



**Sudan University of Science and Technology**



**College of Education**

**Investigating English Language Teachers Perspective on the  
Effect of Group Work in Enhancing Students' Speaking  
Skill**

تقصي وجهة نظر معلمي اللغة الانجليزية في تاثير العمل الجماعي لتعزيز مهارة  
التحدث لدي طلاب

(A case of study of some Sudanese Secondary Schools Teachers  
- Khartoum Locality)

(دراسة حالة بعض معلمي المدارس الثانوية - مدارس الخرطوم)

A thesis Submitted in the Fulfillment of the Requirements for  
the degree of PhD in English Language (ELT)

**Submitted by: Adam Mohammed Rahma**

**Supervised by Dr:Ahmed Mukhtar**

2021 AD

## Quranic Verse

قال تعالى: (واعتصمو بحبل الله جميعا ولا تفرقوا)

صدق الله العظيم

(سورة آل عمران- الاية 103)

Allah Almighty Said;

(And hold fast, all together, by the rope which Allah (stretches out for you), and be not divided among yourselves)

(Surah ;Ali Imran –verse No 103)

## **Dedication**

**To my dear parents (may Allah save them)**

**To my brothers, sisters and to my relatives.**

## **Acknowledgements**

All praise is due to Allah Almighty who empowered me to conduct this academic work .Gratitude and appreciation to my Supervisor Dr.Ahmed Mukhtar Almardi his guidance throughout the period of conducting this study. Lots of thanked are extended to the co-supervisor of the study Dr. Alsadig Osman for their friendly careful guidance and assistance at all stages of this study. Without their help and careful guidance this study would not have been possible. I would like to express especial thanks to teachers of various government schools-Khartoum localities for their co-operation. My heartfelt thanks go to all those persons who assisted me in various ways from time to complete the work successfully.

## **Abstract**

This study aims at investigating the significance of using group work technique to enhance the level of English language in secondary classes. The researcher used descriptive - analytical methods and used a questionnaire and observation checklist as the tools for collecting data concerning this study. The sample of this study was (40) English language teachers from different schools in Khartoum locality .The data obtained from the questionnaire has been computationally with statistical package of social science (SPSS) program to test the hypothesis of the study .The results have shown that the use of group work is an effective technique that English language should use to promote students speaking skill. The study recommended English language teachers to adopt group work as effective technique to promote students oral performance in the classroom setting and there some suggestions for further similar studies.

## ألمستخلص

تهدف هذه الدراسة ألي تقصي اهمية استخدام طريقة العمل الجماعي لتعزير مهارة تحدث اللغة الانجليزية في المرحلة الثانوية. استخدم الباحث المنهج الوصفي التحليلي وأيضاً استخدم الاستبيان والملاحظة كأدوات لجمع البيانات التي تتعلق بهذه الدراسة. كانت عينة هذه الدراسة (40) من مدرسي اللغة الانجليزية في مدراس مختلفة من محلية الخرطوم. تمت معالجة البيانات التي تم الحصول عليها من الاستبيان باستخدام (SPSS) لاختبار فروض هذه الدراسة. أظهرت النتائج ان استخدام طريقة العمل الجماعي تعتبر من افضل الطرق المؤثرة ينبغي علي معلمي اللغة الانجليزية استخدامها لترقية مهارة التحدث لدي الطلاب. اوصت هذه الدراسة معلمي اللغة الانجليزية لتبني استراتيجية العمل الجماعي كاطريقة فعالة لترقية اداء الطلاب الشفوي في الفصول الدراسية وهناك بعض المقترحات للدراسات المماثلة.

## Table of Contents

The Items	Page No
Quranic Verse	I
Dedication	II
Acknowledgements	III
Abstract	IV
Abstract (Arabic Version)	V
Table Contents	VI
Definition of Terms	IX
List of Abbreviations	IX
<b>Chapter One: Introduction</b>	
1.0. Background of the Study	1
1.1. Statement of the Study	2
1.2. Significance of the Study	2
1.3. Objectives of the Study	3
1.4. Questions of the Study	3
1.5. Hypothesis of the Study	3
1.6. Methodology of the Study	4
1.7. Limits of the Study	4
1.8. Layout of the Study	4
<b>Chapter Two: Literature Review and Previous Studies</b>	
2.0. Introduction	5
<b>2.1. Part One: Literature Review</b>	
2.1.1. Overview	5
2.1.2. Various Definition of Group Work	5
2.1.3. The Reason of Use Group Work	6
2.1.4. Group Formation	6
2.1.5. Group Work for speaking skill	7
2.1.6. Types of Group Work	7
2.1.7. Getting Started Group Work	18
2.1.8. A advantages of Use Group Work	19
2.1.9. Disadvantages of Use Group Work	21
2.1.10. Teaching and Monitoring The Group Work	24

2.1.11. Group Dissonance	26
2.1.12. Use of Pair Work	26
2.1. 13.Speaking Skill	29
2.1.13.1. Importance of Speaking Skill	31
2.1.13.2. The Nature of Speaking	32
2.1.13.3. Element of Speaking	34
2.1.13.4. Function of Speaking	35
2.1.13.5. Speaking Strategies	36
2.1.13.6. Strategies for Developing Speaking	38
2.1.13.7. Teaching and learning of Speaking	40
2.1.13.8. Objectives of Speaking	41
2.1.13.9. Teacher s' Role in Speaking Skill	42
2.1.13.10. The aspects of Speaking Skill	44
2.1.13.11. Teaching Speaking in Large Class	44
2.1.13.12. Speaking Difficulties in Foreign Language Learning	49
2.1.13.13The Types of Classroom Speaking Performance	41
2.1.13.14. Activities in Speaking Skills	52
2.1.13.15. Assessment of Speaking	57
2.2. Previous Studies	59
<b>Chapter Three: Methodology</b>	
3.0. Introduction	66
3.1.Research Methodology	66
3.2. Sample and Population	67
3.3.Tools of Data Collection	67
3.3. 1.Questionnaire	67
3.3.2. An Observation Check-list	68
3.4.Vadidity	68
3.5.Checking Reliability	69
3.6.Procedure	71
3.7. Conclusion	71
<b>Chapter Four: Data Analysis, Discussions and Results</b>	
4.0.Introduction	72
4.2.Data analysis of the teachers' questionnaire	75
4.3. Data analysis of Teachers' observation check-list	99
<b>Chapter Five: Main Findings, Conclusion and Recommendation, Suggestion for Further Study</b>	
5.0.Introduction	110



5.1.Summary of the Study	118
5.2.Main Findings	19
5.3.Recommendations	19
5.4.Suggestions for Further Studies	19
Bibliography	120
The Appendices	

## Definition of Terms

<b>Terms</b>	<b>Definitions</b>
Group Work	Is a teaching and learning strategy that can be utilized for all types of students and can take various forms in the classroom.
Pair Work	It is form of group work only involving two participants in certain activity.
Speaking Skill	Is an interactive Process of constructing meaning that involves producing and receiving information.

## List of Abbreviations

<b>The Words</b>	<b>The Abbreviations</b>
ELT	English Language Teaching.
EFL	English as a Foreign Language.
TEFL	Teaching English as Foreign Language.

# CHAPTER ONE

## Introduction

### 1.1. Background

Since the following study is about the role of group work in improving students' oral skills, it is needed to have obvious image about what speaking is and why to teach oral skills. It is also essential to highlight the definition of group work and its role in enhancing students Oral skills. Thus, in this chapter, the importance of oral skills productions, the necessity of teaching speaking, definition of group work, the significance of utilizing group work in enhancing students' speaking skills, learning theories that support using group work as a suggested strategy for enhancing speaking skill mainly cooperative learning theory, active learning theory, behavioral learning theory, social interdependence theory and cognitive learning theory were discussed. In addition, this chapter included statement of the problem, objectives of the study, significance of the study, questions of the study and limitations of the study.

As we know that there is no the best way to learn and there is no the best technique to teach, but for a teacher, they can apply one of some relevant approaches by considering the students' condition. One of the alternative techniques to know how effective and improve the understanding in English course, to improve the education quality, the researcher tries to compare the effectiveness of applying Cooperative Learning in speaking class, namely: Group Work and Pair Work. In cooperative learning techniques, Pair work is learners working together in pairs (a learner and a peer); and group work is learners working together be a group with 3 to 5 learners in there. It might be appropriate to apply in speaking class in Indonesia, especially Bengkulu because most of the classroom consists of a lot of students. By dividing students into pair work and group work, it will be helpful for English teachers to control their students in large

Through pair and group work technique, students can practice speaking English with their partner without nervous. Here, teacher gives a situation then students make dialogue and perform the dialogue in front of the class with their partner slowly. This study is expected to have some contributions to the language teaching-learning process, especially in Senior High School. Therefore, it serves as an alternative in teaching speaking techniques in order to improve students' speaking skill.

## **1.2. Statement of the Problem:**

According to the researcher's experience as a teacher of secondary and primary schools at Khartoum state, he has noticed that EFL secondary students encounter difficulties in the use of English language appropriately. They score the lowest marks in the speaking exams and feel insecure about their level of English. As a result, most students in speaking lessons are in fear of making some mistakes. Because of this reason, they prefer to be silent and do not introduce Effective participation. To overcome this dilemma, the researcher found that integrating Group work into the teaching process will increase student's willingness and desire to speak English in a more trendy and accessible way that suits all students' levels and interests.

## **1.3. Questions of the Study:**

The questions that guide the research are

- 1-What are the advantages of using group work techniques inside the class room to teach speaking skills?
- 2-What are the types of using group work that teachers should use to develop students speaking skills?
- 3- What are some of the techniques that English language teachers could use promote speaking skills?

## **1.4. Hypotheses of the Study**

- 1- There are advantages of using group work techniques inside the classroom to teach speaking skills.
- 2- There are types of group work that teachers should use to develop students speaking skills.
- 3- There are some of the techniques that English language teachers could use to promote speaking skills.

## **1.5. Objectives of the Study**

**This study aims at achieving the following objectives:**

1. To investigating the role of group work in improving EFL students 'speaking skills.
2. To finding out some techniques that English language could used to improve students speaking skills.

## **1.6. Significance of the Study:**

The researcher hopes that this study will be helpful in improving Students' speaking skills due to using group work successfully as a teaching strategy in English speaking lessons. The significance of this study stems from four main issues:

Firstly, to the researcher's experience in teaching English for foreigners, most students find difficulty in communicating through speaking. This difficulty can be related to different reasons such as lack of self-confidence, fear of making mistakes and fear of embarrassment, lack of interaction, poor production, and learners do not have passion toward traditional learning ways. Therefore, the researcher found out that it is Essential to create convenient strategies like group work that would develop Learners' speaking skills and help them overcome difficulties. Additionally, this study could be used as a feedback or reference for TEFL teachers to develop natural ways of teaching speaking skills that suit Student' interests and abilities Finally and importantly, this study could be considered as a key that opens doors for both teachers and researchers to draw

attention to the Significance of group work and its application in EFL speaking classes.

### **1.7. Methodology of the Study**

This study uses the descriptive analytical method for collecting data and relevant information. The researcher used a questionnaire and observation check-list to collect the data and SPSS program to analyze it.

### **1.8. Limits of the Study**

This research is carried out with reference of some secondary schools in Khartoum locality. It limited to the school year 2020- 2021.

### **1.9. Layout of the Study**

This research is consist of five chapters

Chapter one is about introduction and chapter two about literature review, previous studies, chapter three about research methodology, four about data analysis and five about findings and recommendations.

# **CHAPTER TWO**

## **Review of Related Literature**

### **2.0. Introduction:**

This chapter consists of two parts; the first one review some relevant literature on the conceptual frame work of this study, related to importance of group and pair work and types of group pair work and advantage of group work and pair work to enhance student' speaking skill. Whereas the second part handles with some of previous studies related to this study.

### **2.1. Part one: Literature Review**

#### **2.1.1. Overview**

#### **2.1.2. Various definitions of Group work**

According to Harmer has observed that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language.

Group work usually implies "small" group work that is students in groups of perhaps six or fewer in order to give students more opportunities to speak. Harmer s' also stated group work that students can write a group story or role-play a situation which involves five people that can prepare a presentation or discuss an issue and come to a group decision.

Through group work about five people or more in a group talking about their assign, discussion together with, exchange their own mind and the others. Without us knowing it, the some of the activities have profits for the students who are learn by it, for example are the students can develop social skills, build a sense of community, support and depend on each other their learning experiences.

### **2.1.3. The Reason of use of group work in language teaching**

It is clear that in order to maximize the opportunities to learn in your classroom, student teachers should not just learn on their own, but engage in collaborative learning and support one another. Research shows that group work is one of the most effective ways of increasing learning outcomes. Slavin and colleagues (1995: 177) reviewed a great deal of evidence and concluded that “co-operative learning is one of the greatest success stories in the history of modern research”. The four main reasons for this success seem to be Motivation, Social cohesion, Personalization, Cognitive elaboration. If students are to get the help they need, especially in a large class, they must be available to help one another. Student teachers teaching one another can be surprisingly effective: in one study students learned almost as much when peer-tutored as they did from one-to-one instruction from their teacher, possibly because they feel less intimidated asking questions of a peer.

