



Sudan University of Science and Technology

College of Graduate Studies

College of Languages



**Developing Secondary School students' English Communication
Competence by Creating Positive Learning Environment**

(A Case Study of Some Secondary School in Khartoum Locality)

A thesis Submitted of the Requirement of PhD. Degree in English Language
(Applied Linguistic)

تطوير كفاءة التواصل باللغة الإنجليزية لطلاب المدارس الثانوية من خلال خلق بيئة تعليمية إيجابية

(دراسة حالة لبعض المدارس الثانوية بمحلية الخرطوم)

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2021

Dedication

To my family and teachers

Acknowledgements

I'am extremely grateful to my supervisor Prof Mahmoud Ali Ahmed Sudan University Of Science and Technology, who provided me with thoughtful , comments and very useful suggestions , I was very lucky to learn a lot from him , I would like to extend my thanks to my colleagues for their efforts to complete the research finally and above all , glory and praise to our lord for helping me in finishing my research successfully.

Abstract

This study dealt with Developing Secondary School students' English Communication Competence by Creating Positive Learning Environment (A case Study of Khartoum Secondary School). The problem of the study represented in difficulties face the Learners at different level in communication process in order to express themselves easily and correctly by speaking fluently. The hypotheses of the study are: Communication skill is a problematic area to face second language learner. Teachers and learners criticize and complain from some feature of communication environment problem. There are various factors which cause the deterioration of communication in English the most important environment learning. If the book is difficult, learners will not expect to be interested in. the researcher followed descriptive and analytical statistics method to analyze data that has been collected from the sample of the study by using questionnaire. The study come up of several results the most important are: The participant have positive attitude toward the communication skill by developing their speech environment. the students realize of the important of English communication skills and show their desire to communicate the others in English for different purposes and pay attention during study English . The modern learning tools contribute in the developing communication Native speaking play positive role to enrich speak more than teachers. There is a relationship between school teaching environment and developing commutation. The study recommended: Communication skill should be paid great attention when it practiced among learner. Communication environment should be improved from early years of school in order to grasp attention of the learners and attained then to acquire the language correctly. A lot of focus and intensive exercise in communication should be given to the students regularly. Strengthens the communication environment and skill that give them a lot of confidence and motivation to practice more oral interaction. Teachers should help the learner to overcome the difficulties that may encounter them developing their communication skills.

(Abstract)

(Arabic Version)

مستخلص البحث

تناولت هذه الدراسة تطوير كفاءة التواصل باللغة الإنجليزية لدى طلاب المرحلة الثانوية من خلال خلق بيئة تعليمية إيجابية (دراسة حالة لمدرسة الخرطوم الثانوية). تمثلت مشكلة الدراسة في الصعوبات التي تواجه المتعلمين على مستويات مختلفة في عملية الاتصال من أجل التعبير عن أنفسهم بسهولة وصحيح من خلال التحدث بطلاقة. وقامت الدراسة على فرضيات هي: ان مهارة الاتصال مجال إشكالي لمواجهة متعلم اللغة الثانية. ينتقد المدرسون والمتعلمون ويشكون من بعض سمات مشكلة بيئة الاتصال. هناك العديد من العوامل التي تسبب تدهور التواصل باللغة الإنجليزية ومن أهمها بيئة التعلم. إذا كان الكتاب صعباً ، فلن يتوقع المتعلمون أن يهتموا به. اتبع الباحث منهج الإحصاء الوصفي والتحليلي لتحليل البيانات التي تم جمعها من عينة الدراسة باستخدام الاستبيان. توصلت الدراسة إلى عدة نتائج أهمها: أن يكون للمشارك موقف إيجابي تجاه مهارة الاتصال من خلال تطوير بيئة الحوار لديه. يدرك الطلاب أهمية مهارات الاتصال باللغة الإنجليزية ويظهرون رغبتهم في التواصل مع الآخرين باللغة الإنجليزية لأغراض مختلفة والاهتمام أثناء دراسة اللغة الإنجليزية. تساهم أدوات التعلم الحديثة في تطوير التواصل ويلعب المتحدث الأصلي دوراً إيجابياً في إثراء الكلام أكثر من المعلمين. هناك علاقة بين بيئة التدريس في المدرسة وتطوير الاتصال. أوصت الدراسة بإيلاء مهارة الاتصال اهتماماً كبيراً عند ممارستها بين المتعلم. كما يجب تحسين بيئة الاتصال منذ السنوات الأولى من المدرسة من أجل جذب انتباه المتعلمين والوصول إليها بعد ذلك لاكتساب اللغة بشكل صحيح. يجب إعطاء الطلاب الكثير من التركيز والتمارين المكثفة في التواصل بانتظام. يقوي بيئة الاتصال والمهارة التي تمنحهم الكثير من الثقة والتحفيز لممارسة المزيد من التفاعل الشفهي. يجب على المعلمين مساعدة المتعلم في التغلب على الصعوبات التي قد تواجههم في تطوير مهارات الاتصال لديهم.

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Chapter One

Introduction

Chapter One

Introduction

1.0 Overview

Every profession has its practical side. The practical side knowledge and contact with the students' classroom encounters and actual learning of subject be acquired, the management of communications in the classroom and study of method to employ in positive learning environment. Hence this study attempts to investigate the developing Secondary School students' English Communication Competence by Creating Positive Learning Environment.

1.1 Background of the Study:

Communication is a language skill that developed in a child's life and has been taking place even the man passes away, which is produced by listening and facial expression as ability to express oneself in the situation or the activity to report act, or in a situation, in precise areas of communication or the ability to converse or to express a sequence of ideas fluently. We can, for example, speaking is what we say to what we see, feel and think, when we feel something we want someone to interact or understand us, so in this process we can call it communication e.g.; when someone speaks to another person there will be a relationship the relationship its self-communication further speaking can be one of kinds of communication in the oral side this become one of the important subject that the teacher should give care it become meaningful to student when they have to obey attention. Thus the student can learn better on how to require the ability to converse or express their ideas fluently in precise vocabulary and good or acceptable pronunciation in order to understand each other easily, we should be keen and eager to improve the environment of communication in order to obtain excellent output and productivity of interaction because this represent the score of understanding we find out in a short period of time English displaced other language and become a leading means of communication worldwide. So the improving of communication environment reinforce the domination process to extend, we can benefit from the modern world of media, the internet and even the mass communication to supply the learner with a good knowledge of English especially of spoken English, Every person wishing to get the benefits of modern education, research, science, trade etc... Knows that it is impossible without a working knowledge of English language and communication skills. A person without

communication skills will suffer in this era of competition and may find it difficult to achieve a higher position.

1.2 Statement of the Problems:

Learners at different level face difficulties in communication process in order to express themselves easily and correctly by speaking fluently, in fact most of the student get difficulties to speak even though they have a lot of vocabulary and have written them well. Student have limited time to learn English in class , and then still do not have enough encouragement to practice English outside the classroom in order to get familiar with English , this case brings a problem that makes learners have some difficulties and obstacles to communicate in English , the environment does not support students to speak English frequently . Therefore I would like create positive learning environment to improve the communication skill.

1.3 Significance of the Study

Hence, this study is investigate the importance of English language and its distinguished situation around the world in general and for students and academic purposes in particular ,now days English language has become an international language it's the first language around the world and the language of science and technology there are millions of people who speak or use English as first language (L1) Or second language (L2) No doubt the learners need to communicate with these people who speak English around the world therefore I reflect the communication environment as the key to develop the competence of communication and make the interaction process in English constructive and positive , because the communication is very essential skill in learning and related firmly to the environment of learning which include the ideal place contain which contain all the tools and educational aids which must be used properly to give fruitful educational output , and we pay attention for the distance of classroom from the source of noise pollution and uproar , ventilation (A C) And proper furniture in addition to the school library , stage, languages laboratory contain projector and software .

1.4 The Objectives of the Study Aims:

- 1- To emphasize and important of the positive environment in the communication skill.
- 2- To show that speaking develops the ability of self – confidence by showing model on the video or auditory content .
- 3- To explain the role of the environment in the learning and communication skill and process entirely to acquire the English language in a good manner.
- 4- To discover the relation between the positive environment of learning and communication learning skill.

1.5 Question of the Study:

- 1-To what extend software sets reinforce the communication? Process which represents effective mean inside the classroom?
- 2- How is it useful to use visual aids to attract the learners to pay attention which strength the positive learning environment?
- 3- How is it effective in teaching process to use face gesture expression to ease the communication?
- 4- are there any difficulty for second language learners related to the environment of communication ?
- 6- To what extend does the positive learning environment enhance communication skill in the quality and speed of production?

1.6 Hypotheses of the Research

1. Communication skill is a problematic area to face second language learner.
2. Teachers and learners criticize and complain from some feature of communication environment problem.
3. There are various factors which cause the deterioration of communication in English the most important environment learning.
4. If the book is difficult, learners will not expected to be interested in.

1.7 The Methodology of the Study

The researcher uses descriptive analytical methodology to describe and analyze the curriculum as it is in the reality in order to come to useful result , it needs data and information from those who have concern with improving of environment of communication . After referring to the tools of study there will be wide base of data that can be useful in describing the weakness and the area of strength. .

1.8 Limits of the Study

As the title shows this study is limited to investigating the developing of communication competence by creating positive learning environment for second language learner topic for debate used for observation and evaluation of the environment of communication. And to the content used to improve students speaking skills is which used in the classroom.

Chapter Two

Literature Review

Literature Review

2.0 Overview

This chapter provides a critical review for relevant 1. It consists of two parts :

Part one : conception frame work. Part two: is review of previous studies.

2.1 Conceptual Frame Work

2.1.1 How to Develop Communication Skill?

How can the teacher, help students to develop their communication skill in several ways? ;

Cognates if their native language is one with similar words roots, they can help them guess the meaning of words from surrounding words , also teacher can introduce learners to how to use contextual clues they can use pictures , they can ensure comprehension in various ways : I ask many different kinds of questions about the same sentence . question the answers to which the students can find verbatim word for word in the material being read . then teachers can ask for summary of paragraph ,the summary should include the important idea in the sequences in which they appeared in the paragraph . Adams, J. W. (2013)

Give sentences in the passage out of order , and ask the students to place them in correct order .

Teachers increase the students speed by the following

When they ask them to read silently .

Keep decreasing the time throughout the year

Give the students definite purpose for reading

2.1.2 The Role of the Teacher in Communication Process.

According to NUTAL (198: 22) The teachers responsibilities include the following points:-

- Finding out what his students can do and what they can do , and working out a programme aimed at giving them skills they need

- Choosing tasks and activities to develop the required skill .
- Choosing suitable text to work on
- Preparing the class to understand the task .
- Making sure that everyone in the class works productively .
- The students role in the communication process .
- The most basic thing the reader has to do is to link the written language on the page with the spoken language he knows , so if the teacher dominate the classroom and beings by exploring the text , he will defeat the object of the lesson because the reader has to make sense of text for himself he supposed to learn how to do this to involve in the communication interaction instantly.

2.1.3 How to Select Communication Skill Material

One of the most complex problems facing both teachers and students is selection of an appropriate communication skill material therefore , there is criterion that that communication materials should share to build students relaxation to deal with reading and its skill.

2.1.3.1 Communication Skill Development:

Communication is both an art and science it often involves acts of speaking and listening reading and writing but also goes beyond these and incorporates the transmission of nonverbal language codes transmitted electronically (e.g. touch hormones , muscles , tendons , nerves) and message communications simply by being in the world , developing good verbal and body language skills involves learning consciously using your skill to improve the act of communication verbally serves to convey how we feel and how we relate with others , using language as its medium . increasing knowledge and awareness of some of the components involved in effective communication can serve to improve how we use those components personally to explain all the features required to develop into the nature of verbal communication in various models .Basic question are how can you put yourself on path that would make you into a better communicator

.How can you develop skills to overcome some fears or limitation ? Effective communication may be said to involve the transfer of values beliefs and thoughts from one persons to another Chan, S., & Yuen, M. (2014)., to transfer as spoken message it obvious that speaker and listeners are involved with timing used for speedy use verbal and body language to convey message looking towards and movements and attention to timing and turn – taking what can you to do become a more effective speakers , look around and observe some good exchange between people and check out their body language . it's good to start with body language . Burgess, L., & Addison, N. (2007) It may be useful to know more about what your attitudes are regarding communicating and your communication skills to find out more about this. Communication skills open doors still manly people lack ability to speak and listen clearly and effectively this course will make sure you are not one of them , the course will first introduce you to important concepts such as communications changes interpretation and barriers you will then explore basics of body language and the contexts that affects your communication , the course will then walk you through important techniques and for effective listening and concentration next you will guide you through methods of speaking considerately and politely Fasko, D. (2001). , the course then goes through the importance of silence within conversation along with importance of culture context . Every day has communication needs, so everybody can benefit from better communication .Then skill is not only helpful but also rewarding with strong communication abilities , you will feel much more confident introducing yourself in social and professional situation .This can make life much more enjoyable and give your career areal boost , for a course that only takes 3 hours , that great reward .So why wait ? whether we realize it or not we are communicating all the time and given the number of platforms and devices that we use as live out our daily lives and the multi . tasking our routines call for most of us are pretty good communicators .Example of communications skills does your typical day look like this ?You share quality time chit chatting with your family before you leave for work . Ertmer, P. A., & Newby, T. J. (1993)

You use an app to call cap as yours is in the garage

Catch the news on your tablet in the car also sneaking a peek at your face book time line.

Then you attend as law of meeting at the office.

Replay to flood of emails.

Video conference with clients on another continent .

Let your smart phone order lunch.

Spit some unprintable words at the moody coffee maker in the pantry.

And finally share some much needed banter with your colleagues as your car _ pool on the way back home .

What are we getting at ?

Well since the definition of communication is the act of the sending message opinion information instructions feedback or given gossip we are saying something to someone pretty much every making moment ,and since most of us spend a large part of each day working in a work environment structures otherwise , business communication from a large part of what we are saying why communication is important . Ertmer, P. A., & Newby, T. J. (1993)

Communication is the life blood of any organization . whether it issuing simple instruction at work . sorting out a tickly situation with a subordinate lifting flagging morale , working out a better way to meet productivity targets briefing your team on customer feedback after product lunch or as you getting your employees to buy into your company vision communication is the pivot of any business venture from start up to global corporation , communication .Most of the experienced English teachers do their best to teach well and help their students acquire the language skills now ever they face some difficulties for this reason on the researchers discusses language learning in the classroom and why it's difficult .It can be said that teaching English in the classroom , is not easy task and to some extent its true because we are trying to teach in the classroom what is normally learned outside the classroom is of course a suitable place for giving information and for developing many educational skills

but our aim as language teachers is not give the students information about the language but help then developing the ability to use language for various communication purposes in order to develop the oral production of speech of communication which are the goal of this study ,we have to cope with a number of obstacles such as : Dyer, J. H., Gregersen, H. B., & Christensen, C. M. (2009)

- The size of class
- arrangement of the classroom which rarely favor communication.
- The numbers of hours available for teaching the language which cannot and should not all be spent on oral work .
- The syllabus its self and particularly the examinations which may discourage the teachers to give useful oral practice especially in large class , therefore , it's very important to have an obvious vision and strong control of the best techniques and procedures which can develop the learners communication ability , these techniques and procedures are the best means of communication language learning in the classroom what , then is the teachers room , what then of teachers role as a language teacher in the classroom , in the first place the teacher task , like that of any other , is to create the best condition for learning , in sense that the language teacher has specific roles of play at different stages of communication process . Ernest, P. (1995)

These Stages are:

Presentation when the teacher introduces some teaching new to be learnt.

When the teacher allows the learners work under his /her direction and give the students opportunities to work on their own.

2.1.4 The Presentation Stage:

At this stage the teacher main task is to serve as kind of informant using the textbook normally , he , she , the new material to be learned in addition he supplements and modifies as needed , he present the new material in such a way that meaning of the new language is as

clear and memorable as possible the students listen and try to understand .Although they probably saying very little at this stage except when invited to joined in , they are by no means passive at this point of the lessons , then the teacher is at the center of the stage its role that many teachers find attractive and there is a danger of spending too much time presenting some times because they want to be sure that their enough time to practice the language themselves , at this stage the teacher acts as a manager and guide , but it is a pity that language learning so often stop short at this practice stage or at least does not regularly go beyond it. Dorman, J., & Fraser, B. J. (2009).

Many teachers feel that they have done their job if they have presented new material well and have given their students effectiveness though usually controlled, practice in it. All the same no real , communication learning should be assumed to have taken place until the students are able to use the language for themselves and unless opportunities are available for them to do this outside the classroom , provision must be made as a part of the lesson at any level of success from basic to advanced , the students needed to be given regular , the students need to be given regular , the students need to be given regular and frequented opportunities to use language freely even if they sometimes make mistakes as result , Aish, D. (2014). this is not to say that mistakes are un important and it's great to deprive the students of this opportunity for it's through these opportunities to use the language as they which to try to express their own ideas that students .

Learning language equal other kind of knowledge like the learning of any things else is considers an individual's achievement process an exploration of capacities of the mind to make sense of the environment, but typically this process take place in the public context of the classroom of hall of the study and the events and the activities which are also determined by the teacher. The assumption is that this internal process of learning will come about as consequences of external interactions activities which take place between the two kinds of participants the teacher on one hand and the learners on the others . The classroom interaction serve as reinforcement factor its only papoose is to provide condition for learning Antonietti, A., Colombo, B., & Pizzingrilli, P. (2011).

2.1.5 Educational Research

According to MARY FINOCCHARIO (1989) Stated that the teacher of English is of with the conflicting problems of teaching large classes and the need to give them massive practice in the interaction process of language what is more , few exercises , if any given sufficient practice material to ensure controlled oral communication the point of saturation in the patterns that has been taught . Understandably many teachers take the line least resistance to these obstacles , and limit their oral work to a minimum of class repletion's and few scattered questions .Yet massive and oral practice is acceptable with large numbers of learners and on device open to the teacher in such situation is to set the students working orally in pairs .

2.1.6 Group Work

The group work is suggest it may be best done. After all the essence of language is communication, at its simplest meaningful verbal interact between the members of the group, perhaps an example will be best illustrated the advantages and potential of oral practice among the group. imagine the situation where the teacher has introduced defining relative clause . Now it's the time for practicing them and the teacher sets written exercises but they can hardly be called massive practice , then the students write sentence that can be enough to drive home the new patterns to point where they are integrated with general body of their language mastery. The written exercise has its place kind of reinforcement ,but it should be preceded by oral drill English as second /foreign language communication . Aldridge, J. M., Fraser, B. J., Taylor, P. C., & Chen, C. C. (2000)

Role Playing:

Ask the students precise situational dialogue doing role plays , such as in the medical clinic , at the station , at the post office , in the restaurant and in the shop .

Debating:

First try to choose some debatable topics such as who is clever ? Boys or girls ? or computer games useful or harmful for students ? Then left them discuss in pairs for ten minutes. After ten minutes of discussion in pairs divided the class into groups each representing their own real belief , finally, let each group debate the other .Act as a guide to help the debate along and smudge some of the silent students to talk . Almost all the students take part and the class is lively and active .

*Ask students to tell stories with right intonation and pronunciation and gesture and expressions . Also ask the students to invent improvised stories and characters . Bandura, A. (1997).

The students can get a lot of fun from it .

2.3 Group work and study teams students learn best when they are actively involving in process , researcher such as BECK MAN and GAMSON reported that regardless of the subject matter , students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats , students who collaborative groups also appear more satisfied with their classes various names have been given to this form teaching , and there are some distinctions among these cooperative learning study circle , study group work informal groups SONS and SMITH (1991) informal learning groups are temporary clustering of students within a single class session informal learning group can be initiated , for example ,by asking students to turn to neighbor and spend two minutes discussing a question you have posed, you can also form groups of three to five to solve a problem or pose a question you can organize informal group at any time in class of any size to check on students understanding of the material to give students an opportunity to apply what they are learning or to provide a change of pace , formal learning groups are teams established to complete a specific task such as perform an experiment , write report , carry out a project or prepare an opposition paper ,these groups may complete their work single class session over several weeks . typically students work together until the task is finished , and their project is regarded . Bandura, A. (1997).

