Sudan University of Science and Technology
College Of Graduate Studies

Role of Situational Language Activities in Developing Oral Skills
of EFL Learners at Tertiary Level

(A Case Study of Second -Year Students, English language Departments College
of Education at University of Khartoum and Sudan University of Science and
Technology in the academic year (2018-2019))

دور أنشطة اللغة الظرفية في تنمية المهارات الشفوية لمتعلمي

اللغة الإنجليزية لغة اجنبية في المستوي الجامعي

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Dedication

Firstly, I dedicate this work to the soul of Martyrs of great December revolution.

To my mother for sacrificing her life for the sake of us.

To my wife for her patience and moral support.

To the soul of my Late father, May Allah forgive him.

To my beloved son and daughters.

To my all friends and colleagues.

Acknowledgements

Abstract

This study aims at investigating the role of situational language activities in developing the oral skills of Sudanese EFL learners at tertiary level. EFL students at tertiary level face difficulties and hindrances when they start to speak in English; therefore, this study intends to help them overcome those problems. The researcher has adopted quasi-empirical and descriptive methods. Two instruments have been used as primary tools for collecting the data relevant to the study, namely a questionnaire for teachers of English language at Sudan University of Sciences and Technology, and University of Khartoum. The study sample of questionnaire comprises (50) teachers whereas the oral (pre-post) test involves (40) students. Also, ten students were interviewed for a short time concerning their impressions about situational language activities. So, both quantitative and qualitative tools are employed. The researcher applied (SPSS) program through Likert scale to analyze and verify the hypotheses. The study results are firstly, situational language activities play to some extent an important role in developing EFL students' oral skills. Secondly, situational language activities expand students' knowledge of vocabulary. Thirdly, situational language activities motivate the students to grasp better communicative oral skills. On the light of these results, the researcher recommends that students should be rendered sufficient exposure to situational language activities. Curricula designers, educators, and experts should include sufficient language activities in the syllabus in order to courage and motivate the students in learning the foreign language. Teachers should encourage their students to work collectively to improve their speaking skills. Finally, the study includes some other recommendations and concludes with some suggestions for further studies.

مستخلص الدراسة

تهدف هذه الدراسة الي استقصاء دور انشطة اللغة الظرفية في تطوير مهارة الكلام الشفهي لدى الطلاب السودانيين الجامعيين دارسي اللغة الإنجليزية كلغة أجنبية. يواجه الطلاب دارسي اللغة الإنجليزية كلغة أجنبية صعوبات وعوائق عند التحدث باللغة الإنجليزية، لذلك تهدف هذه الدراسة إلى مساعدة أولئك الطلاب في التغلب على هذه المشكلات. وقد اتبع الباحث المنهج شبه التجريبي الوصفي، وتم استخدام أداتين لجمع البيانات المتعلقة بالدراسة المتمثلة في استبانة صممت خصيصاً لأساتذة اللغة الإنجليزية في جامعة السودان للعلوم والتكنولوجيا وجامعة الخرطوم وأيضاً تم إجراء اختبار شفهي قبلي وبعدي لطلاب السنة الثانية دارسي اللغة الانجليزية بهاتين الجامعتين. وقد تم اختيار عينة بحجم (50) أستاذاً لإجراء الاستبيان، بالإضافة إلى عينة بحجم (40) من الطلاب لإجراء الاختبار القبلي والبعدي. جريت معاينة لمدة قصيرة لعشرة تلاميذ بغرض معرفة انطباعاتهم حول انشطة اللغة. وبذلك تم استخدام الاداتين الكمية والنوعية. استخدم الباحث برنامج الحزم الاحصائية للعلوم الاجتماعية (SPSS) من خلال مقياس ليكرت لاختبار الفرضيات. وقد توصلت الدراسة إلى النتائج الآتية: أولاً، تلعب انشطة اللغة لحد ما دورا مهما في تطوير مهارات الكلام الشفهي لدي الطلاب دارسي اللغة الانجليزية كلغة اجنبية. ثانياً، توسع انشطة اللغة الظرفية معرفة الطلاب بالمفردات الانجليزية. ثالثاً، تحفز انشطة اللغة الظرفية الطلاب لنيل مهارات كلامية شفهية تواصلية أفضل. على ضوء هذه النتائج أوصى الباحث بضرورة منح الطلاب عرضا كافيا من انشطة اللغة الظرفية، ينبغي على مصممي المناهج، المعلمين والخبراء تضمين أنشطة اللغة الظرفية كافية في المنهج الدراسي من أجل تشجيع وتحفيز الطلاب على تعلم اللغة الأجنبية، ينبغي على المعلمين تشجيع طلابهم للعمل الجمعي لتحسين مهاراتهم الكلامية. هذا وقد حملت الدراسة لبعض التوصيات وختمت ببعض الاقتراحات لدراسات لاحقة.

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LIST OF TERMS

Number	Term	Meaning
1.	Situational Language Activities	Different classroom activities which are proposed for teaching speaking.
2.	Communication	It is the act of transferring information from one place to another.
3.	Communication skills	The abilities a person can use when giving and receiving different kinds of information. They involve listening, speaking, observing, and empathizing.
4.	Communicative Language Teaching (C.L.T)	It is known as communicative approach. It is an approach to a foreign or second language teaching which focuses on the idea that language should be learnt through communication.

5.	Oral communication	It is speaking skill. It is the ability to convey meaning and to exchange ideas and opinions in appropriate way.

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

CHAPTER TWO
LITERATURE REVIEW

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Since this study is entitled "The Role of Situational Language Activities on Developing EFL Sudanese Learners' Oral Skills at Tertiary Level", it is justifiable that the scope of this chapter is confined to the discussion of the theoretical part and previous studies with respect to the topic of research. In fact, the two fundamental parts constitute the general framework of this chapter.

2.1 Review of Theoretical Background

This section is a major mainstay in this chapter. It elucidates the concepts of situational language activities, and oral skills (oral communication)

2.1.1 Concept of Situational Language Activities

English language is known as the language of situations because it is naturally learnt or acquired through real life's situations. Therefore, the situational language activities have a positive impact on developing the oral skill or the speaking of EFL learners.

Different classroom activities are proposed for teaching speaking. They are almost all aim at maximizing interaction among language learners, and at developing their communication proficiency. According to Harmer (2001:73~75), the most common activity types used for teaching speaking are:

(i)   Discussions

In discussions, students are given the opportunity to express their ideas, and to give their opinions and points of view concerning a given topic or object in front of their teacher and classmates. For many students, being given the chance to speak causes a great problem because of many psychological factors such as shyness and lack of self-confidence. Teachers should therefore take those factors into consideration and look for solutions to help their students to overcome those difficulties. Harmer asserts that one of the best ways to make students speak in the classroom is the use of the "buzz group". In buzz group, learners are given the opportunity to discuss their viewpoints among small groups before doing so in front of the whole class. 'Buzz group' can be applied in two ways. It can firstly be used for a whole range of discussions in which learners are asked to express their ideas and predictions concerning a particular object or situation such as discussing what should be included in a news broadcast or predicting the content of a reading text. The other way is through showing students photographs or introducing topics and asking them to say the first thing that comes to their minds.

(ii) Prepared Talks

Prepared talks are a common type of activity in which the student chooses a topic, prepares it, and then presents it in front of the whole class. Because of preparation and preplanning, prepared talks are usually formal and written. However, learners had better speak from notes rather than from long texts because they will be reading rather than speaking. Prepared talks are especially important activities for both the speaker and the listener provided that they are well prepared and organized.

(iii) Simulations and Role-plays

Simulation and role-play are those activities in which students are given the opportunity to perform or act out a role which to a large extent simulates a real-life situation. Davison and Gordan (1978:28) mention that:

"Simulations are activities in which students are required to play a role of any human interaction or social process. On the other hand, role-plays are activities in which students are asked to perform short scenes that can be realistic or pure fantasy".

Harmer (2001: 75) also claims that roles played by students can be either as they themselves are in a particular situation depending on their imagination, or as roles of other characters different from their own. Jones (1982:30) argued that in order for the play to be successfully acted, students acting roles should think of themselves as real participants in real situations. Besides, they should be given the necessary and sufficient information to carry out the activity. The classroom should also be conditioned to simulate the real situation.

Simulation and role-plays are very beneficial and useful tools in teaching and learning. Since they are most of the time funny and enjoying, they motivate students to learn. They also help shy and hesitant students to speak because they feel less responsible of the language they produce. Furthermore, simulations and role plays give the students the chance to use a much wider range of language (ibid 275).

(iv) Acting from a Script

It is a type of speaking activities in which students are asked to perform scripts of a play or a film. Harmer (2001: 75) claims that students can be engaged in activities where they act out scenes from

plays, their course books, or even from dialogues written by themselves in front of the class providing that the teacher creates an appropriate atmosphere for the activity. Students should be given enough time rehearsing and practicing their dialogues before their final performance in front of their teacher and classmates. While students are performing their scripts, the teacher can act as a theatre director paying attention to the students' stress and intonation.

(v) Questionnaires

In questionnaires, students can choose any topic that seems interesting to them and design a questionnaire. In doing so the teacher represents a resource that helps them in the process of designing. The questionnaire outcomes can take the form of a discussion or a prepared talk. Questionnaires are very useful activities that help the learner acquire different language patterns through the repetition of those structures, and they thus develop their communication proficiency (ibid 75).

(vi)Storytelling

Storytelling is a type of activities in which students choose a story, prepare it, and tell it in front of the class. Baker and Westrup (2003: 11) claim that:

"*Stories in regard to their content, meaning, and dynamic unfolding are so motivating, involving, and engaging. In other words, they motivate students to be active learners, and engage them in classroom interaction*".

Finally, stories are very beneficial for language teaching. Harmer (1991:13) believes that human communication is a complex process. People need communication when they want to say something and transmit information. Speakers use communication when they are

going to inform someone about something. Speakers apply language according to their own goals. So, speakers should be both listeners and speakers at the same time for effective communication.

According to Madrid and McLaren (2006:36), of the most difficult skills language learners face in language learning is speaking skill. It is believed that speaking is the most important of the four language's skills. Many learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably.

Ur (1996:27) thinks that speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language. Also, Davies and Pearse (2000:52) state that the main aim of English language teaching is to give learners the ability to use the English language effectively and correctly in communication. However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field.

2.1.1.1 Characteristics of Situational Language Activities

It is necessary to clarify that situational language activities have a multiple characteristics or traits. Paraphrasing what Wright (2006: 2~6) has mentioned, their characteristics are discussed as follows:

(i)   Motivating and Enjoyable

Situational language activities are very motivating and stimulating activities for language learning. These activities motivate and make the learners more interested in what they do in the classroom. They also motivate and make the learning process more stimulating and enjoyable. In this respect, Dornyei (2001: 72) declares that: *"Language activities are key factors that maintain and make learners' involvement be funny and joyful"*. So, the activities

guarantee the students' engagement and participation in such a kind of classroom activities.

(ii) Involving

Situational language activities encourage students to get easily involved in classroom discussions. Lee (1986: 4) claims that: "*situational language activities encourage and increase the learners' active involvement.*" Students' engagement and participation can be either within small groups during the process of the activity, or with the whole class after the activity. At the same time, Bond (1986:13) reveals that "situational language activities are particularly important for those learners who suffer from self-consciousness because they encourage them to overcome this problem through creating opportunities for less conscious participation".

(iii) Flexible and Relevant

Situational language activities encourage and create an opportunity for language learners to reveal and contribute their own experiences and skills. This makes each group use the activity at its own level and way. That is why the learners find that the same activity is differently used or dealt with by each group. This ensures that language activities are flexible and relevant activities that accept changes and belong to its users (ibid 14).

(iv) Rendering an opportunity to Experience Language

Situational language activities offer students the opportunity not only to study the language, but also to experience it. They create contexts for meaningful communication and for the use of language, and therefore, students find themselves obliged to understand what

other classmates say, and to speak or use the language to express their ideas and points of view.

(v) Offering an opportunity to Learn New Language Items

In situational language activities many items are repeated, so that learners can assimilate them automatically. Many activities are drill exercises because they provide repeated occurrence and use of specific language structures. However, activities are probably better because they sometimes contain emotions and language meaning.

(vi) Facilitating the Learning

Learning is a very hard task because it is a complex process that requires the learners to do many things at the same time. The learners are obliged to concentrate, understand, think, repeat, adapt, and use the new knowledge in different situations. Situational language activities help them to overcome boredom, and to keep interested in learning.

2.1.1.2 Types of Language Activities in Communicative Language Teaching

Types of language activities in communicative language teaching are numerous and unlimited. In spite of being to some extent different, they all share the same objective: to engage students in communication, and to develop their communicative competence. Little-wood (1981: 20) distinguishes between two main types of language activities in Communicative Language Teaching: ''functional communication activities'' and ''social interaction activities''.

(i)   *Functional Communication Activities*

Functional communication activities are those exercises which emphasize the functional aspect of communication, and in which students are asked to use the language they know, even if it is not grammatically accurate or appropriate for a particular situation to get meanings. Examples of such a type of activities may be looking for the similarities and differences found in several sets of pictures, discovering missing features in a map or a picture, completing maps, following directions, and solving problems from shared clues. The principle of this activity is that the teacher creates an appropriate situation for the learners to overcome an information gap or to solve a problem by sharing and processing information in order to find a specific solution or to arrive to a particular decision. The success of functional tasks depends on the nature of the classroom situation.

(ii) *Social Interaction Activities*

In this type of activities, in addition to conveying meaning effectively, students are also required to take into consideration the social context in which the interaction occurs. According to Little wood (1981:22), social interaction activities are very similar to those communication situations outside the classroom. Because of the classroom artificiality and limitations, the teacher uses some techniques to create different social situations such as dialogues, role plays, simulations, and improvisations. The task is successful when students use functionally effective forms and, more importantly to produce socially appropriate utterances.

2.1.1.3 Learners' Role in Situational Language Activities

Being a learner-centered approach, situational language activities require the learner to be almost independent from their teacher's instruction and continual control. This makes the learners responsible of their learning behavior inside the classroom and urges them to perform different tasks.

Breen and Candlin (1980:51) claim that learners in language activities mainly act as joint negotiators within a group and within the exercises undertaken by that group. Richards and Rodgers (1986: 77) argue that:

"Students communicate primarily with each other, and that the responsibility in communication is the responsibility of the whole group and not of one particular participant".

At first, the learners find it very difficult to get accustomed to the 'heavy' responsibility of interaction. They may; therefore, lose their self-confidence and become afraid of getting involved in such a type of activities. Therefore, the teacher should take this psychological factor into account, and tries to apply some strategies to make his or her students familiar with those activities. For example, he or she may check his or her students' comprehension of the activity, then he or she can perform the task himself or herself with some students for better understanding.

2.1.1.4 Teacher's Role in Situational Language Activities

Since the learner is the focus of situational language activities, the teacher's role in those exercises is less dominant. However, this does not mean that the teacher is a passive participant in classroom activities. Rather, she or he has many tasks to perform.

According to Breen and Candlin (1980:23), the teacher has two major roles in situational language activities. The first role is to facilitate the communication process and the various activities and texts. The second role is to act as an independent participant in those activities. Other secondary roles assumed by the teacher are an organizer, a guide, a researcher, and a learner at the same time (ibid).

The teacher also acts as a needs' analyst who is in charge of determining and responding to the learner language needs, a counselor who acts as a communicator to match the speaker's intention and the hearers' interpretations through paraphrasing, confirming, and feedback; as well as a group process manager who arranges the classroom situation for communication and communicative activities (ibid, 78).

Little-wood (1981: 19) suggests other roles for the teacher in language activities. He argued that the teacher's presence in classroom activities represents a psychological support to students, especially those who find a difficulty to be independent participants. Moreover, the teacher may act as a controller who prevents the learners' resort to their first language, and who sometimes corrects some critical errors that may negatively affect the learners' speech. Another important role for the teacher is that of acting as an advisor who provides learners with necessary language items when they are unable to maintain interaction.

2.1.2 Concept of Oral Communication (Speaking Skill)

What is really needed in learning speaking is not only the mastery of the formation of grammatically correct sentences, but the acquisition of the ability to convey meaning, and to exchange ideas

and opinions in an appropriate way. That is to say, in addition to the correctness of the language being used, one should communicate appropriately. According to Bizzell (1989:16) in order for learners to communicate successfully, they require more than the ability to present correct strings of language. Successful communication is 'context-dependent', and it is thus fixed in its specific speech community. Thus, in a conversation, the word 'oral communication' is better used to describe speaking. Mojibur (2010: 3) claims that:

"Oral communication is the spoken interaction between two or more people. The interaction is far more complex than it seems. Oral communication is composed of multiple elements which, when taken as a whole, result in the success or failure of the interaction."

Thus, oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Besides, oral communication is a face-to-face verbal interaction that takes place in real time, and that is undertaken by two or more participants in a conversation. It is a complex skill that requires learners to acquire the ability to select the appropriate words, and to use them in an appropriate manner in accordance with the given context.

Communication is successful only when the speaker and the listener understand one another. The speaker should bear in mind that his or her sent message is just one of thousands of messages received by the listener; so that, his or her words must be clear, and easily interpreted to gain the listener's attention. According to Bizzell (1989:20), the basic aspects of oral communication are stated as follows:

(i)   Accuracy

Hammerly (1990:23) points out that one basic aspect of oral communication is the ability to produce correct or accurate language. Accuracy refers to the extent to which the performance of a foreign or a second language learner deviates from a norm. Deviations from the norm refer to the errors the learner makes while producing language.

Accuracy can also be defined as the degree to which the language learner cares about the usage of language. Baker and Westrup (2003: 7), simply state that, accuracy is the ability to produce grammatically correct sentences and expressions. People say about a person an accurate speaker when he or she does not make any errors in grammar, vocabulary, and pronunciation.

(ii) Fluency

Another important aspect of speaking or oral communication is fluency. According to Housen and Pierrad (2005: 12), fluency is ''the degree and distribution of hesitation markers (pauses, incomplete words, repairs) in the learners' utterances''. In other words, it is the ability to produce the target language with native-like rapidity, pausing, hesitation, or reformulation. Therefore, fluency is the speaker's ability to produce a natural speech using stress, rhythm, pausing, intonation, as well as interjections and interruptions.

Research about accuracy and fluency traces its origins at least to 1970. A clear distinction was made in research on L2 pedagogy between these two concepts to examine learners' communicative proficiency in classroom contexts. Brumfit (1979:45) was the first who differentiated between accuracy and fluency as a starting point to

his communicative methodology. At that time, accuracy and fluency were given their working definitions that are still used today.

Many teachers think that accuracy and fluency are opposites. Hunter (2011: 1) claims that teachers find a difficulty in finding the suitable way for developing students' accuracy and fluency because each one of them come at the expense of the other. However, researchers argued that they are not opposites, but they are complementary, and are both needed to be learned by students. Brumfit (1984:33), for instance, claims that accuracy and fluency do not contrast, but complete each other and what makes them seem different are the materials and activities used in the language classroom, as well as the dominance of the teacher or the learner. Accuracy is teacher-dominated because it is largely related to the form of language, while fluency is student-dominated because it is related to meaning.

Belhabib (2015: 14) believes that the two major criteria in foreign language proficiency are fluency and accuracy. These two aspects both are the crucial purposes of language learning that is why students need the opportunities to enhance and develop these criteria.

When teaching speaking, teachers have the same goal to achieve which is oral fluency; the main important trait in performing. Fluency in the view of Hedge (2000: 54) is the ability to know how to put words, sentences and ideas effectively together in an appropriate way as he said: "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation." In this related context Hughes (2002:43) mentions that:

"fluency is achieved when learners can express themselves clearly and reasonably to be understood without hesitation otherwise, the listeners will lose their interest."

It is assumed by the majority of EFL learners that being fluent in speaking is that you need to speak quickly without pauses. However, Thornburry (2005:52) did not neglect the idea that speed is an important factor in fluency, but he also didn't neglect pauses because speakers need to take a breath. Native speakers also need pauses to let the listeners get the idea.

Accuracy has been defined by Skehan (1996:33) as referring to "to how well the target language is produced with the rule system of the target language." Thus, students need to pay attention to the grammatical structure, vocabulary, and pronunciation to perform an accurate and comprehensive language.

Learners give much importance to fluency without paying attention to accuracy that is why teachers focus more on accuracy in their teaching. Without accuracy, the speaker will produce incorrect utterance while speaking and he/she will not be understood by the listener so this later will lose interest.

Mazouzi (2013:18) believes that learners' activities should be designed based on the equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of a communicative approach. Classroom practice can help learners develop their communicative competence. So, they should know how the language system works appropriately. He adds that there are two characteristics of the speaking performance. The first characteristic of speaking performance is fluency, and it is the main aim of teachers in teaching speaking skill.

According to Hughes (2002:46), fluency is the learners' ability to speak understandably in order not to break down communication because listeners may lose their interest. Hedge (2000:60) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second characteristic of speaking performance is accuracy. Mazouzi (2013:23) explains that: learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation.

Hughes (2002:48) says that learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So, learners should be able to use words and expressions correctly.

