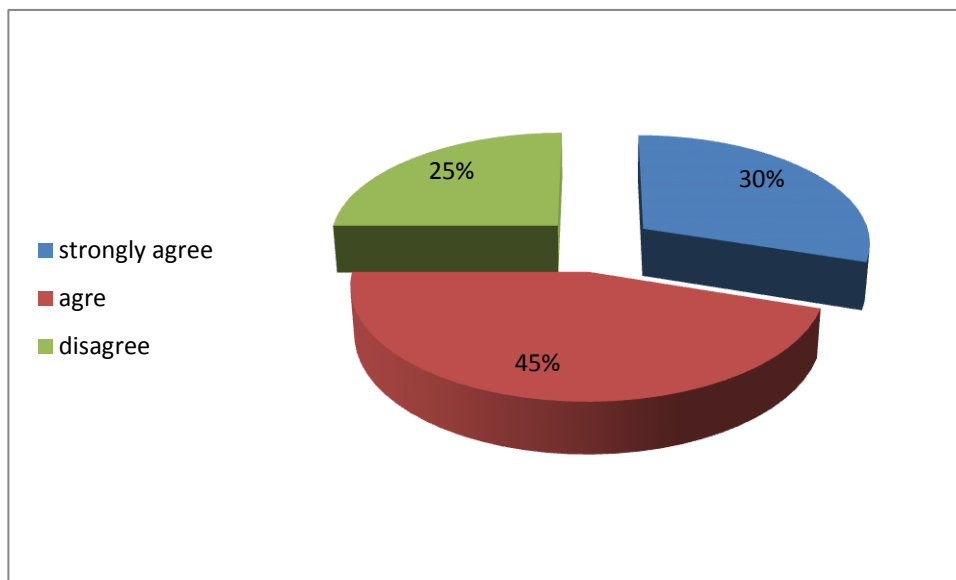


**Figure (4.17)**

Table and figure (4.17) reveals that 62.5% of the respondent strongly agree (32.5%) agree and (5%) are disagree. According to the result majority of the teacher agreed with the statement.

**Table (4.18) EFL teachers adopting new method and techniques based activities in teaching speaking skill.**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	12	30
Agree	18	45
Disagree	10	25
Total	40	100%

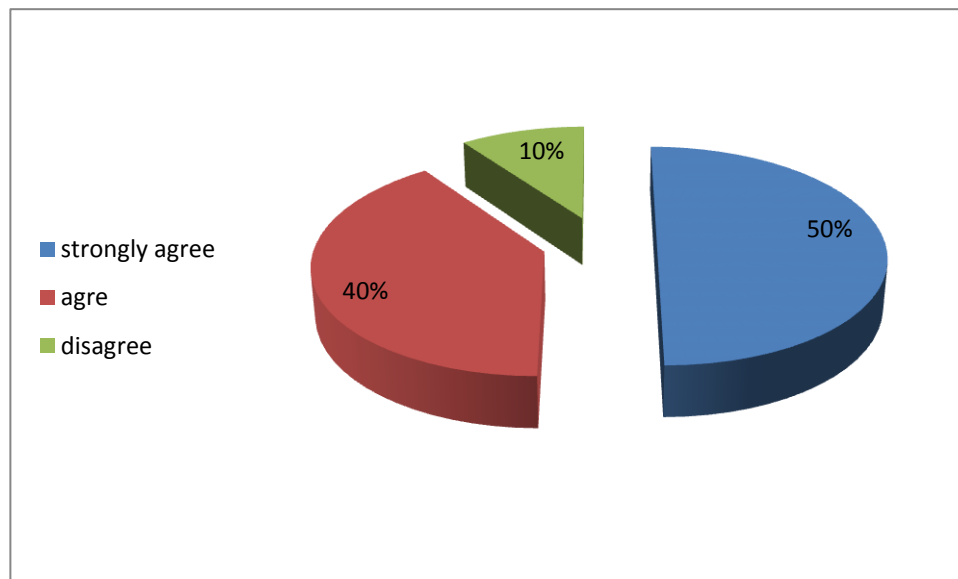


**Figure (4.18)**

Table (4-18) and figure (4-18) shows that (30%) strongly agree,(45%) agree and(25%) disagree. This show that teacher supported the claim.