Study teams are long – terms groups (existing over the course of semester) with stable membership whose primary responsibility is to provide members with support , encouragement , assistance in completing course requirements and assignments , study when someone has missed a session , the larger class and the valuable study teams can be . The suggestions below are designed to help you set formal learning groups and the study teams , the teacher has never done group work in his class he might want to experiment first with informal learning groups . Tow other tools learning a discussion and a supplements and alternatives to lecturing encouraging students participation describe a variety of easy ways to in courses , helping students to write better in all courses discusses informal collaborative writing activities .

([http:// www.teaching .brekely.edu/bgd/collaborative .html](http://www.teaching.brekely.edu/bgd/collaborative.html))

2.1.7 General Strategies

General strategies plan of each stage of group work when the teacher is writing the syllabus for the course , he decides which topics , themes or projects might lead to formal group work .think about how will organize students into groups help groups negotiate among themselves , provide feedback to groups , and evaluate the products of group work , carefully explain to your class how the groups will operate and how student will be graded .As you would when making and assignment , explain objectives of the group task and define any relevant concepts in addition to a well – defined task every group needs a way of getting started , a way of knowing when its task is done and some guidance about participation of members ,Also explain how students will be graded . keep in mind that group work is more successful when practice Beghetto, R. (2010).

2.1.8 Giving the Skill they Needed to Succeed in Group:-

According to (Barbara gross Daris) pointed that many students have never worked in collaborative and may need practice in such skills as active and tolerant listening helping one another in mastering content giving and receiving constructive criticism , and managing disagreement . The author discusses these skills with the group and model and reinforce them during class , some faculties use various

exercises that help students gain skills in working in group . Beck, J., Czerniak, C. M., & Lumpe, A. T. (2000).

2. 1.9 Designing Group Work

Generate group task that require inter depends the students in group must perceive that they sinker swim together that each member is responsible to and dependent on all the other and that one cannot succeed knowing that peers are relying on you is a powerful motivator for group work , strategies for promoting interdependence include specifying common rewards for the group , encouraging the students to divide up the labor formulating task that compel to reach consensus Bell, L., & Aldridge, J. (2014)

2.1. 10 Making the Group Work Relevant

Leaders must perceive in the group task as integral to the course objectives, not just busy word. Some faculty believing that groups succeed best with task involving judgment. As reported by Jonson, and smith (1991) for example in an Engineering class , faculty member gives groups a problem to solve : Determine whether the city should purchase twenty five or fifty buses . Each group prepares a report and representative from each group is randomly selected to present the group solution the approaches used by the various groups are compared and discussed by the entire class in collaborative learning that can be useful for developing task and activities .The faculty member cerates assignment that fit the students skills and abilities as students become more knowledgeable , increase the difficulty level , for example ; a faculty members generate their own research designs . At the end of term each prepare a proposal for a research project and submit it to another team of evaluation assign a group talks that allow for affair division of labor. Campbell, W. K., Goodie, A. S., & Foster, J. D. (2004).

Try to structure the task so that each group member can make an equal contribution for example ; On faculty member ask group to write a report on interactive energy sources .Each member of the group is responsible for research on one source and then the members work together to in cooperate in the individual contributions into the find report . Another faculty members ask groups to prepare a medieval

newspaper students aspect of life in the middle ages and each student contributes a major article for the newspaper, which include new stories, feature stories and editorials, students conduct their research independently and use group meetings to share information, edit articles, proofread and design the pages, setup competition among groups. A faculty of engineering turns laboratory exercise in competition among groups. A faculty often of engineering turns laboratory exercise in competitions, students, working as a teamwork design and build small – scale model of structure such as a bridge or a column. They predict how their model will behave when loaded, and then the model is loaded, to failure, prizes are awarded to the groups in various categories: best prediction of behavior, most efficient structure and best aesthetics.

2.1.11 Offering Group Test Tasking:

On group test, either an in class or take home exam, each student receives the score of the group. Faculty who have used group exam report that groups consistently achieve higher scores than individuals and that students enjoy collaborative test taking, faculty who use this technique recommend the following steps in the class exam: Assignment group work at the beginning of the term so that students develop skills for working in groups, use multiple – choice tests that include higher – level questions to allow time for discussion, present about twenty – five items for a fifty minute in class exam, divide students to take the test individually and turn in their response before they meet with group to arrange themselves in the room and arrive at group consensus answer for each question, Score the individual, and group response and prepare a chart showing the average individual score of each group member, the group score is ninety – five percent of the time the group consensus score will be higher than average individual scores. Burgess, L. & Addison, N. (2007).

2.1.12 Organizing Communication Groups

Decide how the groups will be formed . some faculty prefer randomly assigning students to groups to maximize their heterogeneity a mix males and females verbal and quiet student , the optimistic some faculty let students choose with whom they want to work although this runs the risk that groups will socialize too much and that students will self-segregate , selected groups seem to work best in small class instructor prefer to the group themselves taking into account students prior achievement . Level preparation work habits they argue for making sure that members of each group are exclusively pass/ not pass students and well prepare students evenly many groups .A middle ground proposed by Wall Vocord (1986) is ask the students to express a preference , if they wish then make the the assignment yourself you could , for example ,ask students to write down the names of these students with home of three students with whom they like to work be conscious of groups size in general, groups of four or five members opportunity to participate actively , the less skillful the group members the smaller groups should be the shorter amount of time available , keep groups together when a group is not working it up , even if the group request it. Brookes, S., Moseley, A., & Underwood, S. (2012)

The addition of the following groups members to ongoing group may throw off their group process and the bailed out troubled group does not learn to cope with its unproductive interaction help group plan of action who will be doing what and when review the group with ten plans or meet with each group to discuss the plan .

Regularly check in with the groups if the task spans several weeks you will want to establish check points with groups ask group to meet with you provide mechanism for groups to deal with un cooperative members, recommends telling the class that after groups task completed each students will submit to the instructor for assessment of participation of the other group members who did extra work and who shirked work if several people indicate that an individual did less fair share . That person could receive a lower grade than the rest of the group this system work , says f groups have a chance in the middle of the project to discuss whether any member are not doing their share

members who are perceived as shirkers then have an opportunity to make amends here are some other options for dealing with shirkers keep the group at three students : its hard to be a shirker in small group make it clear that each group find its own way to handle unproductive group behavior allow the groups by the majority vote to dismiss a member who is not carrying a fair share student who are not dropped from a group must persuade the group to reconsider find acceptance in other groups or take failing grade for the project . perhaps the best way to assure comparable is to design activities in which these effort among all groups members is to design activities in which there is clear division of labor and each students must contribute if the group is to reach the goal Chell, E., & Athayde, R. (2009).

2.1.13 Evaluating Group Work

Ensuring that individual students performance is assessed and that the groups know how their members doing , groups needed to know needs more assistance in completing the assignment and members need to know they cannot let others do all the work while they sit back , ways to ensure students are held accountable include giving stop quizzes to be completed individually and calling on the individual student to represent their group progress ,giving students an opportunity to evaluate the effectiveness of their group once or twice during the group work task , ask the group members to discuss two question what action has each members taken that was helpful for the group even better ? at the end of the project as the student to complete brief evaluation from on the effectiveness of the group and its member , the form could include items about the group over all accomplishment the students own role and suggestions for change in future group work have developed from that can be used for interim or final evaluation decide how to grade members of group task grading students individually they are give inevitably lead to competition within the group and thus subverts the benefits of group works other faculty grade the contribution of each students on the bus of individual test scores or the groups evaluation of each of each members work other faculty graded the contribution of each students work if you assign the same grade should not account for more than small part of student in

the class perhaps a few points that would rise a test score – from Ab
ab Craft, A. (2011).

2.1.14 Setting up Study |Team

Tell student about benefits of study teams study teams meet regularly outside of class to study together read and review course material . complete course assignment comment on each other written work prepares for test and exams and help each other's with difficulties that are encountered in class and instruct from their course mates explain how study teams can work in a number of ways in one model all students read the assignment but each member agree to provide to the group in – depth coverage of particular segments of the material and answer as fully as possible whatever question to others members of the study team rise in this model then each member agree to study all the material yet each stories to become an expert in a certain area of the material in anther model the teams activities vary from meeting to meeting for example ; at one meeting review class notes to see whether Craft, A. (2011).

Where there is agreements on the most important points of lecture discussion .In another session teams might go over a class quiz or zest to ensure that team member clearly understand each of questions especially those that were answering in correctly by one or more members . Another session might be devoted to reviewing problems sets exchanging drafts of written papers for peers for peer editing . in a third model , the main agenda for each study team , the questions are provided by the professor or graduate students in structures after the discussion and are modified discarded or placed by the group chooses as the most valuable are turned in for themselves how structure their study team or you can offer device and suggestions .

2.1.15 Students Responsibilities

Students who participate in study teams a great to do the following : prepare before study team meeting for example do all the required reading or problems sets complete any task that the group assigns to its members . Attend all meeting and arrive on time actively participate during the session in ways that further the worker of the group , Dorman, J., & Fraser, B. J. (2009). He promote one another

learning and success provide assistance . Support and encouragement to group members . Be involved in periodic self – assessment to determine whether the study team is working successfully (It's too much work being required ? is the time in the study team meeting well spent ? in addition , let students know that they can improve the effectiveness of their study team by making sure each session has a clearly articulated agenda and purpose .They can also work more efficiently if all logistical arrangement are set for the semester , meeting time length , location , help student locate meeting time .Groups larger than six have several drawbacks it's too easy for students to become passive observer rather than active participants , students may not get the opportunity to speak frequently since there are so many people students sense of community and responsibility may be less intense a large groups let students their own study teams unless you have large class , since the groups designed to last term and will meet outside of class give students the opportunity to form groups or three to six members arrange one or two open groups for the students who groups for students who do not know other in the class . If students will be selecting their own group of several small group activities during the first three weeks of class and rotate membership during the first three weeks of class that student can get to know one another interests and capabilities before forming study team see personalizing the larger lecture supplements and alternatives to lecturing encouraging participant in discussion and the first day of class for ideas on small group activities and how to help students get know one another if your class is very large and letting select their own group seem difficult , Brookes, S., Moseley, A., & Underwood, S. (2012). have the students sign up for particular times . this means students will form a groups based solely on when they can regularly attend study team meeting to form the group by section rather than for the large lecture class over all responsibilities for their study team , use apportion of class time for arranging study groups . An announce that study group will be set up during the third fourth week of the course at that time hand out descriptions of study terms and students responsibilities , and let students talk among themselves to form a group or to sign up for scheduled team slots suggest that all members know where group meet in their study teams to review course material

or prepare for upcoming exam or assignments use the time to check in with groups to see how well they are operating some faculty regularly substitute study team some times during an office hour review the work of the study team some times during the semester . Aish, D. (2014).

2.1.16 Communicative Approaches:

More recent revisions of L2 experience can be described as communicative approaches they particularly are action against the artificiality of also against the belief that consciously learning the grammar of language although there different version of how to create communicative experience in L2 classroom they are all based on a view that the function of language what is language used for should be emphasized rather than the form the language grammatical phonological structure etc ... lessons one like to be organized around concept such as the form of the past tense in different sentences these changes have been considered with attempts to provide more appropriate materials for L2 learning which has specific purpose Bandura, A. (1997).

2.1.17 Focusing on the Learner :

The most fundamental change in the recent years has been a shift from concern with text book and the methods to an interest in the learner and the question process for example radical feature of most communicative approaches is toleration of errors produced by learners traditionally errors were regarded negatively and had to be eradicated . The more recent acceptance of such errors in learners language is based on fundamental shift in perspective from the more traditional view of how second language are acquired , rather than consider a Spanish speaker production in the room there are three women a simply a failure to learn correct English which could be remedied by practice of the correct reader could look upon it as indication of the actual acquisition in process in action then is not some things which hinder study progress but is probably a clue progress being made by this out ways of communication in the new language just children acquiring their L1 produce certain un grammatical forms in the question process so that reader might expect the L2 Learner to produce overly

generalization at a certain stage the example of a women might been seen as a type of a creative construction ,use by the learner in accordance with the most general ways of making plural form in English . of course some errors may be due to the transfer of expression or structure from the L 1 Spanish speaker who produce talk it from the side inferior may be thing to use Beck, J., Czerniak, C. M., & Lumpe, A. T. (2000)..

2.1.18 Community Language:

A method of second language and foreign language teaching developed by(Charless Ccuran) community language learning its uses techniques developed in group counseling to help people with psychological emotional problems , the methods make use of group learning in small or large groups these groups are the feeling and their reactions to language learning learners say something's which they want to talk about in their native language , the teacher (counselor) translate the learner sentences into the foreign language and the learner then repeats this to the others members of the group Aldridge, J. M., & Fraser, B. J. (2011).

2.1.19 Communication Strategies:

When they are engage in communication , second language learners of communicative intentions which they find difficulty In expressing , because of asps in their linguistic crepertoire if the learner is able anticipate such a problems hemeny be able to forestall it by avoiding communication or modifying what he intend to say if the problems arises while the learner is really engaged in speaking he must try to find an alternative way of getting the meaning across in either case his way of coping with the situation what we call his communication strategies , the man distinguishing characteristics of communication strategy is that it occurs when a learner becomes aware of a problems with which his current knowledge has difficulty in coping . The speech production process is therefore itself raised to higher level of consciousness similar occasion arise with our native language when we experience a problem in expressing our selves and must either change which comes spontaneously however it unlikely that we can draw a sharp dividing line in either practical or psychological terms

between speech which is the spontaneous output of the learners underlying system and speech which is the result of a communication strategy all language are response to some kind communication problem and a person awareness of this problem is a matter of vary in degree interaction in the classroom learning in the field of the second language acquisition interaction has been considered language learning however , Beck, J., Czerniak, C. M., & Lumpe, A. T. (2000). much of this research has been based on attention psychological linguistic perspective of language and learning in this view , language is assumed to be discrete set of linguistic system external to the learner , where learning is viewed as the process of assimilating the structural components of these system into preexisting mental structures , Although the specific goals of research carryout from this perspective may vocabulary from finding the most effective way of facilitating the assimilation of new systematic knowledge to discover and constructing the ideal linguistic system .it generally agreed that language learning and language use are two distinct phenomena , the researcher presented in this volume on classroom interaction and language learning from this traditional perspective , however in the investigating the report on here they cross disciplinary borders and draw on the theoretical insight and empirical evidence founds areas outside of what generally been considered the main purview of the SLA field .their findings join our interests in reconcpetulizing second and foreign language learning border Scio cultural perspective of language and learning with practical concerns for nurturing classroom and foreign language learners in addition to helping build a foundation for the development we then provide an overview of the optical assumption about change and learning on which the studies presented here are based .

2.1.20 The Teacher Role in the Classroom :

The comments the researcher might make should be concerned primarily with teacher- but it is obvious that the role of teacher permeates this entire book (second / foreign language) . the enhancement of motivation occurs when the teacher closes the classroom door , greets the students with a warm , welcoming smile and proceeds to interact with various individuals by asking questions

which indicate personal concern allow, therefore to use the letter for the term the technique a writer enumerates a handful which he has found particularly stimulating because they satisfy one or more of our students cognitive or affective needs the writer tries to engage the learners interests by doing some of the following :

Relate the presentation and practice of any communicative grammatical or lexical item or the reading and writing of any passage knowledge and to the learners experiences both past and present .

Make them consciously aware of redundancy clues in English as an aid in listening , speaking , read in writing , e.g. plurality – some boy are going to get coats .

Help them to guess word meaning from the relevant context or from situation of the conversation or passage . give them to use a dictionary.

Enable them to understand the communicative message under a surface statements , for example is that your new car ? may express admiration or anger depending up the situation in which is said and the intonation practiced used .

Use spiral approach in presentation practice for example do not give fifteen ways to make a request .

In one lesson every in your class ,first give one or two and then return to them and give other alternatives in subsequent lesson.

In relation to item 5 above proceeds form simple to more complex utterances used to express although or function or concept.

Give the readers extensive practice in paraphrasing – in using alternatives for communicative expression structure or lexical items the reader know that they will seldom if ever encounter the same dialogue or passage , to learn the reason for switching the language variety in dialogue or passage , help them also to produce varieties by changing one or more elopements in the situation under discussion.

Help them to different roles in text or teacher prepared dialogues and later un realistic scenes created by individual pairs or groups ,

however then to engage in spontaneous role playing without building to that stage carefully graded steps . Aldridge, J. M., & Fraser, B. J. (2011).

Enables the recognized and use cognates in learning situation whereas such use is possible . place these on the chalk board under each other so that similarities of form will be immediately visible , when using listening comprehension a connected text at beginning and intermediate levels you may need to adapt the passage or the dialogue in three stages to produce a less complex text. In the first stage use simple active declarative sentences omitting adjectives , adverbs and complex sentences' while still keeping the basic message authentic . Ask for yes or no true false – responses , in the second stage reinsert the adjectives and adverbs with the version use who – question asking for utterances not to complex sentences , in the third stage introduce the original passage and use the questions above as well as inferential question for example why do you think that ? and how do you know that with further reference to listening comprehension two other suggestion may be in order , repeat or have the learners hear the same dialogue or any acoustic material , play the dialogue tape or CD for three times , stop your CD several pints asking questions which become increasingly more complex and require longer answers for example , who is talking about? What does to do? And do they agree?

13. They to get authentic materials such as new papers magazines , journal and timetable . Duplicates relevant parts , and use them for pair or group practice , use same piece of material over the semester for variety of language producing activities in additions to saving your time such as multiple uses are motivating because the students expectations of familiar structure or vocabulary will help ten to recall it easily and will result in increased fluency . Adams, J. W. (2013).

14. Help the students themselves discover the rule underlying the form and use of a structural item incommunicative expression , or communicative formula by placing example on the chalkboard , underlying the forms and drawing arrows from the key words of their reference after representing your oral rule and written forms , position grammatical function and meaning of the expression or structure .

Drive material such as dialogue or reading into two parallel streams :

One for global comprehension only and the other for gradual mastery . As quickly as is feasible , learners should be help to understand interesting meaningful material although they may have only a global comprehension of it even though some structures within it will not be presented for active production for several days or month considers the first stream the most important one for motivation at the same time of course learners will be systematically but gradually introduced to the phones of the language .

16. Make use of an inter discussion plenary broadly based curricular approaches not English for special purposes classes but in classes as well , for several reasons:- Bandura, A. (1997).

- (a) In countries such as great Britain , the united states and others where English the language of the school language community to enables learners to enter the main stream
- (b) To make them aware that English is an instrument of learning and communication as their native tongue .
- (c) To give them interesting topics to talk and ask about glean from several curricular areas .

17. Set realistic task and activities which can be accomplished within a responsible time and which will indicate that you .

- (a) Have an hundred standing of the fact that English may not be their only school subject . (b) the only school subject (As in true many near English outside your classroom .
- (c) Understand that their cultural boss may make certain task impossible to perform .

18. Make sure that in presenting new mathematical numerous receptive (recognition) activates precede your request for production or creativity .

19. Learn to be content with compound bilingual particular in older person . We can longer insist on coordinate bilingualism and specially on perfect pronunciation both for cognitive and affective reason , we

should recognize that – except for highly gifted or fortunate learners who have wide access to native speaker and taped materials our learners will generally speak a Chinese , Indian , or Italian English the author shall use letter for the terms involvement and integration. The need of involving students in all phases of the program is central importance is sustaining motivation we should rid ourselves of the outworn notion that listening reading require the most involvement of the part of the students the strength a weakness of individual students should be considered when we assign class task and home work as we vary their roles in group and as we ensure each one participate in every lesson to the best of his or her ability .We must for example realize that some students may never be capable of writing free composition on an abstract topic neither would they able to do so in their native language .