Mazouzi (2013:24) declared that pronunciation is the lowest level of knowledge that the learners typically pay attention to it. To speak the English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All these elements help learners speak the English language easily and effectively.

According to Wang (2009:17), language learners need to recognize that speaking like writing involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.

2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

(iii) Communicative Competence

In order for oral communication to be much more effective and successful, one needs to be communicatively competent. Communicative competence refers to the speakers' ability not only to produce grammatically correct utterances, but also to use those utterances appropriately in a given speech community. According to Hymes (1971:22), communicative competence is the most general term that includes all the speaking and hearing abilities of an individual, and that depends on two things: "tacit passive knowledge and the ability for use". That is to say, communicative competence reflects the person's knowledge and ability to interpret other speakers' utterances and intentions, and to use the language in an appropriate way.

The term communicative competence was coined by the American linguist Dell Hymes in 1960 as a reaction to Chomsky's theory of competence and performance to argue that the knowledge of grammar is insufficient for speaking and communicating in a particular language. He emphasized that Chomsky's linguistic-competence

theory could not serve as a relevant component in a theory of real-life communication. Dell Hymes related his view of communicative competence not only to theoretical, but also to practical needs, and instead of the dichotomy of competence and performance, Hymes (1971:43) suggests that:

"For an effective communication, the user of language should consider whether (and to what degree) something is formally possible, feasible, appropriate in relation to its context, and actually performed".

Canale and Swain (1980:10~13) classify communicative competence into four categories: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

(A) Grammatical Competence

According to Yano (2003:71), grammatical or linguistic competence is the ability to recognize and produce different grammatical forms and structures, and to use them effectively in communication. It is also the acquisition of phonological, morphological, syntactic, and semantic rules, as well as lexical items. That is to say, communicative competence is the speakers' knowledge of grammar, vocabulary, phonology, and semantics of a language.

(B) Sociolinguistic Competence

According to Richard and Schmidt (2002:90), sociolinguistic competence is the speaker's ability to interpret and use language with the appropriate social meaning in a particular context. In other words, sociolinguistic competence refers to the knowledge of the relationship between language and its social context, knowing how to use and react appropriately to different speech acts such as requests, apologies,

thanks, and invitations, and knowing how to deal with different people in different situations. According to Yano (2003: 77), sociolinguistic competence is the learning of cultural values, norms, and other socio-cultural conventions in social contexts. That is to say, the learner is required to know about, and to respect the norms of the speech community.

(C) Discourse Competence

Discourse competence is the knowledge of how to begin and end conversations. Richard and Schmidt (2002:91) state that it is the knowledgeof rules of cohesion and coherence of various types of discourse. Canale and Swain argued that sociolinguistic rules of use and rules of discourse are important to understand utterances for social meaning, particularly when the speaker's intention is not easily understood through the literal meaning of his or her utterance.

(D) Strategic Competence

Strategic competence refers to the knowledge of communication strategies that the speaker uses for compensating and correcting speech deficiencies and problems. In other words, strategic competence is the knowledge of verbal and nonverbal strategies to compensate for breakdowns, and to improve the effectiveness of communication (ibid).

2.1.2.1 Nature of Oral Communication (Speaking Skill)

Speaking is a large researchable area in language teaching that has been studied and investigated by many scholars and researchers. According to Brown (2004:140) the definition of speaking is "the product of creative construction of linguistic strings, the speaker makes choice of lexicon, structure, and discourse". Also, according to Florez (1999:11), it is "an interactive process of constructing meaning that involves producing and processing information". Hence, speaking is a productive skill that requires knowledge of the used language and that takes place in the course of interaction.

According to Widdowson (1979: 58~59), speaking can be understood in two ways: in terms of usage, and in terms of use. In terms of its usage, speaking is the producing the bits of language such as words and sentences that are grammatically correct by means of the vocal organs. Here, speaking is simply a productive skill that is expressed through the oral medium. However, in terms of its use, speaking is both productive and receptive. In this sense, it is a communicative activity which occurs in natural communication, and which can be considered as a part of a dialogue or any other type of oral communication.

In the past, according to Yule (1983:32), teaching speaking was dominated by teaching pronunciation, intonation, and other elements of language such as grammar and vocabulary. However, researchers have recently focused on teaching speaking as communication. According to Thornbury (2005:4), speaking is not to know merely the grammar and vocabulary of language, combining correct sentences, and pronouncing them appropriately. Rather, speaking is "interactive and requires the ability to co-operate in the management of turns. It

also typically takes place in real time". This idea was also supported by Harmer (2001: 69) who claims that in order for a learner to speak fluently, he or she has not only to have linguistic knowledge, but also to have the ability to communicate appropriately.

Being a primary means of communication among different people in different situations, speaking is influenced by many surrounding factors. That is to say, the act of speaking is affected by the person who speaks to whom, when, where, and for what purpose. Florez (1999: 16) claims that the form and the meaning of speech is determined by the situation where it takes place, the participants who exchange the speech, and their shared experience, as well as the speakers' intention or the purpose they aim to attain.

The ability to speak in a foreign language is a very difficult and hard task. It is so because, as Pawlak, Kimczak, and Majer (2011: 14) argued, it requires the learner to have a good mastery of language 'subsystems', and to use them automatically and without much thinking in a natural communication focusing on both producing and understanding others' speech. Speaking also requires the learner to have a sufficient knowledge about the purpose, the manner, and the time to communicate, and to be skilled in manipulating and controlling interaction. Therefore, speaking skill should be given much focus in the language classroom.

2.1.2.2 Advantages of Oral Communication (Speaking Skill)

Speaking is an essential skill that has to be mastered by every language learner. According to Baker and Westrup (2003:20), the importance of speaking can be realized inside and outside the language classroom. Inside the classroom, speaking helps the learners

to acquire different forms and patterns of language. Being exposed to different speaking activities, students will unconsciously learn a lot of new vocabulary and grammatical rules. Speaking activities also give students the chance to practice what they have already learnt in the classroom. On the other hand, outside the classroom, speaking provides the learners with the opportunity to experience the language they learnt in different actual life situations. More importantly, people who speak English well are needed by almost all governments, ministries of education, employers, and also by companies and organizations which needs communication within international marketplace. Furthermore, the mastery of the spoken English is needed for finding employments and gaining promotions. Moreover, having the ability to speak in English, students can easily get access to new information in different fields of science and technology, and become very influential members in their countries economic, social, and political development. For all that, both language teachers and learners should take into consideration the importance of speaking and do their best to improve it.According to Chadha (2003:22), communication is derived from a Latin word 'communicate' 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.Hornby (1995: 229) points out the verb "to communicate" means to make something known and to pass or transmit something. It also means to exchange information, news, ideas, and so on with somebody.

According to Deverell (1974:8), communication is something more than writing correct English, precise reporting and dealing with correspondence. In communication, the mechanics of writing and speaking must be mastered. Also, he added that communication may 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." In this regard, Brown (2000:250) defines communication as:

"It is a combination of acts, a series of elements with purpose and intent. It 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."

Crystal and Varley (1994: 4) state that communication is an act of sending and receiving of messages. It refers to any message, not just the highly structured symbolic messages of language. For them, communication is a broader concept than language, and language is included within what is meant by communication.

Moreover, Chadha (2003:26) gives many advantages of oral communication: it saves time; it has a quick and immediate feedback. Moreover, oral communication promotes better relations and is more persuasive, and it does not involve big expenditures.

Furthermore, Deverell (1974:18) gives many advantages of oral communication, for example: conversation has a more human, more direct appeal than writing and reading. The direct exchange in speaking and listening allows the interchange of information and views. In a face-to-face situation, sensitivity to the attitudes and moods of other parties give 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. Besides, information can be repeated 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.

Ahmed (1999:23) believes that the art of speaking is the most important aspect in learning the second language (SL) and foreign language (FL). Success is measured in terms of the ability to carry out a conversation in the target language (TL) in different situations. That is to understand the speaker(s) and can express oneself intelligibly and accurately without hesitation.

According to Rivers (1981: 221), cited in Mohammed (2007:26), students of a foreign language will not learn to speak fluently merely by hearing speech in class, although this is very important for providing them with some necessary input and acquainting them with certain forms and the flow of authentic speech, as well as for giving them practice in the receptive side communication.

2.1.2.3 Conceptual and Notional Approach of Speaking Skill

Lai-Mei and Seyedeh (2016:13) believe that there are a lot of definitions of the word "speaking" that have been suggested by the researchers in language learning. In "*Webster New World Dictionary*", Nunan (1995:234) mentions that speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech. Speaking is defined by Burns and Joyce (1997:45), cited in Shaimaa (2006:29) as an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning

are dependent on the context in which it occurs, the participants, and the purposes of speaking. In this respect, Cora and Knight (2000:18) state that:

"Speaking is a crucial part of second language learning and teaching which involves producing, receiving, and processing information. For most people, the ability to speak a foreign language means knowing that language because speech is the main tool of human communication".

According to Chaney (1998:50), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. It is an interactive process of making meaning that includes producing information. Bygate (1987:20) defines speaking as the production of auditory signals to produce different verbal responses in listeners.

There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in a foreign language to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that the listener will understand. Another expert, Thornburry (2005:46), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers must react to what they hear and make their contribution at a high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction. At the same time, Kayi (2006:30)

states that speaking is the process of building and sharing meaning by verbal and non-verbal symbols, in a variety of contexts.

In reviewing the previous studies related to the speaking skill, Mina et.al. (2017:23) claims that there are two main approaches which are adopted to define speaking, the bottom-up and the top-down approach. To explain the bottom-up view, Bygate (1987: 26) points out that the focus in speaking was on motor perceptual skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as systematically combining sounds, according to language-specific principles to form meaningful utterances. This approach is adopted by audio-linguists. Eventually, in terms of teaching speaking, the bottom-up approach Cornbleet and Carter (2001:18) suggest that learners should start with teaching the smallest units- sounds and move through mastery of words and sentences to discourse.

The problem with this approach is that it overlooks the interactive and social aspect of speaking, restricting it only to its psychomotor sense. Moreover, it is hard to ensure a satisfactory transition from supposed learning in the classroom to real-life use of the skill. Alternatively, Bygate (1998: 23) advocates adopting a definition of speaking based on interactional skills which involve deciding communication. This is considered a top-down view of speaking.

Adopting this view, Howarth (2001:16) defines speaking as a two–way process involving a true communication of ideas, information, or feelings. This top-down view considers the spoken texts as the product of cooperation between two or more interacting people in a shared time, and a shared physical context. Thus, one of the proponents of this view like Nunan (1995:132) suggests that rather than teaching the learners to make

well-formed sentences and then putting these to use in the discourse teachers should encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller unit.

Moreover, Luoma (2004: 29) defines speaking as a skill of constructing the information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified. This study adopts the top-down approach in which speaking is defined as the learner's ability to express himself/ herself orally, coherently, fluently, and appropriately in a given meaningful context.

2.1.2.4 Significance of Speaking Skill

Lai-Mei and Seyedeh (2016:20) believe that humans are programmed to speak before they learn to read and write. In fact, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that are needed to perform a conversation. McDonough and Shaw (1993:19) think that speaking skill has been especially important to the success of human beings. The significance of speaking skill is observed in the daily activities of persons. Speaking is an interactive activity, and it occurs under real-time constraints. That is, persons can use words and phrases fluently without very much conscious thinking. Speaking skill enables individuals to produce sentences for real communication, in other words, they like to communicate in language to get specific objectives.

Ur (1996:31) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. In this regard, Scrivener (2005:146) indicates that using a language is more important than just knowing about it because ―it is no use knowing a lot about the language if people cannot use it. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English-speaking ability to communicate easily and effectively with other people. Rivers (1981:225) studies the use of language outside the classroom situation and has understood that speaking is used twice as much as reading and writing combined together. According to Brown (2000:257), listening and speaking are learners' language tools. "Of all the four skills, speaking seems intuitively the most important." Teachers expect students to use the language properly and correctly to speak confidently to attract the audience who provides a great opportunity to convey the message. Efrizal (2012:32) expresses that:

"speaking is of great significance for the people's interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If teachers want to encourage students to communicate in English, they should use the language in real communication and ask them to do the same process".

The significance of speaking is indicated with the integration of other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; tell stories; request; talk, discuss and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to

find jobs in different organizations and companies. These statements have been supported by Baker and Westrup (2003:11) who mention that learners who speak English very well can have a greater chance for better education, finding good jobs, and getting a promotion.

2.1.2.5 Oral communicative skill in the EFL Classroom

Speaking ability in foreign language learning is major and linked to being proficient in that target language. It is worth mentioning that there is a great relationship between the oral communicative skill and the communicative competence.

Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all the other skills. According to Bloomer (2005:15), most people take speaking and knowing a language as synonyms. The importance of speaking is best shown with the integration of other language skills. For instance, speaking can help students develop their lexemes and structures and improve their graphical skill.

With speaking, learners can express emotions, opinions, or views as; narrate tales; inform or explain; demand; converse and argue, i.e. through speaking, students can display the different functions of language.

According to Harmer (2007:24), teaching speaking can be beneficial for three reasons: First, it gives students the opportunity of speaking the second or foreign language to known people namely teachers and classmates within the classroom. Second, in teaching speaking, students are given tasks where they take the advantage to

express their knowledge freely, in order to explore their strengths and weaknesses. Third, teaching speaking makes all the information about language grammar and structures be practiced by learners and this leads them to speak fluently and without difficulty.

Willis (1996:7) believes that for language learning to take place, four conditions should exist, and they are the exposure, opportunities to use the language, motivation, and instruction. Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened. Second language research highlighted the fact that progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language.

According to Little wood (1984:24), the subconscious element demands a new range of activities, where learners are focused not on the language itself but the communication of meaning. Harmer (2007:26) also argued that in a communicative task, the students' attention should be focused on the content of what they are saying, rather than the form. They should use a wide variety of languages. According to Ellis (2003:36), this can be done by involving learners in performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. Both tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication learners can integrate separate structures into a creative system for expressing meaning.

(i)Teaching speaking skill to EFL students

It is said that teaching speaking is an easy and simple process while it has a vital role in the educational system which is observed in the organization of the EFL students' thoughts in a logical structure. The use of language quickly and confidently with limited unnatural pauses, namely fluency, is also observed when evaluating students' speaking ability.

For Al-Sibai (2004:3) the use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because people live at a time where the ability to speak English fluently has become a must, especially for those who want to advance in certain fields of human endeavor.

According to Florez (1999:43), in the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills.

According to Belhabib (2015:20) for many years, teaching speaking has been taught by repeating words and sentences or memorizing dialogues. Actually, and according to some teachers in the department of English at the University of Tlemcen learning speaking can be achieved through interaction and the use of Communicative Language Teaching (CLT) which is based on the real-life situation; in the same vein of thought Mohamed (2007: 26) says: "Speaking tasks should have some relation to real-life language use". That is, the teacher needs to build an

environment where students have real-life communicative situations which help to express themselves fluently and effectively in the target language.

In this context, Haozhang (1997:39), the focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use.

According to Eckard and Kearny (1981:19), teaching speaking can be successful and fruitful for many motives: First, it gives students the chance practice the speaking the second or foreign language within the classroom. Second, in teaching speaking, students can easily detect their linguistic talents. Third, teaching speaking makes the EFL learners to check up and test their mental capacities.

In general, Shaimaa (2006:29) states why teachers should encourage students to do speaking tasks, focusing on the kind of speaking activities, on the advantages of these types of activities and the role of the teacher and the participation of the students. Finally, the author offers a synthesis about the importance of engaging the students into the topics of speaking activities.According to Ellis and Barkhuizen (2005:35), the kind of speaking activities that students should be exposed to should be concerned with activating exercises, rather than with exercises that only have a "study function". This must be done by using all of the languages to perform some kind of the oral task; in other words, all of the possible tools that the language can provide.Encouraging students to do speaking tasks is extremely relevant. Some reasons to do so are for example that speaking is a good opportunity to rehearse and to get the feel of what communicating in a foreign language feels like. Also, it provides

feedback to students as well as to the teacher while students are improving their performance. On top of that, speaking activities can be very motivating when they engage the students in the topics.

One advantage of speaking activities is that they can be very varied and interactive; there are several kinds of activities, for instance, activities such as filling information gaps, describing and drawing, story-telling activities, surveys, and discussions, among others.

In general, speaking activities share some common features. For instance, they can be used to ask and give information, using games as a study pool is possible and finally, one thing that all speaking activities should share is that they should have a real purpose for communication. Translated into practical matters this is reflected on activities in which the only way to solve problems is by asking information, on opinion exchange activities in which interesting experiences are shared –as in questionnaires and surveys-, and finally on activities that resort to the use of spontaneous fluent language, as in discussions.

Discussions are especially helpful because people assemble their thoughts before starting with it, several opinions can be stated within the same group, discussions can be transformed into debates –to use this instance also as a formal speech learning activity- and because there are many possible discussion topics. The important thing to remember is that students need to be engaged with the topic through real-life situations, as in all speaking activities.

"How to teach speaking" also points out the fact that teachers should correct students rather than interrupting them while activities are going by, nevertheless, it is particularly important at the same time to provide them with the corresponding feedback. Yet, there are some

occasions when students need the teacher's guidance through sensitive prompting.

(ii)Teaching Speaking Skill in Sudanese Educational Institutions

Speech is a great blessing. People use a language as a medium of communication. The English language is one of these languages. It is the most widely spoken language in the world. A great number of non-English language speakers as well as native speakers use English as an important medium of international communication all over the world.

English is no longer the language used in English speaking countries; rather it is internationally used. No developing country can ignore the role of spoken English in improving its international profile and prominence. Sudan is no exception. Subsequently, the ability to listen critically and to express one's self clearly and effectively contribute to a student's success in school, in college and later in life. However, teaching spoken English in Sudan is confronted by a lot of problems and challenges. It is important to discuss some of these problems and challenges.

(iii)Teaching Spoken English in Sudan

In Sudan, the process of learning a foreign language, especially English, has caused a constant headache to the concerned governmental bodies, teachers, and parents. Despite the great efforts, energy, and money used in developing the syllabus and training of teachers, still, some learners fail to speak the language because of different reasons.

(a)Teaching Spoken English at Schools

Most of the teachers have said that the textbook used for teaching English at school is not helpful. It neglects both aspects of language skills: speaking and listening. The methods of teaching are bad. Most teachers concentrate mainly on grammar as the main aspect of learning English and neglect other classroom activities. In addition to that, the teachers need more training and workshops.

(b)Teaching Spoken English in Private Educational Institutions

Teaching spoken English in some Sudanese private educational institutions present an idealized image of how spoken English should be taught. Interesting and useful materials reflecting western culture are used for teaching spoken English. These materials are made to equip the learners with the necessary communicative skills they need to interact actively with them and cope with the requirements of their society.

In these courses, students can listen actively since speaking feeds on listening. They are also provided with visual teaching aids like pictures, CDs, and data show so that they can watch what they listen to. In these courses, the learners are put into situations where they find themselves able to speak. Activities like classroom chat, classroom discussion, incomplete dialogues, and information gap activity are used to support the learners' listening and speaking skills. However, despite these good characteristics, teaching spoken English at private educational institutions also face some problems.

(c)Teaching Spoken English at the Tertiary Level

Some teachers state that there are a lot of misconceptions associated with the teaching spoken English at the tertiary level. Teaching

spoken English is thought of as isolated teaching of the segmental and supra-segmental aspects of phonology. Much emphasis is laid on teaching the consonant and vowel sounds of English, especially in the first year. There should be no less than three or four structure-based courses in spoken English. They direct the learner to master the basic structures of English without teaching or creating situations to enable them to use such structures in real life.

2.1.2.6 Importance of Spoken English in Sudan

According to Graves (2008:23), the thrust is to learn a language to communicate, to improve one's economic prospects, to expand one's horizon both literally and figuratively, and to be a global citizen. English has become a world language rather than the language of only the English-speaking countries such as the UK and the USA because the number of the people who use English as a foreign means of communication exceeds much more than the number of the people who speak it as their mother tongue.

Spoken English involves listening and speaking skills. Both listening and speaking are interrelated to each other. As Hasan (2000:138) points out, "listening comprehension provides the right conditions for language acquisition and development of other language skills". Listening appears to be the basic mechanism through which the rules of language are internalized. These lay the foundation for all the three macro skills speaking, reading, and writing that is to follow.

The need for spoken skills in English has been dramatically increasing due to the strong position of English as a language for international communication. Learners need speaking skills to interact with each other, inside and outside the classroom. Concerning this,

Richard and Renandyas (2002:21) assert that "a large percentage of the world's language learners study English to develop proficiency in speaking. Speaking is also important because there are many cases where learners know their subject well but fail to communicate it properly. Therefore, the ability to speak English fluently will encourage them to communicate their brilliant ideas smoothly. Many language learners also regard speaking ability as the measure of mastering a language, because the speaking ability gives a quick impression of a person, whether s/he is a competent user of English or not. The ability to speak English has also become especially important for students who want to fulfill their higher studies abroad. When a person is looking for a job, he/she makes sure that he/she speaks English well. Therefore, EFL must improve their English-speaking skills.