### **2.1.4. Group formation**

Group formation is an important factor in creating positive interdependence. Richards (2001: 196) state that while the teacher breaks down his classes into pairs and small groups, many factors should be considered:

- a.** considering group size: typically group size is from two to four. This will depend on the tasks the students have to carry out, students’ age, and time division.
- b.** Assigning students to groups: groups can be teacher - selected, random, or students - selected.
- c.** Suggesting student’s role in groups: Each group member has a specific role to play, such as noise monitor, recorder, or summarizer.



## **2.1.5. Group Work for Speaking Skills**

Group work in language learning is a power full educational approach principally because of its contribution in enhancing students' achievement and productivity and providing more opportunities for communication. From perspectives of second language teaching, MCGroatry (1989) in Richards & Rodge (2001) offers the potential advantages for ESL students in classroom;

- a. increased frequency and variety of second language practice through different types of interaction;
- b. Possibility for development or use of language in ways that support cognitive development and increased language skills.
- c. Opportunities to integrate language with contain base instruction.
- d. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.
- e. Freedom for teachers to master new professional skills, particularly those emphasizing communication.
- f. Opportunities for students' to act as resources assuming a more active role in their learning.

## **2.1.6. Types of group work**

### **2.1.6.1. Collaborative group work**

Group work, or collaborative group work, is a teaching and learning strategy that can be utilized for all types of students and can take various forms in the classroom. Using group work as a pedagogical tool can be useful in numerous ways. It can be used to organize activities or tasks in the class where an assignment is given by the teacher and students are expected to work as a group to solve the group task (Chiriac & Frykedal, 2011). In collaborative group work, every group member is involved in working on a given task to produce an outcome that they all agree upon (Chiriac & Frykedal, 2011);

Kutnick, Ota, & Berdondini, 2006). This allows all types of learners, including English language learners, the opportunity to be in an environment where they can work together to discuss their ideas, share and listen to their peers' thinking process. Nair and Alwee (2012) state that opportunities are provided through group work for students to talk freely with their peers, which ultimately allow all students to practice and improve their oral language skills.

#### **2.1.6.2. Pair works.**

Another form of group work, only involving two participants, is pair work. This type of group work fosters two students to communicate with each other as they teach and learn from each other. To enhance language skills, ELLs need opportunities to practice with English proficient students. Through pair work, students are able to share in more talking time to freely communicate in the classroom (Nair & Alwee, 2012; Tuan & Nhu, 2010). In pairs, Tuan and Nhu (2010) argue, students can practice their oral language skills more efficiently than in a whole-class setting or with the teacher. Creating a more intimate and relaxed environment, two students working together in a group has more benefits than allowing the whole class to participate in a discussion. For example, a group strategy called 'think, pair, share' (Schwartz & Pollishuke, 2013, p. 50; also in Bennett, Rolheiser, & Stevahn, 1991; Kagan, 1990) involves two students turning to talk to the person beside them before participating in a whole class discussion. This helps students articulate their thinking with a peer partner before having to contribute in the large group, and works well in encouraging those reluctant learners. Furthermore, when two students are grouped together to rehearse before speaking. with one being more competent than the other, also called peer tutoring, Cheong (2010) state that it is more likely for the novice peer to freely express his or her thoughts and ask questions to his or her peer than to his or her teacher. Research

also supports that tutor's benefit from this process by “developing social and leadership skills, feeling a sense of accomplishment, and enhancing their own understanding of concepts after explaining them to someone else” (Coelho, 2004, p. 41). Conversely, Helfrich and Bosh (2011) state that by pairing two ELLs, with one student more advanced in English than the other, both students benefit equally through observations of one another and self-expression.

This shows that ELLs can benefit from participating in group work and have opportunities to enhance their oral language skills.

One of the specific adaptive approaches of group work is cooperative learning. In their research study, Kutnick et al. (2006) found that small cooperative and collaborative learning is more effective for students to share their cognitive perspective and problem solving skills than students working individually. However, cooperative group work is different from collaborative group work because it must include, and students need to demonstrate five specific principles for cooperative group work to be successful (Cheong, 2010; Chiriac & Frykedal, 2011; Gillies, 2003; Sachs, Candlin, & Rose, 2003; Schwartz & Pollishuke, 2013). According to Gillies (2003) and Chiriac and Frykedal (2011), in structuring cooperative learning, it must include these five key elements: positive interdependence, accountability, social and cognitive development, and interaction. Cooperative learning is an effective way to encourage students to “want to learn more, like school better, like each other better, have higher self-esteem, and learn more effective social skills” (Johnson & Johnson, 1991, p.15). In cooperative learning groups, each student has a specific role and students are able to produce work based on everyone’s input. By assigning roles in group work, ELLs in the class will be able to contribute as well as gain from other members in their group. Mixing cooperative learning groups with ELLs and non-ELLs, ELLs will be able to listen to their peers speak English and also observe their social behaviours. Furthermore, some

of the benefits of cooperative learning include: academic gains across different subjects, increase in participation in classrooms, and more social interactions with peers (Gillies, 2003). Therefore, cooperative learning is an essential strategy for supporting ELLs in the mainstream classroom. For the strategy to be effective, it must be purposeful and meaningful for the students (Coelho, 2004). In cooperative learning, ELLs will benefit by working with peers with more proficient English skills who will provide oral feedback and be language models for the ELLs in the classroom (Coelho, 2004).

#### **a. Advantages of Use Group Work**

According to Curtain & Dahlburg (2010), interaction is very important to language development for second-language learners and interactive language tasks are one of the most important activities. Sufficient opportunity for interaction and for building interpersonal communication should be given to learners, as both cognitive learning theory and second-language acquisition theory affirm that in order to acquire language, learners must express themselves orally. Partner activities and small-group work are a plus for the early language classroom, as when students learn to work in cooperation, their opportunities for language use are multiplied, and so are their opportunities for active participation in concrete and meaningful experiences "Small group and pair work activities (...) have numerous advantages for the language learner: many opportunities for language use, a chance for natural language practice, more student talk, a higher percentage of student talk in real communicative activities, a "safe" environment for communication, more like one-on-one conversation, and two way communications - a chance both to ask and to answer questions. In addition to the language benefits, partner activities specifically provide other benefits (Nerenz and Knop, 1982): variety in class routines and activities, an opportunity for students to practice social skills, students are "center stage" rather than the teacher and an on-task

behavior" (Curtain & Dahlberg, 2010, p. 98). McDonough (2004) claims that there are several theoretical approaches to L2 acquisition that indicate that pair and group work activities generate learning opportunities through various interactional features that occur when learners engage in the communication of meaning. There are also many pedagogical reasons to use these activities, such as providing more time to speak using L2 than with teacher-centered classes, they promote learner autonomy and self-directed learning, and they provide the opportunity for teachers and instructors to work and observe individual learners. This study also states that learners may feel less anxious and more confident when working with peers in group or pair activities, than during whole-class discussions. Even when students can speak in L2, they were not good at interacting using that language in a natural way. By promoting pair work, students are more motivated to use L2 in those activities (Hawkey, 2006).

In a study conducted by Cao & Philp (2006), they reached the conclusion that the willingness to communicate (WTC) of students in an L2 classroom depends on various levels. The study suggests that the WTC behavior of students was influenced by trait level and state-level WTC. Trait-level WTC brings situations where communication is likely, whereas state-level WTC could influence whether communication actually happens. In pair work, the WTC is influenced by the familiarity with the other student and motivational disposition. Pair work is most likely to be successful if both learners are motivated to work, and if one learner talked more, the other may also produce more speech. The willingness to communicate may also vary in the classroom across interactional contexts, and that willingness is not necessarily predictive of the behavior that will occur in the classroom. This WTC may be strengthened or weakened, according to many factors associated with a specific situation, whether it is related to the topic, the speaker or the confidence of the learner in relation to that task. The

results of this study by Cao & Philp (2006) concluded that learners have different behaviors, according to the contexts, and preferences were different amongst students, as some were more willing to communicate in teacher-centered activities, and others were more into pair or group work. The participants of this study linked differential WTC behavior to the size of the group, self-confidence in their abilities to communicate and familiarity with the speaker or interlocutor. Teachers may increase learners' participation by addressing such factors such as learner self-confidence and anxiety, and through the selection of materials and topics that are more appealing to learners, and that match their interests and needs.

#### **b. Disadvantages of Use Group Work**

In a study conducted by Hyde (1993), where the main participants were young adults from Europe and the Far East, Hyde states that even though pair work has been considered beneficial, it obliges students who would rather remain silent, to speak. In his study, Hyde considers this an infringement of personal liberty and choice, and fails to see how pair work can fit in with any attempt to “humanise” the classroom. Students found pair work the least popular of all work done in a classroom (individual, pair, group and teacher with whole class) because one student might want to do all the work, whilst another student just pretends to work. Hyde also claims that students feel that the English spoken amongst students is mistake-ridden and not worth listening to. This means this specific group of students prefer teacher-centered classes. Hyde affirms that one consequence of working in pairs is that students are working directly with members of the opposite sex, and in many countries and cultures, this practise simply does not occur. Different personalities also influence pair work, both peers need to see eye to eye, and do equal work, rather than deciding to be bossy and do all the work, or not do anything. Hyde concludes his article by writing that teachers need to be skeptical towards methodologies in general and that teachers should develop their own sensitivity by doing action research. Doing this action research will “enable teachers to

avoid the pitfall of relying on a blanket methodology into which the students must fit and erroneously believing that the methodology is right irrespective of students' opinions" (Hyde, 1993). According to Shrestha (2013), young learners may also find pair and group work "mechanical" (p. 156). When students are asked to repeat the same question/answer multiple times in pairs, they might dislike the activity. However, in the same study, learners enjoyed pair and group work, some found it "interesting" and others enjoyed the fact that every person got to participate and express their views with others. The learners shared the same opinion when it comes to role-plays, not only do role-plays encourage creativity and enhance communicative fluency, the learners liked them because they felt they "learned by playing".

### **c. L1 Use in Pair Work**

The use of L1 in pair work is inevitable; however, studies show that the use of L1 is mainly for task management and dealing with unfamiliar vocabulary (Lasito & Storch, 2013). In a study by Lasito & Storch (2013) that compared L1 use and functions in pairs compared to small groups, they noticed that even though the majority of students (with ages between 16 and 17) communicated in L2 during pair work, the pairs tended to use L1 to a greater extent than when working in small groups. They concluded that pair work provides more opportunities to engage in a task and encourages more deliberations about language, however, groups of three students are less likely to turn to L1 when they encounter a language problem, therefore, in Lasito and Storch's opinions, small groups have better results than pair work, but both help students learn and use L2.

According to Storch & Aldosari (2012), in a study about pair work in the English classroom at a university in Saudi Arabia, students are more likely to use L2 for functions normally done by the teacher, such as making suggestions, asking questions and providing feedback. Obviously, the amount and purpose of use of L2 and L1 varies

according to age and proficiency of students. Storch & Aldosari mention a study conducted by Swain & Lapkin (2000) in which between 20% and 30% of turns were done in L1, but the amount of L1 used was related with L2 proficiency levels. Basically, pairs with a higher proficiency of L2 made less use of L1. Storch & Aldosari also point out the importance of pairing and L2 efficiency, they mention a study by Kowal and Swain (1994) that suggested that pairing students with different proficiencies could result in more domination by one student, usually the student with a higher proficiency, concluding that mixed pairing could be disadvantageous for the students with lower proficiency. However, Storch & Aldosari also mention other studies that state relationships in pair work may be of bigger importance than L2 proficiency. A study by Yule and Macdonald (1990) concluded that pairs in which the member with higher proficiency was given a dominant role engaged in fewer interactions than pairs in which the member with a higher proficiency was given a non-dominant role.

To summarize what has been said above, pair work activities stimulate students' abilities to work in cooperation, provide opportunities for language use, natural language practise, one-on-one conversation and a chance to ask and answer questions (two-way communication) (Curtain & Dahlberg, 2010). Students tend to feel less anxious and more confident during pair work activities (McDonough, 2004), and if teachers promote these activities, their use of L2 is higher (Hawkey, 2006). In order for pair work to be fruitful, both learners need to be motivated to work together, and if one student is using more L2, the other will also try to do so (Cao & Philp, 2006). Familiarization with their peers, size of group, self-confidence in their abilities to communicate are also influential to students' performance in a pair activity (Cao & Philp, 2006). Although it has many benefits, pair work also has its disadvantages. Working in pairs forces students who would rather remain silent, to speak, one student



might want to do all the work, whilst the other just pretends to work, and sometimes students feel that their pair's L2 is full of mistakes and not worth listening to (Hyde, 1993). If the pair activity is repetitive, students might find it mechanical and they might dislike doing it (Shrestha, 2013). The use of L1 in pair work is inevitable, but it is mainly to deal with task management and unfamiliar vocabulary.