2.1.21 The Term Integration Refer to Several Ideas:

The teacher will help students realize all level of language , phonological – morphological syntactic ,lexical , cultural , are integrated , that interrelated in every act of communication . Essential in bringing about this awareness is deliberate reintroduction , in this awareness reinter action in less of linguistic or cultural elements acquired at earlier learning levels or in previous lessons , students angina feeling of achievement as they meet recognize and produce known language – in wide contexts or different appropriate social situation – with increasing fluency , the same text passage should be engage learners in inter graded listening , speaking , reading and writing activities , communicative purpose situational elements grammatical structures and specific notions, that is vocabulary items are integrated in a functional control communicative approach to produce an utterance in even the most simple message . Campbell, W. K., Goodie, A. S., & Foster, J. D. (2004)

Most important that three ideas above noted the following the teachers pivotal responsibility to imbue students with confident and self- stem ensuring that they will retain or develop emotional security and well integrated sociality that will influence their entire lives the letter V is of paramount concern the positive values that will help students acquire as they learn to use linguistic and cultural insights for real

world communication will remain with them long after they have forgotten and regularly past participle . students should be helped to appreciate the universality of the human experience , their own culture and values and those of others people our should not be merely to make learners bicultural increasing their weariness of their culture and of English speaker their culture and English speaker but rather to help them perceive accept and respect cultural pluralism concentrating on similarities among people rather than on confidence will have a more far , reaching and positive psychological on learners than the invidious comparisons that of characterize the teaching of culture our hope for pluralistic and harmonies world lie in helping our students realizing that they members of a world community which transcends individual and national boundaries , in order to chive this objective we must start by recognizing and reinforcing the learners sense of identity by giving them pride their own language and culture and continue the process by teaching then the polite and tentative language which should be used to disgrace or express uncertainty and helping them in carefully selected task to make moral and ethical chooses , the letter also multifaceted let us started attitudes the attitude of the students , teachers community members peers and others with whom the students and toward his or her profession that is essence and core of motivation is the teacher enthusiastic pathetic patient and well prepared , does her or she respected each student individuality ? does the teacher show a sensitive awareness of the language the culture and the educational system of the student country of origin in as well as of any problem which may exist in the community on the other hand returning to the correction of errors for a moment let me say that while I believe firmly in words of encouragement and praise a student for uttering a completely in correctly in correct sentence such as he don't got no bencil such as praise would be old grave disservice both to the students whose errors might thus be reinforce and too the student in the class who are aware of the errors and would thus confused the key word in correcting errors and indeed , in any aspect of teaching is the adverb judiciously . The letter A remind us also that teacher should plan wide gamut of activities for each lesson I would say a minimum of five different ones for each class for hour such activities should be give students the feeling that they care achieving and making perhaps

solve but none the less definite progress to word communicative competence . Campbell, W. K., Goodie, A. S., & Foster, J. D. (2004)

Also stands for educational term articulation .Articulation has two important dimension , vertical and horizontal vertical and horizontal articulation ensure that the students' progress from one learning level to the next continuous and smooth from the teacher that should provide for the review of material learned at a lower levels and for the preparation of the students subsequent levels horizontal articulation is particularly necessary when students in secondary school and universities are too taught pronunciation reading and grammar by different ,teachers , since this might preclude and appreciation of the interrelations among these different skills as mentioned above and inter disciplinary approach ,as well as integration of disparate linguistic or cultural items into meaningful acts of communication would be also come under this heading too would be placed the primary responsibility of the special English teacher in pull out programs in the United State and Great Britain , who should relate the mathematical or the reminder of the school day , Tmay stand for transfer of learning for translation for text box and for testing , lets us start with transfer of learning one linguistic item- for example verb endings transferred to other verb beginning level , transfer does not generally take place automatically unless the teacher specifically points out the common elements within the form and , in addition give the students practice in using them in context or situations other than those in which they were presented , the majority of learners will not know how and when to transfer the knowledge they have acquired the teacher must provide models and extensive practice verbs such as need , want have and like for example , in order to ensure transfer. I should like to mention two facts about translation because both seem to cause misunderstanding , first it is perfectly normal for learners above the age about five to think of the equivalent of a term or structure there in their native language as they hear term in English the art and skin of the teacher will be called into play in eliminating this intermediate step of translation throw variety of briskly conducted activities second , although do not advocate are turn to the traditional grammar translation methods I don't think its describe at early levels to ask students after they have carried out all others appropriate oral skills to

give native language equivalents of limited structural items from the target and vice versa I realize that is not possible in classes where learners have different language background where possible , however at intermediate and advanced levels equivalent so expression , sentences and evenly paragraph may be extremely useful such practice could well lead to a salable skill that we should help our students acquire a total ban of translation that is giving equivalent expression in the native language is not realistic particularly in countries where translation is feasible and is required on final examination moving text books , we must accept the fact that the perfect text book will be written for our learners in difficult situation it is the teachers responsibilities to add dialogues and relevant lexical items of change the order of exercise aims to modify or delete sections that might be particularly counterproductive returning again to the letter , author , should like to mention two issues that appear with increasing frequency in language teaching journals . Beghetto, R. A., & Kaufman, J. C. (2013)

2.1.22 Linguistic Interference

Individualization of instruction A great deal of experimentation is being conducted at the present time to determine whether it is closely interference between the first language and target language that causes students to make errors in other words whether in inference in the contractive language and English would be effective in explaining and determining prioritizing and emphases many other researcher contend that inter linguistic interference is equally important and that an uses of students oral and written errors would demonstrate that they are not necessarily cause by conflict between the first and second language the assert that incomplete knowledge of linguistic class or category in the target language my produce false analogies and cause problems as students move toward complete linguistic acquisition , more over numerous studies on second and native language acquisition indicate that for which are learned either early or late an errors which occur in process are similar as one more across age levels and across cultures , all these research care of crucial importance not only in order to plan for selection and graduation of material to be taught but also to be reassure teacher – who often think immediately when errors are made

such errors are normal , Cohen, J. (1988). the teacher reassurance of the students as well as his or her conscious reintroduction in less on materials of reliable some points – whatever their origin will enhance motivation motivation in theory individualization of instruction is derivable and necessary as teacher , however , I would protest the exaggerations made by some journals it would be an arduous and virtually impossible task for the teacher with 40- 100 students in class to prepare the many a ctivated test that would be needed if all instruction were truly individualize the strength and interests of individuals students – in group work individualized home homework and we should of course help them to overcome weakness through individual help and overcome specialized materials but we should also prepare class wide activities for good part of each teaching lesson especially for large classes those below the advanced professional level and those held in small room . The author will be brief here about together symbolize the need for guide teacher observation in elementary and secondary schools not only of others master teacher but some less able teacher moreover , I have urged for years that college professor or concerned with teacher training observe class in lowers level school only through direct observation can they become truly aware of the grim realities of some teaching situations video tape recording are not always practical or satisfactory in different sense observation also serve are reminder of the need of the teacher to be aware of the students quality of involvement participate on an attitude during the class hours , the teachers should evaluate the students progress towards good no only informal or informal and oral and written tests about also through sensitive observation in discussing the last letter our mnemonic N I should like to start with plea that we help and indeed encourage our students to think English about their native culture such a procedure is psychology – logically sound and conductive to high motivation , the letters also stand for the entire of the affective and cognitive needs of every human being all published to be exposed to a wide array of the interesting , challenging experiences they need to feel that they are moving towards continuously and that they are becoming increasingly able perceive and to integrate the experience to which they are exposed they need to feel secure not only in their knowledge of the foreign language and

culture but also having the understanding and respect of teachers and peers they need to feel that they belong to group and that they can hope for many small success they need to entire their language classes not with fear but with a feeling enthusiasm . Cohen, J. (1988).

Finally motivation for learning means only understanding the learners their feeling their aspiration and their spiritual and creative needs but also the word that they being with them into class room most learners come to us with perfectly adequate language and culture one of our major responsibilities to help them to appreciate others cultures teachers to have need for knowledge Cohen, J. (1988).

Of linguistic sociology and psychology in order to sustain their students motivation they need the courage to scrutinize challenge and questions productive theories slogans they need constantly live a commitment to teaching and the idea all normal human beings can learn they need confidence in themselves to use their intuitions and develop their strong points they need to have the condition that their mission constitute a most crucial task in any society it is the teacher who will have the opportunity to meet and touch the minds and heart of the majority of young people community, the author reaffirming belief that the teacher is crucial variable in society the language in particular is aware that while teaching materials must be timely and universal , a teacher is organizing of the materials should be designed only to teach language literature or culture but also to foster the moral spiritual and ethical values which can contribute to our goal of word citizens in ,educations in it boarder sense means hoping our learners to grow to change to live – in sum to be well in the grated , secure person such an education can be provided in the school situation only by caring sensitive human , knowledgeable teacher and now a truth which has been repeated often while has been teachings a science its primarily an art which only you a teacher you can bring into your classroom , your, enthusiasm and your love for your profession and for your students can not help but make ever my learning hour stimulating motivation experience one which you and your students will look forward to with the knees anticipation the syllabus will have been planned in advanced . Cohen, J. (1988).

*The material from one level should lead naturally and sequentially to the next level

*The material should not be graded for example we would start with one modifier of a noun before giving three modifiers together we should teach regular spiral before we teach the exceptions

*There should be provision for constant reintroduction of all the material we are teaching

*There should not be teach all the vocabulary around a topic oral forms , meanings , our uses of an item of structure instead , we should use spiral approach lets us study an example of the spiral approach let us study an example of the spiral approaches within a cultural topic the first time we speak of a family members – father , mother brother , sister ,At the second level we may add to family members list the words grandmother grandfather , uncle , aunt , cousins . At the third level perhaps we may want to teach mother in-law , son in law , great aunt , relative and son . Where English must be learned quickly it's the language of school instruction or language of the surrounding community attention and priorities will have to be given to the structure and vocabulary items needed not only for participating into the others areas of the syllabus but also for making an effective personal and social adjustment to the life of the notes on syllabus design a well-designed syllabus for EFL E5 L situation one that would learning and teaching should have the following characteristics : Craft, A. (2011).

*it uses the students and their background as the point of departure for the teaching of any aspects of communication skills and the culture of English speaking people .

* It reflects realistic objectives it task what knowledge and skill the students for whom the syllabus is intended in their immediate further and how the much one can reasonably hope to accomplish in the time available and in the community in which the school located

*It as signs priorities to the communicative structure and culture insight students need in order to speak about matters relevant them ,

use the language as a medium of instruction where necessary , enter academic or vocational programs they aspire to.

2.2 Review of Previous studies

Hareault (1994)

The representation of the roles of the stories in the language development of kindergarten children MS.c ,Bakistan.

. The study sample consisted of 12 children (boys and girls), and the sample was divided into (6) representatives, and (6) to re-representation. The study found an increase number of vocabulary and phrases in children, and develop the ability to exchange views and develop skills, thinking, and the need to circulate the experiences of the story in other positions.

The Sawalha (2000)

Investigate the effect of using drama in the style of education texts reading, MS.c Gorden University.

Study aimed to investigate the effect of using drama in the style of education texts reading, reading aloud to develop expressive skills of the three aspects (voice , kinetic expressionist and critic inclusive), to students in the fifth grade in school of Saham , one of Educational government in Bani Kinana in Jordan . The sample size (52), students at fifth grade at school for girls Saham

The sample was divided into two experimental receive reading instruction style drama included 28 student from fifth grade in Saham Elementary School for Girls, and an officer reading receive the same education. It included in the usual way (24), a student of the fifth grade at a school Hartha essential for girls, the results revealed a statistically significant difference between the mean performance students in the experimental group and the control group averages of students perform on the test posttest for the benefit of students in the experimental group. And no statistically significant differences in favor of students in the experimental group, on each of the audio and kinetic sides test

Ataiwrah (2004)

The effect based on the teaching program survey use dramatic play, MS.C university of Alaska.

The aimed to study the effect based on the teaching program survey use dramatic play, in the development of oral expression skills with the first stage students the basic education . The study sample consisted of 97 students, the first stage of basic education, in Sakina mixed Hussein school for girls, and um Amarah school for girls and boys. Where the sample was divided into two groups; the first trial studied oral expression, style dramatic play, and it included 53 male and female students from the first three rows (I, II, and III) in the girl Sakina Hussein School, and the second officer studied oral expression, prevailing way and included 44 students from the first three rows (I, II, and III) in Umm Building Mixed School. The results showed superiority of the experimental group students. the control group, in oral expression skills differences statistically significant, indicating the effectiveness of dramatic play in teaching. And the superiority of the second and third grade students.

The relation between this Study and these previous studies have the same results in investigating the impact of role play in promoting oral communication skills among the secondary school students .

Zanaton Haji Iksana *, Effendi Zakariaa , Tamby Subahan Mohd Meeraha , Kamisah Osmana , Denise Koh Choon Liana , Siti Nur Diyana Mahmuda & Pramela Krishb (2011)

Communication skills are one of the elements of generic skills that are essential among university students. Through their years in the university, students would have been exposed to situations, in and outside of the lecture halls, where they have to use their communication skills, for example group assignments and class presentations. Therefore, the aim of this paper is to investigate the level of communication skills among university students. Communication skills were measured via a self-administered questionnaire and it assessed ten elements in communication skills, including oral, written and social behavior. The reliability of the questionnaire was good, with $r > 0.08$ in each sub construct. The results of this study found that university students have achieved good communication skills

Barbara K. Kolmenm. D. Alda (1999)

Twenty-four children with autism, 3.0 to 8.3 years old (mean 5.1) who were living at home and attending appropriate school programs, participated in a randomized, double-blind, placebo-controlled, crossover trial. Naltrexone, 1.0 mg/kg, or placebo was administered daily for 2 weeks. Communication was

evaluated from videotaped samples of seminaturalistic parent-child interaction. Child and parent language were assessed using similar measures. the **results** is this heterogeneous sample, the median number of words the child produced on placebo was 9.5 (range 0–124). The median proportion of utterances with echolalia was 0.16. No differences were found between the naltrexone and placebo conditions in any of the measures of children or parents' communication. Significant correlations were found between the child's number of words and developmental quotient (Spearman $p = 0.58, p = .003$) and between the child's and parent's number of words ($p = 0.55, p = .005$).the study conclude previous studies showed that naltrexone was associated with modest reductions in hyperactivity and restlessness in this group of children with autism. In this short-term study, the medication did not lead to improvement in communication, a core deficit of autism

Omar Abdullah Zaid(2006)

Communication skills are central to intellectual interaction between the providers and the recipients of information. The importance of accounting starts with the gathering and processing of information and ends with the communication of processed information. This paper examines the communication skills which employers, academics and graduate accountants consider necessary to the newly graduated accountant. It also identifies and considers the differences in perception which occur between these groups and suggests solutions to the communication gap. This study confirms findings from previous research that new graduate accountants experience communication-related problems in early employment. In addition, it provides evidence that the Australian accounting curriculum has contributed to the development of communication skills. However, the paper highlights the need for the reconsideration of an emphasis on communication skills in the accounting curriculum, a role which arises from the very nature of accounting as the processing and communication of information.

William B. D (2007)

This study compared the communication skills of randomly chosen first- and final year medical students. The intention was to follow up previous research, conducted over 10 years ago, into the effects of the medical curriculum on communication skills. It was hypothesized that there would be little improvement in such skills over the period of training, with the possibility that

the final year students might be less caring, empathic and supportive, more directive, and less concerned with psychosocial information. All students interviewed a simulated patient in the role of a mother of a child with cerebral palsy, where the main problems were psychological and social. The interviews were recorded on videotape and analysed by an independent observer for the presence or absence of a set of communication behaviors considered important in facilitating an effective relationship and in the exploration and understanding of the problem. The results failed to support the hypotheses. The final year students were superior to their juniors on several measures, indicating improvements in relating to the patient in a caring, empathic, facilitative and listening manner. They also elicited more information relevant to the problem. The indications were that these final year students were more skilled than in earlier studies, suggesting that the general change in attitudes to communications skills and the limited, but increased input into the curriculum may be having effect, even though there remains a need for considerably more training.

2.3 Classroom Schedule

1. Clear classroom expectations increase the likelihood that students will be successful in understanding what is expected of them. The classroom schedule allows the class members and teacher to anticipate what will happen during a school day. Guidelines for schedule development are as follows.
2. Teachers should seek student suggestions after ruling out nonnegotiable events and time slots. For example, time scheduled for art or music is 1 pm on Tuesday and Thursday; the scheduling of this event is nonnegotiable. Negotiable events can be presented to students and discussed.
3. The schedule should be on permanent display in a format that reflects the age and abilities of the students.
4. Use the Premack Principle. The Premack Principle states that students are more likely to engage in a low probability activity if they know it will be followed by a high probability activity that they enjoy (Premack, 1959). For example, if students generally dislike math, a low probability activity, the teacher may try to schedule a high probability activity, gym, after math.
5. The length of the activity should reflect the student's abilities. Consider the attention span of your group. Elementary students can be expected to attend to an activity for 20 - 30 minutes. Secondary students can be expected to attend to an activity for 30 - 40 minutes.

6. Avoid revising the schedule. It is important that the schedule becomes predictable for students. Changing the schedule will decrease the likelihood of predictability and limit the students' ability to anticipate events during the day. If revisions are necessary, they should be announced and posted as soon as possible.
7. The schedule should motivate students. Interesting activities should be prepared in case the planned activity is completed sooner than anticipated.
8. Students' efforts should be reinforced.
9. Send a copy of the class schedule to families (Smith & Misra, 1992).

2.4 Classroom Rules

Developing classroom rules is a critical step toward increasing positive interactions and communicating in advance the expectations for classroom behavior and the consequences. Rules help teachers identify which behaviors to positively reinforce and define which behaviors will elicit approval from the teacher. Therefore, rules serve as an effective antecedent control technique when developed and implemented properly (Hardman & Smith, 1999). Classroom rules should also be linked to positive consequences and not exclusively to punishment and should be established at the beginning of the school year. Examples of effective classroom rule development includes the following:

- 1) State the rules positively and allow students to participate in development.
 - a) Rules should result from a discussion involving the teacher and the class members.
 - b) Discussions can begin by identifying safety rules for the community and the rationale for having them and should also include potential consequences for violation of classroom rules.
- 2) The number of rules should be relatively small and should be stated positively, clearly, and succinctly.
 - a) Limit the rules to no more than seven.
 - b) Clearly post four or five positively stated, behaviorally based rules (Musser, Bray, Kehle, & Jenson, 2001).
- 3) Display rules in a prominent place and teach in a manner that is consistent with the way in which traditional academics are taught.

2.5 Classroom Management Styles are Observed Based on Teachers' Actions.

Proper management style is essential to create a supportive environment in the teaching and learning process topped up with considerable amount of efforts in

effective classroom management to engage students in learning (Evertson & Weinstein, 2006). The actions performed by teachers in efforts to engage students in conducive learning environment usually involve organizing the physical environment, establishing rules and procedures to maintain students attention, and importantly; engaging students in the planned activities (Brophy, 2006). It was also emphasized by Evertson and Weinstein (2006), and Brophy (2006) that actions taken by teachers are imperative to facilitate learning among students in classroom management in terms of maintaining not only positive but also productive learning environment that is relatively free of behavioural exertions. It is also fundamental that to be a teaching expert, teachers need to acquire the necessary knowledge and expertise in classroom management (Emmer & Stough, 2001). The teachers' actions are usually demonstrated in their accomplishment with the development of students' social skills and self-regulation. Essentially, classroom management is the variable that gives the largest impact to students' achievement (Marzano & Marzano, 2003). It needs to be cautioned that ineffective classroom management skills would also at the expense of wasted instructional hours, exhausted time-on-task, and interrupted learning environments (Boynton & Boynton, 2005).