2.1.2.7 Oral communication challenges encountered by EFL learners

Kardwish (2016:42) believes that some factors encounter EFL learners when practice speaking. These factors include the following:

(i)The problem of shyness

Shyness plays an important role in speaking performance done by the student. According to Gebhard (2000:37), shyness is an emotional thing that many students suffer from sometimes when they are required to speak in class. This indicates that shyness could be a source of a problem in students learning activities in the classroom especially in the class of speaking. Therefore, paying attention to these aspects is also quite important to help the students do their best in the speaking performance in the classroom. In line with this, Baldwin (2011:48) further explains that speaking in front of people is one of the most common phobias that

students encounter, and feelings of shyness make their mind go blank or that they will forget what to say.

Concerning the cause of shyness, Borwen (2005:26) and Robby (2010:59) argued that some learners are shy because their nature is quiet. In this case, the students are not greatly confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. Also, Saurik (2011:23) identifies that most English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking language.

(ii) Lack of Motivation

According to Gardner (1985:41) motivation is a combination of efforts plus desire to achieve the goal of learning the language plus favorable attitudes towards learning it. Motivation consists of four components: attitude toward learning the language, motivational intensity, and goal. Motivational intensity is influenced by the attitude in a component. So, the researcher realizes that there are two reasons or orientations for studying a foreign language, which is labeled as integrative and instrumental orientations for language learning. Little wood (1984:57) defines instrumental and integrative motivations by saying that:

"A learner with instrumental motivation is more interested in how the second language can be a useful instrument toward other goals e.g., improving employment prospects while a learner with integrative motivation has a genuine interest in the second language community."

Nunan, (1995:135) stresses that motivation is important to notice, it can affect students" reluctance to speak in English. In this sense,

motivation is considered as an important factor in successful communication. It has been proved in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have the weaker motivation of success, showing that building students' motivation to learn is urgent for every teacher.

(iii) Lack of Aptitude

According to Richard and Renandya (2002:25), lack of aptitude is influenced by several factors. Age is one of the most cited determinate factors of success or failure in a second language. This shows that the ageing process itself may affect or limit adult learners' ability to pronounce the target language fluently. An adult does not seem to have the same innate language specific endowment or propensity as children for acquiring fluency and naturalness in speaking language. According to Graves (2008:205-30), there is little about that listening plays an extremely important role in the development of speaking abilities. Speaking feeds on listening, which precedes it usually, one person speaks, and another responds through attending through the listening process. Speakers play a double role – both as a listener and as a speaker. So speaking is interesting in listening.

Richard and Renadya(2002:28) state that speaking a foreign language in public, especially in front of native speakers is often anxiety-provoking; sometimes, extreme anxiety occurs when (EFL) learners become tongue-tied or lose the words in an unexpected situation.

(iv)Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the process of learning a foreign language. It is

considered as one of the most psychological factors that affect student learning a foreign language when they are speaking. In this respect, Tanveer (2007:1) states that:

"Many learners express their inability and sometimes even acknowledge their failure in learning to speak a second or foreign language. Those learners may be good at learning other skills, but when they speak another language, they claim to have a mental block against it."

(v)Lack of confidence

According to Dornyei (2011:86-87), "confidence" is closely related to concepts like "self-esteem", "self-efficacy" and "anxiety". Self-confidence is like the foundation of a building: If they are not secure enough even the best technology will be insufficient to build solid walls over them. A person can employ his/her most creative motivational ideas. But if students have basic doubts about themselves, they will be unable to bloom" as learners. It is commonly understood that a student's lack of confidence usually occurs when students realize that their conversation partner has not understood them or when they do not understand other speakers. This shows that building student's confidence is an important part of teachers' focus of attention. It means that the teachers should also learn from both theories and practical experience on how to build the students' confidence. Ibid (2011:89) states that to provide learners with the necessary confidence-building, experiences should be through encouraging the learners and reducing language anxiety.

(vi)Mother tongue usage

It is easier for learners to use their mother tongue in their class because it looks natural. Therefore, most of the learners are not disciplined in using the target language in the learning process.

(vii)Inability to speak

Some people often hear learners complain that they cannot think of anything to say: They have no motive to express themselves beyond the guilty feeling that they should speak.

(viii) Pronunciation

Gower and Adam (2005:31) state that pronunciation is a factor aspect during the development of students' speaking skill ability. Elsagheer (2001:83) said that too much attention should be given to proper pronunciation. Many students will not be able to make the sounds, especially at the first stage, and constant correction may discourage them. So, it is recommended that pronunciation should be taught to the student.

Besides the above-mentioned factors, Ur (1996:38) thinks that there are four main problems in getting students to speak in an EFL classroom, even those who have a clear idea about the language system face the same problems. So, the problems are to be discussed as follows:

(a)Inhibition

Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Little wood (1984:26)) expresses that a language classroom can also create inhibitions and apprehension for the students. When students want to participate in the classroom, many of them experience inhibition which is caused by many issues like shyness and fear of making mistakes. In this perspective, Ur (1996: 41) states that:

"Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts."

Bowman et al. (1989:16) agree on this view and argue that when the teachers deal with speaking, they might ask their students to express themselves in front of their classmates which can lead to stressful and anxious situations while performing oral activities.

(b)Nothing to Say

When students are obliged to share their thoughts and talk about a given topic, most of them prefer to keep silent while others might say *"I have no idea"* or *"No comment"*. Rivers (1981:229) thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it. Baker and Westrup (2003:11) also support the above idea and state that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

(c)Low or Uneven Participation

Participation has been defined by Burchfield and Sappington (1999: 290) as "the number of unsolicited responses volunteered, and low participation is about the amount of each student's time of talking". Some of them tend to be dominant and take the place of others who prefer to keep silent or they are uncertain whether what they will say is correct or not and the situation will get worse. So, Classroom discussion is dominated by a minority of talkative participants and contributions are not evenly distributed. This may be due to the mixed ability groups.

(d)Mother-Tongue Use

According to Baker and Westrup (2003: 12) "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." Therefore, the learners will find it difficult to use the target language correctly if they keep on borrowing words and terms from their mother tongue which is a result of target language vocabulary.

Tuan and Mai (2015:33) mention that: "in cases where the majority if not all the students share the same mother tongue, they prefer to use it outside and even inside the classroom rather than the target language since they feel more at ease. When learners share the same mother-tongue, they try to use it in the speaking class because it is extremely easy for them."Harmer (1991:25) thinks that there are three reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates. The third reason refers to the fact that if teachers extensively use their learners' mother language, their learners will feel comfortable to do so in their speaking class.

Rababah (2005:41) points out that many factors cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and

communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Little wood (1984:53) states that actually motivation is the crucial force which determines whether a learner embarks on a task at all or not, how much energy she/he devotes to it, and how long she/he preserves. The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them.

According to Rababah (2005:43), teaching strategies also contribute to this problem as they are inadequate, and they do not emphasize speaking, which results in a meager development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by most schoolteachers because of the large number of students compared with the number of cassettes available. Teacher-training programs were found to be not successful in changing the teachers' methodology. Furthermore, all the other subjects are in Arabic, and English is seen as an academic subject only, which means exposure to the English language is insufficient.

The lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situations. Not allowing learners to participate in discourse can be another reason for speaking difficulties. According to Cameron (2001:36), children need both to participate in discourse and to build up knowledge and skills for participation‖ to learn discourse skills. Furthermore, Kumaravadivelu (2003:27) claims that:

"Language is best learned when the learners' attention is focused on understanding, saying, and doing something with language, and not when their attention is focused explicitly on linguistic features."

According to Nakatani (2010:45), it is worth mentioning that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners.

Littlewood (1984:55) argues that some teachers use L1 for class management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. Besides, it tends to devalue the foreign language as a vehicle for communication. Learners see it as allocated to communicatively nonessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar as indicated by Al-Busaidi (1998:29). Although their attitudes are of disagreement with L1, this is not reflected in their practice.

2.1.1.8 Techniques for Teaching Oral Communicative Skill

According to Valimaeanu (2010:36), it is accepted that speaking activity is the most difficult task among the four study skills in a foreign language. Passing a message fluently and accurately is not a handy success. People learning English often feel comfortable enough with comprehension or grammar, but when it comes to conversation, they do not feel at ease at all because of their inability to speak the language at their appropriate level.

EFL teachers should deal with different strategies to make students improve their conversational abilities. There are a lot of conversation exercises and techniques pragmatically focused on improving communication skills in English as follows:

1. Making small talk

As Kim (2010:53~55) mentions many people, particularly those who are shy, feel that making small talk is either too difficult or unnecessary because it is seen as too superficial. However, small talk is an essential part of conversations, particularly when meeting people for the first time they will be allowed to move on to the more intimate conversations and connections they are looking for. So, the following strategies to improve the small talk skills are to be tried:

(*i*)Begin with Setting Talk

The setting talk includes any statements that point out or question someone about common elements of the setting you are in. Such comments as "Nice day, isn't it?" or "It's stuffy in here." will establish contact with another person and orient you to the other person. Keep setting talk to a minimum, however, since it is only meant to stimulate our initial connection with someone.

(*ii*)Initiate Name Exchange

There is a window of opportunity at the beginning of a conversation when exchanging names is natural and polite. It shows the other person you are interested in getting to know them. Name exchange becomes more difficult as time goes on.

(iii)Develop A Topic of Conversation

Fish around for something to talk about, by asking questions like "What kind of work do you do?" or "How do you know the host of the party?" If one topic does not lead to a more extensive conversation, offer another. Remember, if a person is not interested in a topic, it does not mean they are not interested in you. Read the newspaper or watch the news to generate potential topics of conversation.

(iv)Focus on the Response You Get

Be sensitive to how the other person is responding, both in terms of what they say and their non-verbal response (for example: eye contact, signs of interest, blushing, smiles or nodding). Do not focus on your irrational fears of embarrassment, disapproval, or rejection.

(v)Take Turns in the Conversation

Fulfilling conversations involve a back-and-forth exchange, where each statement feeds on the next. Pick up on the other person's ideas and expand on these, or express your feelings related to them.

(vi)Include Self-Disclosure

Confident people work at matching the other person's level of self-disclosure. This moves the conversation beyond the common elements of the immediate situation you are in. Shy people tend to disclose personal information either far too quickly, or more often too slowly. Increasing self-disclosure is necessary to develop a connection and ultimately friendship.

(vii)Manage Silences

Realize that some silence in conversations is normal and natural. Extensive silences, however, become awkward and can be dealt with easily by asking an open-ended question, making a comment or by offering a new topic. This shows the other person you are taking equal ownership for the conversation.

(*viii*)Elaborate on Your Answers

Simple "yes" and "no" answers, leave little room for the conversation to develop, or to create a sense of connection.

(*ix*)Avoid Your Favorite Topics

Talking about your favorite topic may be fine if the other person you are talking to also enjoys it and shows signs of interest. But if not, it can do more harm than good, particularly if you go on at length and you are not sensitive to the other person's response.

(*x*)Expand Your Topic Options

Do not be afraid to talk about topics you do not know if you are interested. This is a chance to learn something new, by asking lots of questions. Admit that you do not know much about the topic, your honesty will be appreciated.

2. Using role-plays

Jarvis (2002:14), mentions that role-playing as a teaching strategy that fits within the social family of models. These strategies emphasize the social nature of learning and cooperative behavior as stimulating students both socially and intellectually.

According to Poor-man (2002:32), role-playing as a teaching strategy offers several advantages for both teacher and student. First, student interest in the topic is raised. Research has shown that "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content". Fogg (2001:20) tells of a college professor who felt that his history classes were boring and not involving the students. After trying out a role-playing type game one semester, he observed that students were much more interested in the material.

Secondly, there is increased involvement on the part of the students in a role-playing lesson. Students are not passive recipients of the instructor's knowledge. Rather, they take an active part. Poor-man (2002:35) observes that "true learning cannot take place when students are passive observers of the teaching process". According to Fogg (2002:22), one student at Barnard College who enrolled in a role-playing history class said, *"This class tricks you into doing so much work".* The result of the involvement is increased learning.

According to Poor-man (2002:36), a third advantage of using role-playing as a teaching strategy is that it teaches empathy and understanding of different perspectives. A typical role-playing activity would have students taking on the role of a character, learning, and acting as that individual would do in the typical setting. He found "a significant increase among students in feeling another's distress as their own". McGregor (1993:29) claims that role-playing has also been seen to be effective in reducing racial prejudice.

Steindorf (2001:17) explains that students who role-play the part of enslaved African Americans in a class on pre-Civil War history, for

example, develop greater empathy and come away with a better idea of the experience than they would in a typical lecture setting.

In role-playing, the student is representing and experiencing a character known in everyday life. According to Scarcella and Oxford (1992:28), the use of role-playing emphasizes personal concerns, problems, behavior, and active participation. It improves interpersonal skills, communication skills and enhances communication.

The role-playing approach can be used in a variety of settings, including the classroom. The principle behind role-playing is that the student assumes a particular personality of a different person, such as a historical character. According to Jones (1982:59), students "must accept the duties and responsibilities of their roles and functions and do the best they can when they find themselves." It is worth mentioning that Lioyd (1998:18) indicates that:

"One possible use of role-playing might be to introduce a topic, using the students' background knowledge (schema) to introduce and interest them in a new unit of study".

But probably more often, role-playing is used as a strategy in which students use their background knowledge in addition to acquiring new information about the character to better play the role.

Skilled teachers have generally used skits, plays, newscasts, and other forms of drama to motivate students when new information is introduced. According to Cherif and Somervill (1998:29), role-playing activities can be divided into four stages:

1. Preparation and explanation of the activity by the teacher
2. Student preparation of the activity
3. The role-playing

4. The discussion or debriefing after the role-play activity

Sutcliffe (2010:51) provides educational advantages of role-playing: Educational advantages of using role-play. The educational advantages of using role-play in teaching include the following:

(i) It encourages individuals, while in the role, to reflect upon them knowledge of a subject. As such, role-play is an excellent teaching method for reviewing material at the end of a course of study.

(ii) Individuals are required to use appropriate concepts and arguments as defined by their role. As roles change, so might relevantly concept arguments. Students may come, consequently, to appreciate more fully the relevance of diverse opinions, and where and how it is formed.

(iii) Participation helps embed concepts. The importance of creating an active learning environment is well recognized if the objective is one   of deep, rather than surface learning. Role-playing can make a valuable   contribution to this process.

(iv) It gives life and immediacy to academic material that can be largely descriptive and/or theoretical.

(v) It can encourage students to empathize with the position and feelings others - something that, in the normal process of teaching, is likely to be missed. Who among us does not remember entering a kindergarten room?

Role-playing goes by many names: acting, improvisation, dramatic play, pretend play, and socio-drama. With a small child, the act of role-playing itself helps them learn social values and how to perform tasks normally performed for them.

Children set up milk bottles and cans and make-believe they own a store. Role Play helps children reach outside their world and embrace the feelings, emotions, and plights of others. It is widely used in the lower grades to help children explore the world around them. When role-play is used in a school setting, students extend their knowledge of a subject by researching a character within a given course of study.

According to Poor-man (2002:43), student interest is raised in subject matter, thus generating interest within the subject. Students become active participants in their education rather than passive observers. At the same time, Steindorf (2001:20) states that:

"It allows students to feel empathy for others when portraying a character involved in turbulent times in history. We start our educational journey role-playing house and usually end it in some sort of production of a senior play. Role-playing is a mainstay of education that needs to be incorporated into our lesson plans regularly."

3.Expressing points of view

As explained by Chauhan (2014:26~30) there are (25) phrases for expressing opinions, (25) phrases for expressing agreement, (25) phrases for expressing disagreement and (25) phrases for expressing interruption.

(i) Phrases for expressing opinion:

I think…. I believe….

I feel…. I suppose….

I guess…. According to my….

In my view…. In my opinion….

In my eyes…. It seems to me that….

From my perspective…. From my point of view….

From my viewpoint…. As far as I am concerned….

I think…. I would like to point out that….

What I mean is…. Generally, it is thought that….

Some people say that…. Well, it is considered that….

It is generally accepted that…. My impression is that….

That…. I hold the view that….

I think that….

(ii) Phrases for expressing agreement

 I agree…. I agree….

Definitely…. I could not agree more….

Absolutely…. Precisely….

I see your point…. I see what you are getting at….

I would go along with that view to a point… Sure, that is one way of looking at it….

I think so too…. I would go along with that….

That is a good point…. I see exactly what you mean….

You are right, that is a good point…. I think you are right….

That is true…. Well, I agree with you here….

You have my full agreement…. I second that….

Ok, that is convincing…. I take your word on it….

You took the words right out of my mouth…

*(iii) **Phrases for Expressing disagreement***

I see your point, but…. I see what you are getting at, but….

That is one way of looking at it, however…. I completely disagree….

Well, I see things rather differently…. Umm, I am not sure about that…. I am not sure I go along with that view…. I do not agree with that idea….

I agree up to a point, but…. You could say that, however….

I would not quite put it that way myself…. I still have my doubts….

I can't/ could not go along with that…. That is out of question….

You have got to be kidding…. Well, I do not quite agree with you….

I find that difficult to accept…. We do not seem to agree here….

Not necessarily…. That is not always true….

There is no way I could agree with that…. I do not think so….

No, I am not sure about that because…. I am afraid, I disagree…. We do not seem to be incomplete agreement….

*(iv) **Phrases for expressing interruption***

Sorry to interrupt, but…. Can I add something here…?

Is it ok if I jump in for a moment…? If I might add something….

If I may interrupt…. Can I throw my two cents in…?

Do you mind if I add something…? Umm, well not really….

Excuse me but in my opinion…. Are you saying that…?

Excuse me for a second, but…. Sorry, but I am not done yet….

Let me finish what I have to say first…. May I say something here….

Excuse me for interrupting, but…. Sorry to cut you off, but….

Well, that reminds me that…. So, you are telling me….

I do not mean to intrude, but…. Well, if that is the case….

Sorry, but can you let me finish…. Wait a minute….

Before you go on, I would like to say something….

Before you move on, I would like to say something….

Just a moment, I like to add something here.

2.1.2.9 Strategies for Improving EFL Students' Oral Communicative Skill

According to Nunan (1995:37~39), language is acquired as learners actively engage and interact with each other to communicate in the target language. The ability to communicate effectively is significant in relationships, education, and work. So, to improve learners' speaking there is a set of strategies:

(i)Choosing interesting topics

It is up to the teacher to select the appropriate topics that have a connection with the students' real-life situation and the things that may stimulate them to participate because sometimes the topics selected by the teachers are not interesting and attractive.

(ii) Assessing their prior knowledge

Students come to the classroom with broad pre-knowledge background, skills, beliefs, and attitudes, which influence how they attend, interpret and organize incoming information and "If a student's initial ideas and beliefs have ignored the understanding that they develop can be very different from what the teacher intends." (Bransford, et al. (1999: 10) Thus, the teacher needs to be aware of his students' level of knowledge; this could be done simply by asking them "*what do you know about (topic)?*" then he may write their answers on the board. The teacher could also try a pre-test, a graphic organizer, portfolios, or auditions.

(iii) Motivating students to speak

According to Montalvo (1998:20), the teachers must make sure that all the students are engaged and prepared to answer the questions because those who lack confidence in their ability to interact in oral sessions often listen in silence while others are talking. So, the teacher needs to provide opportunities for them to speak and tries to involve each student in every speech activity to help them overcome their fears and shyness since they will display more motivational benefits from teachers, they like over teachers they dislike.

(iv) Calling for specific students

To make sure that all the students are listening and following and to enhance participation during the sessions, the teacher should call on those that he/she thinks will be able to answer but he/she should first call the name then ask the simple question, clear and direct because students get knowledge through comprehensive questions.

(v) Students' self-confidence

Student confidence is a serious and dynamic factor in educational success. Many students have developed the habits that if they participate in the classroom, the teacher will tell them that they are wrong. When students give a wrong answer, the teacher should return the question to them with more explanation. So, by building confidence in students, teachers can protect the most important ingredient to success: motivation that has been defined by Gottfried (1990: 24) as: "*enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; and the learning of challenging, difficult, and novel tasks*".

(vi) Encouraging students

According to Burnett (2001:39), students need to be encouraged by the teacher who may provide them with positive verbal statements like "*Your presentation was great, it was a good job, I appreciate your efforts and so on.*" So, they will be more willing to volunteer and confident when completing exercises. The power of praise in changing student behavior since rewarding students for their academic performance or behavior conforms to teacher expectations.

Lai-Mei and Seyedeh (2016:22) think that: if teachers want to help learners overcome their difficulties in learning a speaking skill, they should identify some factors that influence their speaking performance. Tuan and Mai (2015:35~37) claim that EFL learners' speaking performance is influenced by the following factors:

(a) *Performance conditions*

Learners carry out a speaking activity under different conditions. Nation and Newton (2009:13) mention that: performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support.

(b) Affective Factorss

Oxford (1990:140) says that one of the most important influences on language learning success or failure is probably the affective side of the learner. For Brown (2000:259) the affective factors, related to foreign language learning, are emotions, self-esteem, empathy, anxiety, attitude, and motivation. Foreign language learning is a complex task that is susceptible to human anxiety, which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. Krashen (1982:40) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence, and anxiety.