### **2.1.6.3. Students' Interaction**

One of the greater benefits of implementing group work in the classroom is that students have the opportunity to communicate and interact with each other. Interaction is paramount for ELLs to acquire the English language (Ontario Ministry of Education, 2005). By allowing ELLs to interact with other students in the classroom, ELLs can listen and have conversations with their peers. With limited interruptions by the teacher during group work, students can form discussions amongst themselves about the topic or problem being discussed. By participating in group work, all students are able to collaborate and have opportunities to exchange feelings, ideas, and thoughts (Tuan & Nhu, 2010). Therefore, within group work, student interactions are encouraged and fostered between students, which allows all students to develop and practice their social skills. Student engagement and interaction is especially important for ELLs because as Tuan and Nhu (2010) further state, one of the ways in which ELLs acquire the English language is through their environment and the interaction occurring between the students.

However, the challenge, as Long and Porter (1985) state, is that ELLs are not given sufficient amount of time to practice their oral language skills they are learning. This is a problem because ELLs need opportunities to have conversations and use the language with English proficient peers to develop and enhance their communicative skills. By incorporating group work, it naturally sets up the classroom environment for student interaction, which allows ELLs to have

opportunities to acquire the language through listening and observing their peers. Furthermore, peer interactions may lead to peer relationships between ELLs and non-ELLs, which is critical for ELLs allows opportunities for ELLs to develop social skills and learn attitudes, values, and skills of the culture (Johnson & Johnson, (1991)

Small group peer interactions are paramount for ELLs to acquire the language and research has shown that ELLs feel less pressure to be accurate at all times working in groups (Long & Porter, 1985; Tuan & Nhu, 2010). Wong Fillmore and Teale (as cited in Helfrich & Bosh, 2011), report that through opportunities to interact with native or nativelylike speakers, there was an increase in the language of instruction with ELLs. According to Tuan and Nhu (2010), “interaction is a key of second language acquisition and exists as the central feature [,] it facilitates language learning and engages students in participating language learning activities” (p. 39). It is evident that through group work, ELLs are provided with opportunities to engage in social interactions and conversations, which contribute to enhancing their oral language skills.

#### **2.1.6.4. Classroom Environment**

Providing all students with a safe and an inviting environment will encourage students to explore their learning. When students participate and are engaged in group work, Long and Porter (1985) state that because it allows students to communicate face to-face, it sets up a natural setting for conversation. Kutnick, Ota, and Berdondini (2006) further support that this natural environment in the classroom fosters students to communicate in a higher quality than during independent or teacher directed work period. Furthermore, Tuan and Nhu (2010) also note that group work also creates a more relaxed atmosphere in the classroom, which increases the quantity and quality of language use in students. When ELLs work in

groups, they feel that they are not hurried to create and produce sentences or answers as they would in a whole-class discussion (Long & Porter, 1985). Furthermore, “ELLs are more likely to participate orally in class when they feel supported by their teachers and peers” (May Roots, 2005, p.19). Therefore, for ELLs, group work will help create a safe and accepting environment, which will encourage ELLs to participate and feel less anxious about not being able to speak or understand the language well.

#### **2.1.6.5. Role of the Teacher**

Although group work is led by students and is created for student learning opportunities, it is the teacher’s responsibility to organize students and prepare tasks for group work. As there are great benefits to implementing group work in the classroom for all types of learners, teachers need to use this strategy to maximize each student’s learning opportunity to speak and listen to the English language (Tuan & Nhu, 2010). Teachers often fear implementing group work in the classroom because of either previous negative experiences with classroom management challenges or lack of ability to hand over control to the students (Chiriac & Frykedal, 2011; Kutnick et al., 2006). However, Helfrich and Bosh (2011) and Chiriac and Frykedal (2011) state that the role and attitude of the teacher during group work is integral for student learning purposes. Students will perceive group work as a positive learning opportunity if their teacher fosters that kind of attitude; however, without the teacher’s support, students will more likely depend on their teachers and feel insecure or lack of trust in their peers during group work. Using group work as a pedagogical tool will empower all types to students to participate and enjoy learning in the classroom. Therefore, within the classroom, teachers need to integrate ELLs as fully as possible and not

underestimate the role of peers in the education of ELLs (Helfrich & Bosh, 2011). All students, including ELLs, should be given the opportunity to contribute and all group members should be able to use each other as resources for the assigned group work. When grouping students together, teachers should also consider partnering native and non-native English-speaking students to work together so that they can learn from their different perspectives (Helfrich & Bosh, 2011). Therefore, although ELL students benefit from teacher-led activities, these types of activities should be implemented along with peer-focused activities so that ELLs have the opportunity to practice their oral language skills with their fellow peers.

### **2.1.7. Getting Started Group Work**

Thus students can write a group story or role-play a situation which involves five people. They can prepare a presentation or discuss an issue and come to a group decision. They can watch, write or perform a video sequence); we can give individual students in a group different lines from a poem which the group has to reassemble.

The best place to start group work (much like anything else) is at the beginning. When developing a course syllabus, the instructor can determine what topics and theme lend themselves to group work. This is the time that instructors can think about how they will form their groups, help negotiate the group process, and decide how to evaluate the final product. Excepted all of it, the instructor or teacher must prepare starting with.

#### **a. Group Size**

In Burke journal Beebe & MAterson (2003) argued that the dynamics of group size is an important component of group. Small group is often considered to consist of three or more groups of two are not encouraged for group work because there are not sufficient number of individual to generate activity and a diversity of ideas .In general it is suggested that group of four or five numbers tend to work best. Larger group decrease each member's opportunities to participate and often results in some members

not actively contributing to the group. In situation where is there a shorter amount of time available to complete group task such as an in class collaborative learning exercise. It is suggested that smaller groups are more appropriate.

According to Wright (2005) group work can be especially beneficial for large classes. Group work helped students feel that the class was smaller and encourage them to come to class more often. The felt more invested in the course in class material, which promote active learning in Large class environment.

### **b. Assigning Group**

Assigning the members of the group is integral to the success of the group. Some faculty members prefer to randomly assign students to group. This has the advantage of maximizing heterogeneity of the group (Davis 1993) and is an effective way of assigning group member in large classrooms. If the class size is small and the instructor is familiar with most of the students, the instructor can select the group members based on known attributes of the class. For example the instructor can form the groups while talking to account performance levels, academic strengths and weakness ethnically and gender.

Additionally, some instructor allow the class the self-select their group, however, this has some disadvantage. Self selected groups often gravitate toward friends and roommates. This can result in the students self segregating and spending more time socializing than working on the group project (Cooper 1990). In this research, the researcher suggested that group which is assigned by the instructor tend to perform better than select groups.(Felder & Brent 2001).

### **2.1.8. Advantages of Group Work**

Applying group work in teaching and learning speaking give advantages to teachers and students. According to Harmer the advantages of use group work techniques are;(1) like pair work, it dramatically increase the number of talking opportunities for

individual students.(2) Unlike pair work, because there more than two people in the group, personal relationship are usually less problematic; there is also a greater chance of different opinion and varied contributions than in pair work;(3) It encourage broader skills of cooperation and negation than pair work and yet is more private than work in front of the whole class.(4) It promotes learners autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher and (5) Although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole - class or pair work situation.

In addition, it is important to add about the advantages of group work in teaching and learning speaking. (Bruke stated six advantages to working in a group, namely ;(1) groups have more information than a single individual. Group have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences ;(2) Groups stimulate creativity. In regard to problem solving, the old adage can be applied that "two heads are better than one; (3) People members group discussions better group learning. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more what is taught and retain it longer than when the same material is presented in other instructional formats ;(4) Decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved; (5) Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior; (6) Team work is highly valued by students.

### **2.1.9. Disadvantages of Group Work**

Even the group works have many disadvantages that English teachers should know to avoid them, apparently this one interaction are have disadvantages too in the process of language learning.

Harmer also explained some disadvantages of group work as follows;

(1) It is likely to be noisy (though not necessarily as loud as pair work can be. Some teachers " feel that they may lose control and the whole-class feeling which has been built up may dissipate when the class is split into smaller entities; (2) Not all students enjoy it since they would prefer to be the focus of the teachers' attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else;(3) individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominates; (4) Groups can take longer to organize than pairs, beginning and ending group work activities, especially where people move around the class, can take time and be chaotic (but only briefly).

In addition, although working in groups has its advantages, there are also times when problem arise. Beebe and Materson (2003) list for disadvantages are (1); there may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict ;(2) An individual may dominate the discussion. This lead to members not gaining satisfaction from the group because they feel too alienated in the decision making process; (3) some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group. One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibility to each member; (4) it takes more time to

work in a group than to work alone. It takes longer to accomplish tasks when working with others. However, the time spent taking and analyzing problems usually results in better solutions.

According to Beebe and Masterson (2003), there are advantages and disadvantages to working in a group. By understanding the benefits and potential pitfalls, a group can capitalize on the virtues of group work and minimize the obstacles that hinder success.

**Advantages:** There are six advantages to working in a group:

Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.

**a.** Groups stimulate creativity. In regard to problem solving, the old adage can be applied that “two heads are better than one.”

**b.** People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross & Major, 2005; Davis, 1993).

**c.** Decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved.

**d.** Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.



**e.** Team work is highly valued by employers. Well developed interpersonal skills were listed by employers among the top 10 skills sought after in university graduates (Graduate Outlook Survey, 2010).

Disadvantages: Although working in groups has its advantages, there are also times when problems arise. Beebe and Masterson (2003) list four disadvantages.

**a.** There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict.

**b.** An individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel too alienated in the decision making process.

**c.** Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group (Freeman & Greenacre, 2011). One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member.

**d.** It takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others. However, the time spent taking and analyzing problems usually results in better solutions.

Overall, effective student participation in group work is an important learning outcome for higher education courses (Elgort, Smith & Toland, 2008). Although many students feel as though they can accomplish assignments better by themselves rather than in a group, instructors find that group work helps the students apply

knowledge (Elgort, Smith & Toland, 2008). However, merely assigning a group does not itself create critical thinking outcomes. Therefore, the instructor must be cognizant of how best to facilitate effective collaborative learning environments.

There are four stages of group work. First, the instructor must decide that he/she wants to incorporate group work into the class. The group work should be designed into the syllabus. The second stage involves teaching the students to work in a group. Instructors cannot assume that students know how to work together, structure time, and delegate tasks. The instructor must be able to teach the students how to work proactively in groups. This leads to the third stage, which involves monitoring the groups. The last stage, and the most important to the students, is the assessment of the group. The instructor must develop a concrete rubric for grading the students.

### **2.1.10. Teaching and Monitoring the Group Work**

In teaching a group, the task only can be applying and successfully if the task have the quality of brainstorming. But it is too difficult for individual to do. For an example is a speaking group task where three or four students discuss together to find the ideas where the results are superior to what anyone of the group could do alone. Cottrell declared that work where groups of students are working in the same room and even on a common problem does not necessarily ensure a group work process. If the group is managed in a totally autocratic manner, there may be little opportunity for interaction relating to the work. If there is functioning within the group, the process may be evolving.

In addition, many students have never worked in a group before or lack the skills to work others, instructors cannot assume that students know how to work together, structure time, or delegate tasks. There are several ways that instructor can help which are;

First, the instructor should make certain that each student understands the assignment. Students should know the purpose of the project, the learning objectives and the skills that need to be developed through group work. Successful group work is easier if the students know how the assignment relates to the course content and what the final product is supposed to be.

Second, the instructor needs to reinforce listening skills and the proper methods to give and receive constructive criticism. These skills can be discussed in class and modeled during class activities. Some schools use various exercises that are geared toward helping students gain skills to group works. Small in class group activities help reinforce cohesion and group unity. After the processing of teaching, for the next to do is monitoring process the student's progress of members in a group. These are plan action processes before doing activities to range a group student's work in a classroom. One method to help groups succeed is to ask each group to develop a plan of action. The plan of action involved assigning roles and responsibilities among the group members. Each member should have a role, such as the note taker or the group spokesman. The instructor can review each group's written plan of action or meet with each group individually and discuss their plan. Another method to help monitor a group's progress is to ask them to submit weekly progress reports. These reports (or weekly notes) should outline what the group discussed, who attended the meeting and the objectives set for the next week. In this manner, the instructor can monitor the group's activities and progress throughout the academic year and assess the level of involvement from each member.

### **2.1.11. Group Dissonance**

Group will not always work well together. Some groups lack motivation, strong leadership or simply have personality conflicts. Even when it appears that a group is falling apart, it is important to avoid breaking up the group. Not only will the group

dynamics of the original group be affected if the members are reassigned but the addition of members to other groups will disrupt their dynamics as well (Davis 1993). It is suggested that instructors should help the students understand the benefits of working together as a group for the group as a whole, which will help students who are struggling. Furthermore, the group should be encouraged to have assigned roles and responsibilities. It is more difficult to be a slacker if the goals are clearly outlined for each member.

It is necessary to help a group work through disagreements and find resolution. Simply breaking up the group does not encourage the students to work through differences. Freeman and Greenacre (2011) suggest that group interventions should be aimed at the destructive group member focus on the behavior and not the person and address the benefit of the group process for the group as a whole.

## **2.1.12. Pair Work**

### **2.1.12. 1. Definition of Pair Work**

Another form of group work, only involving two participants is pair work. Pair work is implemented as the teaching technique in teaching speaking. Harmer stated that in pair work, students can practice language together, study a text, research language or take part in information-gap activities. It means that pair work can be as a good reference for teaching language skill, in this case teaching and learning speaking skill.