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Adding on to the concern, with inappropriate classroom management, disruptive students' behaviour could have negative effects towards teachers' instructions causing the teachers' ability to be questionable (Braden & Smith, 2006; Rogers & Freiberg, 1994). A much earlier study has been performed which aimed at identifying specific teachers' behaviour while promoting appropriate behaviour while suggesting strategies to reduce inappropriate behaviour (Anderson, Evertson & Brophy, 1979; Anderson, Evertson & Emmer, 1989). Meanwhile, more extensive studies in classroom management performed would involve observing teachers' behaviour during the teaching and learning activities. On a common ground, most research analyses would identify the influences of teachers' behaviour have towards students' interactions. This calls for further investigations on specific factors which contribute towards classroom management behaviour. Importantly, teachers need to have fitting communication characteristics in creating effective student-teacher interactions. In addition, teachers' concerns of students' management strategies in blended learning environment are needed so that they are more guided (Teoh, Kor & Nur Shaminah, 2017).

Effective communication skills and strategies hold the essence of quality classroom management and it would virtually pervades through all aspects of school life. However, this does not mean that it would provide the conclusive answers to the problems encountered by the educational administrators. Communication involves the sharing of information, ideas, and attitudes in ways that produce a degree of understanding between two or more people as informed by Lewis (1979, 1983). Communication is a relational process during which messages are transmitted using symbols, signs, and contextual cues to express meanings while having receivers construct similar understanding which subsequently influences behaviour.

Essentially, it is undeniable that the success of classroom activities and students' learning are influenced by classroom management and communication skills.

To a large extent, communication skills could be another weighing factor for teachers' personal growth and career success. A survey performed by corporate recruiters revealed that good communication skills and ability to work with others are major influencers for a successful career (Morreale, Osborn, &

Pearson, 2000). Teachers with interpersonal skills will not only benefit personal growth or career success but also positively affect students' learning motivation. Importantly, teachers need to realize the magnitude of good communication skills have on teaching and learning. It believed that teaching is generally considered as only fifty percent knowledge and fifty percent interpersonal or communication skills. Communication skills for teachers are thus as important as their in-depth knowledge of the particular subject which they teach. Therefore, it is essential that teachers recognize that all students have different levels of strengths and weaknesses.

Communication is both receptive and expressive. Teachers need to be concerned with their students' receptive ability by identifying whether students are able to comprehend what they listened to and be able to lucidly articulate and demonstrate their knowledge while teaching through their expressive ability. The clarity of thoughts can be observed in the teachers' ability to transmit complex ideas into simpler parts and smaller steps for the students. This is a valuable skill to make learning more appealing for students topped with effective communication skills which are not isolated from good classroom management practices.

2.7 Handling Criticism in a Personal Relationship

Women, generally speaking, are much more vocal about their criticism than men when it comes to personal relationships. This has its roots in the fact that women like to voice their feelings and emotions, preferring to get them out into the open and discuss them, whereas men prefer to retreat into themselves, into their 'cave'. (Hannah, 2013).

When a man refuses to discuss a problem or respond to a criticism he can often be accused by a woman of trying to wriggle out of it. In a healthy relationship both men and women should be able to express their criticisms openly, without fear or anger or upsetting the other person, but all too often, in the heat of the moment, criticism when it comes can be construed as a personal attack. This leaves the person on the receiving end feeling bitter, angry, hurt and upset. If the criticism is also given in a hostile or bitter tone of voice, and/or is accompanied by a look of contempt or loathing, then the person on the receiving end is going to be deeply wounded. If this forms a continual pattern over a period of time then the danger signs are that one partner has made a judgment about the other for the worse which can result in that partner either fighting back (sparks will fly) or stonewalling, (generally a man's response),

retreating into silence. This in turn can lead to the eventual break-up of the relationship.

One partner in this relationship will begin to feel that he or she is the innocent victim of the criticism and that the other person is always picking on them, which can result in that person experiencing a feeling of righteous indignation – ‘how dare he/she?’- fuelling anger. Once these thoughts become an automatic response they are self-confirming: the partner who feels victimized will be scanning everything for some hidden slight to confirm the view, thereby poisoning the relationship until the break-up(Cited in Knoell, 2012)

2.8 In summary

confident communicators are:

- self-confident people who have good self-esteem;
- people who believe they are worth being listened to;
- people who like to hear the views and opinions of others;
- able to both take and give criticism without feeling inadequate and hurt;
- assertive people who are able to express themselves without getting angry or upset;
- people who encourage others to express their feelings and views.

many factors influence you when you meet someone, so you need to:

- plan how to interact with the other person;
- have a greater awareness of other people;
- be more sensitive towards their emotions and attitudes;
- carefully observe other people;
- have a greater self-knowledge (Cited in Knoell, 2012)

the factors that have a powerful influence on the way we communicate are our attitudes and perceptions;

- values and pressures;
- prejudices and preconceived ideas
 - we all think our own limited view is the real one. It is not
 - fundamental to successful communication is the ability to understand others
 - we cannot communicate more confidently without looking first at ourselves

2.9 Building an Interactive Classroom Environment

Interaction is essential for improving the communication skill of learners. Interactive classroom transforms learners from passive recipients to active participants. Although a handful of learners have still adhered to their passive learning habits; however, the teacher’s role is to trigger off their learning performance. “In the era of communicative language teaching, interaction is, in

fact, the heart of communication; it is what communication is all about” (Brown,2000). For inciting their creative-critical thinking, the learners need to be engaged in different language activities, because involvement guarantees a risk-free classroom environment where they can explicitly share their thoughts. Nowadays, the desk aligned arrangement in rows (in the classroom) is preferred, which is likely to lose learners’ attention and causes disruption. In this structure, the learners’ least interact with one another causing the promotion of individualism than focusing on the group. If the seating arrangement is organised in a circle, it will help promote public speaking and engage learners as a homogenous group. In this model, the teacher invites all learners to equally express their input and insights without fear of judgment; thus, leading to a friendly environment (Hannah, 2013).

Some teachers prefer to use premade practices in the language classroom, that rarely meet the required standard of communication. Learners are set to face one another for reciting the readymade dialogues to practice language learning. To Lytovch Enko (2009) “If activities are primarily focused on drilling and studying grammatical forms, it is difficult for students to communicate since the language situation they are put in is rather unnatural, and their roles do not demand the use of authentic language.” Brown (1994) mentioned the following features (as must) for the interactive classroom:

- There is a sizeable amount of pair and group work;
 - Students engage themselves in spontaneous and authentic conversations;
 - Students work for actual audiences and purposes; and,
 - The task-based activities prepare students for real-life applications.
- Through interactions, learners can increase their language proficiency by listening to or reading authentic linguistic materials, or even the output of their peers in discussions, problem-solving tasks or conversations. Therefore, they will experience and express in creating messages from what they hear or read, as comprehension is a process of creation (Rivers, 1981). Richards and Rodgers (2001) believe that second language learning is facilitated when learners are engaged in interaction and meaningful communication.

Johnson (1995) underscores that teachers should recognise the differences between linguistic and interactional competencies of learners of the second language and more importantly, these competencies do not match their cognitive or social deficiencies. Therefore, teachers are required to create classroom events that allow for significant variability in the academic task structures and social participation.

2.10 Teacher-Student Relation

Literature shows that supportive relationships between teachers and students are essential for learners' holistic development (Birch & Ladd, 1998; Pianta, 1999). The positive relationship ensures learners' success; that, too, serves to overcome their shortcomings (Ladd & Burgess, 2001). The social quality of relationships contributes to learners' academic and socio-emotional development. For that to happen, the student-teacher relationship validates improvement in the learning environment. Hence a supportive environment positively impacts the learners' behaviour towards participation in academic and social activities (Hamre & Pianta, 2001). To Davis (2003):

Operating as socializing agents, teachers can influence students' social and intellectual experiences via their abilities to instill values in children such as the motivation to learn; by providing classroom contexts that stimulate students' motivation and learning; by addressing students' need to belong; and by serving a regulatory function for the development of emotional, behavioural, and academic skills. (p.207)

Teachers' personal involvement in communication fosters welcoming rapport between teacher and students and help maintain learners' interest in academic achievements. That leads learners to obtain good grades as well as positive peer relationships (Harter, 1996). To Roeser, Midgley and Urdan (1996), a positive teacher-student relationship reflected a sense of belonging, academic efficiency and confidence among students (Cited in Knoell, 2012). Pine and Boy (1997) extrapolate thus: "Pupils feel the personal emotional construction of the teacher long before they feel the impact of the intellectual content offered by that teacher" (p. 3).

Murray & Malmgren (2005) underlines the need for and significance of teacher-student relationship in high school students who have a background of intervention studies. The study aimed to improve the academic outcome of low-income students. In one of the intervention studies, the purpose was to increase the positive relationship between low-income high school students and their teachers; the results showed improvement in their academic grades.

Motivational theorists believe that students' perception apropos their relationship with teachers is vital in increasing learners' motivation for better performance (Bandura, 1997; Fan & Willams, 2010). Allen et al. (2013) suggest that "improving the quality of teacher-student interactions within the classroom depends upon a solid understanding of the nature of effective teaching for adolescents" (p. 77). Contrarily, strict teacher causes damage to the self-esteem

of learners, which results in increased tenseness and low confidence. Baker et al. (2008) believe that a positive teacher-learner relationship provides students with safe and secure learning environments along with a scaffold for learning relevant socio-academic skills.

The benefits of using Circle Time ethos and practice in small groups to develop thinking and communication skills: an historical perspective
In the 1930s John Dewey promoted the centrality of action and reflection in the learning process. This challenged more traditional models of passive learning where the expectation was upon the student to receive knowledge and later to find ways to apply the knowledge in action (Stevens 2001).

Dewey's emphasis still underpins current thinking by many that the ingredients of effective learning are confidence, activity and reflection, i.e. 'If I believe I can succeed I am willing to get involved in the task. I work at it, I think about it...and I realise that as a consequence I have learned a new skill or concept or discovered a new line of enquiry.'

2.11 The Role of Language in Education

Paradoxically education has traditionally relied more on teacher talk than on active involvement to transmit knowledge and develop academic and cognitive skills (Goodlad 1984; Sizer 1984). This puts a high demand on learners' ability to use language in order to accommodate information, develop their thinking skills and convey their thinking to others. The last requires a growing level of communication skills.

Some children have particularly low levels of effective language and communication skills at their disposal. They may also have difficulty in adapting their language to meet the demands of formal situations. Much of the instructional language and reflection in the classroom seems to present difficulties for them. The children with these difficulties find themselves unable to frame relevant questions to help their understanding. Their access to even the best curriculum is therefore limited, but where teacher talk is the main medium of transmission the child is effectively excluded from learning, to the frustration of both child and teacher.

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Language, friendship and the vulnerable child Another major area needs to be considered here. It is that low levels of language and communication skills will affect the child's ability to make good relationships with peers and to work collaboratively with them when the need arises.

Not surprisingly, confident, well liked children appear to communicate more effectively than less popular children. A recent study at the University of Texas indicated that popular children were more likely to be those who had good language skills. For example, they tended to communicate clearly by saying the other child's name, establishing eye contact and using appropriate touch to gain attention (Kemple 1992). They replied appropriately to children who spoke to them rather than ignoring the speaker, changing the subject or saying something irrelevant which a less linguistically confident child may well do. They were more likely to accompany refusals with explanations or alternatives, e.g. 'Let's pretend we're hiding from the dragon', 'No, we played that yesterday' or 'No, let's be robbers instead' – rather than just saying no. Kemple points to an increased likelihood of aggression or conflict due to a lack of verbal reasoning and conflict resolution skills for children who cannot establish a positive place for themselves in the peer culture. All this can detract from the listening classroom and hinders the flow of learning for all. Overcoming barriers to learning; taking individual learning styles and talents into account where language becomes the main method of transmission of academic and social knowledge to the child in education, it is crucial to ensure that the child has the necessary skills and confidence to work with that medium. Merely introducing activity in group tasks will not be sufficient to ensure that effective learning will take place. There must be consideration of each pupil's differing learning styles and strengths. A learning style is the unique way each person tends to learn most effectively. Some learn best through listening or observing or using visual materials related to the information under study.

Some have a greater need to talk through and question. There is also a marked difference in learners along a continuum of activity. Some want to be highly active and hands on, whereas others approach tasks more reflectively. Learning styles can be harnessed to aid the development of the multiple intelligences or talents which we all have but with varying degrees of skill in each. Broadly seven areas of intelligence have been identified by Howard Gardner, cognitive developmental psychologist and educator. They are:

- linguistic;
- logical–mathematical;
- visual;
- bodily kinaesthetic;
- musical–auditory;
- intrapersonal;
- interpersonal.

Howard Gardner has developed this powerful idea of multiple intelligences as a way to widen thinking about improving school-based learning. There is strong evidence to suggest that the most effective learning takes place when the teaching situation provides opportunities for pupils to develop their areas of strength in these key areas and others and they become excited by learning. The following quote from the Cheshire website makes some important points.

If we wish to improve learning and human achievement we need to ensure the teaching and learning strategies and experiences are not dominated by instructional models and take account of the whole person, their motivation and their preferred learning modes.

The next task for the pupil is to learn to develop strengths in other areas and use new and different learning strategies. A full description of these intelligences is available in Howard Gardner's book *Frames of Mind*. Articles on the theory of multiple intelligences with self-assessment questionnaires for pupils and teachers are available on the website of Cheshire County Council.

Emotional intelligence and the importance of emotional literacy
Howard Gardner also emphasises the importance of developing our emotional awareness and skills.

People with highly developed emotional intelligence can identify and manage their own emotional responses and have some understanding of the moods, motivation and actions of others. They use their good problem- solving skills to help others and this can result in effective conflict resolution.

It is vital to identify a place in the curriculum for such important life skills. Emotional literacy, to me, means the ability to put words to the many nuances of feeling we experience. It is clear that where pupils do not develop in this area difficulties lie ahead for them. The majority of older pupils I now see for anger management have very few words to describe their emotional states: typically 'chilled out', 'angry' and 'mad'. Bearing in mind that more than 1,500 words related to feelings can be identified, this is a limited and limiting emotional vocabulary and often reflects a lack of awareness of the effects emotion has on the physical being. It limits to the range of responses available to the person.

I work with these students to identify the feelings they have and also the physical signals accompanying them. We then work together to put a wider ranging graded sequence of words to this: for example, chilled out, irritated, bothered, disturbed, annoyed, hurt, upset, disbelief, angry, very angry, furious, raging. Once people have in their mind an awareness of a range of emotional descriptors they have more awareness of where a feeling may be leading. They have in addition the words to tell people about how they are feeling. This can ease the emotional pressure. They can then choose more fruitful ways to express their feelings. Angry feelings can become assertive words rather than aggressive action. Thinking has greater clarity when the mind is clear.

There are strong indications that this process of putting words to feelings needs to begin as early as possible, certainly in early primary. A significant thread of our small-group work with young children is the development of both emotional awareness and the language which supports it and allows its expression.

How we put this into practice in the development of our small-group sessions with the small-group Circle Time we have endeavoured to build sessions which involve the children in ways that allow them to contribute and develop individually according to their preferred learning styles. We have also helped them to develop their least preferred styles so that they begin to be more skilled overall. We value the importance of the positive ethos of Circle Time in providing a safe, relaxed atmosphere. Again to quote Cheshire County Council: The brain functions and develops most effectively when meeting challenge in a relaxed, safe environment where recognition, praise and reward outweigh criticism and when it is enabled to process many sensory inputs at once and at many different levels of consciousness.

Our Circle Time groups certainly include movement for a purpose, talking and questioning, music, rhyming, logical critical reasoning and thinking skills, social skills and emotional awareness, and are highly visual. The content involves aspects of all seven areas of intelligence outlined above.

The children initially did not have highly developed listening and concentration skills. But they developed them markedly through the course. For us this signalled that the children had become more motivated and effective learners overall. This was borne out in the classroom later where there was a clear transfer of skills.

2.12 CONCEPT OF TEACHING COMMUNICATION SKILLS

A change in the behaviour of an individual, desirable to society, which has been brought without or with a set of instructions, is termed as learning. So often, the teachers create a particular type of environment to bring a particular learning. Such a deliberate manipulation of environment to facilitate the learning process of an individual to have a desired learning outcome is called teaching.

In a broader view, the act of teaching means understanding and guiding of students as individuals and as groups. It means providing the learning experiences that enable learners to grow continuously and sequentially towards their own role for the future jobs. The teachers being instructional agents can create a positive socio-psychological climate, in which the learner feels comfortable and learning is facilitated. The teacher manipulates and controls the content in the ways that facilitate learning to realize the learning outcome. Broadly, teaching the communication skills can be viewed as:

- A dynamic interplay between the teacher and the student through the communication skills content.
- The dynamism exists due to interaction between teacher's behaviour and students' behaviour.
- Due to this interaction, a special and purposeful environment is created. This creation of an environment is guided by some norms or standards.
- The created environment helps students to make their learning process more effective.
- The effective learning process of students improves their communication skills achievement qualitatively.

2.13 Teacher Student Interactions & Peer Modeling

In an effort to create a positive learning environment, teachers can address problematic classroom behaviors by developing appropriate relationships with students that help them feel more comfortable in academic settings.

Lane, Pierson, Stang, & Carter (2010) examined teachers' expectations of student behavior. The results reiterated the importance of teacher student interactions. The researchers noted the importance of purposeful planning, and building effective communication and suitable relationships in an effort to promote positive behavior change at all grade levels. Suggestions for building appropriate teacher student relationships include talking to student in concrete terms, balancing praise and corrective feedback, identifying alternatives to appropriate behaviors, and understanding how cultural and linguistic differences impact peer and adult interactions in classroom settings (Ford & Kea, 2009; Smith & Misra, 1992). At times, teachers may find themselves directing critical remarks toward a particular student. Teachers should speak to students in concrete terms, using vocabulary and syntax that is appropriate for the students' comprehension levels. It is important that teachers not only set up opportunities for students to be successful and praise their efforts but also take advantage of teachable moments to provide feedback and assist students with modifying classroom behavior that disrupts the learning environment.

As a result, praise and criticism should be specific so that students can identify which aspects of their behavior are being addressed.

Helping students identify alternatives to inappropriate behaviors results in the promotion of positive behavior change. Teachers should keep in mind that the alternative behavior should be an incompatible behavior that serves the same function as the problematic classroom behavior. This decreases the likelihood that the student will be able to engage in the desired behavior and the problematic behavior at the same time. For example, a student cannot impulsively walk around that classroom and remain in an assigned area at the same time. To encourage more appropriate behavior that may serve the same function, the student can obtain permission to walk around in a designated area. By providing increased opportunities for engaging in the suitable alternative behavior that serves the same function, teachers will create learning environments that prompt positive behavior change.

Creating opportunities for students to be successful will increase the likelihood that students will choose to engage in desirable behaviors and student efforts should be positively reinforced. Therefore, the alternative behavior should be just as rewarding as engaging in less than desirable behaviors.

Poor classroom management interferes with teaching and learning (Conroy et al., 2008). Meeting the diverse learning needs of all students is a reality that teachers have to face. Rosas and West (2009) investigated teachers' beliefs on

classroom management. The results supported what is commonly known, that teachers consistently identify classroom management as a major concern. Creating effective and positive learning environments entails understanding non-cognitive differences and getting to know students.

Ford and Kea (2009) suggested that teachers use culturally responsive instruction defined as responding proactively and empathetically to student differences to meet the diverse educational and socio-emotional needs of students. Cultural and linguistic differences add complexity to what can be a very daunting task for some teachers. Environments that support diversity and difference are necessary entities for facilitating positive behavior change and cultivating inviting classrooms. To be culturally responsive, teachers should strive toward understanding cultural and linguistic differences and the associated needs of students from various cultural back-grounds (Ford & Kea, 2009).

This article discussed antecedent strategies designed to prevent challenging classroom behavior.

Teachers can identify, plan for, and implement preventative techniques to encourage positive student behavior and minimize disruptive behaviors in the classroom. We described simple and effective techniques that teachers should implement in an effort to create positive learning environments. Teachers should take an active role in seating arrangements and make sure that students experience an appropriate rate of success.

Classroom rules communicate in advance the expectations for classroom behavior and increase the likelihood for students to be successful.