Speaking a foreign language in public, especially in front of native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Adults, unlike children, are concerned with how they are judged by others. They are overly cautious about making errors in what they say, for making errors would be a public display of ignorance, which would be an obvious occasion of "losing face" in some cultures. The sensitivity of adult learners to make mistakes, or fear of "losing face," has

been the explanation for their inability to speak English without hesitation.

(c) Listening ability

The central role of listening comprehension in the L2 or foreign language acquisition process is now largely accepted. And there is little doubt that listening plays an extremely important role in the development of speaking abilities. Speaking feeds on listening, which precedes it? Usually, one person speaks, and the other responds through attending and utilizing the listening process. In fact, during an interaction, every speaker plays a double role-both as a listener and a speaker. Mendlsohn and Rubin (1995:35) claim that:

"While listening, learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information".

If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely related or interwoven with listening, which is the basic mechanism through which the rules of language are internalized.

Doff (1998:51) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them to have a successful dialogue. Shumin (1997:22) shares the ideas of Doff (1998:51) by stating that when one person speaks, the other responds through the reflection of listening skill. Every speaker plays the role of both a listener and a speaker. Therefore, one is

certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

(d)Topical knowledge

Topical knowledge is defined by Bachman and Palmer (1996:16) as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language regarding the world in which they live. They add that certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. They believe that topical knowledge has effects on speaking performance.

(e)Feedback during speaking activities

A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. However, all speaking production should not be dealt with in the same way. Harmer (1991:30) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistakes made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. Baker and Westrup (2003:14) supported the above statement and said that if learners are always corrected, they will be de-motivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and with encouragement and give them more support and persuasion while speaking feedback during speaking activities.

According to Mahripah (2014:21), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. That to say, EFL learners should know words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the structure of the English language correctly that leads to their fluency. According to Latha (2012:17), native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically, but these mistakes do not change the meaning of the sentences they want to express, and this does not create serious problems for the listeners to comprehend them. But the mistakes non-native speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their understanding.

Motivation can influence and be influenced by the components of language learning. According to Storm (2007:31), an integrative and friendly view towards the people whose language is being learned makes learners listen to the audio-lingual aspects of language and makes them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of the language. The above sentences support the view that just communicative competence is not sufficient for learners to improve their speaking skill. Without positive attitudes towards speaking performance, the aim of speaking will not be obtainable for learners.

Basher, Azeem and Dogar (2011:40) state that the fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk-taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners. According to Woodrow (2006:16), anxiety harms the oral performance of English speakers. Adults are careful about making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. Strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which lead to their silence during the whole class activity. Ali and Saberg (2017: 25) show that the students acknowledged the following as two key factors that they found important for developing their speaking skills:

(i)*Confidence by Choosing Topics*

The students felt that they gained confidence when they were speaking about topics they were interested in as well as when they had the opportunity to choose topics by themselves. That is, students considered the choice of topic as important factors for developing their speaking skills. This relates to Harmer's

(1991: 62) statement that keeping the students' interests in mind could lead students to feel more motivated so successful second learning can take place. Moreover, the research done by Boonkit (2010: 13) came to the same conclusion as in this study: the participants felt more confident, comfortable, and motivated when they had selected topics themselves.

(ii)Comfortable when natural discussions

Another factor from the results showed that the students felt comfortable when they were exposed to situations where they either conveyed feelings and thoughts in their mother tongue and when they did not have to think about grammatical rules or feeling pressured to use 'proper English'. The students' statements can be connected to Malmberg (1993: 27) who claim that:

"Students must be allowed to make mistakes independently, be creative and play around with the language so their oral language skills can develop and gradually become internalized."

The benefits of these natural discussions can also be supported by Cameron's (2001: 47) findings, where the participants in her study experienced an increased WTC (willingness to communicate) when being in authentic communication situations.

When a person talks to the native speaker, he/she will understand his/her message despite the role of grammar, in all cases his/her message will be accepted in case he/she made a mistake because language is a means of communication.

2.2 Previous Studies

This section which is about previous studies is going to focus and discuss the methods and techniques used by other researchers who worked in the same field under concern. It will also provide information concerning the uses of instrumentation, sampling, and data analysis. The following (19) previous studies can be classified into three categories: (A) five local studies, (B) nine regional studies and (C)five international ones.

(A) Local Previous Studies

In the Sudanese context of EFL oral communication, there are some previous studies pertinent to the current study. For example:

First Study

The study was carried out in (1999) by Suleiman. The researcher investigated *English language teaching and classroom practices in Sudanese secondary schools.* It was an MA. He came up with a result that teachers' main aim behind teaching English is for educational purposes and not for communicative purposes. Moreover, they do not emphasize the functions of the language. Also, students are not given enough time to practice and produce language, because the teacher's talking time during the lesson is more than students' talking time. Students are not taught how to improve their language skills. Classroom activities are not modified and elaborated to give learners opportunities to make more practice. Students' native language is also much used in teaching foreign language in one way or another. This study is like the present study in a number of aspects such as both studies employed a questionnaire and a test as tools for collecting the required data. The present study differs from this study in that the size and the level of the sample: the present study is concerned with the tertiary level's students while this previous study was concerned with the secondary level's students.

Second Study

This study was carried out in (2008) by Farouq. The researcher investigated *"Sudanese EFL learners' oral needs"*. It was an MA. The number of the subjects is (90) students in their second, third, and fourth years. She used a questionnaire as a tool for data collection. The findings show that most subjects rank spoken English as the most important

language skill. It is observed that many Sudanese EFL students believe that oral communication is the most important language skill.

This study is like the present study in a number of aspects such as both studies have used the tertiary level's students as the subjects of the studies. The present study differs from this study in the tools for collecting data: the present study has used a questionnaire and a pre and post-test, whereas the previous study used only a questionnaire.

Third Study

This study was carried out in (2015) by Mohamed, E. A. The researcher investigated "*The problems and challenges of teaching spoken English in Sudan and its importance in the professional life and academic promotion of teachers*". This study also tackles the problems of learning spoken English on the part of students. The researcher used a questionnaire addressed to (30) English language teachers from the African Council Basic and Secondary schools in Khartoum North. The data were statistically analyzed by the SPSS program. The findings of this paper indicate that there are major problems that hinder Sudanese students in speaking English. Among these are low income of most learners; lack of the target language environment; under-qualified teachers; inappropriate teaching materials; improper teaching methods; and some psychological factors that hinder students when they speak such as lack of motivation. The study provides some recommendations to tackle these problems and enhance the processes of teaching and learning spoken English in Sudan. These are concerned with developing materials, teachers and learners through steps taken by the educational authorities.

This study is like the present study in a number of aspects such as both studies discussed the importance of oral skill or spoken English. The

present study differs from this study in that the present study is concerned with the tertiary level's students while this previous study was concerned with the basic and secondary level's students. The study has used a questionnaire and a pre and post-test as tools for data collection, while the previous study used on a questionnaire.

Fourth Study

This study was carried out in (2016) by Nadir, A. The researcher investigated *"The speaking difficulties that encounter Sudanese secondary schools' students at Omdurman Locality".* The researcher used descriptive and analytic methods. A questionnaire was distributed to thirty teachers of the English language with a different experience at Omdurman Locality. The researcher came up with results that justified the hypotheses, for example: the speaking difficulties constitute a great challenge for the Sudanese secondary schools' students. Based on the main findings, the researcher stated many recommendations such as: the teachers should pay attention to teaching and developing students' speaking skills. Schools should be provided with language labs or with some educational techniques. The English language teachers should be familiar with so many activities and techniques to help learners to get rid of negative psychological factors by motivating and encouraging them to speak the English language. This study is like the present study in a number of aspects such as both studies adopted the analytical descriptive approach. The present study differs from this study in that the size of the sample. Also, the present study is concerned with the tertiary level's students while this previous study was concerned with the secondary level's students. The present study has used a questionnaire and a pre and post-test as tools for data collection, while the previous study used only a questionnaire.

Fifth Study

This study was carried out in (2017) by Abubaker, S. The researcher investigated the *"Effect of the Communicative Task-based Instruction (CTBI) on Developing Students' Oral Communication Skills among the Sudanese University EFL Students at the first year"*, College of Languages, Sudan University for Science and Technology. The researcher used three tools for collecting data and applied descriptive and analytical methods of qualitative and quantitative information. The researcher conducted a questionnaire which was administered to the teachers, pre-test and post-test which was administered to students, and observation checklist which was administered to both teachers and students. The teachers' sample size was (33) teachers who were selected randomly from Sudan university teaching staff, while the students' sample size was (30) students who were reselected randomly from students of the first year, College of Languages, Sudan University for Science and Technology. The results of this study revealed that using communicative task-based instruction came out with good quality learning outcomes and highly developed students' oral communication skills because it includes different tasks, techniques, and activities. This study is like the present study in a number of aspects such as both studies have used the tertiary level's students as the subjects of the studies. Besides, both studies ended with some recommendations and suggestions for further studies.

The present study differs from this study in the tools for collecting data: the present study has used a questionnaire and a pre and post-test, whereas the previous study used only a questionnaire, a test, and an observation checklist.

(B)Regional Previous Studies

Seventh Study

This study was carried out in (1997) by Ambu and Saidi. It was carried out in Somalia.The researchers investigated some issues in teaching English speaking in a foreign language classroom and revealed that the huge number of students in the classroom, the insufficiency of the English teaching periods, and the syllabus that does not satisfy the learners' communicative needs are the main reasons for learners' speaking difficulties. Additionally, because speaking is not tested, it is less emphasized by both teachers and students. This study is similar to the present study in a number of aspects such as both studies have used a questionnaire and a test as tools for data collection. The present study differs from this study in the number, size, and the level of the sample: the present study has been carried out among a tertiary level's students, whereas the previous study was carried out among secondary level's students.

Eighth Study

This study was carried out in (2013) by Ali, Dincer and Savas, Yesi. It was carried out in Iraqi. The researchers investigated the pre-service English teachers' beliefs on speaking skills based on motivational orientations. The results of their study indicated that the teachers had negative opinions about speaking instruction though they believed that it was of great significance in speaking skill. The results also revealed that the teachers felt unskilled in oral communication though they had various motivational orientations towards speaking English. The researchers indicated that those learners have different opinions about the significance of speaking skill in English language and this difference is

related to the learners' motivational orientations and their competent/incompetent feelings in speaking skill. The results demonstrated that learners' self-assessment about their speaking skill was negative and they expressed themselves as incapable speakers of English. Just some of them expressed that they had a good position in taking part in speaking tasks. This study is like the present study in a number of aspects such as both studies have used a questionnaire and a test as tools for data collection. The present study differs from this study in the number, size, and the level of the sample: the present study has been carried out among a tertiary level's students, whereas the previous study was carried out among EFL teachers.

Nineth Study

This study was carried out in (2013) by Mona. M. Hamad. It was carried out in Kingdom of Saudi Arabia. The researcher investigated factors that negatively affect English language speaking skills in Saudi colleges for girls in South Saudi Arabia in terms of a) Instructors. b) Students. c) Curriculum and textbook. d) English Language teaching methods and exercises. e) Teaching and learning environment. To collect data for the study, questionnaire papers were distributed to (150) students studying at Mhayeal and Almajardah colleges of King Khalid University (KKU) at English language department, and (10) female instructors were interviewed about the students' questionnaire information. Data generated was subjected to descriptive and analytical approaches using SPSS. The findings were:

1. Using Arabic in class affects students' proficiency.

2. Student's fear speaking the English Language in public and cannot make a phone conversation, presentation in English without Arabic translation.

3. Curriculum of listening and speaking does not contain enough exercises for speaking skills.

4. Instructors do not use strategies that develop speaking such as role-play, debates, and presentation - assignment.

5. More time is devoted to listening skills than speaking skills.

6. Labs are not used for teaching listening and speaking skills.

7. Rarely is a CD used as a speaking model.

8. More than (30) students are in listening and speaking class. It has been strongly recommended:

1. Prohibit students from using Arabic in English Language classes.

2. Use motivating teaching strategies such as cultural debatable topics, discussions, role-play, and presentations -assignment to develop speaking proficiency.

3. Teach Listening and speaking course in the lab.

4. Increase the time of listening and speaking course to six hours instead of three to develop speaking proficiency.

5. Activate English clubs and societies inside the colleges.

6. Students' number in listening and speaking class must not exceed (30). This study is similar to the present study in a number of aspects such as both studies have used the tertiary level's students as the subjects of the studies. The present study differs from this study in the tools for collecting data: the present study has used a questionnaire and a pre and post-test, whereas the previous study used a questionnaire and an interview.

Tenth Study

This study was carried out in (2015) by Sarah. The researcher investigated the effectiveness of using debates in developing speaking skills among English majors at the University of Palestine. To achieve the aim of the study, the researcher adopted the quasi-experimental approach. The sample of the study consisted of (20) English major students (one group) from the University of Palestine in Gaza. The researcher used real-life situations to measure the students' ability to speak. The test consisted of two questions for (10) minutes and was used as a pre -and post-test. The results of the pre- and post-speaking skills tests were statistically analyzed. The findings indicated that there are statistically significant differences between the pre and post-tests due to Pronunciation, Grammar, and Vocabulary skills after the use of debates as a strategy for teaching speaking skills. This study recommended teaching English speaking through debates. The researcher recommended the adaptation of using debates regarding other English teaching skills such as reading, writing, and listening. This study is similar to the present study in a number of aspects such as both studies have used the tertiary level's students as the subjects of the studies. The present study differs from this study in the tools for collecting data: the present study has used a questionnaire and a pre and post-test, whereas the previous study used only a pre and post-test.

Eleventh Study

The study of Ahmed, M. (2016) aimed at exploring the speaking difficulties encountered by English language students at Al Quds Open University. The researcher used the experimental method to measure the speaking difficulties encountered by English language students at Al

Quds Open University. An interview was used to collect data. Such an interview was applied for each student to investigate speaking difficulties and the causes of such difficulties. The results indicated that there are some difficulties in the speaking of the students due to some reasons such as fear of mistake, shyness, anxiety and lack of confidence. The study recommended that it is important to support and encourage the students to speak English. This study is like the present study in a number of aspects such as both studies have used the tertiary level's students as the subjects of the studies. The present study differs from this study in the tools for collecting data: the present study has used a questionnaire and a pre and post-test, whereas the previous study used only an interview.

(C) International Previous Studies

Twelfth Study

This study was carried out in 2002 by Boonkit. It was carried out in Turkey. The researcher investigated the factors increasing the development of learners' speaking skill. The results represented that the use of appropriate activities for speaking skill can be a good strategy to decrease speakers' anxiety. The results also revealed that the freedom of topic choice urged the participants to feel comfortable, persuaded to speak English, and increased the speaking confidence among EFL learners. This study is like the present study in a number of aspects such as both studies adopted the analytical descriptive approach. The present study differs from this study in that the number of the sample. In this regard, the present study is concerned with the tertiary level's students while this previous study was concerned with the secondary level's students. The study has used a questionnaire and a pre and post-test as

tools for data collection, while the previous study used on a questionnaire and an observation checklist.

Thirteenth Study

This study was carried out in (2003) by Lukitasari. The researcher investigated the students' strategies in overcoming speaking problems in speaking class. The population of her study was the first semester students of the Muhammadiyah University of Malang in Indonesia. The results of her study suggested that in speaking class, the students faced some speaking problems including inhibition, nothing to say, low or uneven participation and mother tongue use. The findings of the study also revealed that the students' speaking performance was not good because they did not master the three elements of speaking namely vocabulary, grammar, and pronunciation. This study is like the present study in a number of aspects such as both studies have used the tertiary level's students as the subjects of the studies. The present study differs from this study in the tools for collecting data: the present study has used a questionnaire and a pre and post-test, whereas the previous study used only a test.

Fourteenth Study

This study was carried out in 2005 by Dorelly, G.G. The researcher conducted this previous study in which he describes a research project carried out with a group of ninth-grade students at the Institución Educativa Distrital Britalia, in Bogotá. The starting point was a needs' analysis which revealed the lack of practice regarding speaking skills. Three interactive tasks, a free conversational activity, and basic oral tests were designed and implemented. Direct observation, videos and audiotapes provided evidence of the improvement of students' oral

communication. The changes in the pedagogical practice, in the role of the teacher, in the syllabus design and learners' attitudes towards their learning process were recorded as the main results of the action research project. This study is like the present study in a number of aspects such as both studies discussed the EFL learners' oral skills and adopted the analytical descriptive approach. The present study differs from this study in that the number of the sample. So, the present study is concerned with the tertiary level's students while this previous study was concerned with the intermediate level's students. The study has used a questionnaire and a pre and post-test as tools for data collection, while the previous study used a test and direct observation and a free conversational activity.

Fifteenth Study

This study was carried in (2005) by Park, H and Lee, A. It was carried in South Korea. The researchers examined the relationships between second language learners' anxiety, self-confidence and speaking performance. The participants of their study were one hundred and thirty-two Korean college students who enrolled in English conversation classes. The results of their study indicated that learners' anxiety level was negatively related to their oral performance. Tanveer (2007) investigates the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on communication in the target language and his result is like what Park and Lee (2005) figure out. The findings suggested that students' feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. He cites that "the higher the anxiety, the lower the performance". This study is like the present study in a number of aspects such as both studies have used the tertiary level's students as the subjects of the studies. The present study differs from this study in the tools for

collecting data: the present study has used a questionnaire and a pre and post-test, whereas the previous study used only a class conversation.

Nineteenth Study This study was carried out in 2015 by Nguyen Hoang Tuan and Tran Ngoc Mai. The researchers investigated the factors affecting students' speaking performance at Le Thanh Hien High School in Vietnam and their speaking problems. The subjects of the study were two hundred and three grade (11) students and ten teachers of English. The research instruments used in this study were questionnaires and class observation. Based on the research findings some recommendations were made. The study was expected to help students improve their performance in speaking classes. This study is similar to the present study in a number of aspects such as both studies discussed the EFL learners' oral skills and adopted the analytical descriptive approach. The present study differs from this study in that the number and the level of the sample. Therefore, the present study is concerned with the tertiary level's students while this previous study was concerned with the intermediate level's students. The study has used a questionnaire and a pre and post-test as tools for data collection, while the previous study used a questionnaire and a class observation. The present study focuses on the assessment of oral skills, and the present researcher wants to focus on everyday life situations in normal lecture rooms at universities, and test situations. Even though there has been a lot of discussion about the teaching of oral skills, and how much more emphasis should be put on them, most of the studies relating the evaluation of oral skills focus on test 73situations, where the evaluating is easier to organize. Even though teachers can probably apply some of the methods used in these studies to everyday lecture room situations, one still must remember that lecture room situations are quite different from oral test situations. Even though

nowadays many people in Sudan learn English outside universities, still many Sudanese people receive their foreign language education in classrooms and most of the feedback and evaluation they receive come from their teachers during those lessons. The question that poses itself: how teachers find assessing speaking in everyday lecture room situations where time and equipment are limited.

As discussed earlier, several researches on oral skill have been conducted by many researchers this study seeks to fill the void missed by other studies.

2.3 Summary

Chapter two is about the literature review. It is the framework of the study. It is confined to the discussion of the theoretical part and empirical (practical) part. The empirical part is concerned with the previous studies with respect to the topic of research. The first theoretical part is composed of two fundamental concepts which are:

1. Concept of Situational Language Activities
2. Concept of Oral Skill (Speaking Skill)

As far as the practical part is concerned, it includes (19) previous studies which are classified into: (5) local studies, (9) regional studies and (5) international studies.

In the following chapter the methodology of the study will be covered.

CHAPTER THREE
METHODOLOGY OF THE STUDY

CHAPTER THREE
METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter is concerned with the methodology adopted to conduct the study. It describes the sample involved in the study, tools of data collection and data analysis. Both quantitative and qualitative tools have been implemented. Also, the researcher used Harvard formatting style in writing this research.

3.1 Study Design

It is a cross- sectional study design where an experimental descriptive approach has been adopted. The researcher has selected a random sample to represent the study population.

3.2 Sampling

The sample of the study consists of two categories: the first one involves fifty (females and males) teachers of English language at University of Khartoum and Sudan University of Science and Technology in Khartoum State who have responded to the questionnaire and the second one involves students of second year at the above-mentioned universities in Khartoum state who have responded to the pre and post-test. A random sample of forty students has been selected. Students' age range is between nineteen to twenty years. They are divided into two groups: group (A) which includes twenty females and group (B) which includes twenty males. The students of both groups are placed according to friendship tie. Two English language oral tests (pre-and post-test) are conducted in two groups (A and B) as a tool for collecting the required data. Ten

students were interviewed for a short time to know their impressions about the situational language activities. So, both quantitative and qualitative tools were employed. It is worth noting that the factors of gender (sex), teaching experience and qualifications of the respondents are included and have a considerable presence in this study.