Then, in pair work learners working together in pairs, pair work is a classroom activity in which the whole class is divided into pairs (it is really a type of group, using a group of two). It means that in applying pair work in teaching and learning in the classroom, the teacher must group students into two. They both will work together in understanding lessons and do activities in the classroom.

From the above definitions, it can be concluded that pair work is grouping students into participants in order they can collaborate in the process of teaching and learning in the

classroom, sharing and doing activities together to reach better understanding of learning materials.

### **2.1.12.2. The Use of Pair Work**

Properly, learn foreign language is important to students used in this era. But not to be forgotten use of LF in pair works is inevitable too. However, LF is mainly students using to talk in daily life. Most of them learn the FL in school only. In a study by Lasito & Storch (2013) that compared LF use and functions in pairs compared to small groups, they noticed that even though the majority of students (with ages between 16 and 17) communicated in FL during pair work, the pairs tended to use FL to a greater extent than when working in small groups. They concluded that pair work provides more opportunities to engage in a task and encourage more deliberations about language, however, groups of three students are less likely to turn to FL when they encounter a language problem, therefore, in Lasito and Storch's opinion, small groups have better results than pair work, but both help students learn and use FL.

Nevertheless, use of FL also most influenced by varies of student's proficiency in their speaking skill. Storch & Aldosari also point out the importance of pairing and FL efficiency in a Mariana's paper research, mention a study by Kowal and Swain (1994) that suggested that pairing students with different proficiencies could result in more domination by one student, usually the student with a higher proficiencies, concluding that mixed pairing could be disadvantageous for the students with lower proficiency. However, Storch & Aldosari also mention other studies that state relationships in pair work may be of bigger importance than FL proficiency. A study by Yule and Macdonald (1990) concluded that pairs in which the member with higher proficiency was given a dominant role engaged in few interactions than pairs in which the member with a higher proficiency was given a non-dominant role. To summarize use of FL for learning English in pair work is must be balanced with FL to encourage students to be

more active and multiply their new word to more speak in use and study in their FL which they have been using as a daily language.

### **2.1.12.3. Advantages of Pair Work**

Pair work gives significant advantage for students' learning development in the classroom. According to Harmer, the advantages of pair work are;(1) it dramatically increases the amount of speaking time any one student gets in the class; (2) it allows students to work and interact independence; (2) it allows teachers time to work with one or two pairs while the other students continue working; (4) it recognizes the old maxim that two heads are better than one and in promoting cooperation, helps the classroom to become a more relaxed and friendly place;(5) it is relatively quick and easy to organize . In addition, another expert stated that pair work activities have numerous advantages for the language learner; they are (1) many opportunities for language use; (2) a chance for natural language practice; (3) more student talk; (4) a higher percentage of students talk in real communicative activities;(5) a safe environment for communication, more like one-one conversation;(6) two communication - a chance both to ask and to answer questions.

Based on the explanation above, it is clear that the advantage of pair work is that it increases learners' opportunities to use the language. Pair work provides an effective method to use language as it is used in normal life. It is related to Zoiri idea that pair work is valuable in providing more opportunities for more language exposure. This enables students of expressing themselves and expresses their own ideas in English.

### **2.1.12.4. Disadvantage of Pair Work**

Besides giving advantages to students, pair work also gives disadvantages .Based on Harmer; pair work gives disadvantages for students in learning speaking. Then it can give significant impacts for their progress. The disadvantage are; (1) pair work is

frequently very noisy and some teachers and students dislike this. Teachers in particular worry that they will lose control of their class - students in pair can often veer away from the point of an exercise, talking something else completely, often in their first language. The chances of misbehavior are greater with pair work than in a whole - class sitting; (2) it is not always popular with students, many of whom feel they would rather relate to the teacher as individual than interact with another learner who may be just as linguistically weak as they are- the actual choice of paired partner can be problematic, especially if students frequently find themselves working with someone they are not keen on.

In addition, Hadfield argued that in many pair work or small group work can be a destructive activity. On the other hand, there are some possible problems with pair work tasks, According to the research s' experience classroom management might be negatively affected during pair work.

### **2.1.13. Speaking Skill**

Speaking theoretically is defined as an interactional process of building meaning that constitutes of producing, receiving and processing meaning. Its form and meaning chiefly rely on the context in which it occurs, the participator, and the goals of speaking (Burns & Joyce,1997). The study's operational definition of speaking skills is the grade ten students' ability to convey information successfully, using the correct pronunciation, grammar and vocabulary.

Speaking is a basic skill that language learner should master with the other language skills. It defines as complex process of sending and receiving the message through the use of verbal expressions but also involves non-verbal symbols such as gestures and facial expression. According to Bygate (1987) define speaking as oral expression involve making the correct choices when utilizing language forms following the right

order sounding like the native speaker and producing right meaning that can be comprehensible by the listener.

As seen above speaking is skill that students use when they are interacting among each other .Therefore speaking is regarded as the most important skill that learners are require in order to be able to speak fluently in the classroom situation.

In addition to previous definition Hedge (2000) consider speaking as "skill by which people are judged while first impressions are being formed" that means speaking skill is very important in learning a foreign language because it reflects people opinions and their thoughts.

According to Lucy Pollard (2008) speaking is one of the most difficult aspects for students to master. The students realize how to use grammar and vocabulary, pronunciation as well as listening too and receiving to other you are communicating with. Also it is important to give students as many opportunities as possible to speak in the classroom. Gaining confidence will help students speak more easily. Bygate(1987) shows that in order to be able to speak a foreign language, learners not only need to understand some grammar and vocabulary but also know how to use knowledge as well as language on deciding what to say and how to say. One more thing concerning the ability to speak is that fluency and accuracy.

Alrabaa (1991) says "why speaking activities do not work the classes are too big for speaking activities. The students have too little time to speak. Speaking section of text books gives very few chances for students to talk, while the rest of the classes remain listeners often in attentive ones.



According to Brown (1994) speaking is skill in producing oral language it is not only on utterance but also a tool of communication it occurs when two or more people interact with other aiming a maintain social relationship between them.

As mentioned above speaking is interactive process involves production and receiving information by speaking with others we are able to interact with each other inside and outside the classroom.

### **2.1.13. 1. Importance of Speaking Skills**

In the traditional methods of teaching language, the speaking skills had been neglected massively whereas much attention had been paid on writing and reading skills. The Grammar-Translation method is a good example of that claim. In spite of the fact that speaking skill is crucially important for language learners to converse and communicate, much attention has been paid to other elements of language (Richards & Rodgers, 2001). In addition, of all the four skills of language, speaking is seen as the most important skill because people who claim to know a language; they intend to claim that they are able to speak the language (Ur, 1999). Further, many language learners give preference to speaking skill since they believe that if they master the speaking skill, they are seen as speakers of the language. Most importantly, the main question that most language learners are asked about is “do you speak English?” not “do you write English?” Therefore, the vast majority of language learners attempt to focus on mastering the speaking skill, as they feel that this will assist them in finding jobs in their future careers. In this regard, Baker and Westrup (2003) argue that learners, who can speak English fluently, might have greater chances for employment.

According to Ur (1996) "of all for skills listening, speaking, writing and reading. Speaking seems the most important. Also Richard and Roger (2001) mention that

reading and writing are essential skills to focus on. However, little or no attention is paid to the skills of speaking and listening.

In traditional approaches of language learning and teaching, the speaking skill was neglected in many classroom where emphasis mainly on reading and writing skills.

In communicative approach, speaking was given important since oral communication involves speech where learners are expected interact verbally with other.

Ur (1996) but learners have less chance to speak English outside classroom also speaking classes do not provide opportunities for oral interaction this refers to teachers because he/she talks throughout the lesson without giving the learners chance to speak.

Speaking can help students to develop their vocabulary and grammar the students can express their personal feeling, opinion and

#### **2.1.13.2. The Nature of Speaking**

Speaking is one of the four macro skills in addition to listening, reading and writing that are necessary for effective communication language in both first and second language learning contexts. As it was noted at the beginning of this work, the main objective of learning any foreign language is to be able to speak and communicate in that language. So speaking is very important since it provides learners with the opportunity to hold successful conversation as well as manage interaction.

The learning of English speaking skills is a preference for a lot of English as foreign/second language learners. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies (Richards, 1990). According to Harmer (2007), human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. Therefore, speakers should be both listeners and speakers at the same time for the effective communication.

Speaking is very important in second language learning. Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions. Speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests (Clifford, 1987). Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1995).

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

### **2.1.13. 3. Elements of Speaking**

To speak fluently and accurately there are some elements which are very important to develop speaking skill.

According to Harmer (2001) these elements refer to language features and process of the language and information. It means mental social processing.

The first aspect, language features, necessary for spoken production involves according to Harmer; the following features connected speech, expressive devices, lexis and grammar and negotiation language.

- Connected speech - conveying fluent connected speech including assimilation, stress pattering (weak ended sounds).
- Expressive devices, pitch, stress, speed, volume, physical nonverbal means for conveying meanings.
- Lexis and grammar, supply common lexical phrases for different functions (agreeing, expressing shock, surprise).
- Negotiation language in order to seek clarification and to show the structure of what we are saying.
- Mental / social processing

Language processing refers to the ability of the learners, speakers to the language in their minds through putting it in coherent order so that the other interlocutors can understand it and get the intended message.

According to Harmer (2001) information processing related to the ability of processing the information in the mind rapidly, i.e. the time speakers get information they should be ready to response to the other s' talk.

#### **2.1.13.4. Function of Speaking**

Brown and Yule (1983) as cited Richard (2008) classified functions of the speaking skills and their main features as follows:

a. Talk as interaction refers to conversation and describes interaction that serves primarily social functions. When people meet, they exchange greeting in small talk because they wish to be friendly and to establish a comfortable environment of interaction with other.

b. Talk as transaction concern where the focus on what is said or done. The central focus of the message is making others understand clearly and correctly the main features of talk as transaction are;

a. It has a primarily information focus.

b. The main focus is on the message and not the participants employ communication strategies to make them understand.

c- There many be frequent questions repetitions and comprehension checks as in the example from the preceding classroom lesson.

d. There may be negotiation and digression.

e. Linguistics accuracy is not always important.

f. Talk as performance.

### **2.1.13.5. Speaking Strategies**

Mispronounced words, mixed sounds and wrong words are slips and errors that may happen in the utterance. When the native speakers are the ones who make those kinds of errors, it is because they do not pay attention and not because they do not know yet foreign language learner s' slips and errors in the speech are due to the lack of knowledge. Some errors only happen to learners such as using no + verb to express negation in English (I am write) or violating simple word order rules. Thus, assessors have to provide special training to help them by not counting each “error” that students make (Luoma.2004, p.19).

Teaching and testing experts consider speaking as a “technical term to refer to one of the various skills that language learners should develop and have “This type of speaking is special for individuals. It is legal and purposeful because individuals speak and use language personally. However, it is also valuable to claim that “speaking forms (are) a part of the shared social activity of talking. To be able to speak correctly and appropriately at the end of learning process, most learners find speaking strategies worthy since they are important components in language learning strategy training. Oral strategies are called communicative strategies, communication strategies, conversation skills or oral communication strategies. Speaking strategies are what students are using as tools to solve any communication problem during speaking English.

Speaking strategies help foreign language (FL) learners in negotiating meaning where either linguistic structure or sociolinguistic rules are not shared between a foreign language learner and a speaker of the target language (Lopez, 2011, p.3-4). Also thinks that speaking strategies are used unable to express what they want to say because they lack the resources to do so successfully. These verbal and non-verbal strategies (e.g.

Clarification, non-verbal mimicry, gesture and other strategies). May be useful while the pauses that happen in communication because of unknown words or topics; effective communication can be advantageous for students.

Learners may profit from these strategies by moving them from their native language to the target language (Cited by Lopez, 2011, p.3). On the other hand, Canale (1983,p.11) encourage using speaking strategies for training because learners must be shown how such a strategy can be implemented in the foreign .Furthermore, learners must be encourage to use such strategies (rather than remain silent) and must be given the opportunity to use them. Valuable improvements happen in acquiring the oral tests to the students who are taught speaking strategies. Teaching speaking strategies can harmonize teaching a foreign language and English language training (ELT). Despite of that, practicing teaching speaking strategies still may not be given the sufficient importance.

Therefore, Dornyei (2001) promotes the proposal of teaching the communication strategies that he put through offering procedures. Those six strategy training procedure, which he proposes, include promoting learners awareness about the communication strategies, encouraging students to take risks and use communicative strategies without the fear of mistakes, providing FL models of the use of certain communication strategies through listening materials and videos, allowing learners to identify, categorize and evaluate strategies used by native speakers or other FL speakers, making cross-cultural difference in communication strategy use clear, teaching communication strategies by presenting linguistic devices and providing opportunities to practice the strategy since the function of communication strategies is as an aid devices (Dornyei, 2001.Cited by Cervantes and Rodriguez,2012,p.115).