**Table (4.19) Pictures are a powerful technique which can be used in teaching and learning Speaking skill**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	20	50
Agree	16	40
Disagree	4	10
Total	40	100%

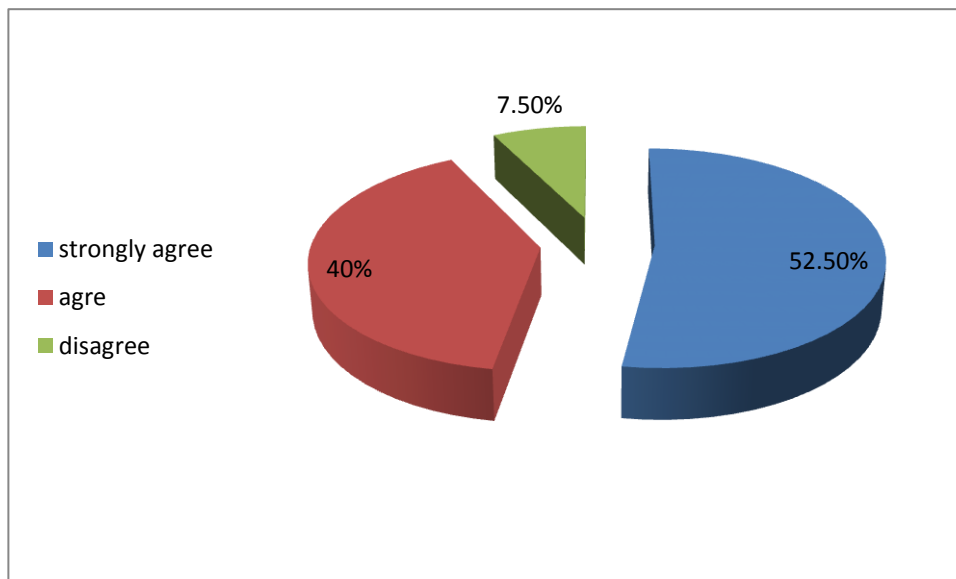


**Figure (4.19)**

Table and figure (4-19) the most of respondent (50%) strongly agree, (40%) agree and (10%) disagree. According to the result( 90%) of the teacher agree, so, the testament is supported.

**Table (4.20) Using pictures can be effective in promoting students' interest and motivation in speaking activities in English class**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	21	52.5
Agree	16	40
Disagree	3	7.5
Total	40	100%



**Figure (4.20)**

Table and figure (4-20) show that most of respondents (52.5%) agreed, (40%) natural and (7.5%) disagree. According to the result( 62%) of the teacher agree, so, the testament is supported.

### **4.3 Confirmation of Hypotheses**

The study tries to ensure and test the following hypotheses .

**Hypothesis One :** *One picture based activities have strongly influence on promoting oral communication among Sudanese basic school pupils, if it used commonly in teaching English language*

Table and diagram (4.2) show that,(76%) of the sample agree that, modern technology helps learners to evaluate and analyze topics relating to cultural and traditional differences. The answer of question two in the interview supported this hypothesis.

1. **Hypothesis Two:** *Picture based activities are very significant one an effective on enhancing oral communication among Sundance basic schools pupils .*

According to the statistical analysis of table (4.3) most respondents (90%) agree that, reading literary texts with a critical eye develops learners' ability to analyze what they read. The answer of question three in the interview supported this hypothesis. Therefore the hypothesis is accepted.

**Hypothesis Three :** *Teachers of English language can extremely benefit from teaching on adopting new methods and techniques like based activities.*

According to the statistical analysis of table (4.22), (94% ) of the sample agree that reading novels enables EFL learners to recognize traditions of other cultures.

### **Summary**

Chapter four introduces data analysis and discussion of the questionnaire results of both teachers and student. and the chapter ending with Confirmation of Hypotheses.



**CHAPTER FIVE**  
**MAIN FINDINGES, CONCLUSION,**  
**RECOMMENDATIONS AND SUGGESTION for the**  
**FURTHER STUDIES**

## **CHAPTER FIVE**

### **MAIN FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTION for the FURTHER STUDIES**

#### **5.0 Introduction**

This chapter introduces the main findings conclusion and recommendation.

#### **5.1 Conclusions**

The present study tried to shed light on the most effective activity to improve oral communication which is so called picture based activities and investigate the influence of it upon English learners. The study has tried investigation the influence of pictures based activities and found out that pictures can greatly contribute in enhancing oral communication .