(i)Gender (sex)

Table (3-1): The frequency and percentage distribution for the respondents according to the gender

Sex	Frequency	Percentage
Male	34	68%
Female	16	32%
Total	50	100%
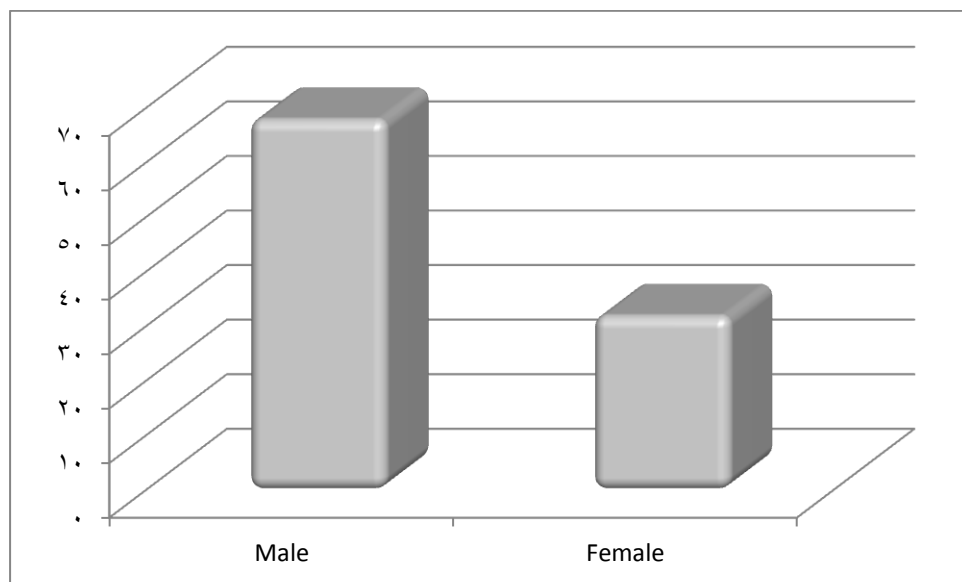
Figure (3-1) The distribution for the respondents according to the gender

From the table and figure, it is obvious that the percentage of male at the study sample is 68% while female percentage is 32%

(ii)Teaching experience

Table (3-2): The frequency and percentage distribution for the respondents according to the years of experience

Years of experience	Frequency	Percentage
From 1to5	15	30%
From 6to 10	21	42%
More than 10	14	28%
Total	50	100%
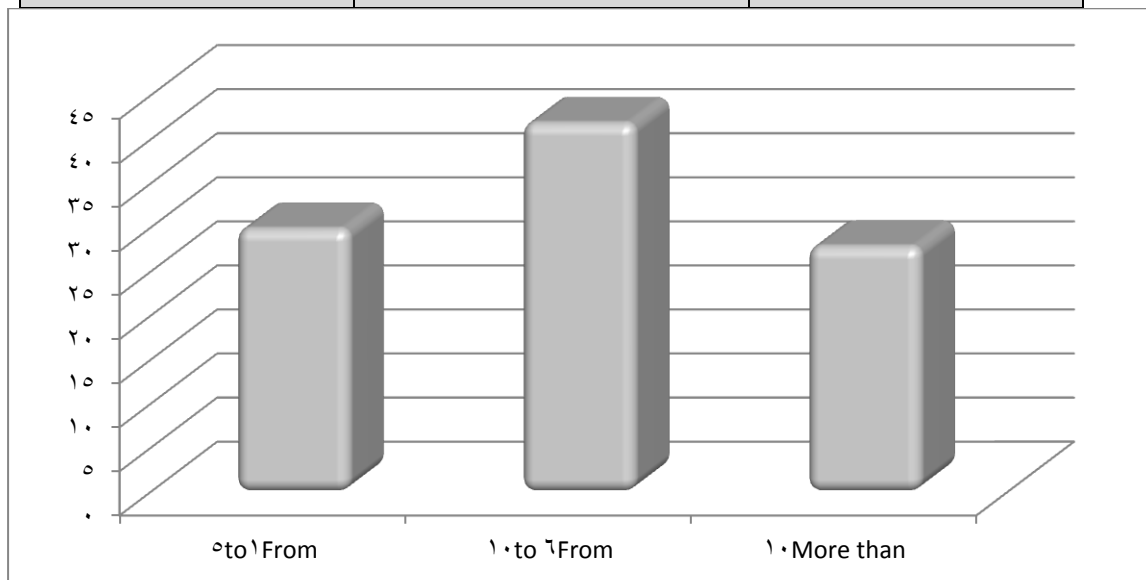
Figure (3-2) The distribution for the respondents according to the years of experience.

It is clear from the table and figure there is 30% of the study sample have experience (from 1 to 5 years) and 42% (from 6 to 10) and 28% have more than 10 years.

(iii)Qualifications

Table (3-3): The frequency and percentage distribution for the respondents according to their Academic qualifications

Academic qualification	Frequency	Percentage
BA	4	8%
MA	43	86%
PhD	3	6%
Total	50	100%
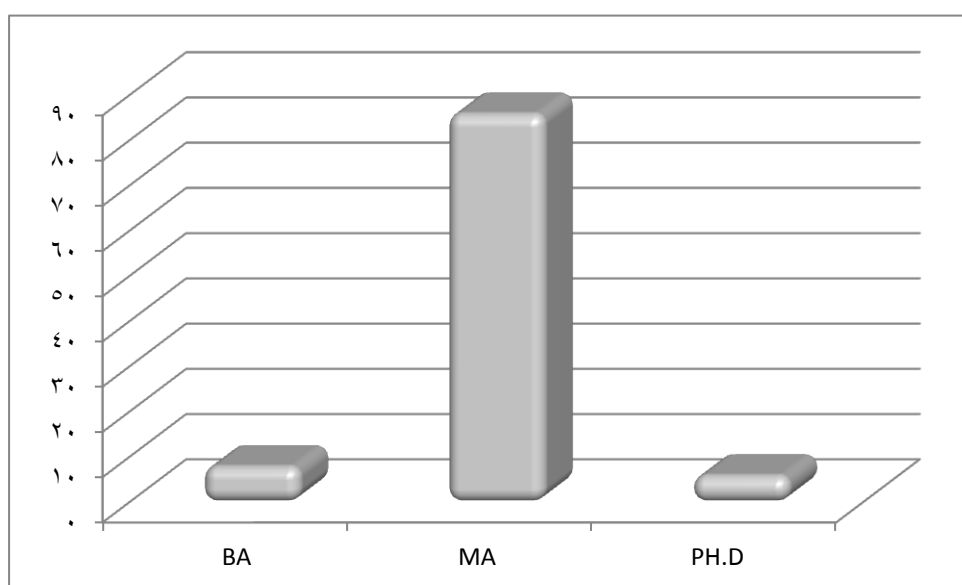
Figure (3-3) The distribution for the respondents according to the academic qualifications

From the table and the figure, most respondents have MA as qualification with percentage 86%.

3.3 Tools for Collecting Data

A questionnaire for EFL teachers has been adopted as a tool for collecting the required data of the study. The practical reason for adopting such a tool is that the study subjects can deal with it. Likewise, two oral tests (pre- and post-test) and an interview for EFL

students at universities have been adopted as tools for collecting the required data of the study because of their practicality and suitability for the testes. Ten students were interviewed to know their impressions about the language activities. Therefore, both quantitative and qualitative tools were employed in the study.

3.3.1 Contents of the Questionnaire

The first instrument (appendix (1)) for the collecting of the related data is the questionnaire for teachers. So, the questionnaire has been distributed to the teachers of English language at Khartoum state. The questionnaire includes a covering page to introduce the title of the research to the participants and to identify the researcher. The questionnaire has been designed to serve as a tool for gathering data about utilizing communication games in promoting speaking skill through pair-work activity. The questionnaire contains (15) statements each of which is accompanied by the options (*strongly agree, agree, neutral, disagree and strongly disagree*). The statements of the questionnaire are built based on the hypotheses stated earlier in chapter one. It has been shown to experts in the field for the purpose of judgment and revision.

3.3.2 Contents of the Pre- and Post-test

These tools (appendix (2)) are used to collect the required data of the study from EFL students at tertiary level. Items of the two oral tests are derived from students' textbooks and academic courses. It contains elevenitems, six Yes / No questions and five-word questions.

3.4 Procedures of Data Collection

The data related to this research is gathered by means of questionnaire and (pre-post-test). The students were subjected to two oral tests namely pre and post. Firstly, they were subjected to the pre oral test. The following days all the groups were exposed to the new teaching program in which the pupils practiced English language through situational language activities for four weeks in four classes. After lapsing the fourth week all the students were subjected to the posttest to mark their progress. The researcher observes thatsome students used to be silent, but the activities attracted their attention and led them to share their colleagues. After two weeks of posttest the students were interviewed to check their impression of the experience.

3.5 Validity of the Instruments

In the general the term validity means the degree to which a test measures what it supposes to measure. Validity has different forms. The following are two of them:

The Face Validity: it refers to the test's surface credibility, public acceptability and/or the appearance of real life.

The Content Validity: it refers to the representative or sampling adequacy of the content, the matter, or the topic of a measuring instrument as it is defined by Alderson (1995:45). Therefore, in order to ensure the face and content validity of the research instruments, both the test and questionnaire were shown firstly to the supervisor of the study and to 5 experts with PhD degree in the field at University of Khartoum and Sudan University of Science and Technology.

3.6 Reliability of the Research Instruments

The research instruments are called reliable and valid if they are consistent and stable to measure what is intended to be measured. Therefore, to prove the reliability and validity of the research instruments, the questionnaire has been shown first to the supervisor of the study and to some experts in the field who all agreed that the questionnaire is going on the track of the study, also the test has been shown to the experts in the field who agreed that it is suitable.

3.7 Statistical Reliability

Reliability refers to the reliability of any test to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test is applied on a number of individuals and the marks of every one are counted; then the same test applied another time on the same group and the same marks are obtained; then this test is described as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability of the questionnaire:

The "half split method" has been followed. The questions have to be divided into odd and even numbers. As co-efficient of reliability can be made for the two separate units using:

$$r = 1 - \frac{6\sum DxD}{N(NxN-1)}$$

Where N = number of testes

D = rank difference

r = co-efficient of reliability

X	Y	DxD
1	2	1x1=1
3	4	1x1=1
5	6	1x1=1
7	8	1x1=1
9	10	1x1=1
11	12	1x1= 1
13	14	1x1=1
15	16	1x1=1
		8x8

$$r = 1 - \frac{6\sum DxD}{N(NxN-1)}$$

79

$$r = 1 - \frac{6x64}{50(50x50-1)}$$

$$r = 1 - \frac{384}{129950}$$

$$r = \mathbf{0.99}$$

The Spearman formula is used to make co-efficient of reliability for the whole unit:

R = 2xco-efficient of reliability of the first half

1⁺co-efficient of reliability of the second half

$$R = \frac{2 \times 0.99}{1 + 0.99}$$

$$R = \underline{\textbf{0.9}}$$

The result obtained is **0.9** which means that the questionnaire is reliable and consistent.

3.8 Statistical Validity

On the other hand, validity is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation: Alpha-Cronbach coefficient.

$$\text{Validity} = \sqrt{\text{Re liability}}$$

$$V = \sqrt{R}$$

Where V = the validity

R = the reliability

$$V = \sqrt{0.9} = \underline{\textbf{0.95}}$$

The result obtained is = **0.95** , So, the questionnaire is valid.

Also, Moment of Correlation (Person R) or Equivalent Form Method is used for calculating the reliability and validity of the questionnaire.

X	Y	XY	XxX	YxY
1	2	2	1	4
3	4	12	9	16
5	6	30	25	36
7	8	56	49	64
9	10	90	81	100
11	12	132	121	144
13	14	182	169	164
15	16	240	225	256
64	72	744	680	816

$$r = \frac{N(\sum XY) - \sum(X)(\sum Y)}{\sqrt{[N(\sum XxX) - (\sum X).(\sum X)]\,[N(YxY)-(\sum Y).(\sum Y)]}}$$

Where   r   = Co-efficient of reliability

R   = Reliability of the questionnaire

N   = Number of the respondents

X = Odd numbers of the questions

Y = Even numbers of the questions

$\sum$ = Sum

V = Validity

r   = $\dfrac{50x744 - 64x72}{\sqrt{[50(680) - (64).(64)][50(816) - (72).(72)]}}$

r   =   **0.99**

R   = $\dfrac{2_+0.99}{1_+0.99}$

R   =   **0.9**

V   =   √R   =   √0.9   = **0.95**

Thus, the questionnaire is valid and reliable.

Here also are the same methods used for calculating the reliability and the validity of the test:

The "half split method" has been followed. The questions have to be divided into odd and even numbers. As co-efficient of reliability can be made for the two separate units using:

r   = 1   - $\dfrac{6\sum DxD}{N(NxN-1)}$ Where N = number of testes

D = rank difference

r = co-efficient of reliability

X	Y	DxD
1	2	1x1=1
3	4	1x1=1
5	6	1x1=1
7	8	1x1=1
9	10	1x1=1
11	12	1x1= 1
		6x6

$$r = 1 - \frac{6\sum DxD}{N(NxN-1)}$$

$$r = 1 - \frac{6x36}{40(40x40-1)}$$

$$r = 1 - \frac{216}{63960}$$

$$r = \mathbf{0.99}$$

The Spearman formula is used to make co-efficient of reliability for the whole unit:

$$R = \frac{2xco\text{-}efficient\ of\ reliability\ of\ the\ first\ half}{1^+co\text{-}efficient\ of\ reliability\ of\ the\ second\ half}$$

$$R = \frac{2x0.99}{1^+0.99}$$

$$R = \underline{\mathbf{0.9}}$$

The result obtained is **0.9** which means that the test is reliable and consistent.

$$V = \sqrt{Reliability}$$

$$V = \sqrt{R}$$

Where V = the validity

R = the reliability

$V = \sqrt{0.9} = \underline{\mathbf{0.95}}$

On the basis of this result, the test is valid.

Also, Moment of Correlation (Person R) or Equivalent Form Method is used for calculating the reliability and validity of the test.

X	Y	XY	XxX	YxY
1	2	2	1	4
3	4	12	9	16
5	6	30	25	36
7	8	56	49	64
9	10	90	81	100
11	12	132	121	144
36	42	322	286	364

$r = \dfrac{N(\sum XY) - \sum(X)(\sum Y)}{\sqrt{[N(\sum XxX) - (\sum X).(\sum X)] [N(YxY)-(\sum Y).(\sum Y)}}$

Where r = Co-efficient of reliability

R = Reliability of the questionnaire

N = Number of the respondents

X = Odd numbers of the questions

Y = Even numbers of the questions

$\sum$ = Sum

V = Validity

$$r = \frac{40 \times 1512 - 36 \times 42}{\sqrt{[40(1296) - (36).(36)][40(1764) - (42).(42)]}}$$

r = **0.99**

$$R = \frac{2 + 0.99}{1 + 0.99}$$

R = **0.9**

Thus, the test is reliable.

On the other hand, validity is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation: Alpha-Cronbach coefficient.

$$\text{Validity} = \sqrt{\text{Re liability}}$$

$$V = \sqrt{R} = \sqrt{0.9} = \underline{\mathbf{0.95}}$$

Thus, the test is valid.

3.9 Data Analysis Procedure

The quantitative data on students score in the role of situational language activities in developing the EFL students' speaking skills tests wasentered and processed using IBM SPSS Statistics version 22 (Corp, 2013). The results obtained in the two tests and questionnaire was analyzed by an expert in SPSS program and relevant statistical measure such as Likert scale was applied to arrive at accurate results.

CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULT AND DISCUSSIONS

4.0 Introduction

This chapter is concerned with the presentation, analysis, and discussion of the obtained data. The researcher will present the results of the data which have been collected by means of a questionnaire and a test. The data will be analyzed both quantitatively and qualitatively. Both the questionnaire and the test are analyzed by calculating the percentages of the results that the respondents have chosen. The results which are presented in tables and graphs are used to provide answers to the research's questions.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the (50) teachers are tabulated and computed. The following section is an analytical interpretation and discussion of the data regarding different points related to the objectives and hypotheses of the study. Each item in the questionnaire is analyzed statistically and discussed. The tables will support the discussion.

4.2 Analysis of the Questionnaire

The researcher distributed the questionnaire on determined study's sample of (50) EFL teachers and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (*strongly disagree, disagree, neutral, agree, and strongly agree)* to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations are used for this purpose.

Hypothesis (1): "Situational language activities play to some extent an important role in developing EFL students' oral skills."

Statement No. (1): Exposing students to situational language skills develops and reinforces their oral skills.

Table No. (4-4) The Frequency Distribution for the Respondents' Answers of Statement No. (1)

Options	Frequency	Percentage
Strongly agree	27	54.0%
agree	11	22.0%
Neutral	10	20.0%
disagree	2	4.0%
strongly disagree	0	0%
Total	50	100%
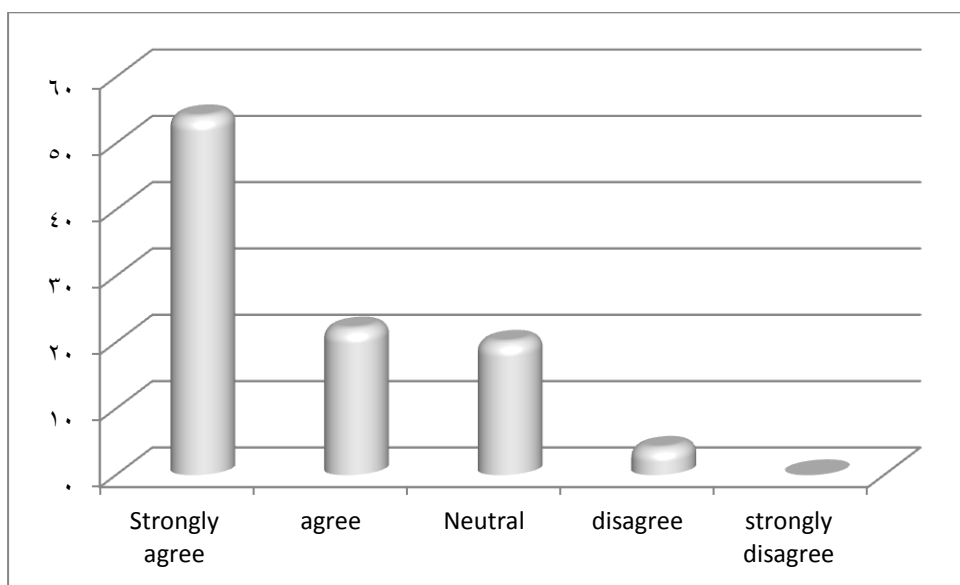
Figure (4-4) The Distribution for the Respondents' Answers of Statement No. (1)

From the table No. (4-4) and the figure No. (4-4) there are (27) respondents in the study's sample with percentage (54%) strongly agree with " Exposing students to situational language skills develops

and reinforce their oral skills". There are (11) respondents with percentage (22%) *agree* with that, and (10) respondents with percentage (20%) are *not sure*, while only (2) respondents with percentage (4%) *disagree*. This shows that most of respondents consider exposing the students to situational language skills develops and reinforces their oral skills.

Statement No. (2): Situational language skills rarely develop the mastery of oral skills among tertiary level's students.

Table No (4-5) The Frequency Distribution for the Respondents' Answers of statement No. (2)

Options	Frequency	Percentage
Strongly agree	5	10.0%
Agree	1	2.0%
Neutral	5	10.0%
Disagree	18	36.0%
strongly disagree	21	42.0%
Total	50	100%
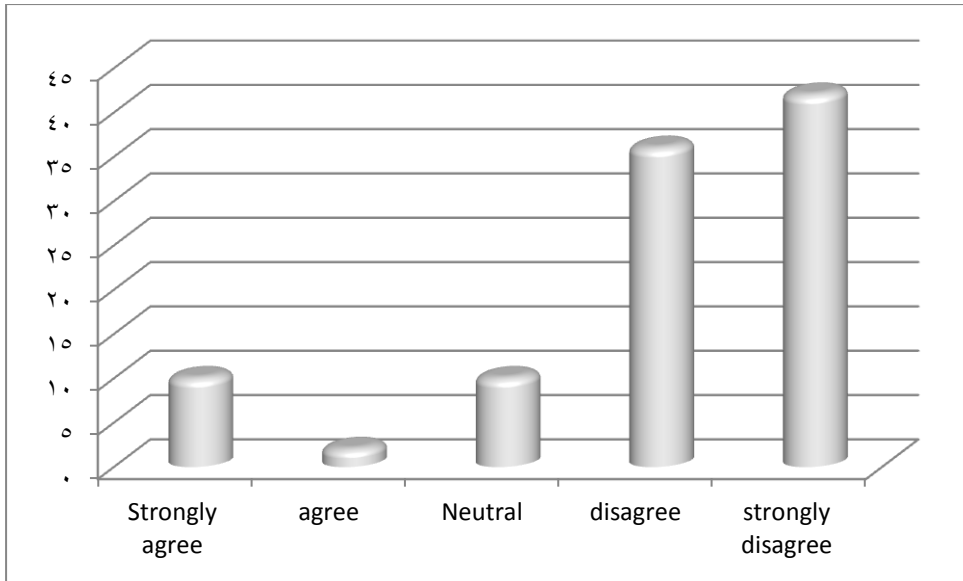
Figure (4-5) The Frequency Distribution for the Respondents' Answers of statement No. (2)

From the table No. (4-5) and the figure No. (4-5) it is obvious that there are (5) respondents in the study's sample with percentage (10%) strongly agree with " situational language skills rarely develop the mastery of oral skills among tertiary level's students ". There is (1) respondents with percentage (2%) agree with that, and (5) respondents with percentage (10%) are not sure, whereas (18) respondents with percentage (36%) disagree and (21) respondents with (42%) strongly disagree. This indicates that a considerable number of respondents do not agree with this statement No. (2).