### **2.1.13.6. Strategies for Developing Speaking Skills**

In communicating, the learner's primary goal is to complete a task to gain information. To reach that goal, learners should use the language that has been presented by the instructor. Therefore, they might apply any vocabulary, grammar and communication strategies that they know, in the result of communicative activities, the success means whether the learners convey and comprehend the message. Yet accuracy is not what they are looking for since it does not hinder the meaning of the message. In daily communication, turn-taking takes place where there is a kind of information gap between the interlocutors. Communicative output activities include a similar real information gap. To finish the task, the role of learners is reducing that information gap (Bashir et al., 2011, p.39).

Language is a way that the teacher uses to present different activities during lessons. In a balanced activities approach, the teacher uses a variety of activities from different categories of input and output. Learners with different levels benefit from that variety since it is more motivating to result effective language learning. The capacity to speak a language is the product of language learning as many learners often think, but speaking is also a critical part of the language learning process. Effective instructors teach students speaking strategies; using minimal responses, recognizing script and using language to talk about language and then the students would develop their knowledge of the language and their confidence to use it.

*Firstly*, minimal response is often idiomatic phrases that interlocutors use for understanding, agreement, doubt and other responses.

Using minimal responses assist language learners who lack confidence to talk successfully in oral classes listen in silence while allowing others to talk. Teachers



should support that category of students by teaching them a stock of minimal response that they can use while talking.

*Secondly*, being aware of the script (i.e., the text of play, broadcast or scene) is a good way to develop speaking strategies since some communication situations are predictable; they are linked to a number of spoken exchanges; scripts, greeting, apologies, compliments, invitations, and other function that are influenced by social and cultural norms. To obtain information and make a purchase are activities that involve doing the transactional exchanges. In these scripts, the speakers turn and the other one that follows it can often expect. Teachers may aid their students to improve their speaking by teaching them different scripts to be ready for various situations to communicate, so they will be able to predict what they will hear and what they will respond. By using communicative activities, instructors may make the students practice different scripts.

*Thirdly*, the last way is pushing students to use language to talk about language. Language learners do not say a word when they do not understand another conversation partner because of embarrassment. Thus, the role of teachers is to aid them overcome that problem by telling them that misunderstanding and the clarification can occur in any interaction; it does not count what the speaker's language skill levels are. Instructors can also provide students with the needed strategies and phrases to use for clarification and comprehension. Consequently, teachers can succeed in constructing authentic practice environment within the classroom via sustaining students to use clarification phrases in classroom in the case of misunderstanding to respond positively. After enhancing a range of clarification strategies, students will be confident to deal with a variety of communication situations that they may occur outside the classroom.

### **2.1.13.7. The Teaching and Learning of Speaking**

Speaking is an activity of delivering message, it occurs between speaker and listener orally. In other words, the main point of speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involved the messages and the listener can receive, process, and response the messages. Byrne (1984: 8) in Temungingsih (1997: 6) further says that speaking is an activity involving two or more participants as hearers and speakers who react to what they hear and their contributions. Each participant has an attention or a set of intentions goal that he wants to achieve in the interaction. In speaking, there is a goal or a purpose to be achieved by the speaker.

Speaking involves two participants at least. It means that we cannot do it individually we need partner to communicate in the same language. So, speaking is a process of transferring information, ideas and expressions that used the good form of sentence in order to make the listener understand of what we are saying. In addition, speaking is described by Fulcher as much more than just a skill, it is actually “the ability that makes us human” (Fulcher, 2003).

Bygate (1987) distinguishes between language knowledge and language skills; knowledge is what enables people to talk and skills is knowledge actively carried out in interaction, something that can be imitated and practiced. He further states that language knowledge is basically a set of grammar and pronunciation rules, vocabulary and knowledge about how they are normally used; skills are considered to be the ability to use this knowledge. Brown (2000: 250) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on that idea, there are three important points that have to be

occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them.

In speaking process, one tries to communicate with and send out his/her message to the others. In this case, the communication needs a speaker and a listener. Therefore, in speaking process, especially in dialogue, needs at least two people because we cannot do it individually. Referring to this, transactional dialogue is suitable to measure students' speaking achievements since transactional dialogue refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Itkonen (2010) mentions other relevant features as proficiency and coherence. Equally, Louma (2004) includes components of speaking as pronunciation, and spoken grammar.

#### **2.1.13.8. Objectives of Teaching Speaking**

In teaching speaking the students are asked to be more active in speaking activities. Also, in the curriculum speaking becomes an important competence that should be mastered by the students. Finally, speaking skill is very important to be taught in the school, specially. There are three main reasons for getting students to speak in the class (Harmer 2007) firstly; speaking activities provides rehearsal opportunities, chance to practice real-life speaking in the safety of the class. Secondly, speaking tasks in which the students try to use any or all of the languages they know provide feedback for both teacher and students. Thirdly, the more students have opportunities to activate the various elements of language they have stored in their brains. As a result, the students will be able to use words and phrases fluently without very much conscious thought.

Teaching speaking depends on there being a class culture of speaking and that class need to become very crowded class because of speaking. In other words, students will be much more confident speakers and their speaking ability will improve if the

teaching process in the class is attractive. The teachers themselves who need to arrange the speaking activities to be applied in the class. So, the quality of teaching speaking will be very influenced by the speaking activities applied by the teacher in the class.

### **2.1. 13.9. Teachers Roles and Responsibilities**

In English language teaching has important actions in the social setting of the classroom because he considered as one who provide students in the comprehensible input that is suitable to their levels. Hedge (2000,p26) identifies the most important roles that the teacher can play in classroom

#### **a. Controller of information**

According to Harmer (2007, p.58) ,this role is regarded by teachers as the most comfortable one since it focuses on the teachers transmission of knowledge from themselves to their students as giving explanations, organizing, organizing questions and lecturing.

#### **b. Assessor**

It means gives to his students about their performance, correcting their mistakes in various ways, the teacher in order to be an assessor he should tell his students how and for what reason they are being assessed.

The assessor teacher should be attention also to the learners' reactions and how to deal with them.

### **c. Corrector**

The teacher has to decide when and where to correct students production. The teacher should be careful when correcting pronunciation, mistakes or errors the learners commit during classroom interaction.

### **d. Organizer**

The most important role according to Harmer (2001) that the teacher acts in classroom where many things must be set up such as organizing pair and group work, giving learners instruction about how well they interact, the teacher in such a role spends much time in engaging all the class in the interaction, the teacher can stop interacting and let the learners speak and listen to each other, exchanging views and correct each other too.

### **e. Promoter**

Sometimes the students do not find the words when they talk to each other's or with the teacher .this is maybe due the students lack of vocabulary the role of the teacher here to encourage his students to think creatively in order to be independent teacher ( Harmer , 2007, p: 60).

### **f. Resource**

When the students want to know to say something or when they look for meaning of a given word or phrase they go back to their teacher as a resource of information. In turn the teacher should be able to offer such need information.

### **2.1.13.10. The Aspects of Speaking Skills**

According to Brown (2007) the teaching of speaking skill is more demanding on the teacher than the teaching of any language skills. There are five aspects must be fulfilled in a speaking classroom, they are:

(a) **Fluency** which is defined as the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech. Fluency is the smoothness or flow with which sounds, syllables, words and phrases are join to other when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty.

(b) **Grammar** defined as that grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Meanwhile, another defines grammar as a correct arrangement sentence in conversation.

(c) **Vocabulary**, the speaker cannot communicate well if he/she does not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication.

(4) **Pronunciation**, which is the ability to produce easily comprehensible articulation and defines pronunciation as the intonation patterns.

(5) **Comprehension**, comprehensibility denotes the ability of understanding the speaker's intention and general meaning. Defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. This idea means that if a person can answer or express the sentence well and correctly, it shows that he/ she comprehends or understands well.

### **2.1.13.11. Teaching Speaking in Large Class**

Teaching speaking in large class is a great chance important role to teachers to know the students ability as their challenges in learning and what is the problem happened in

teaching learning as in the classroom. By knowing the learning context, teacher teaches students by their class size. As Harmer s' said in his book, however, there are also many benefits to teaching larger classes. In large class there are always enough students to get interaction going and there is a rich a variety of human resources.

According to Chan, Chin (2011) stated that in large classes, many foreign language teachers focused on form-based instruction and memorizing a dialog text to promote students' speaking fluency. In this situation, they were required to place emphasis on language as a mean of communication rather than as a reinforcement of form-based orientation. This communicative competence was seen as a dilemma perceived by both students and teachers because of examination orientation, thus teacher play a crucial role in the design of meaningful task which can engage students' in learning activities such as speaking tasks.

Despite large classes, getting to speak up is also another challenge for EFL students. For instance, students encounter speaking problems, such as anxiety, lack of self-confidence, and lack of language practice repertoire (vocabulary and grammar). Lack of preparation time also became a problem because it took time for students for formulate what o say due o their lack of language proficiency. This empirical evidence is a starting point for EFL teachers to think of the design of speaking activities instruction in a larger-class EFL setting. In class speaking activities is something that requires instant feedback from the instructor because it is not permanent like a writing task and students tend o make mistakes like slips of tongue compared to the other skills. So, speaking / conversation classes require intense concentration of the teacher.

The difficulties and problem faced by a language teacher in observing and evaluating a large speaking class are undoubtedly painstaking. In order to convert the difficulties into challenges the teacher needs to be focused on students' needs. He / she needs to

have an open mind to be innovative to help the students' to attain success regarding speaking. More and more modern approaches and methods should be introduced.

According to encourage learner in the large class to speak English in "group work" Written by Meng (2009) there are several classroom management strategies based on collaborative learning theory suggested for promoting students' ability in speaking in the large class which are;

#### **a. Superior - Inferior Arrangement**

In large classes, the superior-inferior relationship is conducted in the way that one or two students in the superior position, have all the information that other students' need or know what the correct answers should be (Meng 2009).this means there is the in quality in their background knowledge before the activity begins, for example, in this technique the learners should selected to be the activity instructors, Each of them should assigned to study how to teach a stress relief technique outside classroom or possibly at home and then demonrate the technique to their classmates. They will also possible responsible for mentoring how well their classmates learned and performed the technique at their stations. Under such circumstance even though the learners can change their roles, not all the students' can perform the role so instructors due to the limited number of duties, unequal proficiency of the learners and accountability of the instructors. In regards to speaking opportunities, it is clear that the superior learners have more opportunities to speak or practice the new technical vocabularies and master the content while the rest of the class may have no or little chance to do so.

#### **b. Co-operating Arrangement**

In contrast to the superior-inferior arrangement, students under the co-operating arrangement have the equal access to the same information and to each other s' points of view. This approach allows the learners to share their understanding and solutions of the assignment or the materials used in the activities and help each other to complete



the task. For instance, a teacher might assign a problem - solving activity to groups of students'.

### **C. Individual Arrangement**

Individual arrangement activities are often used in conventional teaching and still play a big role even in a student's centered environment. In this kind of activity, each student has the access to the same information but performs their task individually with that piece of information. This approach has a number of disadvantages such as the risk of embarrassment, the absence of cooperation or assistance and lack of engagement or interactions between students. \students usually focus on their individual tasks and may not provide the class with the equally- qualified products.

### **d. Combining Arrangement**

The combining arrangement approach (which usually includes jigsaw groups, two - way tasks or information gap activities) is highlighted as the most suitable classroom management strategy for promoting speaking opportunities in large classes compared to the other three approaches stated in the previous section. According to Meng (2010) students under the combining arrangement condition are all on an equal footing since in each of them has unique essential information that the others need in order to accomplish a task. This means students are obliged to communicate with each other so that all the information can be combined

and the quality of the complete product will be verified before its submission or exhibition. This kind of classroom management strategies usually involves split information activities in which students are provided with a balance of particular functional information between them; different kinds of materials may be used such as the combination of a written text. A pictures text and pictures and so on. To illustrate, as trip story is a common activity that involves split information techniques. The story will have to be separated into various strips of sentence or passages or pieces of texts,

demanding on the level of the students. Each learner has to memorize or analyze his \ her part before telling or explaining it to the others in the group. Afterwards, all the learners must organize themselves to put the story together or solve the assigned problem.

Thus, students not only enhance their fluency while participating in the activities but also master the new content or language items that they individually got. Therefore, it can be concluded that combining arrangement can ensure active participation of all students' encourage more use of communication strategies and feedback, boost up students' learning motivation and attitude and suit more students' learning style preference. By using combining arrangement activities with small groups within a large or the whole class work together under the same circumstances, it is possible to engage more low proficiency students' into speaking activities. Using alternative classroom activities based on the combining arrangement approach in order to increase the speaking opportunities in large EFL classes.

The three kinds up classroom management strategies of students' ability in collaborative learning, showing how way students enhance their learning be able more increase to using in classroom by large class. It is make a speaker need a listener more each other with two person or more to be a peer to finish their assignment by talk discussion to exchange their both minds. From that, Harmer s' also argued that one of key elements in successful large group teaching is use pair work and group work. In larger classes, pair work and group work play an important part since they maximize student participation. Even where chairs and desks cannot be moved, there are ways of doing this; first rows turn to face second rows; the third rows to face fourth rows, etc. In more technological equipped rooms, students can work round computer screens. When using pair work and group work with large groups, it is important to make instructions especially clear, to agree how to stop the activity (many teachers just raise

their hands until students notice them and gradually quieted down) and to give good feedback.