#### **5.2 Main Findings**

The study has obtained the following results.

1. Teachers have to provide a pleasant atmosphere in order to make their lectures attractive and motivating.
2. Picture help students to acquire a positive attitude towards Oral communication and English language skills.
3. Pictures are considered as flexible and visual instruction technique.
4. Describe pictures and difference picture have strongly influence on promoting oral communication competence among EFL students.
5. The Sudanese EFL learners need to exert ultimate efforts to master skills in communicative English.
6. Picture affects positively in students oral skill as well as attitudes towards the language.
7. Communication skills increased as result of integrating picture classroom activities.
8. Pictures can stimulate students' discussion and interpretation of the topic.
9. Pictures can motivate students to take part in speaking activities.

#### **5.3 Recommendations**

Based on the findings the study recommends the following:

1. Teachers have to teach speaking within the context and use the appropriate techniques to reach the process of presenting new words.

2. Teachers must realize that their teaching methods would affect their pupils' level of progression.

3. Teacher should use picture based activities to enhance students oral skills.

4. Teachers have to provide a pleasant atmosphere in order to make their lectures attractive and motivating; this could be realized through the use of pictures, games, videos and other techniques.

5. Teachers should select color pictures from internet in accordance with pupils' needs and interests.

6. Teachers can adapt some sites and books which provide pictures for them.

#### **5.4 Suggestion of Further Studies**

1. Effectiveness of picture based activities to promote EFL learners Vocabulary

2. Developing basic schools students speaking skill through picture-based activities.

3. Using Picture based activities as techniques to enhance EFL students writing composition

#### **Summary**

Chapter five provides a conclusion, the findings from the literature reviews, students questionnaire and the interview done with the experts in the field of the teacher training of English Language from Khartoum locality.

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# Appendixes

## Appendix( A)

### Students Questionnaire

**Q1: Do you like to learn foreign languages?**

Yes (     )                      No (     )

**Q2: Are you motivated to learn English language?**

Yes (     )                      No (     )

**Q3: Learning Vocabulary?**

Yes (     )                      No (     )

**Q4: To what extent does your teacher use pictures in the classroom?**

Always(     )    Sometimes (     )    Rarely (     )    Never(     )

**Q5: Do you prefer to study with pictures?**

Yes (     )                      No (     )

**Q6: Do you think that pictures help you to speak successfully?**

Yes (     )                      No (     )

**To what extent do you enjoy when studying speaking skill with pictures?**

Much (     )    Little (     )    Not at all (     )

**Appendix( B)**  
**Teachers Questionnaire**

*Dear teachers*

This research attempts to investigate the effectiveness of using visual aids to improve learner's speaking skills. The research is titled **Influence of Picture Based Activities to Enhance Oral communication Among EFL learners**. I would be grateful if you would tick on the scale . The data collected will be convectional.

*Thank you*

Statement	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1. Visual aids help in making learning meaningful for students					
2. Visual aids develop speaking skills effectively					
3. Students feel shy to speak English in side classroom					
4. Pronunciation problem is re graded as one of the factor that face students to communicate orally					
5. The best way to practice oral communication is though conversation and interview					
6. The use of visual aids needs a good speaking skills on the part of the teacher					
7. Picture help teachers to achieve the objective of the speaking class					
7. Teachers need training on designing Picture.					
9. Teachers need training on designing Picture.					

Statement	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
10. The English syllabus at all levels of education don't have enough oral activities					
11. pictures can be effective in promoting students' interest and motivation in speaking activities in English class					
12. The Sudanese EFL learners need to exert ultimate efforts to master skills in communicative English					
13. Pictures are considered as flexible and visual instruction technique					
14. Communication is one of the objective to be achieved of any language learning situation					
15. Picture help students to acquire a positive attitude towards Oral communication and English language skills					
16. Teachers have to provide a pleasant atmosphere in order to make their lectures attractive and motivating					
17. Describe pictures and difference picture have strongly influence on promoting oral communication competence among EFL students					
18. EFL teachers adopting new method and techniques based activities in teaching speaking skill.					
19. Pictures are a powerful technique which can be used in teaching and learning Speaking skill					
20 Using pictures can be effective in promoting students' interest and motivation in speaking activities in English class					