Statement No. (3): Situational language activities expand students' knowledge of vocabulary.

Table No (4-6) The Frequency Distribution for the Respondents' Answers of statement No. (3)

Options	Frequency	Percentage
Strongly agree	29	58.0%
Agree	16	32.0%
Neutral	4	8.0%
Disagree	1	2.0%
strongly disagree	0	0%
Total	50	100%

Figure (4-6) The Frequency Distribution for the Respondents' Answers of statement No. (3)

From the table No. (4-6) and the figure No (4-6) it is noticed that there are (29) respondents in the study's sample with percentage (58%) strongly agree with " situational language activities expand students' knowledge of vocabulary ". There are (16) respondents with percentage (32%) agree with that, and (4) respondents with percentage (8%) are not sure, while only (1)

respondent with percentage (2%) disagrees. This means the respondents are quite aware of situational language activities expand students' knowledge of vocabulary.

Statement No. (4): Situational language activities encourage students to feel confident so as to speak freely without hesitation.

Table No (4-7) The Frequency Distribution for the Respondents' Answers of statement No. (4)

Options	Frequency	Percentage
Strongly agree	21	42.0%
agree	19	38.0%
Neutral	2	4.0%
disagree	4	8.0%
strongly disagree	4	8.0%
Total	50	100%

Table (4-7) The Frequency Distribution for the Respondents' Answers of statement No. (4)

From the table No. (4-7) and the figure No (4-7) it is observed that there are (21) respondents in the study's sample with percentage (42%) strongly agree with "situational language activities encourage students to feel confident so as to speak freely without hesitation". There are (19) respondents with percentage (38%) agree with that, and (2) respondents with percentage (4%) are not sure, whereas (4) persons with percentage (8%) disagree and (4) respondents with (8%) strongly disagree. The results show that many the respondents assure of situational language activities encourage students to feel confident so as to speak freely without hesitation.

Statement No. (5): Situational language activities motivate the students to grasp a better communicative oral skill.

Table No (4-8) The Frequency Distribution for the Respondents' Answers of Statement No. (5)

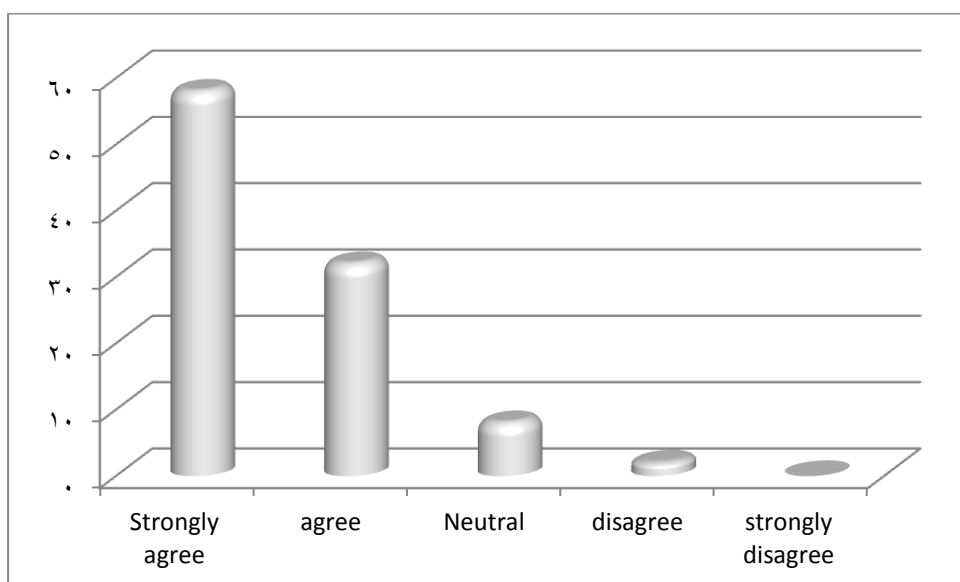| Options	Frequency	Percentage
Strongly agree	23	46.0%
agree	24	48.0%
Neutral	1	2.05%
disagree	2	4.05%
strongly disagree	0	05%
Total	50	100%
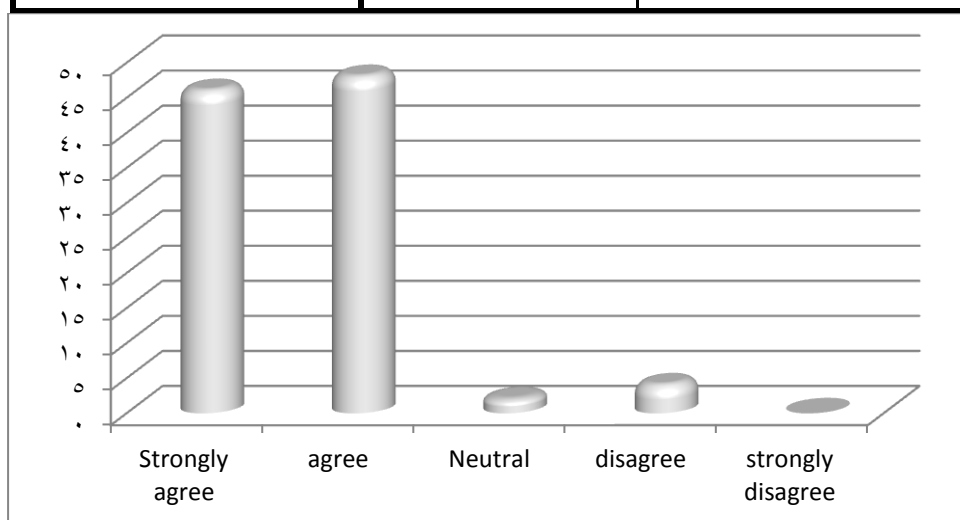
Figure No (4-8) The Frequency Distribution for the Respondents' Answers of Statement No. (5)
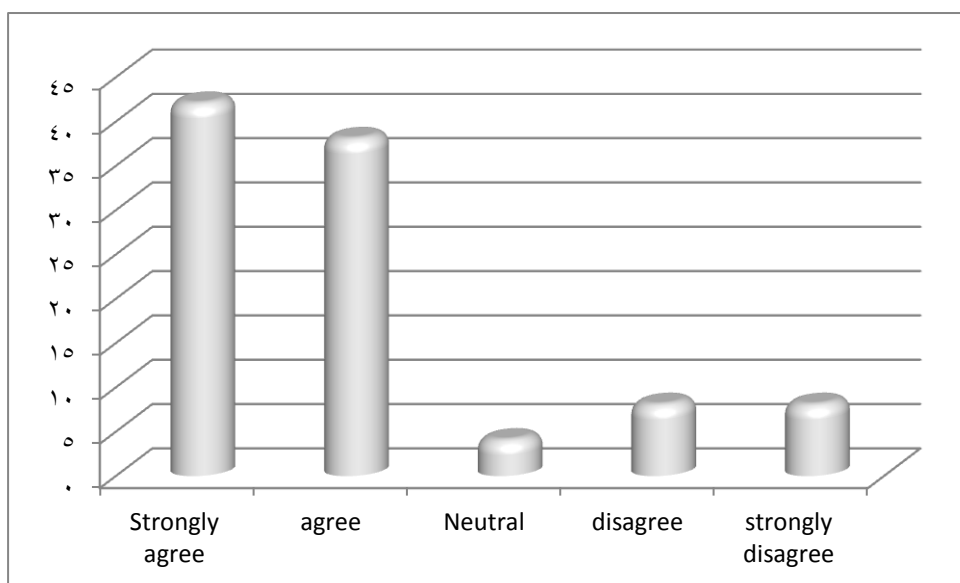
From the table No. (4-8) and the figure No (4-8) it is quite clear that there are (23) respondents in the study's sample with percentage (46%) strongly agree with " situational language activities motivate the students to grasp a better communicative oral skill". There are (24) respondents with percentage (48%) agree with that, and (1) respondent with percentage (2%) is not sure, while only (2) respondents with percentage (4%) disagree. This result shows that a large number of respondents believe that situational language activities motivate the students to grasp better communicative oral skills.

Table No. (4-9) Chi-Square Test Results for Respondents' Answers to the Questions of the _**Hypothesis one: "Situational language activities play to some extent an important role in developing EFL students' oral skills."**_

No.	Statement	mean	SD	Chi square	p-value
1	Exposing students to situational language activities develops and reinforces their oral skills.	3.4	1.9	13	0.00
2	Situational language activities rarely develop the mastery of oral skills among tertiary level's students.	3.5	2.6	18	0.00
3	Situational language activities expand students' knowledge of vocabulary.	3.4	2.4	13	0.00
4	Situational language activities encourage students to feel	3	0.	25	0.03

	confident so as to speak freely without hesitation.		8		
5	Situational language activities motivate the students to grasp better communicative oral skills.	3.9	1.6	20	0.00

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The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) is (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **"Exposing students to situational language activities develops and reinforces their oral skills".**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) is (18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **"Situational language activities rarely develops the mastery of the oral skills among the tertiary level's students".**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) is (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This

indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **"Situational language activities expand the students' knowledge of vocabulary".**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) is (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statisticallysignificant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **"Situational language activities encourage students to feel confident so as to speak freely without hesitation".**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) is (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **''Situational language activities motivate the students to grasp better communicative oral skills''.***According to the above-mentioned result, it is obvious that the first hypothesis of the study is accepted.**Hypothesis (2): "The most effective techniques that EFL university instructors adopt to develop the situational oral skills are appropriate teaching, providing authentic listening materials, giving enough time to students for practicing, grouping the students to discuss different**

topics, rendering sufficient exposure to situational language and organizing the forums and seminars."

Statement No. (6): Students are to be provided authentic listening materials to participate easily in oral communicative activities.

Table No (4-10) The Frequency Distribution for the Respondents' Answers of Statement No. (6)

Options	Frequency	Percentage
Strongly agree	29	58.0%
agree	6	12.0%
Neutral	2	4.0%
disagree	3	6.0%
strongly disagree	10	20.0%
Total	50	100%
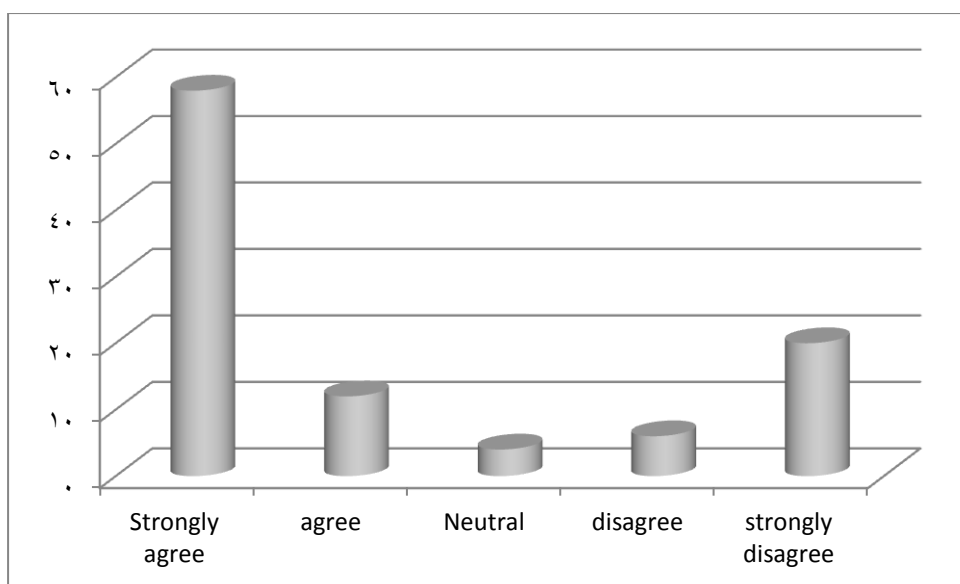
Figure No (4-10) The Frequency Distribution for the Respondents' Answers of Statement No. (6)

From the table No. (4-10) and the figure No (4-10) it is apparent that there are (29) respondents in the study's sample with percentage (58%)

strongly agree with " students are to be provided authentic listening materials to participate easily in oral communicative activities ". There are (6) respondents with percentage (12%) agree with that, and (2) respondents with percentage (4%) are not sure, while (3) respondents with percentage (6%) disagree and (10) respondents with (20%) strongly disagree. This result means the respondents believe that students are to be provided authentic listening materials to participate easily in oral communicative activities.

Statement No. (7): Students are to be given enough time to practice any communicative task assigned to them in the lecture room.

Table No (4-11) The Frequency Distribution for the Respondents' Answers of statement No. (7)

Valid	Frequency	Percentage
Strongly agree	25	50.0%
Agree	13	26.0%
Neutral	2	4.0%
Disagree	6	12.0%
strongly disagree	4	8.0%
Total	50	100%

Figure No (4-11) The Frequency Distribution for the Respondents' Answers of statement No. (7)

From the table No. (4-11) and the figure No. (4-11) it is seen that there are (25) respondents in the study's sample with percentage (50%) strongly agree with " students are to be given enough time to practice any communicative task assigned to them in the lecture room". There are (13) respondents with percentage (26%) agree with that, and (2) respondents with percentage (4%)are not sure, and (6) persons with percentage (12%) disagree. And (4) respondents with (8%) strongly disagree. This result indicates that the majority of the EFL teachers have supported the notion that students are to be given enough time to practice any communicative task assigned to them in the lecture room.

Statement No. (8): Students are to be grouped to discuss different topics and adopt different styles while speaking to each other.

Table No (4-12) The Frequency Distribution for the Respondents' Answers of statement No. (8)

Options	Frequency	Percentage
Strongly agree	12	24.0%
agree	32	64.0%
Neutral	4	8.0%
disagree	1	2.0%
strongly disagree	1	2.0%
Total	50	100%

Figure No (4-12) The Frequency Distribution for the Respondents' Answers of statement No. (8)

From the table No. (4-12) and the figure No (4-12) it is indicated that there are (12) respondents in the study's sample with percentage (24%) strongly agree with " students are to be grouped to discuss different topics and adopt different styles while speaking to each other ". There are (32) respondents with percentage (64%) agree with that, and (4) respondents with percentage (8%) are not sure, while only (1)

respondent with percentage (2%) disagrees and (1) respondent with (2%) strongly disagrees. The result indicates that students are to be grouped to discuss different topics and adopt different styles while speaking to each other.

Statement No. (9): Students are to be rendered sufficient exposure to situational language activities to interact with each other.

Table No (4-13) The Frequency Distribution for the Respondents' Answers of statement No. (9)

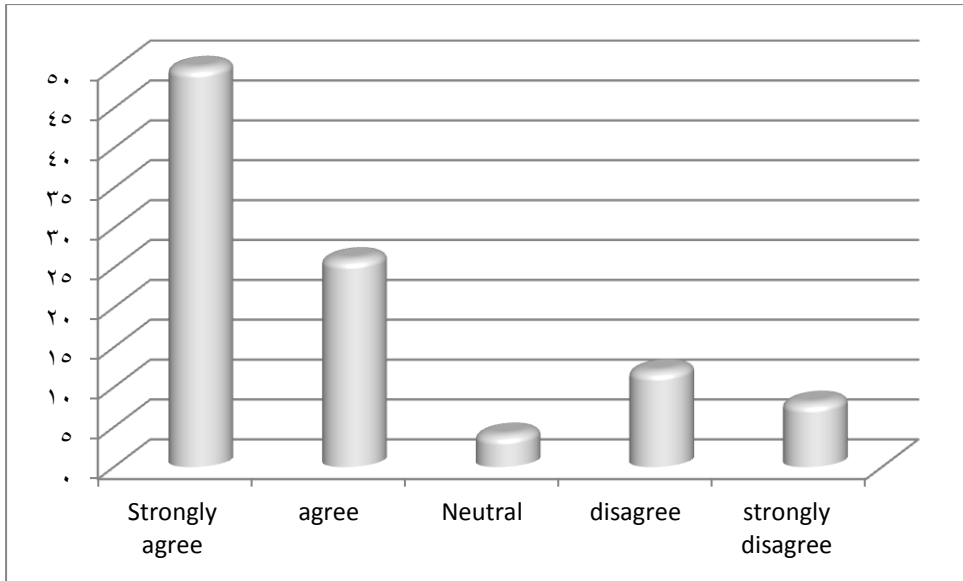| Options	Frequency	Percentage
Strongly agree	13	26.0%
agree	2	4.0%
Neutral	22	44.0%
disagree	4	8.0%
strongly disagree	9	18.0%
Total	50	100%

From the table No. (4-13) and the figure No (4-13) it is mentioned that there are (13) respondents in the study's sample with percentage (26%) strongly agree with " students are to be rendered sufficient exposure to situational language activities so as to interact with each other". There are (2) respondents with percentage (4%) agree with that, and (22) respondents with percentage (44%) are not sure, and (4) respondents with percentage (8%) disagree. And (9) respondents with (18%) strongly disagree. The result shows that some respondents emphasize this statement No. (9).

Statement No. (10): Students are to be motivated and encouraged to organize forums and seminars to understand messages addressed to them when situational language activities take place.

Table No (4-14) The Frequency Distribution for the Respondents' Answers of Statement No. (10)

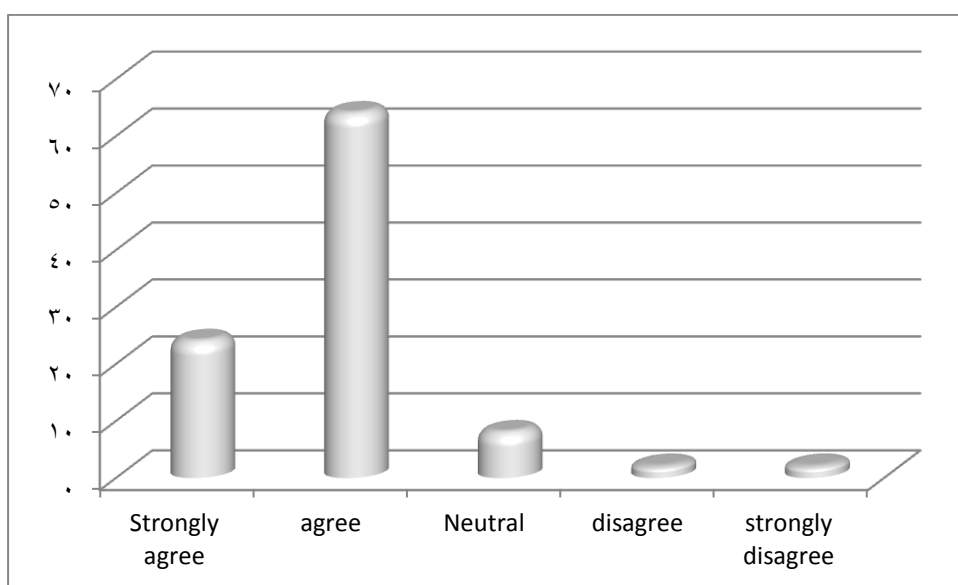| Options	Frequency	Percentage
Strongly agree	23	46.0%
Agree	23	46.0%
Neutral	1	2.0%
Disagree	2	4.0%
strongly disagree	1	2.0%
Total	50	100%
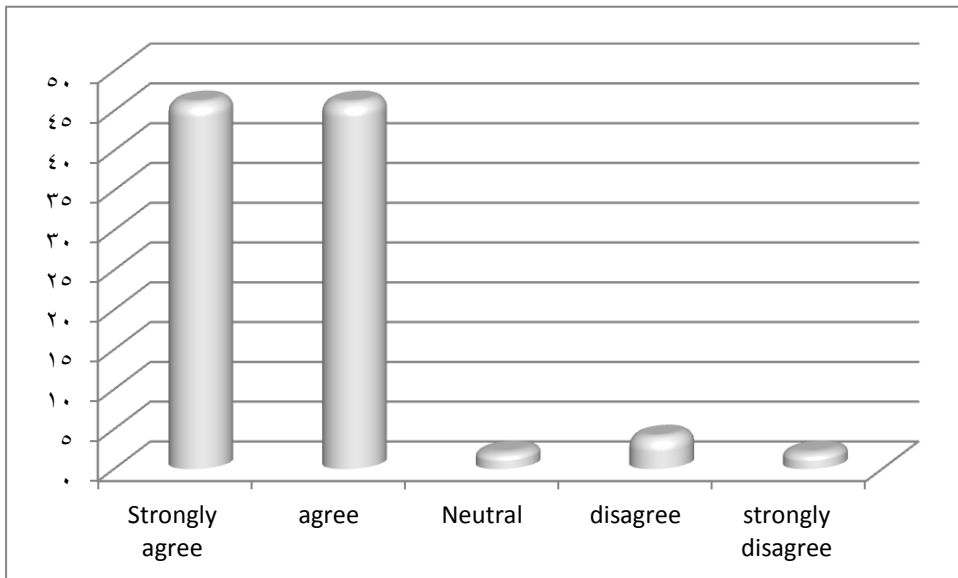
Figure No (4-14) The Frequency Distribution for the Respondents' Answers of Statement No. (10)
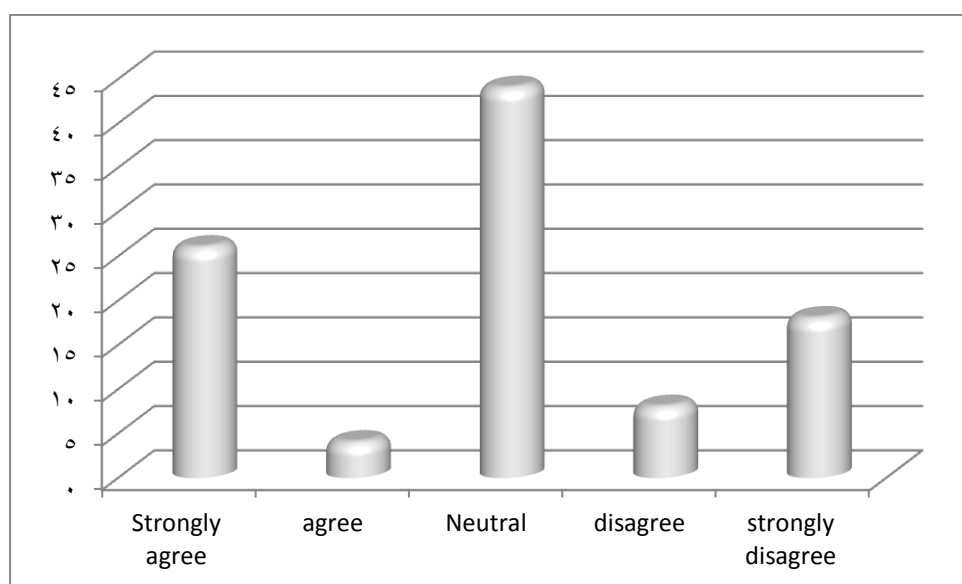
From the table No. (4-14) and the figure No (4-14) it is emphasized that there are (23) respondents in the study's sample with percentage (46%) strongly agree with " students are motivated and encouraged to organize forums and seminars to understand messages addressed to them when situational language activities take place". There are (23) persons with percentage (46%) agree with that, and (1) respondent with percentage (2%) is not sure, whereas (2) respondents with percentage (4%) disagree and (1) respondent with (2%) strongly disagrees. The result indicates that most of the respondents confirm the statement No. (10).