That why the writer using the group work and pair work in large class to be his research especially in students speaking skills.

### **2.1.13.12. Speaking difficulties in foreign language learning**

Every language need speaking to convey the meaning, for example learners, oral skills is what they need to learn, practice and understand another language apart from the mother – tongue. Nevertheless, there are many problems that occur during speaking a foreign language. Many studies have indicated that oral language development has largely been neglected in the classroom and most of the time; oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever functions as a mean for students to gain knowledge and explore ideas, that is the teacher should recently be a facilitator and the one who guides the lesson and not one give the lesson. Apparently, oral expression has not much significance in learning. Hence, learners would find difficulty in speaking English even if they were university students.

Many problems that EFL learners have in their attempt to speak the language are appear while leaning language. For instance, students in some Arabic countries have low- down level in speaking since around the whole of the focus reading – writing skills. Because the aim of learning for most students is only to succeed in the examination and not to improve their speaking capacity, students reach secondary school level after to 10 years of schooling but are unable to speak English in acceptable way.

The goal of teaching the oral skills is to enhance the learners' communicative efficiency, but when they try to express themselves there is always hesitation, repetition, and too much pauses. Learners often find some difficulties when practicing

the speaking skill due to a lack of interest in the subject, lack of self-confidence, etc. Ur (1991) claim that there are four main problems in getting students speak in the foreign language in the classroom which are: inhibition, nothing to say, low or uneven participation, and mother-tongue use.

#### **a. Inhibition**

This problem which occurs more when EFL learners attempt to participate in the classroom, make them unfortunately face many difficulties that decrease the students' ability to speak confidently in front of their classmates.

#### **b. Nothing to say**

The common expressions EFL Learners employ when they are imposed to participate in a given topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. Ur (1991: 121) confirmed that when he states "even if they are not inhibited, you often hear learners complain that they cannot think of anything to say". Share the same idea, since they believe that people often feel nervous when they have to talk in public meeting, and the lack of self-confidence and preparation make them think that they have nothing to say, and they are going to look like idiots.

#### **c. Low or uneven participation**

This problem refers to the amount of each student's talking time. Ur (1991: 121) states that "only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time". This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

Goh & Burns (2012: 234) share the same concern expressed so far when stated that "speaking lessons should not be limited to simply asking learners to complete a speaking tasks. There is more that teachers can do to help them gradually improve their speaking." Teachers should be careful by designing and selecting the appropriate

classroom techniques, skills, strategies, and the most important emphasizing repeated tasks so that learners have further language resources for improving their first performance.

#### **d. Mother Tongue use**

EFL learners of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. Ur (1991: 121) confirmed that by stating: In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel “exposed” if they are speaking their mother tongue. Therefore, learners will never be able to use the foreign language correctly if they keep using their mother tongue. Harmer (2001: 131) states that “it is an entirely natural thing to do; when we learn a foreign language we use translation almost without thinking about it, particularly at elementary and intermediate level.” Unconsciously learners use their mother tongue, but Harmer (2001) ensures that this is not only learner’s responsibility; rather it seems to be an example of failure for both learners and teachers. In other words, teachers should be aware if they frequently use the learner’s language in the classroom, because learners also will feel more comfortable to use their mother tongue in the classroom, and this of course may not help them to improve their proficiency level.

#### **2.1.13.13. The Types of classroom Speaking Performance**

According to **Brown** (2004) describes categories of speaking skill as follows:

**a. Imitative-** at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

**b. Intensive** - a second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, of phonological relationship( such as prosodic element- intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture - cued task including simple sequence and relationship up to the simple sentence level.

**c. Responsive** - responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

### **2.1.13.14. Activities in Speaking Skill**

In speaking class, the English teacher should prepare appropriate activities for students in order that they can use their potency to speak English in the classroom. Related to speaking activities, Nunan one of English education experts is called this process as spoken discourse. He explained three extracts of speaking activities in the classroom.

**a. Interactional uses of language** - it's the primary purpose for communication are social. The emphasis is on creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to communicate good will. Although information may be communicated in the process, the accurate and orderly presentation of information is not the primary purpose. Examples of interactional uses of language are greeting making small-talk, telling jokes, giving compliments, making casual "chat" of the kind used to pass time with friends or to make encounters with strangers comfortable.

**b. A short - Turn** its consist of only one two utterances, a long turn consists of a string of utterance which may last as long as an hour lecture. What is demanded of a

speaker in a long turn is considerably more demanding than that is required of a speaker in a short turn. As soon as a speaker "takes the floor" for a long turn, tells an anecdote, tells a joke, explain how something works, justifies a position, describes an individual and so on, he takes responsibility for creating a structured sequence of utterance which must help the listener to create a coherent mental representation of what he is trying to say.

**c. The Use of Role-play** -The use of role - play has added a tremendous number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom; they can be shopkeepers or spies, grandparents or children, authority figures or subordinates; they can be bold or frightened, irritated or a mused, disproving or affectionate; they can be in Buckingham palace or on a ship or on the moon; they can be threading, advising, apologizing, condoling. The language on correspondingly vary along several parameters; according to the profession, status, personality, attitudes or mood of the character being role-play, according to the physical setting imagined, according to the communicative functions or purpose required.

The extracts above are related to the process of speaking ability which can be applied to encourage students to speak up. For this case, the process of achieving expertise in a skill, especially speaking skill was outlined at least three stages; awareness, appropriation and autonomy. The term appropriation rather than either controlled practice or restricting is used for the second stage because it captures better the sense that learning skill is not simply a behavior (like practice) or a mental process ( reconstructing), but one of collaborative construction. Over time and through social interaction the skill, which is first other-regulated;

Becomes "self regulated"? Central to the notion of the transfer of control is the idea the aspects of the skills are appropriated. Appropriation has a connotation of asking over the ownership of something of making something one own.

Related to types of speaking activities Thornbury suggested some appropriate activities that can be applied in English classroom, namely; drilling and chants, writing tasks, reading aloud, assisted performance and scaffolding, dialogue and communication tasks.

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student respond to a question, offers a comment or tries out a new word or structure, the teacher subconsciously makes an assessment of students performance. Written work –from a jotted down phrase to a formal essay is performance that ultimately is assessed by itself, teacher and possibly other students. Then, Brown added as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objectives of criteria.

## **E. Discussion**

Discussion is one of the most speaking activities used by teachers in the classrooms. Free discussion is an important activity for developing students' fluency. It involves students in talking about different topics and encourages them to use language to express their ideas, thoughts and opinions.

Harmer (2001) argued that discussion as speaking task is most useful and interesting form of oral practice in classroom. It offers opportunities for students to exchange their views to development communicative ability when using the target language.

Discussion is any exchange of ideas and opinions either on a class basis with the teachers' role as a mediator and to some extent as participator or within the context of a group, with the students talking among themselves. It may last for just a few minutes or it may be continuous for a whole lesson (in case of advanced learners who have a good



command of foreign language). It may be an end in itself; a strategy for developing oral expression through exchange of ideas, opinion, arguments and points of views. We can say that this technique is student- directed and teacher - guided discussion Byrne (1979). For example all students can be asked to read a single book or story that can be discussed in one session upon completion of the reading.

Discussion groups (also called literature circles and book clubs) can last from one to two three sessions depending on the length of the book. Discussion has many advantages, some benefits for foreign learners include; increased comprehension levels; opportunities to improve spoken language proficiency; increased participation of quiet and shy students and more time for teacher observation of students are reluctant to give an opinion in front of the whole especially if they cannot think of anything to say are not confident of the language they might use to say it.

Many students feel extremely exposed in classroom discussion, teacher have to keep in mind that topics for discussion are not selected at random. The first step toward successful discussion is that the teacher has to respect the following;

Providing the students with a variety of sources of input (both topical information and language forms) newspaper, video recording or simply text so that they can have something to say and the language with which to say it. Offering choices relevance to professional – educational level of the students to feel comfortable with the topic chosen from several choices. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs rather than how to combat pollution. Setting a goal or outcome of discussion as group product, such as a letter to the editor. Using small groups instead of large groups or whole class discussion as, large groups can make participation difficult.

Giving 8-15 minutes for discussion. Allow them to stop if run out of things to say. Allowing students to participate in their own way. Do not expect all of them to

contribute to the discussion, some students may feel uncomfortable to talk about certain topics. Doing linguistics follow-up at the end of the discussion; give feedback on grammar or pronunciation problems. Through well- prepared discussion, the teachers' role is not to force his opinion on the students but rather to motivate them to express theirs. The teachers' opinion, if offered at all, should only serve to stimulate further ideas on the part of the students, not to inhibit them. Secondly, the teacher should appear more interested in the ideas at least in the beginning. Sometimes, of course, the teacher may have to help students to get their message across or make their meaning clear. In addition, the teacher has to keep the channels of communication open not of course by doing all the talking himself but by stimulating students talks through questions which sever as stimuli for discussion as long as they generate controversial opinions amongst the students.

#### **F. Communication Games**

This kind of games designed for the sake of prove communication between the students so that one student in order to solve puzzle (game). The teacher here can bring these activities from radio and T.V games in to the classroom. For example (describe and draw) one student is asked to describe a picture and the other student should draw it. (Describing and arrangement) one student describes a structure which is made for some objects and the other student organizes it and put it in the right order without seeing the original picture. In contrast ( in find the difference two students have the same picture but one is slightly different from the other and students must find the difference between them without looking to each other s' picture.

#### **G. InformationGap Activities**

According to Harmer (1998) information gap activities is the type of speaking task. This activity requires the students' ability to fill gaps when there is missing of

information .The teacher uses this kind of activities aiming at sharing information between students during classroom oral course.

According Thornbury (2005) describes information gap activities; he claims that in these kinds of task there is knowledge gap among learners and it can be bridged by using the language. Therefore, in order to obtain the information, the interactions have to communicate. Little Wood (1994) labels these activities functional communication activities. He emphasizes sharing the information among learners and its processing. The most common information gap activity is spotting the difference in the pictures, exchanging personal information and creating the story based on flashcard shown to the students' in random order for a few seconds and one flashcard per group only. This makes the students cooperate and communicate with each other to find the lacking information.

### **2.1.13.15. Assessment of Speaking**

Assessment is a process of collecting and analyzing the data to measure the result of students' achievement. The assessment activities are applied to achieve, to analyze and to interpret data about the result of students' progress in teaching learning process systematically and continuously.

In the end of learning English, the students' will be measured in order to know their improvement in learning English. It means in learning speaking the students' ability also will be measured by the teachers. Talking about measuring ability it is known as testing or test. A test, in simple terms is a method of measuring a persons' ability, knowledge or performance in a given domain (Brown 2004). In the Speaking test, means that there will be some aspects like fluency, accuracy and comprehensibility. The test also should be appropriate to test those aspects or domain. In other hand, progress or achievement test of speaking ability is designed to measure

learners' skill progress in relation to the syllabus they have been following. Achievement test only work if they contain item types which the students' are familiar with. If students are faced with completely new material, the test will not measure the learning that has been taking place that is learning speaking. Moreover, achievement test at the end of a term should reflect progress of speaking skill, not failure. They should reinforce the learning that has been taken place. They can also help us to decide on change to future teaching programs.

There are two types of test item (Harmer 2007);

A. Direct test item; It asks candidates to perform the communicative skill which is being tested, whereas direct test item tries to be as much like real-life language use as possible.

b. Indirect test item; It tries to measure a students' knowledge and ability by getting at what lies beneath their receptive and productive skills. Whereas, it tried to find out about a students' language knowledge through more controlled items, such as multiple – choice question or grammar transformation items.

To know the improvement of students' speaking skill has been made by the students after being treated by some problem stricks; their speaking ability will be measured by speaking measurement.

## **2.2. Previous Studies**

In this part a few studies will be reviewed in a way to reflect differences and similarities between them and the present study.

### **2.2.1. First Study**

This study was carried by Syed (2013) conducted his research entitled A comparative on the effect of individual pair and team work on speaking fluency of Iranian elementary EFL learners. The results of this research shows that the three groups performed significantly different on the pos-test. Indicating that the techniques of working in pairs and teams promote the speaking fluency of the Iranian EFL learners. Used of the materials for the course remained constant for the three groups throughout the program.

The participants were asked to do the task individually they were work in pairs and divided into four member teams and worked in groups. At the end of the treatment, the participants took part in an oral interview, which had been administered in the present. To determine whether any change in speaking fluency had occurred.

### **2.2.2. The Second Study**

This research done by Abdullah (2016) under that title improve speaking in English through group work activities ( A classroom action research of third year students in academic year (2016). The result of this research shows that indicates that the students responded very well towards the implementation of the group work activities.

### **2.2.3. The Third Study**

This study done by Osman Ahmed (2012) A M program in ELT under title impact of communicative language teaching approach on promoting speaking skill at tertiary level. This study signified less its attempt to investigate the essential role which communicative approach can play in improving speaking skills

The main of this study are to find out the problems that facing student when they try to speak in English language and to identify the impact of teachers' awareness of

communicative language teaching on enhancing the speaking skill.