Balancing praise with corrective feedback and understanding the impact of cultural and linguistic differences to establish and maintain appropriate teacher-student interactions are essential skill sets for all teachers. Utilizing effective antecedent strategies to create positive learning environments are key aspects of a comprehensive classroom management program.

It is essential for teachers to not only organize their classrooms but also be able to manage students' behaviour to accomplish positive learning outcomes (Emmer & Stough, 2011). It needs to be cautioned though that sound behaviour management is not a guarantee to effective instructions. However, it would establish an environmental context that would possibly lead to good instructions. Another caution that needs to be considered is that highly effective instruction is not a warranty that can eliminate classroom behavioural issues; therefore, it is critical for teachers to establish the environmental context

in planning and initiating lessons. Perhaps, teachers may initiate a lesson from active questioning and answering warming up session to get some ideas of students' background knowledge.

Nevertheless, teachers will need to continuously develop the skills in probing since it is an essential attribute to get initial measures of students' background knowledge and comprehension level. Caution needs to be considered that lack of or impaired interaction between teachers and students may lead to misbehaviour in the classroom.

Sufficient planning, clear communication, and adequate guidance are necessary for student' success to occur. Moreno (2009) stated that teachers with good communication skills manage to deliver lesson in an attractive way. This way, teachers can manage the class to the level best indicating that communication skills can be properly discussed and connected to management styles in order to have a positive impact on students' behaviour.

However, little is known regarding how outcomes of communication might differ with teachers' classroom management style. Essentially, this needs to be properly addressed since communication skills and management styles for classroom learning are always seen as isolated components.

2.14 Use Affective Education Techniques

Affective education strategies and programs help build relationships with and among students and assist them in understanding their feelings, attitudes, and values. These strategies and programs involve students in resolving conflicts. They also try to pro-mote students' emotional, behavioral, and social development by increasing their self-esteem and their ability to express emotions effectively. Students who feel good about themselves and know how to express their feelings build positive relationships with others and tend not to have behavior problems.

2.15 Teacher Proximity and Movement

Your proximity and movement can promote good behavior (Conroy, Asmus, Ladwig, Sellers, & Valcante, 2004; Lampi, Fenty, & Beaunae, 2005). This can be done by

- (a) standing near students who have behavior problems and room locations where problems typically occur;
- (b) placing students' desks near you;
- (c) talking briefly with students while walking around the room;
- (d) delivering praise, reprimands, and consequences while standing close to students; and

(e) monitoring your movement patterns to ensure you walk around the room in unpredictable ways and that all students receive attention and interact with you. When using proximity, you should be aware of its effects on students. For example, the proximity of adults can prevent students from interacting with classmates and developing independent behaviors (Broer et al., 2005; Malmgren et al., 2005).

Since some students may view your proximity as a sign that you do not trust them, it is important for you to use this technique judiciously and in an unobtrusive manner (Duda & Utley, 2005).

To view an example of a teacher using teacher proximity and movement, go to “Case 2: Classroom Climate” on the Inclusive Classrooms CD-ROM, and click on the “Careful Reprimand” video clip. How did the teacher use proximity and movement to promote the students’ positive behavior and learning?

2.16 Use Cues

Cues can be used to promote good classroom behavior. You and your students can create prearranged cues that you deliver to them to prompt them to engage in positive behaviors (Conroy et al., 2005).

Cues also can indicate acceptable or unacceptable behavioral levels in the classroom (Lien-Thorne & Kamps, 2005). For example, red can signal that the noise is too high, yellow that moderate noise is appropriate, and green that there are normal restrictions on the noise level.

Verbal and nonverbal cues such as physical gestures can be used to prompt group or individual responses (Bucalos & Lingo, 2005; Marks et al., 2003).

These cues also can establish routines, remind students of appropriate behaviors, or signal to students that their behavior is unacceptable and should be changed. For example, individualized eye contact, hand signals and head movements can be used to indicate affirmation, correction, or the need to refocus on appropriate behavior, and verbal reminders can be used to alert students to the need for them to engage in appropriate behavior. When working with students from different cultural and language backgrounds, you should use culturally appropriate cues.

2.17 Establish, Teach, and Enforce Rules

To create an effective, efficient, and pleasant learning environment, it is important to establish, teach, and enforce reasonable, culturally sensitive, and developmentally appropriate classroom rules that promote your students’ learning, socialization, and safety (Babkie, 2006; Everston, Worsham, & Emmer, 2006). It is desirable for students to be involved in developing the rules,

as it communicates to students that they are also responsible for their actions. Students also are more likely to follow rules that they help create. Therefore, you can work with students to develop reasonable rules that address cooperative and productive learning behaviors, guide classroom interactions, and are acceptable both to them and to you. You can ask students what rules they think the class needs, present classroom problems and ask students to brainstorm solutions and rules to address these problems, or have students create a classroom constitution or mission statement. Students also can help determine the consequences for following rules and the violations for breaking them. This process should have some flexibility based on students' individual differences and circumstances.

Whenever possible, state rules in positive terms. For example, a rule for in-seat behavior can be stated as "Work at your desk" rather than "Don't get out of your seat." Rules also can be stated in terms of students' responsibilities such as "Show respect for yourself by doing your best." Rules also may be needed and phrased to help students respect all students. For example, you may want to introduce rules related to teasing and name-calling such as "Be polite, show respect for others, and treat others fairly."

It also is important that you help students learn the rules (Price & Nelson, 2007; Strout, 2005). You can do this by describing and demonstrating the observable behaviors that make up the rules, giving examples of rule violations and behaviors related to the rules, and role-playing rule-following and rule-violating behaviors. You and your students also can create T-charts that list what appropriate behaviors associated with the rules would look like and sound like (Stanford & Reeves, 2005). You can discuss the rationale for the rules, the contexts in which rules apply, and the need for and benefits of each rule. At the beginning, review the rules frequently with the class, asking students periodically to recite them or practice one of them. It also is important to praise students for following the rules and to offer positive and corrective feedback to students who initially fail to comply so that they can succeed in the future. For example, when a student breaks a rule, you can state the rule, request compliance, and offer options for complying with it.

Posting the rules on a neat, colorful sign in an easy-to-see location in the room also can help students remember them. Some students with disabilities and younger students may have difficulty reading, so pictures representing the rules are often helpful.

You also can personalize this method by taking and posting photographs of students acting out the rules, labeling the photos, and using them as prompts for appropriate behavior. Additionally, you can help students understand the rules and commit to following them by enforcing the rules immediately and consistently and by reminding students of the rules when a class member complies with them.

2.18 Use Positive Reinforcement

A widely used, highly effective method for motivating students to engage in positive behaviors is positive reinforcement. With this method, an action or stimulus is given after a behavior occurs. The action or stimulus increases the rate of the behavior or makes it more likely that the behavior will occur again. Actions or stimuli that increase the probability of a repeated behavior are called positive reinforcers.

For example, you can use verbal and physical (e.g., smiling, signaling OK, giving a thumb's up) praise as a positive reinforcer to increase a variety of classroom behaviors such as Matthew's on-task behavior.

When using positive reinforcement, you need to consider several things (Bucalos & Lingo, 2005). First, it is critical to be consistent and make sure that reinforcers desired by students are delivered after the behavior occurs, especially when the behavior is being learned. As the student becomes successful, gradually deliver the reinforcement less often and less quickly and raise the standards that students must meet to receive reinforcement. One type of positive reinforcement used by many classroom teachers is based on "Grandma's rule": Premack's principle. According to this rule, students can do something they like if they complete a less popular task first. For example, a student who works on an assignment for a while can earn an opportunity to work on the computer.

Another positive reinforcement system that can promote good behavior is the classroom lottery, in which you write students' names on "lottery" tickets after they demonstrate appropriate behavior and place the tickets in a jar in full view of the class.

At the end of the class or at various times during the day, you or a designated student draws names from the jar, and those selected receive reinforcement. The lottery system can be modified by having the class earn a group reward when the number of tickets accumulated exceeds a pre-established number.

Teachers typically use three formats for reinforcement surveys: open-ended, multiple-choice, and rank order. The open-ended format asks students to

identify reinforcers by completing statements about their preferences (“If I could choose the game we will play the next time we go to recess, it would be . . .”). The multiple-choice format allows students to select one or more choices from a list of potential reinforcers (“If I had 15 minutes of free time in class, I’d like to

(a) work on the computer,

(b) play a game with a friend, or

(c) listen to music on the headphones”). For the rank order format, students grade their preferences from strong to weak using a number system. You can consider several factors when developing reinforcement or preference surveys. Items can be phrased using student language rather than professional jargon (reward rather than reinforcer) and can reflect a range of reinforcement. In addition, the effectiveness (“Do students like the reinforcers and engage in the activities?”),

availability (“Will I be able to give the reinforcer at the appropriate times?”), practicality (“Is the reinforcer consistent with the class and school rules?”), cultural relevance (“Is the reinforcer consistent with the students’ cultural backgrounds?”), and cost (“Will the reinforcer prove too expensive to maintain?”) of reinforcers on the survey can be examined. Finally, because students may have reading and/or writing difficulties, you may need to read items for students as well as record their responses.

Alberto and Troutman (2006) and Raschke (1981) provide examples of many types of reinforcement surveys, and Reid and Green (2006), Stafford (2005), and Mason and Egel (1995) offer guidelines for using reinforcement surveys with students with developmental disabilities.

Self-Evaluation. In self-evaluation or self-assessment, students are taught to evaluate their in-class behavior according to some standard or scale (Reid et al., 2005). For example, students like Matthew can rate their on-task and disruptive behavior using a 0 to 5 point (unacceptable to excellent) rating scale. Students then earn points, which they exchange for reinforcers, based on both their behavior and the accuracy of their rating.

A variety of group evaluation systems promote good classroom behavior. Two examples are the group average group evaluation system and the consensus-based interdependent group evaluation system. In the group average system, you give an evaluation form to each student in the group and ask each student to rate the group’s behavior. You then determine a group rating by computing an average of the students’ ratings. You also rate the group’s behavior using the

same form, and the group rating is compared with your rating. The group earns points, which are exchanged for reinforcers, based on their behavior and accuracy in rating their behavior.

The consensus-based system consists of (a) dividing the class into teams and giving each team an evaluation form, (b) having each team use a consensus method for determining the team's ratings of the class's behavior, (c) having the teacher rate the class's behavior using the same evaluation form, (d) comparing each team's ratings with the teacher's rating, and (e) giving reinforcement to each team based on the behavior of the class and the team's accuracy in rating that behavior.

Group evaluation also can be adapted so that one student's evaluation of the behavior of the whole group determines the reinforcement for the whole class. In this system, you and your students rate the class's behavior using the same evaluation form. You then randomly select a student whose rating represents the class's rating. Your rating is compared with this student's rating, and the group receives reinforcement based on the class's behavior and the student's agreement with your rating.

Teachers also are concerned about misbehavior and its impact on the learning environment and other students. When students misbehave, try to deal with it in a calm, matter-of-fact manner without holding grudges (Price & Nelson, 2007). There are many ways of decreasing misbehavior. In using one of these strategies, it is important to make sure you teach positive replacement behaviors that can serve as alternatives to the misbehaviors that are being reduced (Mitchem, 2005). For example, while using strategies to decrease Matthew's calling out, Ms. McLeod also would use interventions that help Matthew learn to raise his hand to speak. You also want to make sure that your response to student behavior doesn't escalate it (Shukla- Mehta & Albin, 2003). Therefore, when selecting a procedure, carefully consider the following questions:

- Is the strategy aversive?
- Does it produce bad side effects?
- Is it effective?
- Does it allow me to teach another behavior to replace the undesirable one?

Another issue to consider is the least restrictive alternative principle, also referred to as the least intrusive alternative. Use this principle as a guide in selecting methods that reduce the problem behavior without limiting a student's freedom more than necessary and without being physically or psychologically unappealing. Several methods for decreasing misbehavior are presented here.

Teaching professionalism has always been given the limelight due to the development in knowledge that requires educators to be mentally, emotionally and physically prepared. The quality of teachers plays an important role in producing good quality of teaching. To produce professional teachers, effective measures must be identified to raise the standard of the teaching profession. Teachers are the important and critical target group to take this challenge. (Wan Mohd Zahid, 2003). This further indicates that teachers are the sole factor to help achieve excellence in education. This research was done because the researchers feel that both factors are of equal importance in upgrading the teaching profession. As teachers, it is our responsibility to impart knowledge to the students and it is important that teachers are able to master every form of skills including oral communication skills, class control, teaching techniques, and the use of effective communication skills. In the teaching and learning context, communication plays an important role in the classroom because exchange of knowledge takes place between one individual to another and from one group to another (Shukri, 1997). Subsequently, teachers with good teaching techniques will be able to draw the students' attention in the teaching and learning process. (Abdullah & Ainon, 2002).

According to Kenneth (2007), without communication, the teaching and learning process will not take place. Therefore, teachers with good communication skills will create a more successful teaching and learning ambience for the students. On the other hand, someone with great communication skills has the potential to influence others and effective communication strategies will lead to success (Guerrero & Floyd, 2006). In order for this to happen, teachers must be satisfied in their work to produce an effected teaching that will mould quality students. Furthermore, there are always issues related to the importance of teaching and learning process which will be highlighted and how the process is being carried out in schools. However, very seldom, teacher's commitment in their work are being focused on even though teachers play a larger role and a wider scope in being motivated to carry out a perfect job.

Owing to that, with the implementation of a variety of reformation in education, it has made the role and responsibility of a teacher more challenging.

Frase (1992) explains the importance of reward that would affect work and reward is seen as an encouragement for a teacher to achieve success (Lortie, 1976). A teacher can be good, excellent or vice versa depending on the

influence that the school has in upgrading the teachers' professionalism (Abd. Rahim, 2007).

Woods and Weasmer (2002) are of the opinion that teachers who are satisfied in their work will strive harder to achieve excellence, have good rapport with their colleagues and work harder to improve their quality of work. Thus, it is very crucial to give appropriate recognition to efficient and outstanding teachers in their profession because only quality teachers are able to master effective teaching and learning. Therefore, this research aims at scrutinizing the need of communication skills and work motivation among expert teachers. Both factors are seen as the main elements in influencing the teaching and learning atmosphere in the classroom.

Communication skills and work motivation are two important aspects in improving the teaching professionalism. From this research, it can be concluded that communication skills and work motivation is closely related and they are dependent on each other to bring the teaching profession to a higher level through the educators by maintaining the teaching and learning process as well as improving the quality of work. Teachers who are comprehensive and effective in conveying their subject matter are able to create a conducive and purposeful learning environment. Therefore, it is very important to have good communication

skills to achieve the intended learning objectives and to increase the students' performance. Besides determining the effectiveness of teaching, good communication skills will enable the teachers to identify the student's behaviour as well as instilling positive values that will boost the student's emotional and social skills.

School is seen as a social institution that is responsible in emphasizing the importance of effective communication in the classroom by creating a social development amongst the students. Since learning is an interactive process, it gives room for students to interact with each other, co-operate among their peers, being responsible, build-up their self-confidence and etc.

An interesting and fun learning environment will encourage students to channel their thoughts and opinions effectively. Through effective communication, emphasis on the social aspect can help the students to react with their surroundings and gain control in facing challenges to achieve and improve their personal excellence.

To ensure that quality teachers stay in the teaching profession and show excellent performance, teachers must be highly motivated and be committed to

their profession. Therefore, they need to have intrinsic and extrinsic motivation is of paramount importance in the research as it is perceived as a contributing factor towards satisfaction in working if this element is used as a source to improve the quality of work. Motivation is seen as psychological characteristics that will help human improve the degree of commitment and also acts as a stimulant to the needs and wants to achieve something (Ahmad Shukri, 2002). As one of the social process, a worker's motivation comes from the support that he gains from the people surrounding him that will create a suitable environment which will be suitable to exhibit a consistent reaction. This is in line with Beck's opinion (1983), which says that teachers who are motivated will feel the enjoyment and satisfaction towards their career. Teachers who are enthusiastic will show a strong co-operation and loyalty towards an organization.

Therefore, the reward that they gain is seen as a positive reinforcement and it is appropriate since the teacher has shown their excellence as a professional educator. Since the quality of education that the students receive is highly related to the teaching quality, such recognition is needed to ensure that the teachers will be ready to give quality education to the students. This research sees expert teachers as an individual who has high expertise in their subject matter and the communication skills that are practiced should be the guideline to conduct an effective teaching. Being committed to the work given has a connection to having motivation that will affect the enjoyment and enthusiasm to work harder. Thus, the findings from this research will give useful insights in upgrading the teaching quality.

Communication skills and work motivation have a high influence in the teaching aspect.

The teacher's communication style can influence the interest and attitude of the students in creating a fun and learning atmosphere. An effective communication needs experience, determination and interest towards the profession that has been entrusted to the teachers. Even if the teachers have the communication skills, the learning environment plays an important role in determining the success of the teaching process. The learning environment plays a vital role in assuring whether or not the communication will be successful. When the learning environment is not conducive because of too many students in the classroom, uncomfortable surroundings, lack of resources or high noise level, it will definitely impede and disturb the teachers and students concentration in the classroom. Thus, a dynamic and proactive step should be given much attention

so that the communication process can be carried out smoothly and effectively. To achieve this, the school administrators should play their part in providing a comfortable learning space, getting ready sufficient resources such as media and ICT service and giving concentration towards a peaceful surrounding that will give maximum attention towards the teaching and learning process. Other than that, teachers must have the earnestness to understand the learning needs of the students because of the different background and inconsistent attitude of the students.

Communication skills do not only look at the importance of communication characteristics but the emotional and social factor of a student needs to be given attention as well. Therefore, work motivation is needed because of the challenges that the teaching profession face. This is due to the fact that teachers do not only disseminate knowledge to the students but they are also responsible to educate and mould the student's behaviour.

Hence, the workload that teachers face should be given attention because if teachers are burdened with a lot of work, then the concentration span will be lesser and it will lead to lower performance amongst the teachers. In the end, the teachers are not able to give their best effect in imparting knowledge to the students. To conclude, the result found that internal support has been found to be more effective because it deals with feelings and emotions that need to be controlled so that teachers can achieve the utmost level in their work. Therefore, both elements are apparently inter-related since teachers who achieved work motivation will be more committed to improving their work performance.

2.19 Summary of the Chapter

Most of the experienced English teachers do their best to teach well and help their students acquire the communication skills by creating good communication environment, however they still face some obstacles, for this reason the researcher discusses language learning environment in the classroom .

It can be said that communication process in the classroom is not easy task , because we are trying to teach in the classroom what is normally learned outside , the classroom environment of course is suitable place for giving information and for developing many educational skills but our aim as a language teacher is not give the learners information about the language only but help in reinforcing the ability to use the language for various communication purposes , in order to develop the

oral and conversational skills which are the aim of this skill, we have to cope with a number of obstacles such as :

- The arrangement of the classroom which rarely attract and favors communication
- The numbers of hours available for teaching should focus on communication and oral skill work.
- The syllabus itself, and particularly the examination , which may discourage the teachers from giving suitable attention to the spoken language .

The conditions mentioned above hinder the teacher to give useful oral communicative process, especially in the classroom .Therefore , it is very important to have obvious vision and an excellent plan strong control of the best techniques and procedures which can improve the students oral and communication ability.

Chapter Three
Methodology of the Research

Chapter Three

Methodology of the Research

3.0 Overview

This chapter of the research is directed to the description of the questionnaire , test and experimental work . it contains a description of the population tools and procedure it also describes the observation which give validity and reliability of the tools .

3.1 Setting

This research was carried out on Sudanese high secondary school at locality of Khartoum state. The researcher select this locality for four reasons .

- 1- There is a big number of schools , governmental and private different kind (bilingual school and diplomat communities school .
- 2- Some of the staff in the locality have taught at bilingual school .
- 3- Some of the staff have taught the English in different communication environment and have trained very well in using the educational techniques
- 4- There is a variations in the educational environment and living standard among the student and this affected the communication process

Table1: Number of school students in Khartoum locality;

Numbers of boys school	Numbers of girls school	Total
30	30	60

Table 2

The following tables illustrate the statics of school teachers and in Khartoum locality .