Table No. (4-15) Chi-Square Test Results for Respondents' Answers to the Questions of the _Hypothesis two: "The most effective techniques that EFL university instructors adopt to develop the situational oral skills are appropriate teaching, providing authentic listening materials, giving enough time to students for practicing, grouping the students to discuss different topics, rendering sufficient exposure to situational language and organizing the forums and seminars."_

No.	Statement	mean	SD	Chi square	p-value
1	Students are to be provided authentic listening materials to participate easily in oral communicative activities. .	3.7	1.4	17	0.00
2	Students are to be given enough time to practice any communicative task assigned to them in the lecture room.	3.8	2.6	15	0.00
3	Students are being to be grouped to discuss different topics and adopt different styles while speaking to each other.	3.9	0.8	20	0.001
4	Students are to be rendered sufficient exposure to situational language activities so as to interact with each other.	3.5	0.7	21	0.008
5	Students are to be motivated and encouraged to organize forums and seminars to understand messages addressed to them when situational language activities take place.	3.5	2.7	21	

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) is (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level

(5%) among the answers of the respondents, which support the respondents who agree with the statement

"Students are to be provided authentic listening materials to participate easily in oral communicative activities."

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) is (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement **"Students are to be given enough time to practice any communicative task assigned to them in the lecture room".**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) is (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement **"Students are to be grouped to discuss different topics and adopt different styles while speaking to each other".**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) is (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level

(5%) among the answers of the respondents, which support the respondents who agree with the statement **"Students are to be rendered sufficient exposure to situational language activities so as to interact with each other."**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) is (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement:

"**Students are to be motivated and encouraged to organize forums and seminars to understand messages addressed to them when situational language activities take place".**

__According to the above-mentioned result it is obvious that the second hypothesis of the study is accepted.__

__Hypothesis (3): "Lack of students' linguistic competence, self-confidence, motivation, practice, participation, and their weak performance are the major challenges that EFL university's instructors experience when developing the oral skills of EFL university students."__

Statement No. (11): Lack of students' linguistic competence is one of the challenges that EFL university's instructors never experience when dealing with the students.

Table No (4-16) The Frequency Distribution for the Respondents' Answers of statement No. (11)

Options	Frequency	Percentage
Strongly agree	1	2.0%
agree	13	26.0%
Neutral	7	14.0%
disagree	8	16.0%
strongly disagree	21	42.0%
Total	50	100%
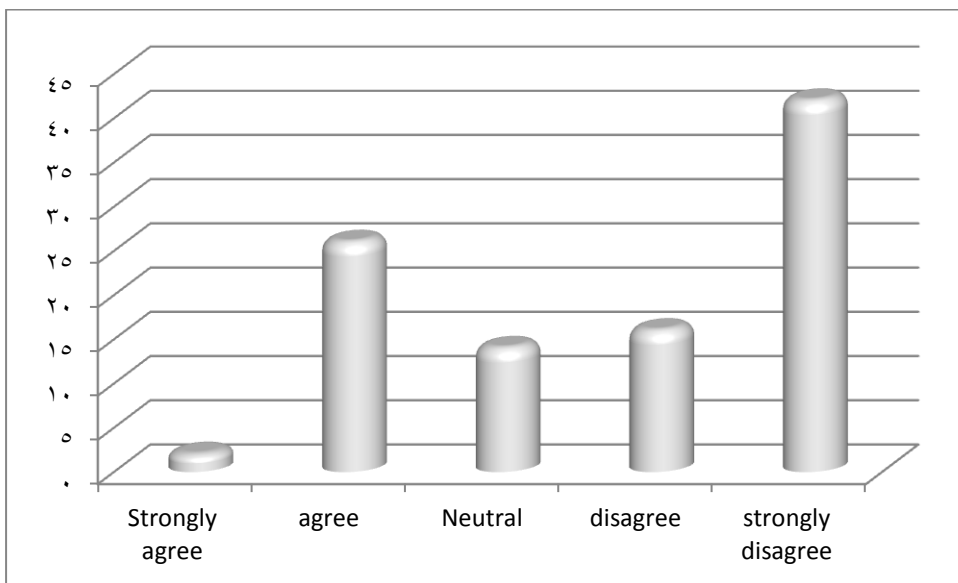
Figure No (4-16) The Frequency Distribution for the Respondents' Answers of statement No. (11)

From the table No. (4-16) and the figure No (4-16) it is noted that there is (1) respondent in the study's sample with percentage (2%) strongly agrees with " lack of students' linguistic competence is one of the challenges that EFL university's instructors never experience when dealing with the students.'' There are (13) respondents with percentage (26%) agree with that, and (7) respondents with percentage (14%) are not sure, while (8) respondents with percentage (16%) disagree and (21) respondents with (42%) strongly disagree. The

result means the respondents have negative attitudes towards to the statement "lack of students' linguistic competence is one of the challenges that EFL university's instructors never experience when dealing with the students."

Statement No. (12): Some university students lack the self-

confidence and motivation.

Table No (4-17) The Frequency Distribution for the Respondents' Answers of Statement No. (12)

Options	Frequency	Percentage
Strongly agree	12	24.0%
agree	3	6.0%
Neutral	28	56.0%
disagree	5	10.0%
strongly disagree	2	4.0%
Total	50	100%

Figure No (4-17) The Frequency Distribution for the Respondents' Answers of Statement No. (12)

From the table No. (4-17) and the figure No (4-17) it is stressed that there are (12) respondents in the study's sample with percentage (24%) strongly agree with "some university students lack the self-confidence and motivation". There are (3) respondents with percentage (6%) agree with that, and (28) respondents with percentage (56%) are not sure, whereas (5) respondents with percentage (10%) disagree and (2) respondents with (4%) strongly disagree. The result shows that the respondents are not sure of the idea that some university students lack the self-confidence and motivation.

Statement No. (13): The students naturally have an opportunity for oral practice.

Table No (4-18) The Frequency Distribution for the Respondents' Answers of statement No. (13)

Options	Frequency	Percentage
Strongly agree	16	32.0%
agree	26	52.0%
Neutral	4	8.0%
disagree	2	4.0%
strongly disagree	2	4.0%
Total	50	100%

Figure No (4-18) The Frequency Distribution for the Respondents' Answers of statement No. (13)

From the table No. (4-18) and the figure No (4-18) it is shown that there are (16) respondents in the study's sample with percentage (32%) strongly agree with " the students naturally have an opportunity for oral practice". There are (26) respondents with percentage (52%) agree with that, and (4) respondents with percentage (8%) are not sure, while (2) respondents with percentage (4%) disagree and (2) respondents with (4%) strongly disagree. The result indicates that the majority of the respondents have positive attitudes towards the statement "the students naturally have an opportunity for oral practice".

Statement No. (14): Some of the university EFL students have a meager participation in oral skills activities due to their shyness.

Table No (4-19) The Frequency Distribution for the Respondents' Answers of statement No. (14)

Options	Frequency	Percentage
Strongly agree	19	38.0%
agree	25	50.0%
Neutral	6	12.0%
disagree	0	0%
strongly disagree	0	0%
Total	50	100%

Figure No (4-19) The Frequency Distribution for the Respondents' Answers of statement No. (14)
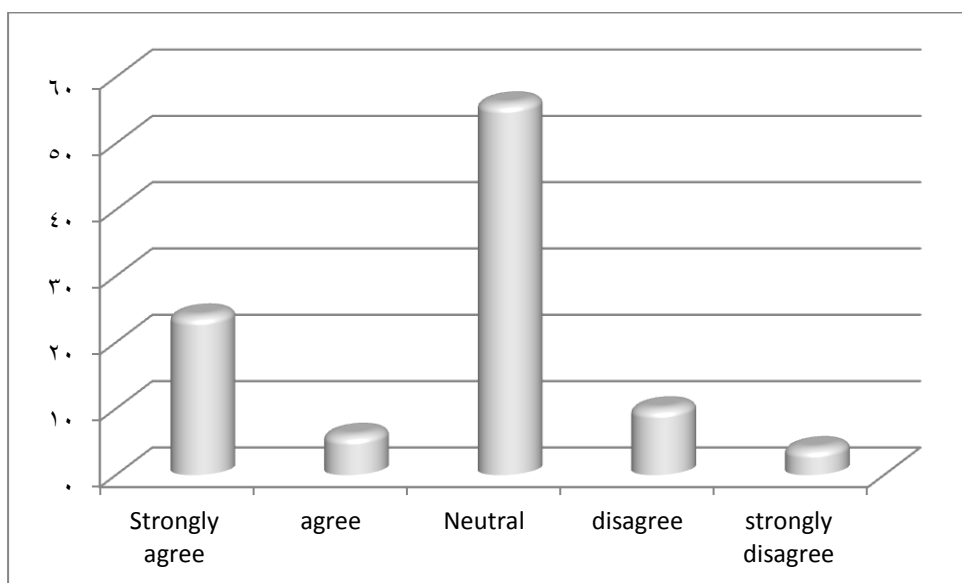
From the table No. (4-19) and the figure No (4-19) it is highlighted that there are (19) respondents in the study's sample with percentage (28%) strongly agree with " some of the university EFL students have a meager participation in oral skills activities due to their shyness". There are (25) respondents with percentage (50%) agree with that, and

(6) respondents with percentage (12%) are not sure, and no respondent disagrees. The result means the majority of the respondents believe that some of the university EFL students have a meager participation in oral skills activities due to their shyness.

Statement No. (15): The weak performance and knowledge of the students impede the students to create an atmosphere of negotiation between them through oral skills.

Table No (4-20) The Frequency Distribution for the Respondents' Answers of statement No. (15)

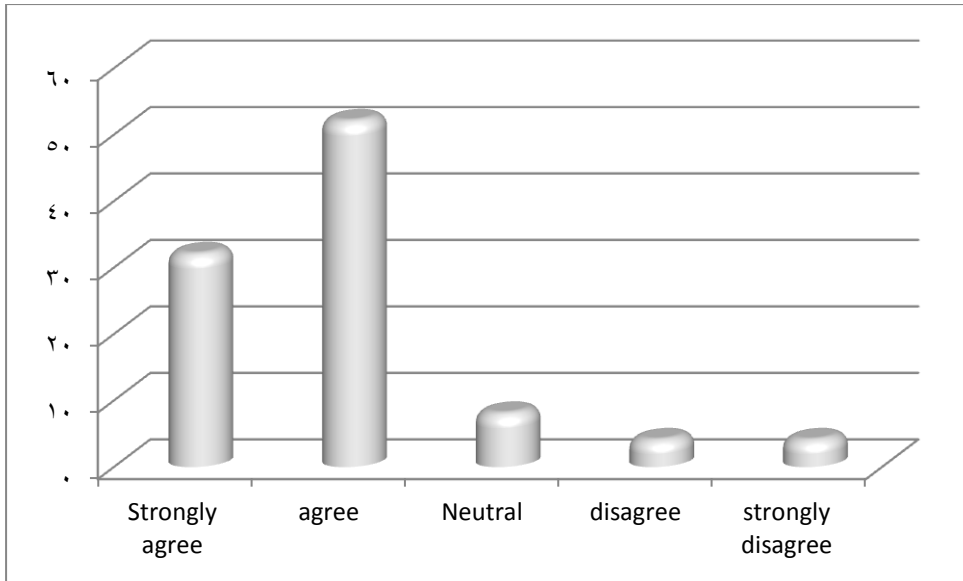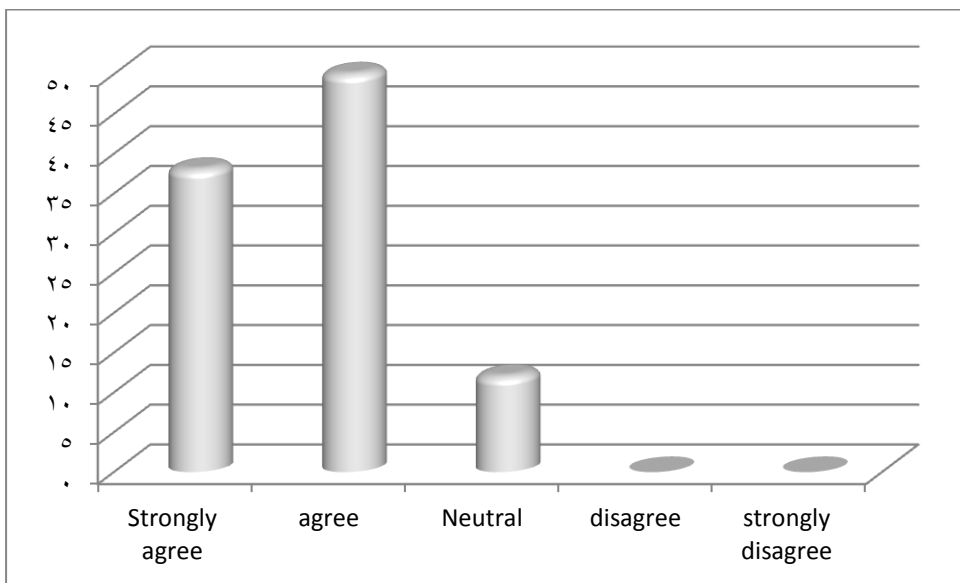| Options	Frequency	Percentage
Strongly agree	13	26.0%
agree	20	40.0%
Neutral	7	14.0%
disagree	6	12.0%
strongly disagree	4	8.0%
Total	50	100%
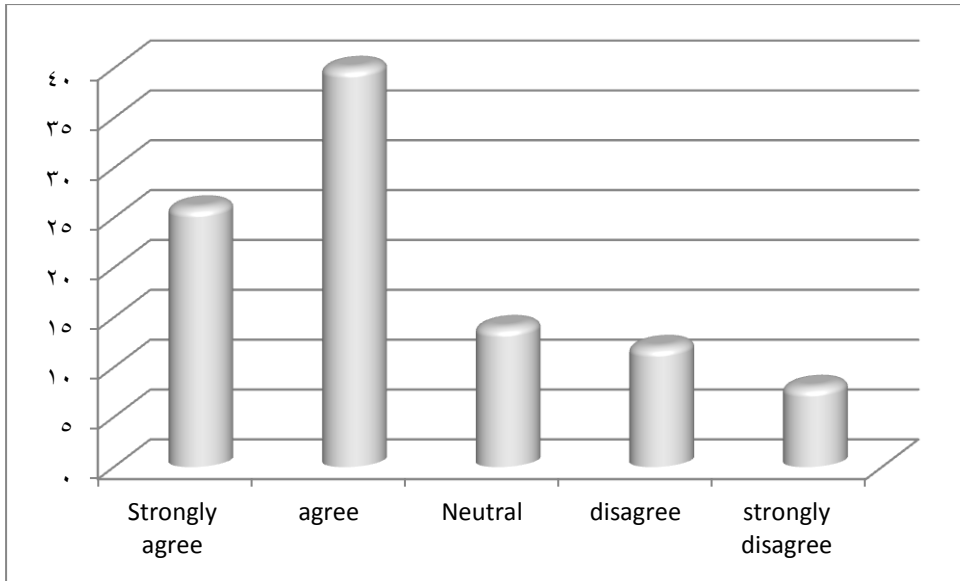
Figure No (4-20) The Frequency Distribution for the Respondents' Answers of statement No. (15)

From the table No. (4-20) and the figure No (4-20) it is made sure that there are (13) respondents in the study's sample with percentage (26%) strongly agree with " the weak performance and knowledge of the students impede the students to create an atmosphere of negotiation between them through oral skills ". There are (20) respondents with percentage (40%) agree with that, and (7) respondents with percentage (14%) are not sure, while (6) respondents with percentage (12%) disagree and (4) respondents with (8%) strongly disagree. The result indicates it is true that the weak performance and knowledge of the students impede the students to create an atmosphere of negotiation between them through oral skills.

Table No. (4-21) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis three: "Lack of students' linguistic competence, self-confidence, motivation, practice, participation, and their weak performance are the major challenges that EFL university's instructors experience when developing the oral skills of EFL university students."

No.	Statement	mean	SD	Chi square	p-value
1	Lack of students' linguistic competence is one of the challenges that EFL university's instructors never experience when dealing with the students.	3.9	3.5	24	0.00
2	Some university students lack the self-confidence and motivation. .	3.8	2.7	33	0.00
3	The students naturally have an opportunity for oral practice. .	3.03	4.6	41	0.00
4	Some of the university EFL students have a meager participation in oral skills activities due to their shyness.	3.8	1.4	22	0.00
5	The weak performance and knowledge of the students impede the students to create an atmosphere of negotiation	3.2	2.4	21	0.00

	among them through oral skills. .				

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) is (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement.

"**Lack of students' linguistic competence is one of the challenges that EFL university's instructors never experience when dealing with the students**".

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) is (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement "**Some university students lack the self-confidence and motivation**".

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) is (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant

value level (5%) which was (8.57). This indicates that, there are statistically significant differences at the level (5%) among the

answers of the respondents, which support the respondents who agree with the statement "**The students naturally have an opportunity for oral practice".**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) is (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement "**Some of the university EFL students have a meager participation in oral skills activities due to their shyness."**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) is (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement "**The weak performance and knowledge of the students impede the students to create an atmosphere of negotiation amongs them through oral skills."**

According to the afore mentioned results it is apparent that the third hypothesis of the study is accepted.

4.3 Analysis of the Pre and Post Test

Table:((4-22) The frequency distribution of the variable Pre and post questions

No	Questions	Test type	Assessment of tasks performance		
			fulfilled	Partially fulfilled	Not fulfilled
1	What do you do to improve your English?	Pre	0	18	22
			0.0	45.0	55.0
		Post	38	1	1
			95.0	2.5	2.5
2	Do you have a recorded dialogue in your bag?	Pre	1	8	31
			2.5	20.0	77.5
		Post	38	1	1
			95.0	2.5	2.5
3	What is the linguistic competence?	Pre	2	16	22
			5.0	40.0	55.0
		Post	38	2	0
			95.5	5.0	0.0
4	What is the difference between monologue and dialogue?	Pre	2	14	24
			5.0	35.0	60.0
		Post	36	3	1
			90.0	7.5	2.5
5	Do you have self-confidence when you speak publicly?	Pre	2	5	3
			5.0	12.5	82.5

No.	Question		Pre/Post		
					1
					2.5
		Post	39	0	
			97.5	0.0	116
6	Is there any enough time for oral practice?	Pre	2	26	12
			5.0	65.0	30.0
					0
					0.0
				0	
		Post	40	0.0	
			100.0		
7	What does www.com stand for?	Pre	7	23	10
			17.5	57.5	25.0
		Post	39	0	1
			97.5	0.0	2.5
8	Is the studying or learning of English an easy task?	Pre	1	12	27
			2.5	30.0	67.5
		Post	37	2	1
			92.5	5.0	2.5
9	What is your	Pre	16	22	2

	feeling when you participate in discussion?		40.0	55.0	5.0
		Post	38	1	1
			95.0	2.5	2.5
10	Is the lecture-room a good place for creating an atmosphere of negotiation among students?	Pre	1	8	31
			2.5	20.0	77.5
		Post	38	2	0
			95.0	5.0	0.0
11	Is it your desire, wish and intention to study English?	Pre	20	17	3
			50.0	42.0	7.5
		Post	39	0	1
			97.5	0.00	2.5

From table (4-22) the results of both tests are discussed and compared to check participants' performance and progress before and after exposing to the new teaching program. As shown, questions 1, 3,4,7,9 are information questions and 2, 5, 6, 8, 10, 11 are YES/NO questions. Starting with information questions, Q1 in pre-test shows that more than half of the participants have not succeeded in fulfilling the question and the rest partially fulfilled the question. However, for the same question Q1 in post-test, the result displays that most of the participants (95%) have successfully fulfilled the question. It indicates that the situational language activities are highly effective technique in the participants' progress.The result of Q3 in both tests is remarkably like the result of Q1 with very little differences. As shown in pre-test in Q3 that 55% of the participants have completely failed in fulfilling the question, 40% of them partially fulfilled the item and that means just 5% of participants could successfully fulfill it. In the same question but in terms of post-test the result has shown that 95% of the

participants have successfully fulfilled the question and the rest of percentage is equally distributed between the two other scales. This means that there is remarkable progress after engaging the situational language activities.