The researcher used descriptive analytical method for collecting data obtained by using attitudinal questionnaire for random sample of teachers of English in seven Sudanese university and classroom observation.

The result indicates that;

**a.** The classroom observation supported the statement that large university class are not conducive for maintaining interaction and communication in class due to the facts that in these classes the seats are fixed to the floor and don't allow students to organize groups for holding conversation. Most of the teachers believe that it difficult to control large university class.

**B.** Teachers should reduce student inhibition through using group work and respecting students' contributions. Teacher should not make fun of their students when make mistake.

#### **2.2.4. The Fourth Study**

Eltyeb Mohammed Elsheikh in his MA dissertation that investigating on the (Effect of vocabulary on improving speaking skills (2013) the study aimed to find out vocabulary problems that hinder students mastering their English speaking and to identify good ways to improve students speaking skills highlighting importance of

**A.** Learning vocabulary is essential for developing speaking skills.

**b.** Learning vocabulary is introduced gradually.

**c.** A good speaker is known by rich vocabulary.

**d.** Learners can improve their speaking through listening a lot.

**e.** Students can improve their speaking skills through involvement in real communication.

**f.** Building self-confidence is vital for improve speaking skills.

**g.** an effective teaching of vocabulary can improve he learner vocabulary.

The researcher recommended that; teachers should introduce a variety of vocabulary activities to improve speaking skills. And learner should be motivated to enrich

vocabulary to speak good English.

### **2.2.5. The Fifth Study**

This Study was carried by ( Karwan Mustafa Sayeed 2013) under the title; The role of learner – learner interaction in the development speaking skills. The study investigated the role of learner-learner interaction in the development of speaking skills of 52 international postgraduate students who enrolled in an intensive English course at the language center at University Utara Malaysia (UUM) after they failed in English Language Placement Test (ELPT) at the point of entry to the university. A quantitative research method was employed to examine the role of learner-learner interaction in the development of speaking skill of the language learners. The speaking skill of the participants was assessed before and immediately after the English course and, questionnaire was distributed among the participants to get a deeper insight about the role of learner-learner interaction in enhancing their speaking skill. The data gained were analyzed through SPSS version 16.0 and were presented in the form of descriptive statistics which include percentages. Findings of the study indicated that learner- learner interaction played a significant role in the classroom since students were able to improve their speaking skill in the classroom atmosphere. The analysis also confirmed notable concern over employing learner-learner interaction instructions in the developing of speaking skill. The pedagogical implications of the findings suggested the need to include communicative language teaching materials which help language learners practice language in the hope of improving their speaking abilities through the interactions that take place among language learners in the classroom.

### **2.2.6. The Sixth Study**

This study done by Najma Raja (2012) under the title; The Effectiveness of Group Work and Pair Work for Students of English at Undergraduate Level in Public and Private Sector Colleges. The study investigated one of the teaching strategies of collaborative language teaching (CLT), namely group work and pair work. The introduction of a new English textbook at the undergraduate level has created some difficulties for teachers. These difficulties include the use of group and pair work. This innovation demands a move in the direction of a more learner - centered approach to teaching. The scope of the study was limited to the teachers and students perception, attitude and beliefs about collaborative teaching. The focus was on one of the strategies of CLT – group work and pair work. Concrete recommendations were given to improve the status of group work and pair work at the undergraduate level in public and private sector institutions of Pakistan.

#### **2.2.7. The Seventh Study**

This study carried by Ruth Otientoh (2010) entitle; Implementation of Pair Work and Group Work for Creation of Interaction Opportunities for Learners in Large Classes: The Viability of the Two Strategies.

This study is based on an action research carried out in two Kenyan Primary schools in Nairobi. The purpose was to implement group work and pair work to improve teaching and learning in large classes by creating interaction opportunities for learners. This was a mixed method study of dominant/less dominant design where interviews and structured and unstructured observations were used as methods of data collection. The study established that systematic incorporation of cooperative learning basic elements in group work made it more viable in creating interaction opportunities for learners in large classes. Though pair work was modified to enable learners to be



interactively accountable both at individual and level and as pairs, it was not as successful as expected.

### **2.2.8. The Eighth Study**

This study done by Mariana De Carvalho (2016) under the title; Pair work for developing Speaking skill. This study was written minding the question “How can we make students see the relevance of pair work in the English classroom?”, and the purpose of it is to investigate pair work activities and the development of speaking skills in the English in the classroom. Pair work activities have got many benefits, especially with young learners and this study analyses how the students responded to those activities, throughout a period of three cycles. During these three cycles, students did pair work activities and answered questionnaires, which helped me see how students responded to pair work activities, as well as its purpose Results show that students respond well to pair work activities, but they need an explanation as to why they do it. It also appears that better students do not need an explanation, and students who are below average tend to respond better to pair work activities and L2 use after they were given explanation.

### **2.2.9. Ninth Study**

APHD thesis entitled "investigating the significance of using communicative approach in improving speaking skills among EFL learners" By Hamad Yahia Hamad Omar-Sudan University of science and technology academic year (2020).

This study aims to find out the contribution of the communicative approach to EFL learners speaking skill in secondary level English language teachers on implementing the communicative approach.

The researcher adopted mixed method experimental and descriptive analytical methods. The researcher used speaking ability test ( pre-test and post-test) for students and questionnaire for English language teachers.

The researcher recommended for improving speaking skills in secondary level such as the current secondary level syllabus should be supplemented to satisfy the requirement of communicative language teaching approach to provide enough input to improve students' speaking ability.

#### **2.2.10. The Tenth Study**

The researcher Eltayeb Mohammed in his research for AM in (ELT) under the title "effect of vocabulary on improving speaking skill".

Sudan University of science and technology in academic year (2013).

The researcher aimed to find out vocabulary problems that hinder students' in mastering their English language.

Identify good ways to improve students' English speaking. The researcher used a questionnaire as a tool for collecting data. The finding of this research learners' with good vocabulary can speak good English.

Vocabulary activities help students to improve their vocabulary. Listening a lot and involvement in real communication can improve learners' speaking skill.

The researcher has recommended curriculum should contain ways of developing speaking skill.

- Learners should be motivated to enrich their vocabulary to speak good English.
- Teachers should introduce a variety of vocabulary activities to improve speaking skill.

### **2.2.11. The Eleventh Study**

The researcher Musa Budawi Abdallah in his research for MA in (ELT) under the title (investigating the problem of speaking skills among Sudanese students) in academic year 2019.

The researcher adopted the questionnaire as a tool for data collection. The study aimed to identify efficient activities in developing speaking skills. To discover a useful techniques in improving the speaking skill.

The finding of this study the way of teaching speaking skill are not sufficient and attractive.

The researcher recommended teachers motivate students for speaking English language. Teachers training on the ways of teaching speaking and how they build students' competence and enable students' to builds their abilities and self confidence.

# CHAPTER THREE

## Methodology

### 3.0. Introduction

This chapter will describe the methodology of the study. In that it will describe the methods and tools employed, the population, the samples the tools of data collection, namely a questionnaire, observation instrument and procedures of data analysis.

### 3.1. Research Methodology

The researcher used the descriptive analytical method. The questionnaire is used to collect data for the implantation of group work strategies in enhancing secondary schools students' speaking skill. Observation will be used as a tool to collect relevant data and information.

The purpose of this study to measure the role of students' group learning oral communication skills and investigate which extent the group learning strategies helped to improve learners' communication skill.

The researcher administered teachers questionnaire of (40) items to randomly selected samples of (40) teachers and observation check-list through class of (10) items for English languages teacher, randomly selected consist of twenty teachers to gather data. In statistical analysis the researcher calculated the means, medium, mode and standard deviation to describe and findings.

### **3.2. Population**

This study consist of (60) secondary school English language teachers - Khartoum locality. (40) Teachers filled questionnaire items.(20) for classroom observation check-list.

### **3.3 .Sample a of the study**

The subjects of this research consist of (60) English language Teachers, who were chosen randomly from Khartoum locality secondary Schools. The purposive sample of the research was chosen from the assembly of secondary English Languages

### **3.4 .Tools of Data Collection**

The researcher used two tools for data collection, the questionnaire and observation for English language teachers at Sudanese secondary schools -Khartoum Locality.

#### **3.4.1 Questionnaire**

The questionnaire was distributed to (40) the secondary school teachers. This questionnaire includes a covering page which introduces the topic of the research and it uses Likert-5point scale (strongly agree, agree, neutral, disagree, strongly disagree). The statements are about “implantation of group work strategies in enhancing secondary schools students' speaking skill”. However, the questionnaire will be designed to collect information about the questionnaire includes (20) statements given to (40) the third-year of Sudanese secondary school teachers. It was judged by experienced specialists and doctors from Sudan University of Science and Technology. The responses to questionnaire were taken to an expert in statistics and the findings are as in the table of analysis.

### 3.4.2. An Observation checklist:

The other instrument was used in this research is the classroom observation checklist. It is one of the useful tools, which are used to have a clear idea about any concrete situation. This tool allows the ease collection of realistic yet reliable data, as well as the measurement of classroom behaviors as Mason (1996,60) points “Observations are methods of gathering data which involve the researcher immersing himself or herself in research setting, and systematically observing dimensions of that setting, interaction, relationship, action ,events, and so on with it”. Hence, classroom observation enables the investigator to describe a particular situation through interpreting the behaviors and attitudes into a written form text. It was done through English language teachers in secondary schools - Khartoum locality. The results of observations check list as in figures in chapter four data analysis.

### 3.4 . Validity of the questionnaire.

Validity is the touch stone of all the types of educational research that a researcher tries to ensure. In order to check the apparent validity for the study questionnaire and validation of its statements according to the formulation and explanation, the questionnaire was checked by three PhD holder referees who were specialists in the study field. They recommended adding, omitting, editing some statements. The researcher studied all the recommendations and suggestions and some corrections have been done. The following are the referees and their jobs and their place of work.

Name	Academic positions	Academic institutional
Dr.Mohamed El Ameen Alshingity	Assistance professor	El Ribat university
Dr.Salah Alkarib	Associate Professor	Ahfad university
Dr. Muntasir Hassan Mubarak	Assistance Professor	Sudan University for Science and Technology

### **3.5 . Reliability of the Questionnaire**

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

In this study the validity calculated by using the following equation:

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

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation,

#### **Statistical Reliability of the questionnaire**

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

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

In this study the validity calculated by using the following equation:

$$\sqrt{\frac{\text{Validity}}{\text{Reliability}}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table:

***Reliability Statistics***

<b>Cronbach's Alpha</b>	<b>No. of Items</b>
<b>0.391</b>	<b>40</b>



### **3.6. Procedures**

The data collected thorough the questionnaire and the observation will be tabulated and treated statistically by the statistic package of social science (SPSS) programme version 24. The finding will be used to answer the relevant study questions. In addition, data collected from the observation items will be discussed in order to answer to explore whether there is statistically a significant difference in the Sudanese secondary school teachers.

### **3.7. Conclusion**

To sum up, this chapter sheds lights on the research methodology that has been dealt with, as it provides an overview of the research design, the instruments used in research and the main objectives behind each procedure. Besides, it explains how the sample was selected. Thus, the next chapter will be devoted d to the analysis of the research data.

# CHAPTER FOUR

## Data Analysis, Results and Discussions

### 4.0 Introduction

This chapter presents and analyzes the data collected through the questionnaire which was distributed to 40 respondents who represented the Sudanese secondary school Teachers. This chapter also presents the data collected through the interview which was given to the English language experts. The results will be used to provide answers to the research questions.