Numbers of male teachers	Numbers of female teachers	Total
8	12	20

Table3:

Name of school	Kind of school	Number of student	Class of school
Alshagra secondary school	Male	30	Governmental
Alamab secondary school	Female	30	Private
Total		60	

3.2 Teachers Sample

The sample of teachers in the researcher is 20 they work in secondary schools teaching second year with enough experience in communication and language teaching .

Table 4: Teachers Locality

Locality	Numbers of teachers
Khartoum- Jabel Aulia	4
Khartoum- Al shagra	7
Kartoum- Allamap	9

Source: for data collection 2021

Table 5: Teachers Qualification

Numbers of teachers	College of graduation	Exprience
13	Education	5-30
7	Others college	20-35

Most of the teachers they are enough qualified , the researcher has visited used to be well trained in this field who facilitated tasks implementing the research .

3.3 The Methodology:

The study relied on the descriptive analytical method, which is appropriate to the nature of the study. This method is characterized by an accurate description the problem is detailed by collecting, analyzing, interpreting data and

information in order to obtain scientific results and come up with recommendations for future use, in addition to using the case study methodology, which is based on the field study of the case where the questionnaire was used as a tool of collecting preliminary data to solve the problem of the study.

3.4 Tools

In this research two main types of instrument were used of data collection ,these are questionnaire and observation is meant mean how the teacher and students interact in the communication process inside the classroom , the questionnaire use to ask about teachers and students responses and interaction in communication skill. The researcher designed this questionnaire for some Sudanese teachers at Khartoum secondary schools .This questionnaire consist of 6 questions for instance questions , investigates the use of communication approach and the means of the communication question one investigate the role of classroom environment for example tidiness , ventilation and cleanness , questions two investigating the role of the communication via social media and carry out topic for debate through , questions three investigate the motivation of communication for each other very well for different purposes (work , academic task, immigration etc) Question four investigate the use of literature books and school library, questions five investigate the alternative environment communication as an English clubs and cultural centers , questions five investigate the role of native speakers who crates new attractive scene for student to acquire the accent and adapted his listening skill to the speed of speech . question six investigate the individual differences among the students in the methods of communication process .

3.5 Reliability and Validity of the Study Tool:

3.5.1 Virtual Validity of the Tool:

To ensure the apparent validity of the questionnaire and the validity of its terms in terms of formulation and clarity and cover its paragraphs to the concepts to be measured, the questionnaire was presented to a number of arbitrators of academic professors and specialists with experience and relationship to the field of study. After restoring the questionnaire from the arbitrators, the proposed amendments were made.

3.5.2 Statistical Reliability and Validity:

The reliability of a test is the measure intended to give the same results if used more than once under similar conditions.

where validity is a measure used to find out the degree of reliability of the respondents through their answers on a certain scale, and calculates reliability in many ways, the easiest one as it represents the square root of the coefficient of stability, and the value of both reliability and stability ranges from zero to one correct, and the researcher found the self-truth of the statements of the axes of the questionnaire statistically using an statistical validity by using self-reliability equation as follows:

$$\sqrt{\text{Reliability}} = \text{validity}$$

The researcher calculated the coefficient of stability of the scale used in the questionnaire by using the alpha-Kronbach equation.

The coefficient of stability (0.992) and the reliability coefficient (0.996) where the percentage 99.6% on the whole questionnaire statements and the proportion is greater than (90%), which indicates that the study questionnaire is characterized by great stability and reliability , which reflects positively on the study and makes statistical analysis correct and gives high results.

3.6 Statistical Methods Used:

To obtain as accurate results as possible, the Statistical Package for Social Sciences (SPSS) statistical program was used. This refers to the, which helps to perform statistical analysis of data easily. It is a common program used in the analysis of data related to research and human studies because of its capabilities in data processing, although large in size and to achieve the objectives of the study were also used statistical methods:

- 1- Graphs.
2. Frequency distribution of answers.
3. Percentages.
4. Mean, standard deviation and mode,

5 –Person correlation coefficient.

6- Chi square test to indicate the differences between the answers

3.7 Procedure

Part One

Students and teachers questionnaire the questionnaire and observation were checked by pedagogical experts , their comments give indications that the tools are objective, that tools are objective , researcher then has modified the tools to make the final version , the researcher then distributed two copies for second year at secondary school both of females and males students they were willing to take part in this research .

Part Two

3.7.1 Observations

The researcher has carryout some observation to some teachers in Khartoum locality secondary school second year , he has visited some schools and attend some lessons and topic for debate and oral conversation in different schools governmental , and private for both male and female , then the researcher mentioned the following :

The classroom environment of classroom should be improved as could as possible to enhance the conversation and communication interaction so the teacher carryout and activate the oral exercise and present the following activities :

- The teacher use audiovisual aid properly and regularly .
- The role of the teacher to motivate and encourage the students to speak freely without stopping them to acquire more confident.
- The teacher sometimes tries to give student a topic for debate related to the local environment or concern their social life.
- The teaching hours in the classroom is very few or less than it should be according to the number of students which hinder the teacher perform or complete the daily communication task , however the researcher observed the communication interaction inside the classroom and the techniques of activities related to he discovered that the most of these activities will not perfectly lead to the real communication interaction but the teacher should

be creator to develop positive learning environment by doing different procedure and task managing the time in the class and distribute the opportunities to let student share the communication activities and providing for control the topic for debate ,

- Depending on an observation check list designed to investigate the interaction and communication environment of learning.

3.8 Subjects:

The sample investigated in this research composed of teachers in Khartoum locality secondary school it drawn from secondary student.

The table (6)

The Characteristics of the Sample

No	Name of schools	NO of teachers	qualifications	Years of experience	No of observed classes
1	Alshagra secondary school	7	B.A	3-12	4
2	Allamap secondary school	5	B.A	6-25	3
3	Alazozab secondary school	8	B.A	4-22	4
Total		20			11

The tables show that the observation check list involves three schools 20 teachers and 11 classes moreover there an explanations for qualifications and the years of experience in the field of teaching which extended from 3 up to 25 years of experience . The classes which were observed were selected randomly according to the distribution of time table .

The researcher carryout the observation check list during the English lesson taking place which designed for the purpose of this study the researcher has attended , the subject allowed 35 munities in each class , the researcher who was taking seat at the back of the class fined observation check list by putting at tick for the techniques or material that teacher used .

Chapter Four

Data Analysis Results and Discussion

Chapter Four

Data Analysis Results and Discussion

4.1. Introduction

This chapter of the study deals with a precise details description of the methodology and procedures followed in the implementation of this field study in Khartoum secondary school in the year (2019). in addition to the analysis of the results of the study, and aims to investigate factors that affect secondary level students on their progress to develop communication skill .

4.2 Study Population:

The study community consists of the secondary school students of Khartoum locality.

4.3The Study Sample:

The study sample consist of (30)students, and it has been chosen at simple random sampling way . The researcher distributed (100) questionnaire and the returned were (95)

4.4 Analysis of the Study Data

Description statistics of personal data:

1. Gender:

4.1. Frequency distribution and percentages of respondents by gender variable

Table (4.1): Frequency and Percent for the Variable Gender

Gender	Frequency	Percentage
Male	15	50%
Female	15	50%
Total	30	100%

Figure(4.1) Frequency distribution and percentages of respondents by gender variable

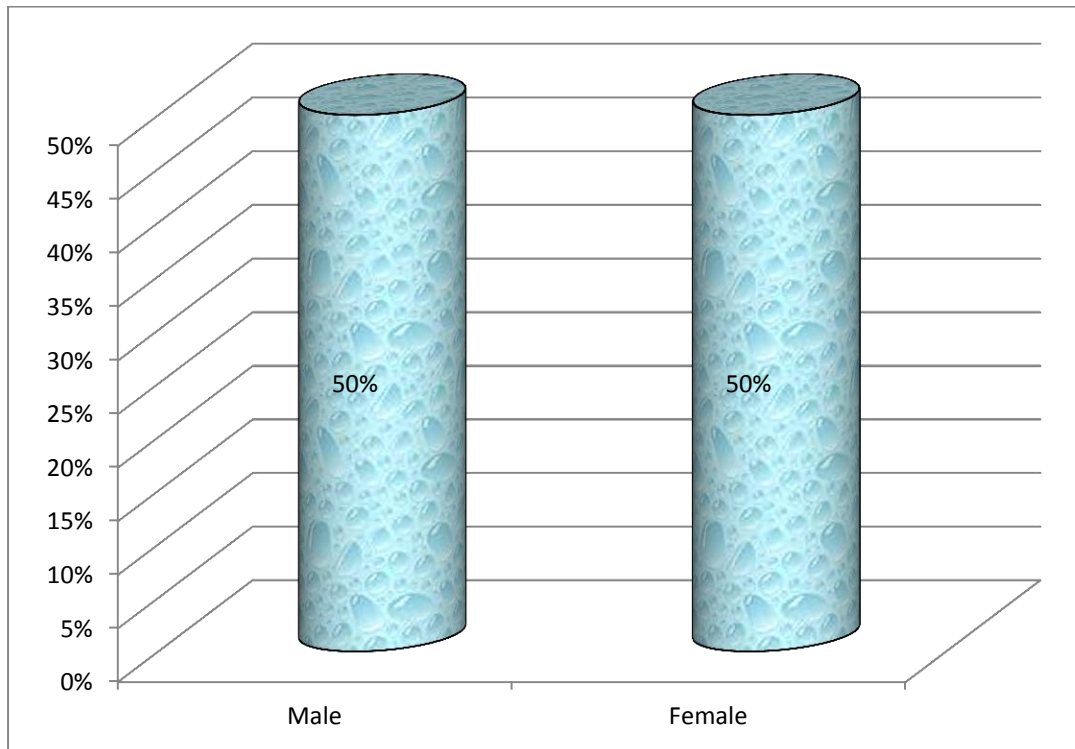


Table and figure (1) show the students who participated in this study that represent sample of the students in secondary school both males and females , in different kind of education lingual and bilingual schools .

4.2 Psychological factor affected oral communication

Table (4.2)

frequency and percent for the statement 1

Option	Frequency	Percentage
Agree	30	100%
Neutral	-	
Disagree	-	
Total	30	

Figure(4.2) : frequency and percent for the statement 1

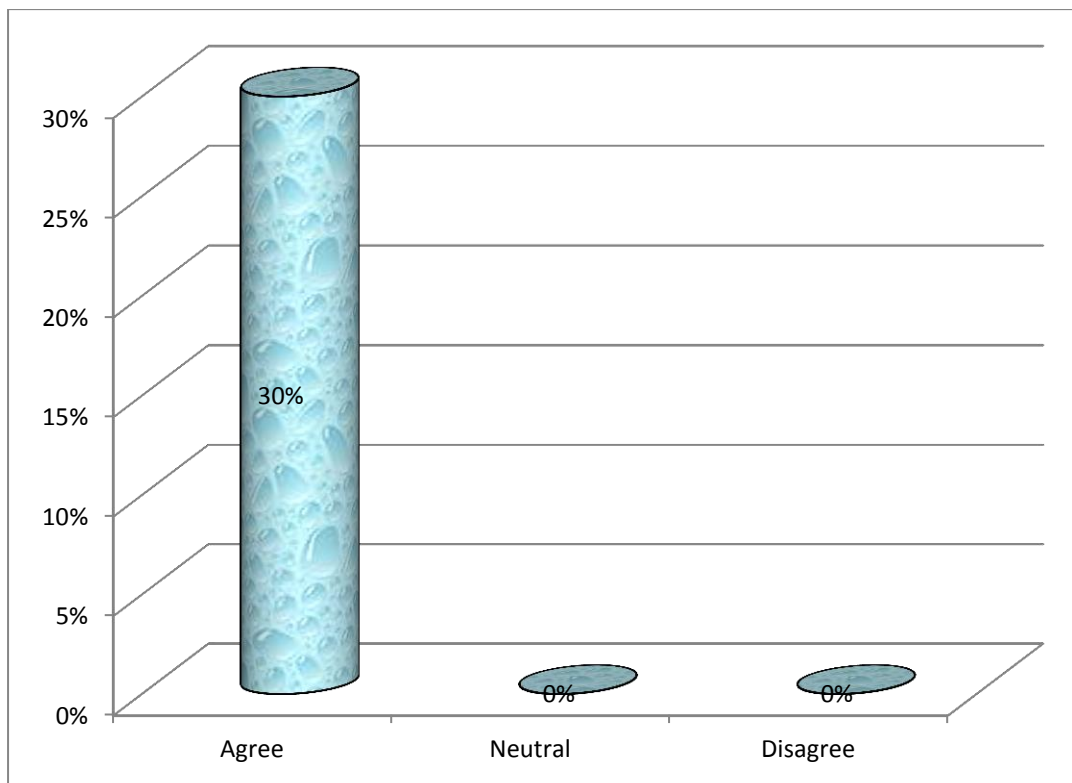


Table and figure (2) above considered that the whole students agree with Psychological factor affected oral communication and represent 100%.

4.5 The communication via social media attract the students to in indulge in communication process.

Table (4.3)

Frequency and percent for the statement 2

Option	Frequency	Percentage
Agree	30	100%
Neural	-	0%
Disagree	-	0%
Total	30	100%

Figure (4.3):
frequency and percent for the statement 2

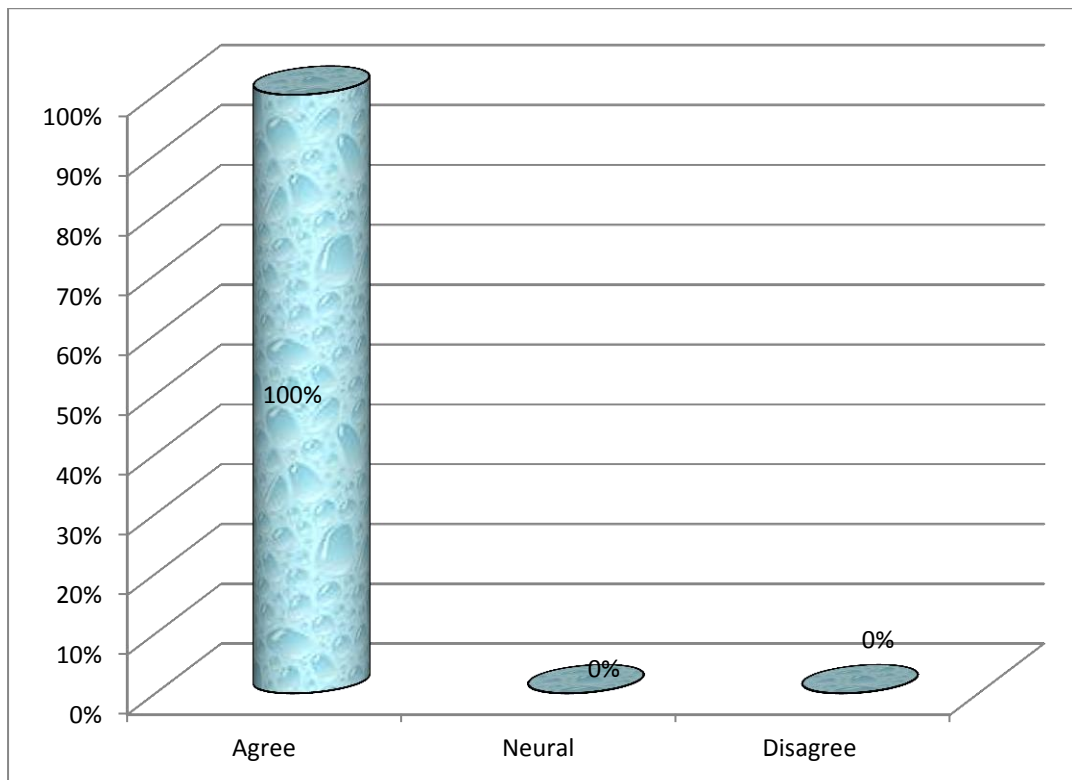


Table and figure (4.3) Above considered that the whole students agree with the communication via social media attract the students to in indulge in communication process., and represent 100%.

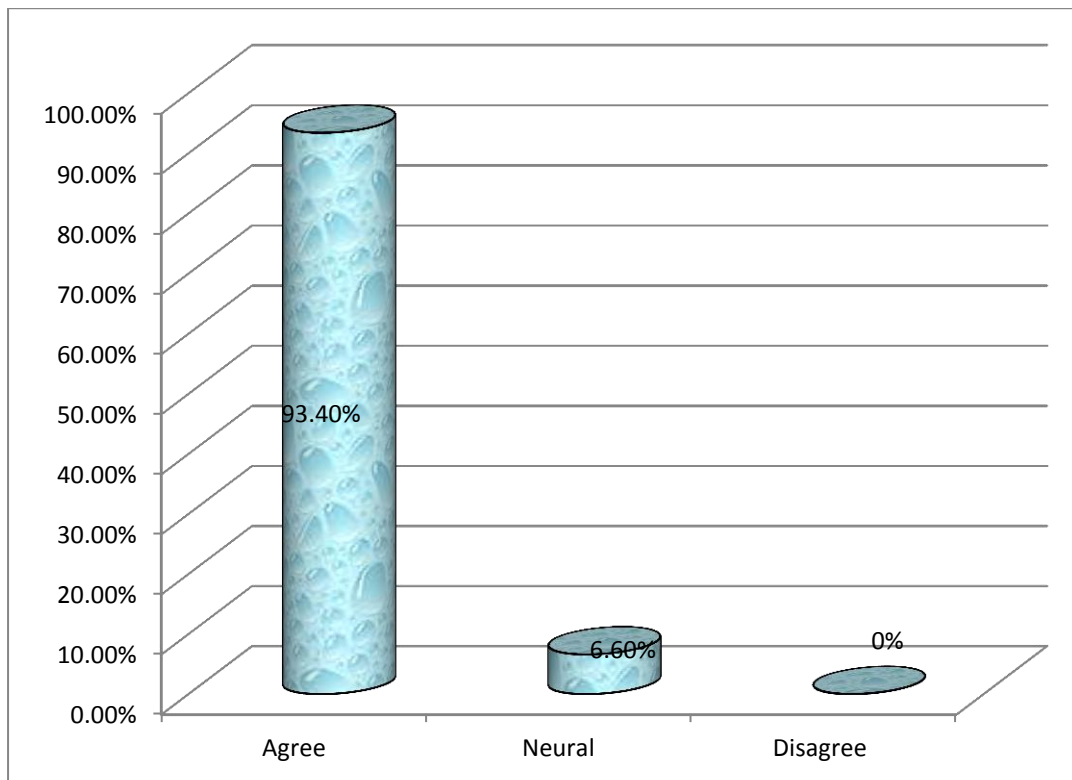
4.6 Does the native speaker play positive role to enrich the speech more than Sudanese teacher.