The results of Q4 in pre-test shows that just 5% of the participants have succeeded in fulfilling the question whereas in post-test 95% of them have successfully fulfilled the question. Again, it is confirmed that situational language activities have very effective role in making students interact orally very well and overcome their inability of speaking. The results of the last question of the word questions group, Q9`s result in pre-test shows that 55% of the participants have partially fulfilled the question, 40% of them have succeeded in fulfilling and just 5% have failed in fulfilling. While post-test results obtained shows that 95% of the participants have succeeded in fulfilling the question. From the result of Q9, it can be pointed out that the participants in pre-test show progress in fulfilling compared to their performance in the other questions and still steadily attain interesting progress in the post. Thus, from the results of word questions, it is observed that there is a significant difference between participants` oral performance in pre- and post-test.

As for YES/NO questions, the result of Q2 in pre-test has shown that most of the participants 77% have failed in fulfilling the question and 20% of them have not fulfilled it properly. In post-test the result of the same question shows that many of the participants 95% have successfully fulfilled it. It is clear that the participants orally have succeeded in using the verb to 'have' in the form of present simple particularly in YES/NO question.

The result of Q5 in pre-test shows that the majority 82.5% of the participants have failed in fulfilling the question orally whereas the majority of the participants 97% in the post-test have succeeded in fulfilling it orally. It means that there is a very good difference of benefit in the post test. As for the result of Q6 in pre-test shows that 65% of the participants have partially fulfilled the question, 30 % of them have failed in fulfilling it whereas 5% have fulfilled it. The result of Q6 in terms of post-test shows that the whole participants 100% have successfully achieved what is intended to be achieved. It means that in the pre-test many participants have done an attempt even it was partial, whereas the result in post-test really is fantastic so their performance is completely satisfying.

In pre-test the result of Q8 shows that 67.5% of the participants have not fulfilled the question, 30% of them have partially fulfilled it and 2.5% have succeeded in fulfilling it. In post-test of the result of this question shows that 92.5% of the participants have fulfilled the question successfully, 5% of them have partially fulfilled it and 2.5% have failed in fulfilling it. It means that the result of the post-test supports the effectiveness of situational language activities in verbal interaction. In pre-test the result of Q10 shows that 77.5% of the participants have failed in fulfilling the question, 20% of them have partially fulfilled it and 2.5% of them have succeeded in fulfilling it. The result of posttest shows that most participants 95% have succeeded in fulfilling the question. It supports the same result that obtained above. The last question of YES/NO part is question 11. The result of Q11 is quite different; in pre-test score shows that half of participants 50% have succeeded in fulfilling the question, 42.5% of them have partially fulfilled it and 7.5% have failed in fulfilling it.

The result of the same question namely Q11 in-post-test shows that the majority 97.5% of the participants have succeeded in fulfilling the questions whereas 2.5% of them have failed in fulfilling. This means that half of participants have already successfully fulfilled the question before exposed to the new teaching program. The total result of YES/NO question shows that there is a significant difference in participants' performance due to the post-test.

Table (4-23): The statistical tests for the hypotheses

No.	Questions	Test	Chi-Square	df	sig	Median	Scale
1	What do you do to improve your English?	Pre	36.950	2	0.000	1.00	Not fulfilled
		Post	68.450	2	0.000	3.00	Fulfilled
2	Do you have a recorded dialogue in your bag?	Pre	15.800	2	0.000	1.00	Not fulfilled
							Fulfilled
		Post	68.450	2	0.000	3.00	
							120
3	What is the linguistic competence?	Pre	18.200	2	0.000	1.00	Not fulfilled
		Post	32.400	1	0.000	3.00	Fulfilled
4	What is the difference between monologue	Pre	43.850	2	0.000	1.00	Not fulfilled
		Post	57.950	2	0.000	3.00	Fulfilled

#	Question						
	and dialogue?						
5	Do you have self-confidence when you speak publicly?	Pre	21.800	2	0.000	2.00	Partially fulfilled
		Post	36.100	1	0.000	3.00	Fulfilled
6	Is there any enough time for oral practice?	Pre	10.850	2	0.004	2.00	Partially fulfilled
		Post	No difference			3.00	Fulfilled
7	What does www.com stand for?	Pre	25.550	2	0.000	1.00	Not fulfilled
		Post	36.100	1	0.000	3.00	Fulfilled
8	Is the studying or learning of English an easy task?	Pre	15.800	2	0.000	2.00	Partially fulfilled
		Post	68.050	2	0.000	3.00	Fulfilled
9	What is your feeling when you participate in discussion?	Pre	36.950	2	0.000	1.00	Not fulfilled
		Post	68.450	2	0.000	3.00	Fulfilled
10	Is the lecture-room a good place for creating an atmosphere of negotiation among students?	Pre	12.350	2	0.002	2.50	Fulfilled
		Post	32.400	1	0.000	3.00	Fulfilled

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| 11 | Is it your desire, wish and intention to study English? | Pre | 7.400 | 2 | 0.025 | 2.50 | Fulfilled |
| | | Post | 36.100 | 1 | 0.000 | 3.00 | Fulfilled |

From table (4-23) the statistical treatment of pre-test for the questions 1,2,3,4,7and 9 have shown that a high significant value is for the scale (not fulfilled), questions 5,6,8 have shown high significant value favored the scale (partially fulfilled) and questions 10,11 have shown a high significant value for the scale (fulfilled). It means that most of the YES/NO questions in the pre-test stage are marked in the scale (partially fulfilled and fulfilled) but the majority is for the scale (partially fulfilled). This indicates that the participants have already been able to deal with these types of questions but improperly. However, in terms of post-test stage the participants have shown high competence in dealing with these types of questions. As for word questions, it has been shown that most of the questions in pre-test are marked for benefit of the scale (not fulfilled). The results of all word questions in post-test stage have shown a high significant value for benefit of the scale (fulfilled). This means that most of the participants in the pre-test are unable to interact with word questions however, they interact properly with these questions in the post test stage. This indicates that there is a significant difference between pre-and post-test, however, the result is in favor of the post test. Totally, participants' performance after engaging in situational language activities for the purpose of initiating speaking English has achieved a remarkable progress in speaking.

4.4 Discussion and Testing of Hypotheses in Relation to the Results of the Questionnaire

This section is limited to the discussion of three hypotheses which have been put forward by the researcher in chapter one with relevance to the results of the questionnaire. Each hypothesis will be dealt separately.

Hypothesis One: "Situational language activities play to some extent an important role in developing EFL students' oral skills".

This hypothesis is justified by means of the results of items (1,3,4,5) which support this hypothesis positively by (76%), (90%), (80%) and (94%) respectively. All the above results support this hypothesis as enough as the enormous number of respondents agree over the interrelated information of these statements which support that situational language activities play to some extent an important role in developing EFL students' oral skills. Thus, hypothesis one is judged reliable and valid according to the results of the mentioned statements that correlatively agree over the idea which is framed by this hypothesis.

Hypothesis Two: "The most effective techniques that EFL university instructors adopt to develop the situational oral skills are appropriate teaching, providing authentic listening materials, giving enough time to students for practicing, grouping the students to discuss different topics, rendering sufficient exposure to situational language and organizing the forums and seminars".

The results of the statements (6,7,8,10) confirm this hypothesis. In statement (6), (70%) have responded positively agreeing that students are to be provided authentic listening materials to participate easily in

oral communication activities. Statement (7) justifies this hypothesis by (76%) of the respondents who have positively responded to the idea that students are to be given enough time to practice any communicative task assigned to them in the lecture room. Also, (88%) of the respondents have responded positively to statement (8) which shows that students are to be grouped to discuss different topics and adopt different styles while speaking to each other. In addition, (92%) of the respondents have responded positively in statement (10) to the idea that students are to be motivated and encouraged to organize forums and seminars to understand messages addressed to them when situational language activities take place. Thus, hypothesis two is reliable and valid.

Hypothesis Three: "Lack of students' linguistic competence, self-confidence, motivation, practice, participation, and their weak performance are the major challenges that EFL university's instructors experience when developing the oral skills of EFL university students".

Hypothesis three is sustained to be valid and reliable by the results of the statements: (13,14,15), they have received positive attitudes of the respondents which are represented by (84%), (88%), (66%) successively. Statement (13) supports the fact that the students naturally have an opportunity for oral practice. Statement (14) also verifies that some of university EFL students have a meager participation in oral skills activities due to their shyness. Finally, statement (15) highlights the weak performance and knowledge of the students impede the students to create an atmosphere of negotiation among them through oral skills.

4.5 Discussion and Testing of Hypotheses in Relation to the Results of the Pre and Post Test

This section is limited to the discussion of three hypotheses which have been put forward by the researcher in chapter one with relevance to the results of the pre- and post-test. Each hypothesis will be dealt separately.

4.5.1 Hypothesis One: "Situational language activities play to some extent an important role in developing EFL students' oral skills".

The results of the post test of the questions: (1,3,4,7,9) are supportive to this hypothesis, for (95%), (95%), (95%), (92%), (95%) of the testes in questions (1), (3), (4), (7), (9) have successfully fulfilled the questions. Thus, the situational language activities are highly effective strategies in teaching students' speaking skill.

4.5.2 Hypothesis Two: "The most effective techniques that EFL university instructors adopt to develop the situational oral skills are appropriate teaching, providing authentic listening materials, giving enough time to students for practicing, grouping the students to discuss different topics, rendering sufficient exposure to situational language, and organizing the forums and seminars.

The results of the post test for the questions: (2,5,6,8,10,11) justify this hypothesis because (95%), (95%), (97%), (100%), (92.5%), (95%), (97.5) of the testes have successfully fulfilled these questions, respectively. It is quite clear that there is a remarkable progress in students' speaking skill after engaging in the situational language activities.

4.5.3 Hypothesis Three: "Lack of students' linguistic competence, self-confidence, motivation, practice, participation, and their weak performance are the major challenges that EFL university's

instructors experience when developing the oral skills of EFL university students".

This hypothesis is valid and reliable by the results of the post test questions: (1,2,3,4,5,6,7,8,9,10,11), they received positive attitudes of the testes which are represented by (95%), (95%), (95%), (95%), (97%), (100%), (92%), (92.5%), (95%), (95%), (97.5) successively. So, there is significant difference between participants' oral performance in pre- and post-test. That is why the situational language activities have a highly effective role in making students interact orally very well and overcome their inability of speaking.

4.6 Comments on Data Analysis

The researcher observes that the whole three hypotheses corresponding with the idea of the respondents. Therefore, the researcher thinks that it is better for the Ministry of Education to apply the situational language activities in basic schools and secondary schools because the language activities enhance the students in these stages to speak fluently and to communicate directly with their colleges and the people around them. The Ministry of Education can carry out intensive training courses in these language activities among the teachers at basic schools and secondary schools' levels to promote their pedagogical performance in the future and also, to conduct intensive course among supervisors of English language at basic school and secondary school to receive the better feedback in teaching process of English language as a foreign language. Sufficient number of teachers highlighted the fact that students' performance in speaking English is weak. At the same time, many teachers pointed out that teaching learning process can be available or even possible in

larger classes if situational language activities' strategy is apparently utilized.

In the next chapter the main findings, conclusion, recommendations, and suggestions for further studies will be covered.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSION AND RECOMMENDATIONS

CHAPTER FIVE

MAIN FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter involves literary handling as follows: main findings, conclusion, recommendations, and suggestions for further studies.

5.1 Main Findings

The results of this study investigate the role of situational language activities in developing EFL Sudanese learners' oral skill at tertiary level. The results provide the following findings:

1- Most of the teachers who responded to the questionnaire agree that situational language activities play to some extent an important role in developing EFL students' oral skills.

2- The most effective techniques that EFL university instructors adopt to develop the student's oral skills are appropriate teaching and making forums and seminars.

3- Lack of students' linguistic competence and their weak performance are the major challenges that EFL university instructors experience when developing the students' oral skills.

4- Exposing the students to situational language skills develops and reinforces their oral skills.

5- Situational language skills develop the mastery of oral skills among tertiary level's students.

6- Situational language activities expand students' knowledge of vocabulary.

7- Situational language activities encourage students to feel confident so as to speak freely without hesitation.

8- Situational language activities motivate the students to grasp better communicative oral skills.

9- EFL students are to be provided authentic listening materials to participate easily in oral communicative activities.

10- Students are to be given enough time to practice any communicative task assigned to them in the lecture room.

11- University' students are to be grouped to discuss different topics and adopt different styles while speaking to each other.

12- Students are to be rendered sufficient exposure to situational language activities so as to interact with each other.

13- Integration of situational language activities in syllabus helps teachers encourage the pupils to acquire speaking skill.

14- Pupils can participate easily through communication games to enhance their speaking skill.

15- Some university's students lack the self-confidence and motivation.

16- Some of the university EFL students have a meager participation in oral skills activities due to their shyness.

17- The weak performance and knowledge of the students impede the students to create an atmosphere of negotiation among them through oral skills.

5.2 Conclusion

The results of data analysis answer the questions and agree with the hypotheses stated in *chapter one* of this study.

Through the investigation of this study, the researcher touches the elements that lead to the problem of the study. In the light of the findings, the study comes out with recommendations on the basis of the data collected. The aim of this study is to explore the role of situational language activities in

developing EFL Sudanese students' oral skill at tertiary level. So, this conclusion is a summary of the elements of the study and their contribution in the process of teaching and learning of English as a foreign language.

Under the umbrella of pedagogical conceptions in general and teachers in particular, teaching English as foreign language to EFL learners involves many essential aims that must be achieved successfully. In other words, knowledge of situational language activities in teaching is significant part of these aims. It is noticed that speaking in English for the most of EFL students is the hardest task to do, and most difficult skill to master. This leads them to hate and avoid any occasion where they may be given the chance to speak. In attempt to help students to overcome this problem, this study investigates the role of utilizing situational language activities as technique that can be used by English language teachers to enhance students' oral skill.

In conclusion, language activities create necessary diversity in the classroom and are a good method for teaching. Language activities are motivating that helps students to be active in their learning. In addition to this, the teachers need to keep in mind that not all activities fit certain students and some activities cannot be granted inside the classroom so; when selecting an activity, the teacher needs to ask him/herself, "*What are the goals I am trying to achieve by providing this activity?"* and finally the teachers must make sure that the activities they choose are not too easy but at the same time not too difficult.

5.3 Recommendations

Based on the above findings and results, the researcher offers the following recommendations:

1-Curricula designers, educators, and experts should include sufficient language activities in the syllabus in order to courage and motivate the students in learning the foreign language.

2-Teachers' role should be changed from instructors who dominate the class into educators whose role is to help, support, and guide the students to acquire the foreign language.

3-Situational language activities should be adopted as one of the techniques for developing verbal interaction skills, because it proved its effectiveness for the purpose of verbal interaction with EFL learners.

4- Situational language activities should be carefully selected and learnt before being utilized and generalized.

5- Students should be trained on utilizing the situational language activities strategy in their learning process not only in the context of the classroom but also outside classroom.

6- Students should be sufficiently exposed to situational language activities to develop their speaking abilities.

7-EFL learners should be given enough time to practice any communicative task assigned to them in the lecture room.

8. Situational language activities must be used inside the lecture-room to enable students to speak freely without hesitation.

9- Students should be grouped to discuss different topics and adopt different styles while speaking to each other.

10 Teachers should encourage their students to work collectively to improve their speaking skill easily.

11- Students must be rendered sufficient exposure to situational language activities so as to interact with each other.

12- Students should be motivated and encouraged to organize forums and seminars to understand message addressed to them when situational language activities take place.

13- Too much attention should be paid to language activities when the students are weak in oral skills.

14- Teachers should organize and encourage their students to engage in the situational language activities to improve their speaking skill.

15- Situational language activities should be utilized by teachers so that the students can speak fluently besides their speaking problems can be overcome.

5.4 Suggestions for Further Studies

Based on the results of this study, several recommendations are proposed for further research:

1- "***The Role of Situational Language Activities in Developing EFL Learners' Listening Skills at Tertiary Level.***"

2- "***Utilizing Situational Language Activities Technique in Developing the Speaking Skill of Secondary Stage's Sudanese Students.***"

3- "***Adopting the Situational Language Activities as a Method of Raising Students' Motivation.***"

4- ***"Utilization of Situational Language Activities as a Technique in Improving Classroom's Atmosphere."***

5- ***"The Role of Situational Language Activities in Promoting EFL Learners' Writing Skills at Secondary Level."***

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Appendix (1)

Sudan University of Science and Technology

College of Graduate Studies

College of Education

كلية الدراسات العليا

Questionnaire for teachers

Dear teachers:

This questionnaire is a part of Ph.D. dissertation in English language teaching entitled (***The Role of Situational Language Activities in Developing the Oral Skills of Sudanese EFL Learners at Tertiary Level***). I would be incredibly grateful to you if you put a tick (√) in the space assigned in the following statements which are designed for academic purposes only and your point of view will be strictly confidential.

Thank you for your cooperation.

Part one: personal data

Gender: male   ☐ female   ☐

Years of experience: 1-5   ☐ 6-10   ☐ more than 10   ☐

Academic status: Ph.D.   ☐ MA   ☐ BA   ☐

Part two: the questionnaire

The first hypothesis *(**Situational language activities play to some extent an important role in developing EFL students' oral skills**).*

	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Exposing students to situational language activities develops and reinforces their oral skills.					
2	Situational language activities rarely develop the mastery of oral skills among tertiary level's students.					
3	Situational language activities expand students' knowledge of vocabulary.					
4	Situational language					

	Statement				
	activities encourage students to feel confident so as to speak freely without hesitation.				
5	Situational language activities motivate the students to grasp better communicative oral skills.				

(B) The second hypothesis (*The most effective techniques that EFL university instructors adopt to develop the situational oral skills are appropriate teaching, providing authentic listening materials, giving enough time to students for practicing, grouping the students to discuss different topics, rendering sufficient exposure to situational language and organizing the forums and seminars).*

	Statement	Strongly	Agree	Neutral	Disagree	Strongly

		agree				**disagree**
1	Exposing students to situational language activities develops and reinforces their oral skills.					
2	Situational language activities rarely develop the mastery of oral skills among tertiary level's students.					
3	Situational language activities expand students' knowledge of vocabulary.					
4	Situational language activities encourage students to feel confident so as to speak freely					

	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	Situational language activities motivate the students to grasp better communicative oral skills.					

C) the third hypothesis *(**Lack of students' linguistic competence, self-confidence, motivation, practice, participation, and their weak performance are the major challenges that EFL university's instructors experience when developing the oral skills of EFL university students**).*

	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Lack of students' linguistic competence is one of the					

	challenges that EFL university's instructors never experience when dealing with the students.					
2	Some university students lack the self-confidence and motivation. .					
3	The students naturally have an opportunity for oral practice.					

4	Some of the university EFL students have a meager participation in oral skills activities due to their shyness.					
5	The weak performance and knowledge of the students impede the students to create an atmosphere of negotiation among them through oral					

	skills.				
	.				

Appendix (2)

Students' Oral Test

Concerning the role of situational language activities in developing the oral skills of Sudanese EFL learners at tertiary level

The second year EFL students at Sudan University for Sciences and University of Khartoum

Academic year (2018-2019)

Pre and Post Test   Time Allowed: 10 minutes

EFL students are asked to answer the following questions orally:

1	What do you do to improve your English?	
2	Do you have a recorded dialogue in your bag?	
3	What is the linguistic competence?	
4	What is the difference between monologue and	

	dialogue?
5	Do you have self-confidence when you speak publicly?
6	Is there any enough time for oral practice?
7	What does www.com stand for?
8	Is the studying or learning of English an easy task?
9	What is your feeling when you participate in discussion?
10	Is the lecture-room a good place for creating an atmosphere of negotiation among students?
11	Is it your desire, wish and intention to study English?