Table (4.4) frequency and percent for the statement4

Option	Frequency	Percentage
Agree	28	93,4%
Neutral	2	6,6%
Disagree	-	-
Total	30	100%

Figure (4.4)

Frequency and percent for the statement4

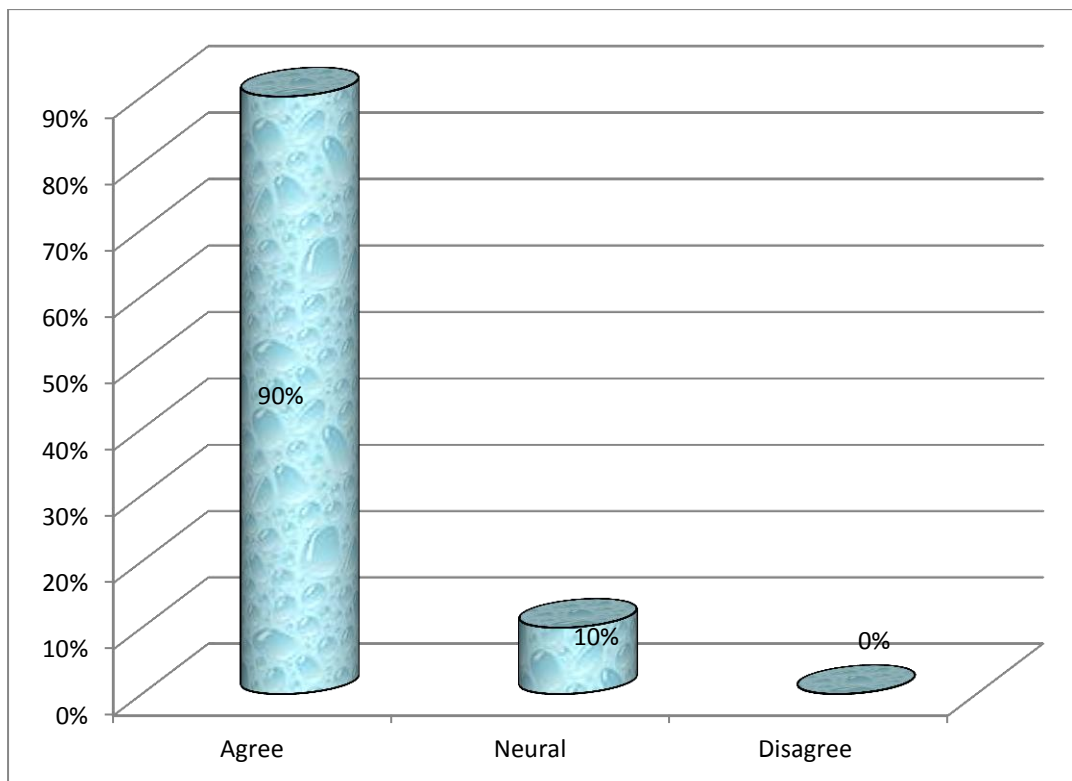


Regarding to table and figure (4.4) show that 93,4% of students agree with the native speaker play positive role to enrich the speech more than Sudanese teacher and 6,6% are neutral .

Table (4.5) Frequency and percent for the statement

Option	Frequency	Percentage
Agree	27	90%
Neutral	3	10%
Disagree	-	0%
Total	30	100%

Figure (4.5) Frequency and percent for the statement5



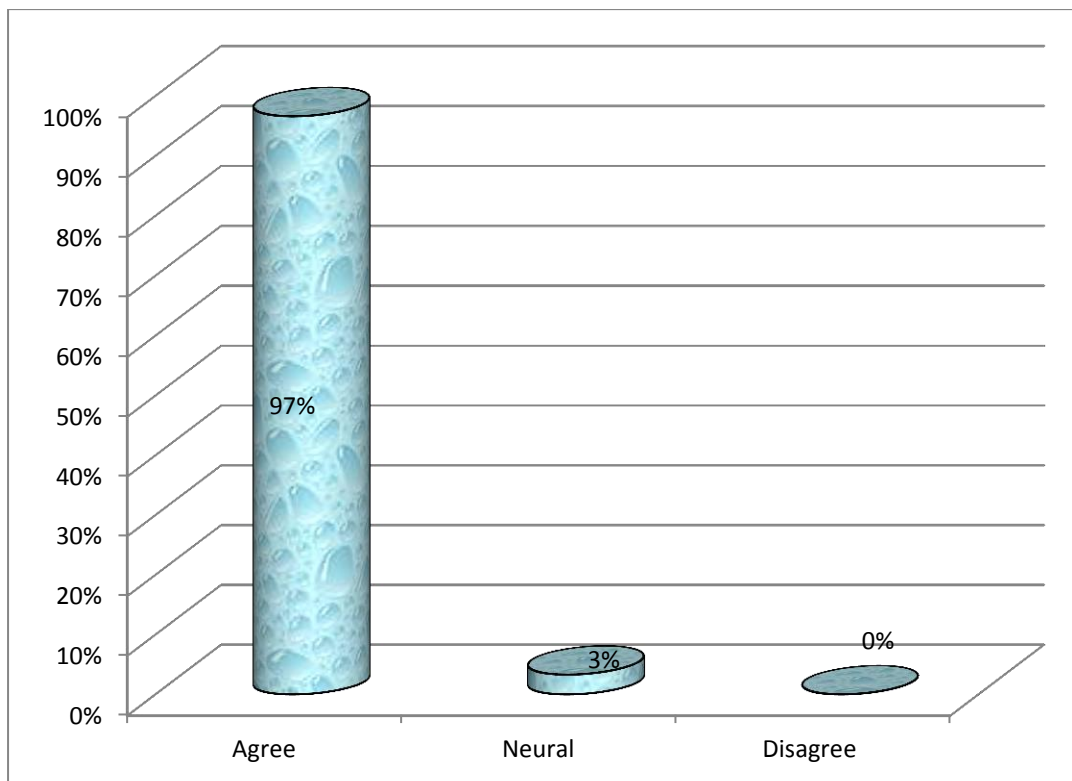
The above table shows that 90% of educators are agree with researcher and 10% are neutral according to their beliefs .and opinion.

4.7 Poor classroom and lack of educational aid affected communication skill negatively.

Table (4.6) Frequency and percent for the statement 6

Option	Frequency	Percentage
Agree	29	96,6
Neutral	1	3,3
Disagree	-	-
Total	30	100%

Figure (4.6) Frequency and percent for the statement6



Table(6) showed that 96,6% of sample size agree with the statement Poor classroom and lack of educational aid affected communication skill negatively

4.8 Effective communication requires a high degree of ideas and vocabulary .

Table (4.7) Frequency and percent for the statement7

Option	Frequency	Percentage
Agree	26	86,7%
Neural	4	13,3%
Disagree	-	-
Total	30	100%

Figure (4.7) Frequency and percent for the statement7

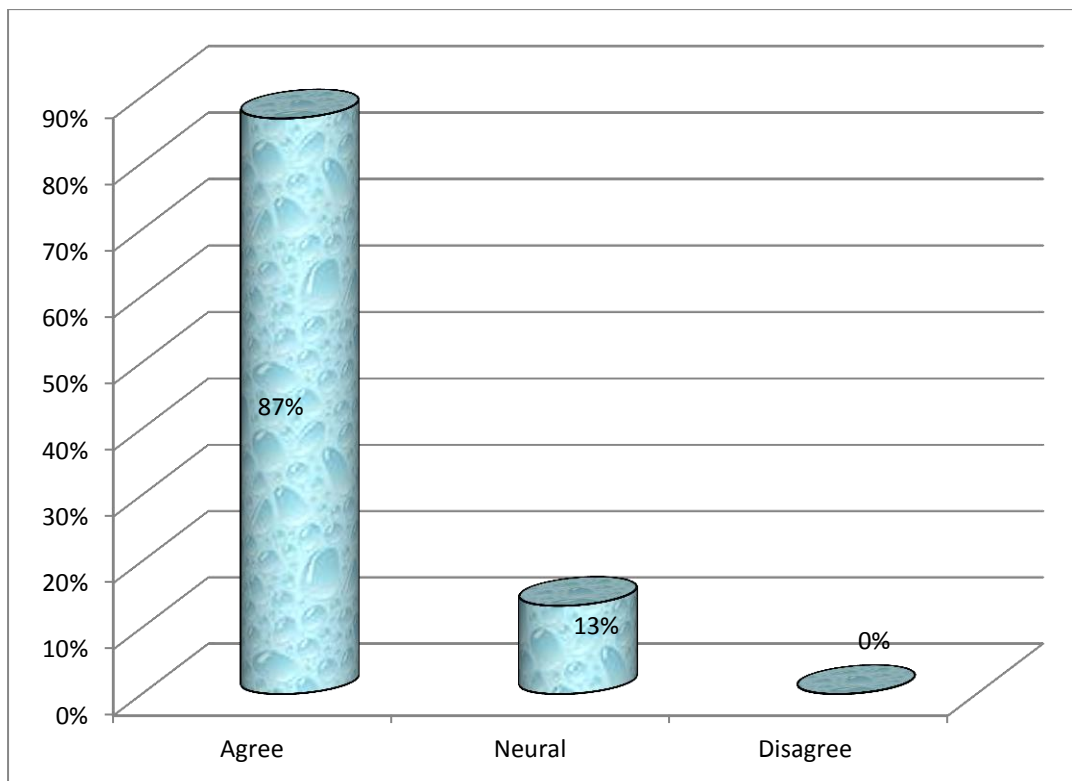


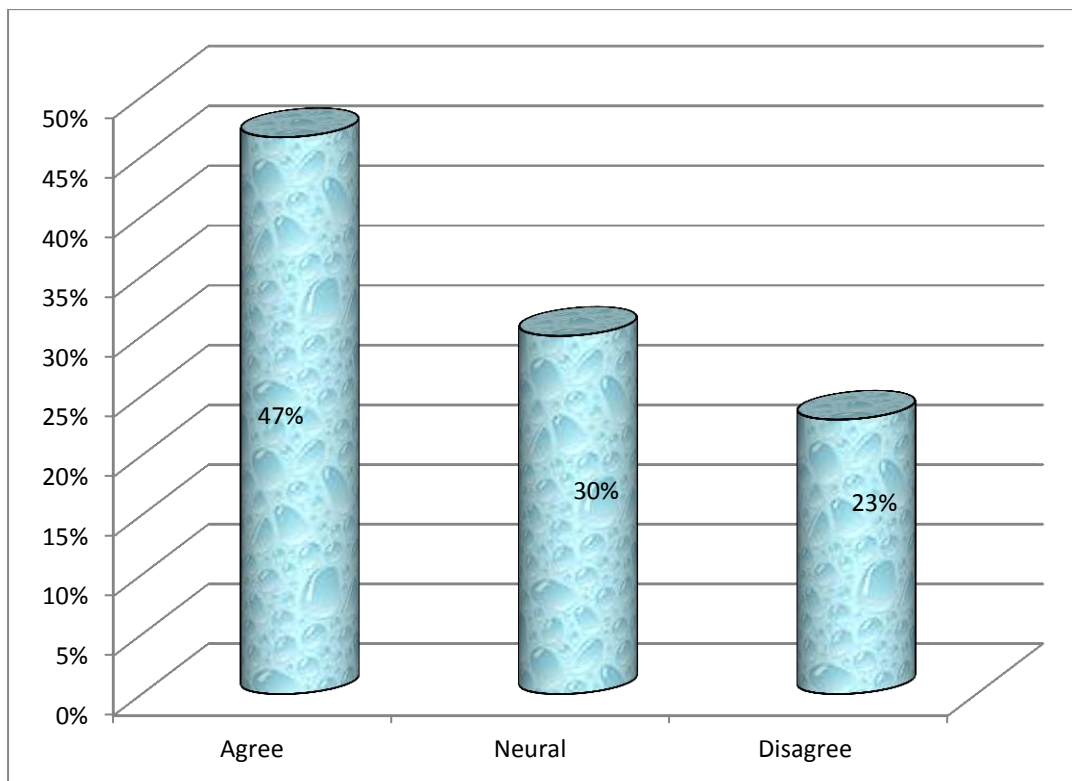
Table 7 showed 87% of sample size agree with the effective communication requires a high degree of ideas and vocabulary . where 13% are neutral

4.9 Teaching communication is more difficult than other language .

Table (4.8) Frequency and percent for the statement8

Option	Frequency	Percentage
Agree	14	46,6
Neutral	9	30%
Disagree	7	23,3%
Total	30	30%

Figure (4.8) Frequency and percent for the statement8



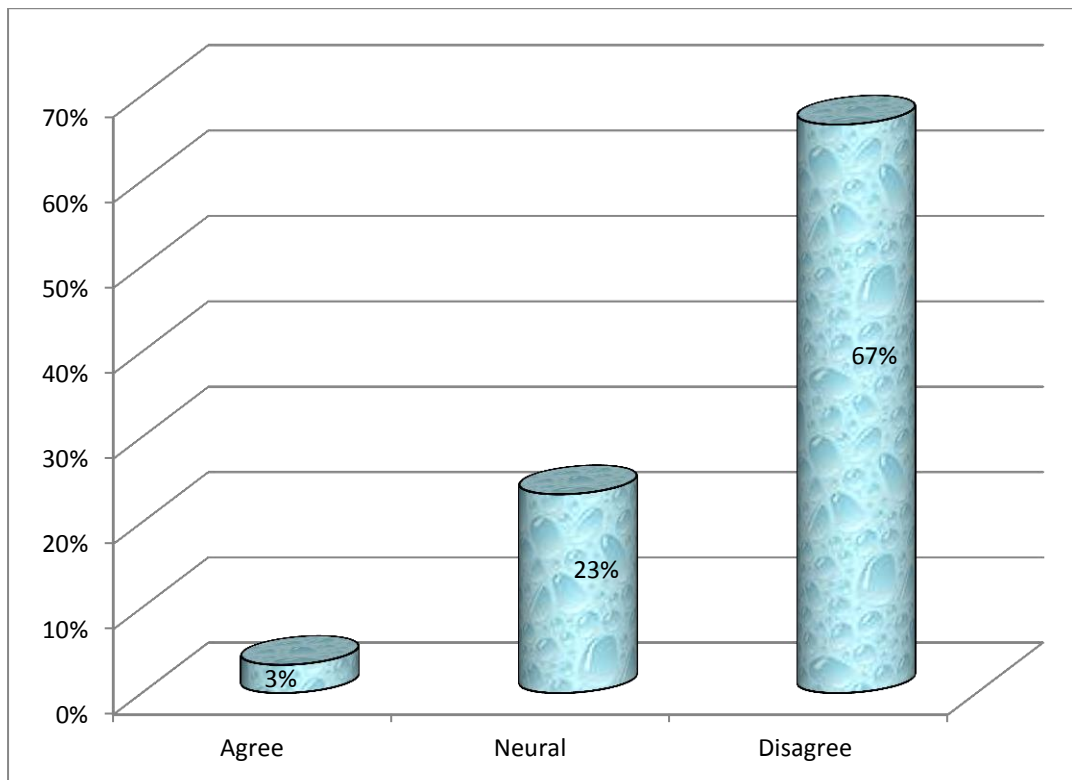
The above table shows 46.6% of students are agree with the eaching communication is more difficult than other language , and 23.3% are disagree and 30% of students are neutral .

4.10 Chat language declines the level of communication .

Table (4.9) Frequency and percent for the statement

Option	Frequency	Percentage
Agree	1	3,3%
Neutral	7	23,3
Disagree	22	66,6
Total	30	30%

Figure (4.9) Frequency and percent for the statement9



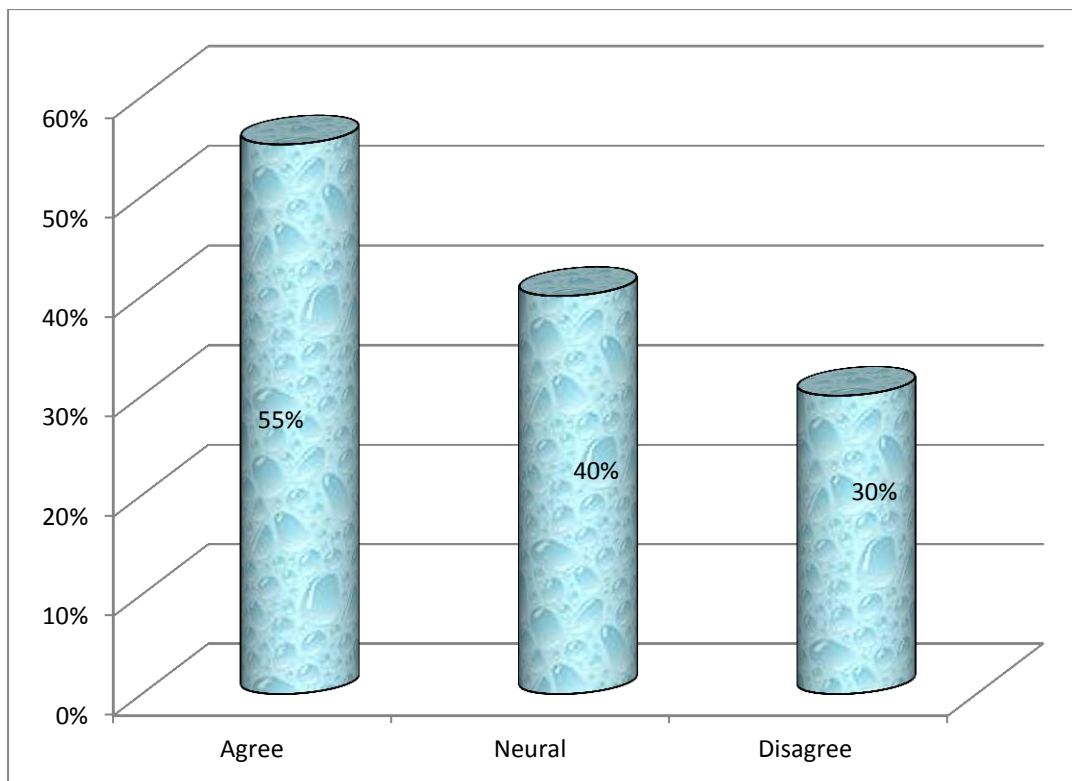
The table above show that 66.6% disagree with Chat language declines the level of communication and 23.3% are neutral beside 3,3% are not agree.

4.11 Some of the teachers are not enough qualified to teach communication skill.

Table (4.10) Frequency and percent for the statement 10

Option	Frequency	Percentage
Agree	16	55,2%
Neutral	12	40%
Disagree	2	6,6
Total	30	30%

Figure (4.10) Frequency and percent for the statement10



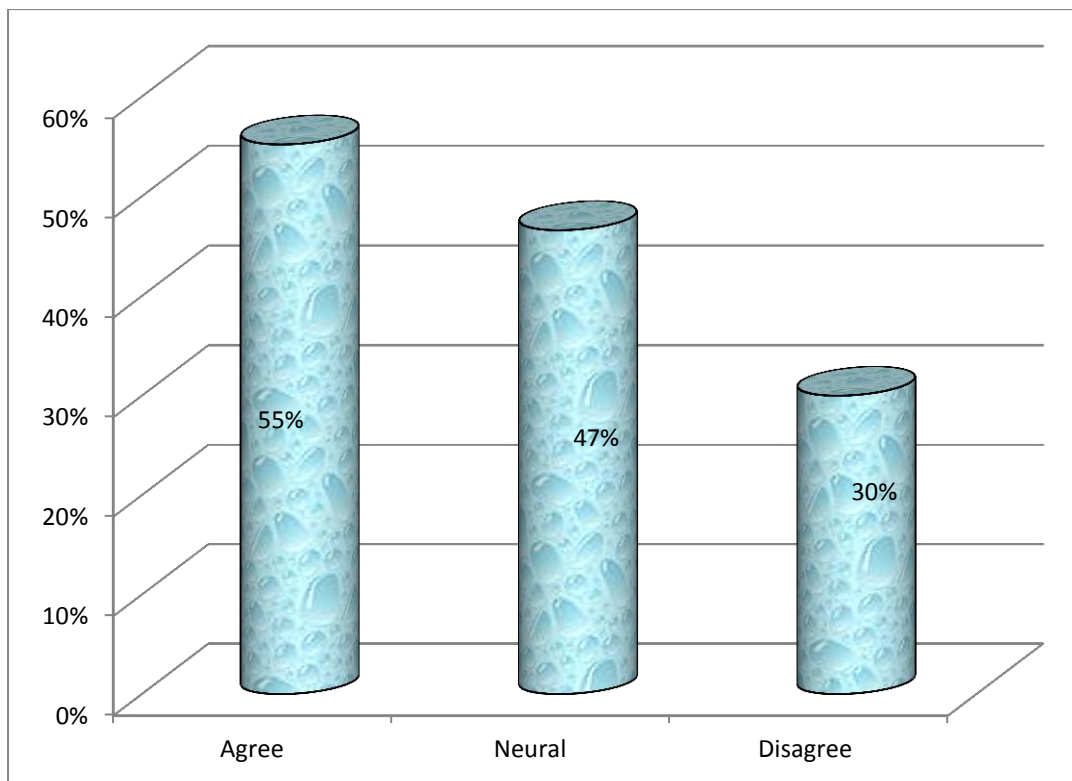
The above table shows that 55% of students are agree with some of the teachers are not enough qualified to teach communication skill and 40% of students are neutral and 6,6 are disagree.

4.12. An adequate in communication allows students to be good speakers.

Table (4.11) Frequency and percent for the statement 11

Options	Frequency	Percentage
Agree	16	55,2
Neutral	14	46,6%
Disagree	-	
Total	30	30%

Figure (4.11) Frequency and percent for the statement11



Regarding to the above statement 55.2 students are agree with An adequate in communication allows students to be good speakers and 46,6% are neutral .

4.13. Chat language make communication easy .

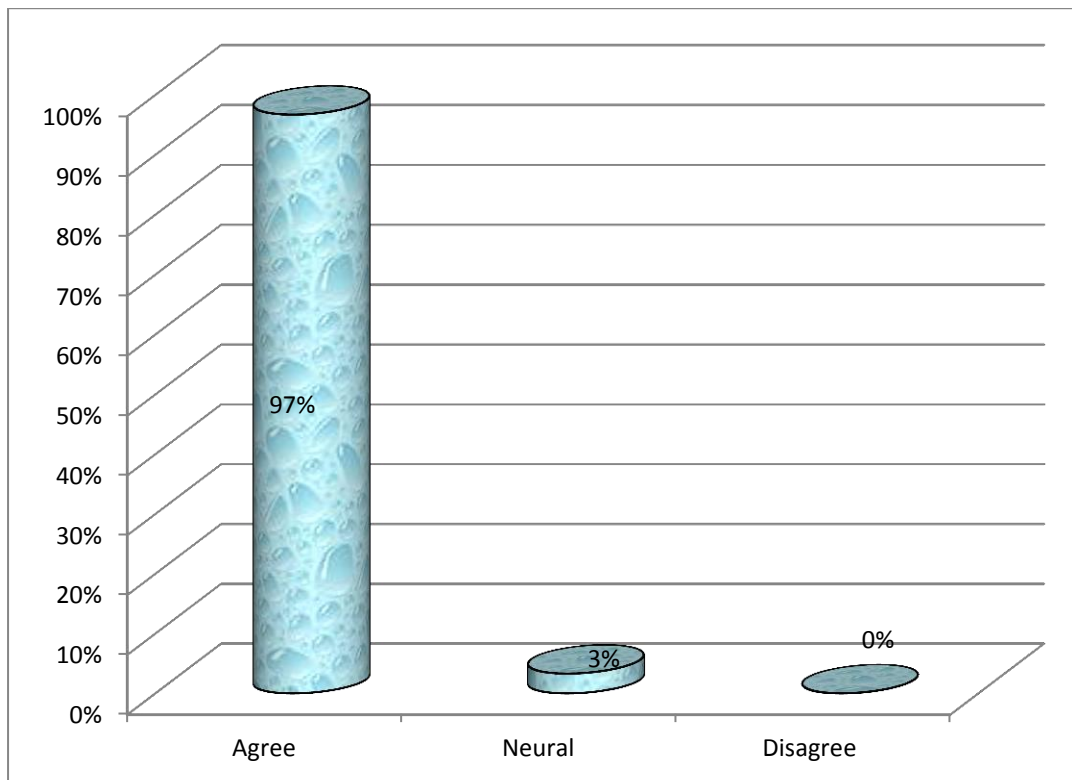
Table (12)

Frequency and percent for the statement12

Options	Frequency	Percentage
Agree	29	96,7
Neutral	1	3,3
Disagree	-	-
Total	30	30%

Figure (12)

Frequency and percent for the statement12



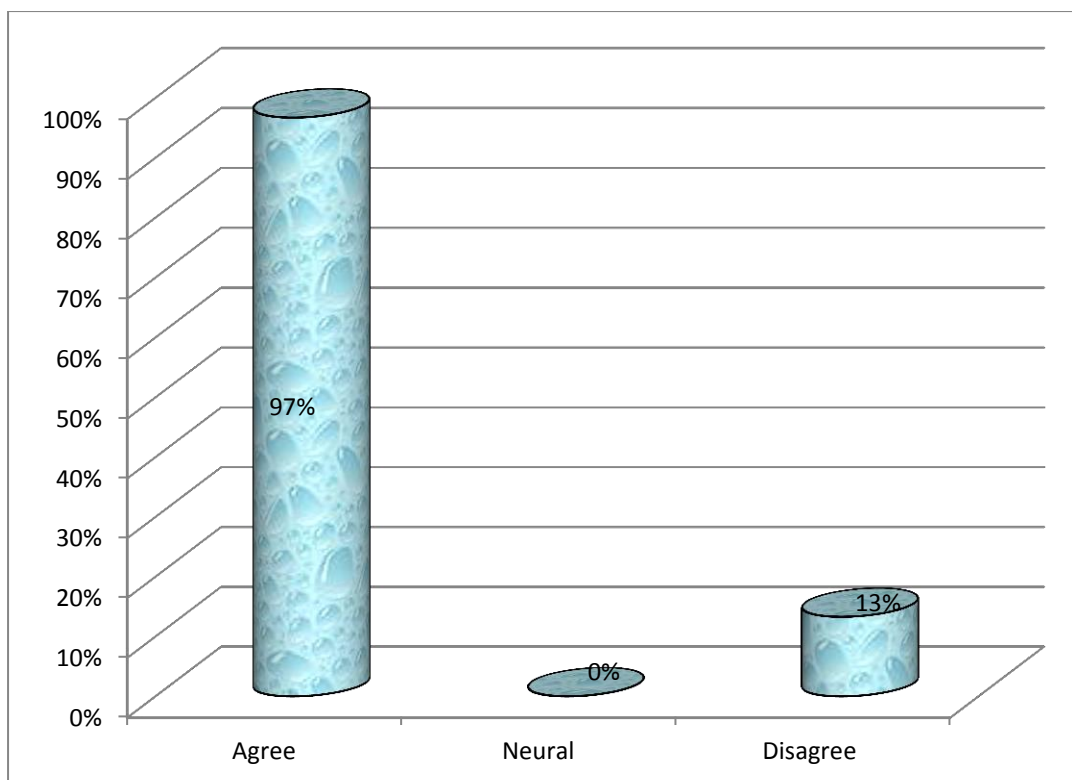
The above statement shows that 96 % of Students are agree with chat language make communication easy , while 3,3 of students are neutral

4.14 People life affected the way use language

Table (13)

Frequency and percent for the statement13

Options	Frequency	Percentage
Agree	26	96,7%
Neutral	-	-
Disagree	4	13,3%
Total	30	30%



The above tables shows more than 96.7% of students are agree with people life affected the way use language, and 13,3% of students are neutral.

4.15 student may be affected negatively by chat language .

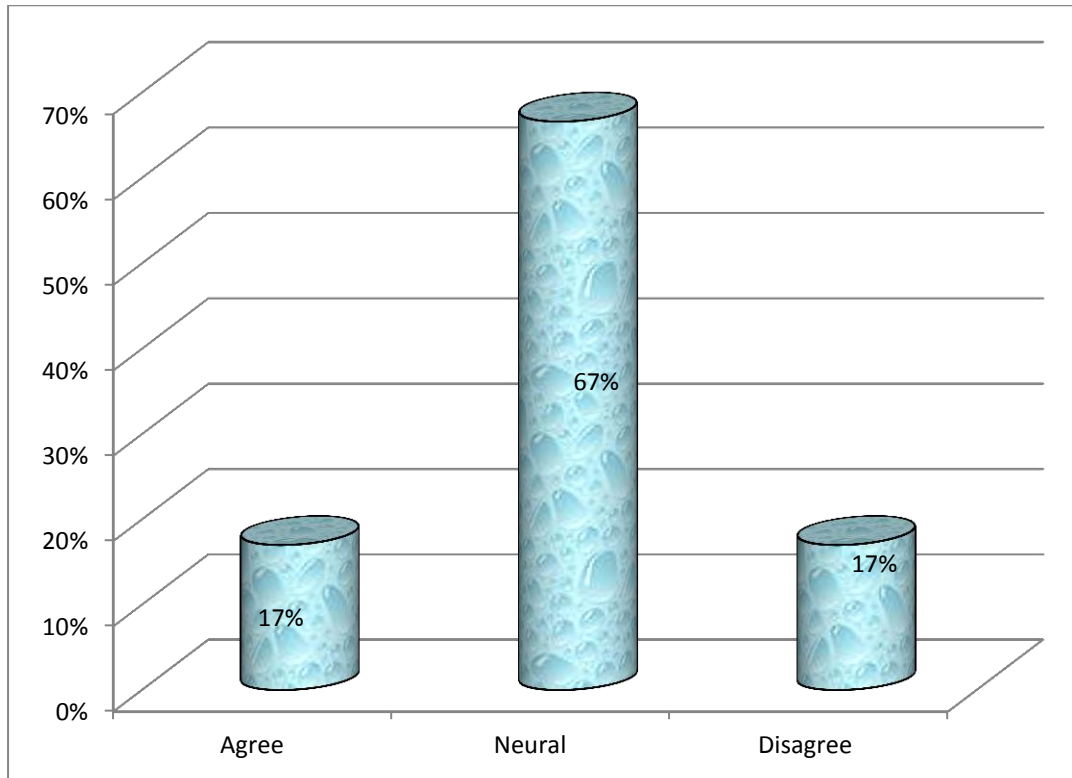
table (14)

Frequency and percent for the statement14

Options	Frequency	Percentage
Agree	5	17%
Neutral	20	66,6%
Disagree	5	17%
Total	30	30%

Figure (14)

Frequency and percent for the statement14



The above statement shows that more than 66% are neutral and 17% of students are agree with student may be affected negatively by chat language , while 17% are disagree..

4.16 Learning how to use technology improve communication skill.

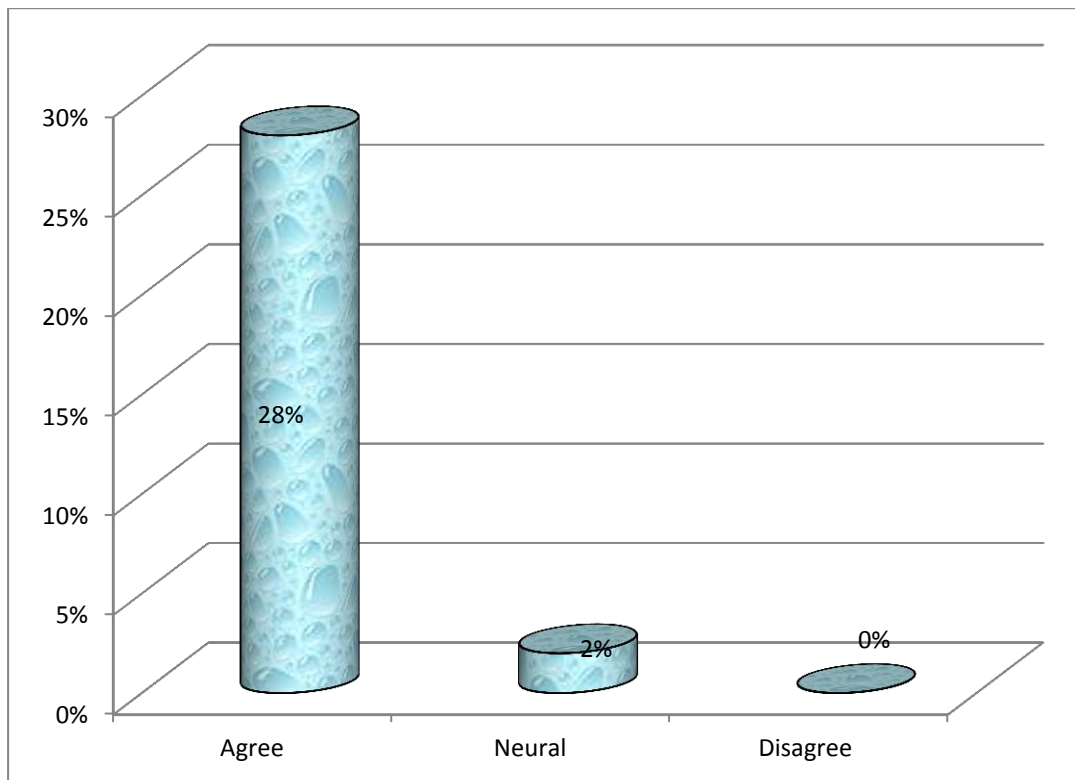
Table (15)

Frequency and percent for the statement15

Options	Frequency	Percentage
Agree	30	100%
Neutral	-	-
Disagree	-	-
Total	30	30%

Figure (15)

Frequency and percent for the statement15



The above tables show that 100% of students agree with researcher that how to use a technology improve communications skill.

4.17 Using mobile phone in teaching communication skill is possible .

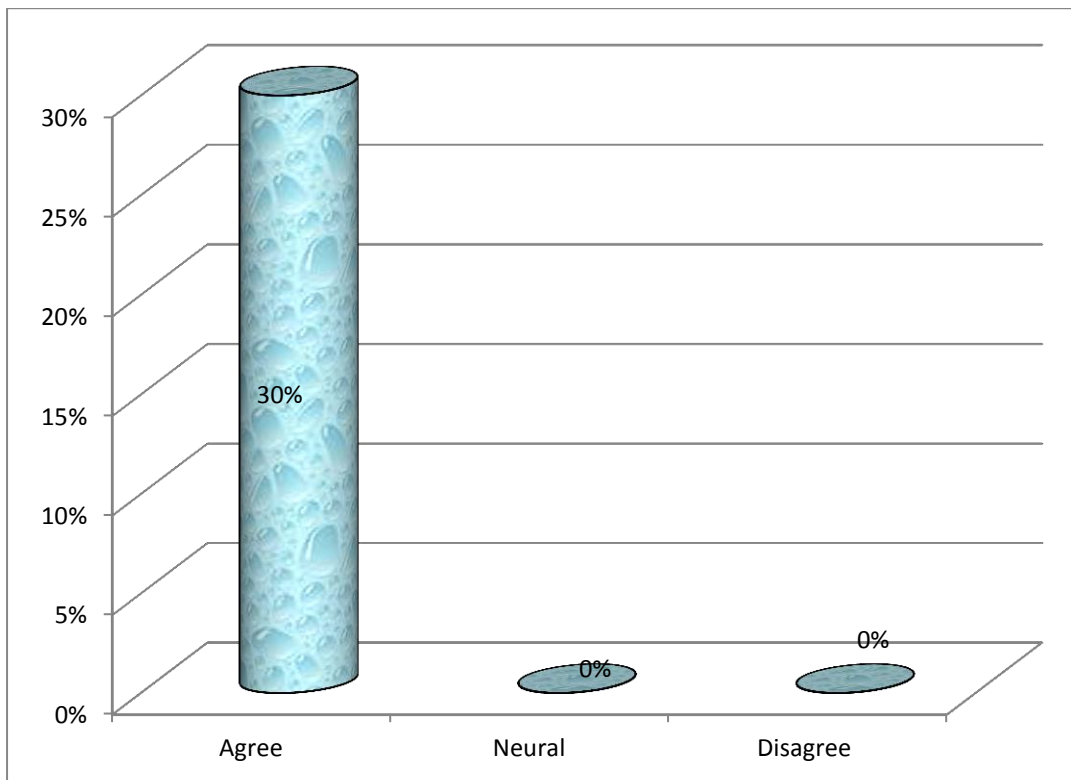
Table (16)

Frequency and percent for the statement16

Options	Frequency	Percentage
Agree	30	100%
Neutral	-	-
Disagree	-	-
Total	30	30

Figure (16)

Frequency and percent for the statement16



Regarding to the above statement 100% of students believe that mobile phone is possible in teaching communication.

4.5 Verification of the Study Hypotheses:

First hypothesis: The modern learning tools contribute in the developing communication

We follow chi square test to test the hypothesis as table (17) shows:

Table (17) chi square test for first hypothesis

Chi square	Df	p-value	explanation
23.45	3	0.000	Significance

In the table above we realize that chi square (23.45) and the p-value is (0.000) which is less than the level of significance (0.05), and this indicates that there is statistical significance differences in the trend of modern learning tools in

contributing in the developing communication. This result leads to accept the first hypothesis.

Second hypothesis: native speaking play positive role to enrich speak more than teachers.

We follow chi square test to test the hypothesis as table (18) shows:

Table (18) chi square test for second hypothesis

Chi square	df	p-value	explanation
45.6	3	0.000	Significance

In the table above we realize that chi square (45.6) and the p-value is (0.000) which is less than the level of significance (0.05), and this indicates that there is statistical significance differences in the trend of modern learning tools in contributing in the developing communication. This result leads to accept the first hypothesis.

Third hypothesis: there is a relationship between school teaching environment and developing communication.

We follow spearman correlation to investigate the relation between the variables as table (18) shown :

Table (19) chi square test for third hypothesis

variables	Correlation	p-value	explanation
school teaching environment	3	0.000	Significance
developing communication			

In the table above we realize that the correlation (0.637) which indicates strong positive correlation the p-value is (0.000) which is less than the level of significance (0.05), and this indicates that there is statistical significance relation school teaching environment and developing communication, and this result leads to accept the second hypothesis.

Chapter Five

Summary, Conclusion , Recommendations, and Suggestion for Further Research

Chapter Five

Summary for the Study, Conclusion , Recommendations, and Suggestion for Further Research .

5.0 Overview

This is the last chapter of the study it present overview of the whole study ,it present abroad look at the result of investigating developing communication competence by creating positive learning environment , the researcher confident the findings are useful and will attribute to other related studies benefit the learners and researches whom concern on learning and improving communication skill to ward English language could be improved , also it is hoped that the present study may encourage further research in this area .

5.1 Findings (Conclusion)

This study has arrived to the following findings:

1. The participant have positive attitude toward the communication skill by developing their speech environment.
2. The students realize of the important of English communication skills and show their desire to communicate the others in English for different purposes and pay attention during study English.
3. The modern learning tools contribute in the developing communication
4. Native speaking play positive role to enrich speak more than teachers.
5. There is a relationship between school teaching environment and developing commutation.

5.2 Recommendation

Through the findings, the research reached a number of results, which are summarized below:

1. Communication skill should be paid great attention when it practiced among learner.
2. Communication environment should be improved from early years of school in order to grasp attention of the learners and attained then to acquire the language correctly.
3. A lot of focus and intensive exercise in communication should be given to the students regularly.

4. Strengthens the communication environment and skill that give them a lot of confidence and motivation to practice more oral interaction.
5. Teachers should help the learner to overcome the difficulties that may encounter them developing their communication skills.

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Appendices

Questionnaire

This questionnaire seeks to answer the following question :-

1-To what extent does positive learning environment affect oral communications?

2- What are the exact difficulties that face students in oral communication ?

Tick () according to your point of view .

Statements	Agree	Neutral	Disagree
1-There are psychological factor affected oral communication.			
2-The communication via social media attract the student to indulge in communication process .			
3-Does the native speaker play positive role to enrich the speech more than Sudanese teacher .			
4-Does the alternative environment of communication such English club or lab of language make better interaction.			
5-poor classroom and lack of educational aid affected communication skill negatively.			

Sudan University of Science and Technology

College of Graduate Studies

English Department

Dear students :

Thank you for volunteering to take part in this study entitled developing communication competence by creating positive learning environment I hope that you make each statement honestly . Choose column you think is right , when you first read the statement . Remember that questionnaire will be treated anonymously .

Thank you for your participation

Your sincerely

Moez Hamoda Ali Saeed

statements	Agree	Neutral	Disagree
6-Effective communication requires a high degree of ideas and vocabulary			
7-Teaching communication is more difficult than other language skill			
8- chat language declines the level of communication			
9-Some of the teachers are not enough qualified to teach communication skill.			
10- An adequate in communication allows students to be good speakers			
11- chat language make communication easy .			
12- peoples life affected the way use language .			
13- student may be negatively by chat language			
14-learning how to use technology improve communication process .			
15-Using mobile phone in teaching communication is possible .			