### Demographic Information of the questionnaire's participants

Table (4.1) The Frequency Distribution for the study Respondents

according to sex:

Sex	Frequency	Percent
Male	27	61.7
Female	13	38.3
Total	40	100.0

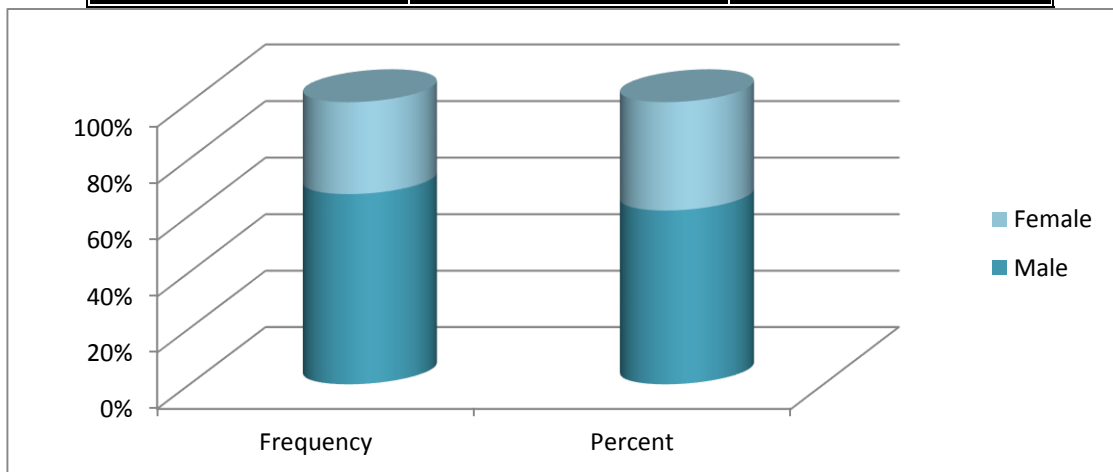
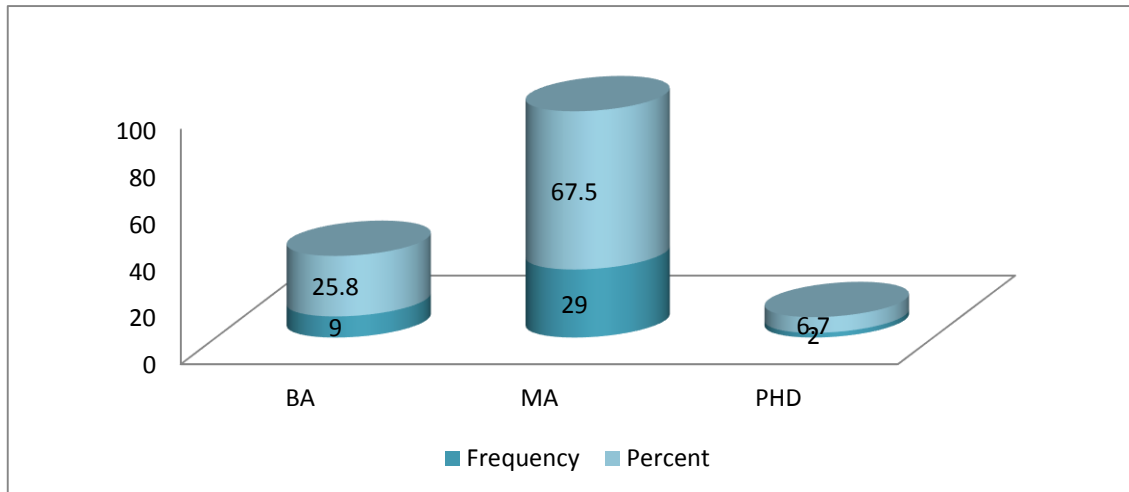


Fig. (4.1) The frequency distribution for the study respondents according to sex

From table (4.1) and figure (4.1) it is shown that most of the study's respondents are males, the males participants are (27) with percentage (61.7%). The female respondents number is (13) with percentage (38.3%). This indicates that males represent the majority.

**Table (4.2) The Frequency Distribution for the study Respondents according to academic qualification:**

Qualification	Frequency	Percent
BA	9	25.8
MA	29	67.5
PHD	2	6.7
<b>Total</b>	<b>40</b>	<b>100.0</b>



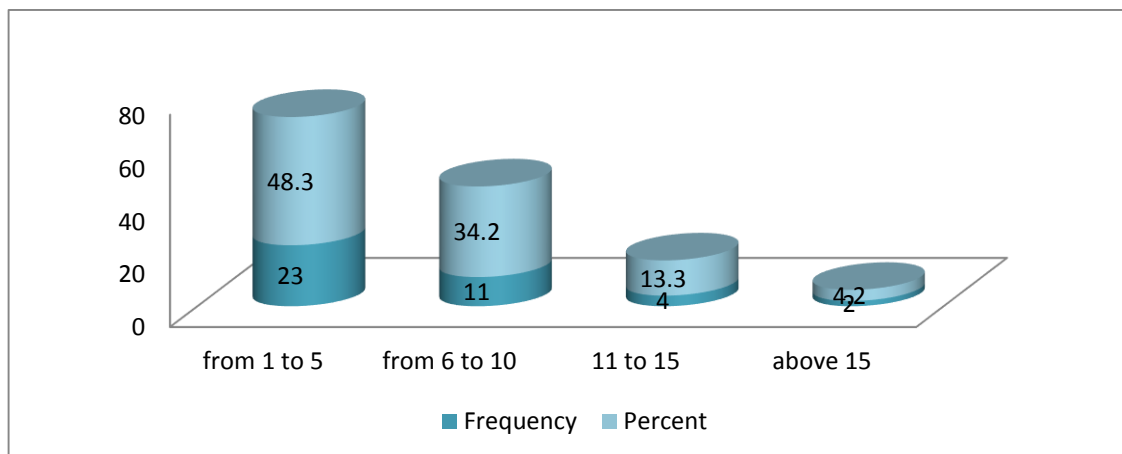
**Figure (4.2) The frequency of the study respondents according to academic qualification**

According to table (4.2) and figure (4.2) it is clear that most of the study's respondents have MA as qualification, the number of those who hold master degrees is (29) with percentage (67.5%). The respondents who have BA as qualification are (9) participants with (25.8%). The respondents who have PH.D as qualification are (2) with (6.7%).

**Table (4.3) The Frequency Distribution for the study Respondents**

**According to years of experience**

Experience	Frequency	Percent
from 1 to 5	23	48.3
from 6 to 10	11	34.2
11 to 15	4	13.3
above 15	2	4.2
<b>Total</b>	<b>40</b>	<b>100.0</b>



**Fig. (4.3) The frequency distribution for the study respondents according to years of experience**

It is noticed from the above table and figure that most of the sample respondents have experience between (1) and (5) years, their number is (23) with percentage (48.3%). The number of sample's respondents who have experience between (6) and (10) years is (11) with percentage (34.2%). The number of sample's respondents who have experience from 11 to (15) is (4) with percentage (13.3%). The number of sample's respondents who have experience more than (15) is (2) percentage (4.2%). The results show that all participants have experience in teaching foreign language.

## 4.1 Data Analysis of the questionnaire

### - Hypothesis (1):

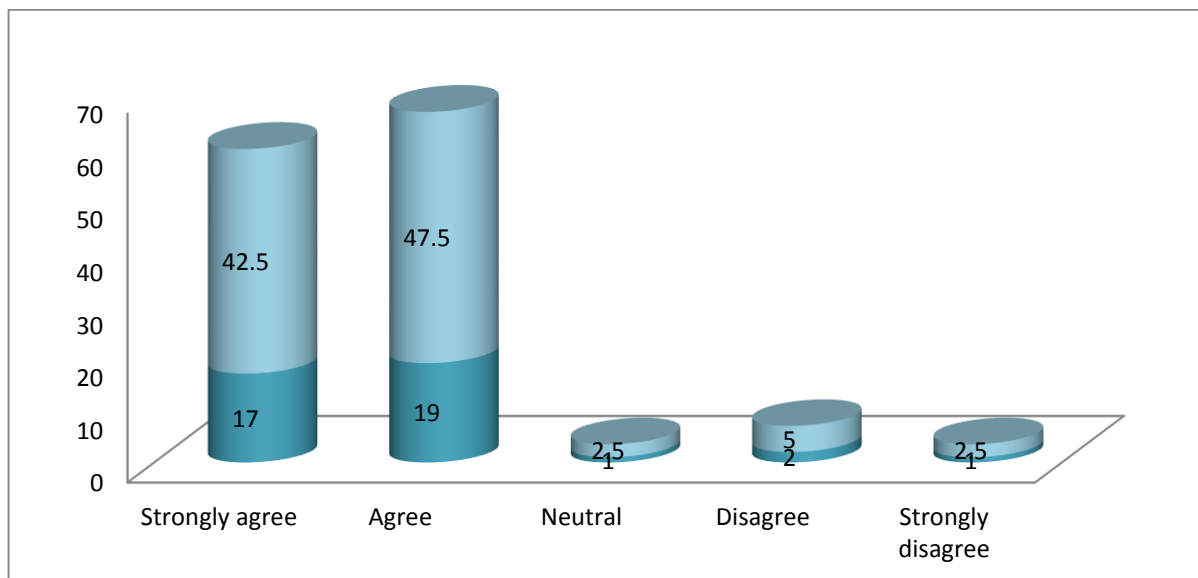
#### 4.1. 1 .There are advantages of using group work techniques inside the classroom to teach speaking skill

##### Teaching oral skill

**Statement No. (1):** Applying group work technique give **positive advantage** in learning speaking skill

**Table (4.4) : Applying group work technique give positive advantage**

Valid	Frequency	Percent %
strongly agree	17	42.5
Agree	19	47.5
Neutral	1	2.5
Disagree	2	5.0
strongly disagree	1	2.5
<b>Total</b>	<b>40</b>	<b>100</b>



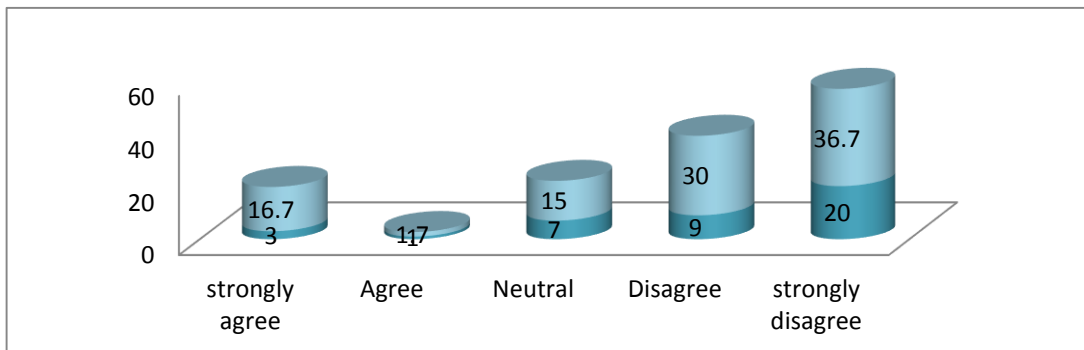
**Figure (4.4) Applying group work technique gives positive advantage in learning**

The results of the above table (4.4) and figure (4.4) to the responses of the statement “Applying group work technique give **positive advantage** in learning speaking skill.” show that the distribution of the samples by the statement as follows: strongly agree (59.2%), agree (29.2%), neutral (5%), disagree (4.2%) and strongly disagree (2.5%) This indicate that Applying group work technique give positive advantage in learning speaking skill .

**Statement No(2):** Using group work does not create competition among learners to enhance speaking skill

**Table (4.5):**

Valid	Frequency	Percent %
strongly agree	3	16.7
Agree	1	1.7
Neutral	7	15.0
Disagree	9	30.0
strongly disagree	20	36.7
<b>Total</b>	<b>40</b>	<b>100</b>



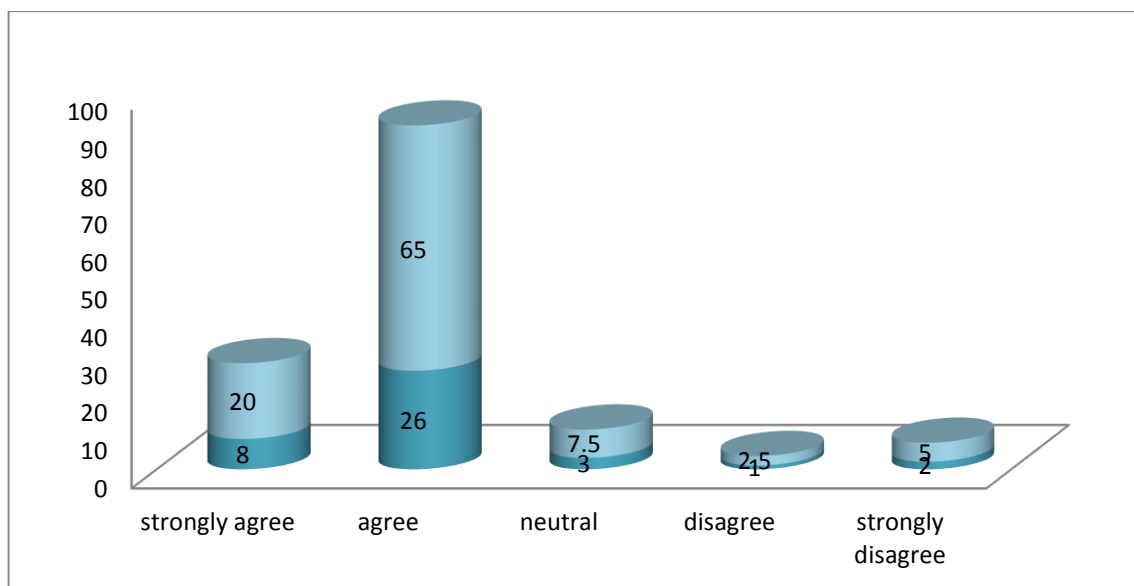
**Figure (4.5)** Using group work does not create competition among learners to enhance speaking skills.

From the above table (4.5) and figure (4.5) it is shown that (16.7%) strongly agree. (1.7%) agree, (7) respondents (15.0%) not sure. However, (9) responses (30.0%) disagree, and (20) participants (36.7%) strongly disagree. with the statement" Using group work does not create competition among learners to enhance speaking skill I."

**Statement No. (3):** Group work learning enriches students with **information** rather than individual

**Table (4.6)** Group work learning **enriches** students with **information**

Valid	Frequency	Percent %
strongly agree	8	20.0
agree	26	65.0
neutral	3	7.5
disagree	1	2.5
strongly disagree	2	5.0
<b>Total</b>	<b>40</b>	<b>100</b>



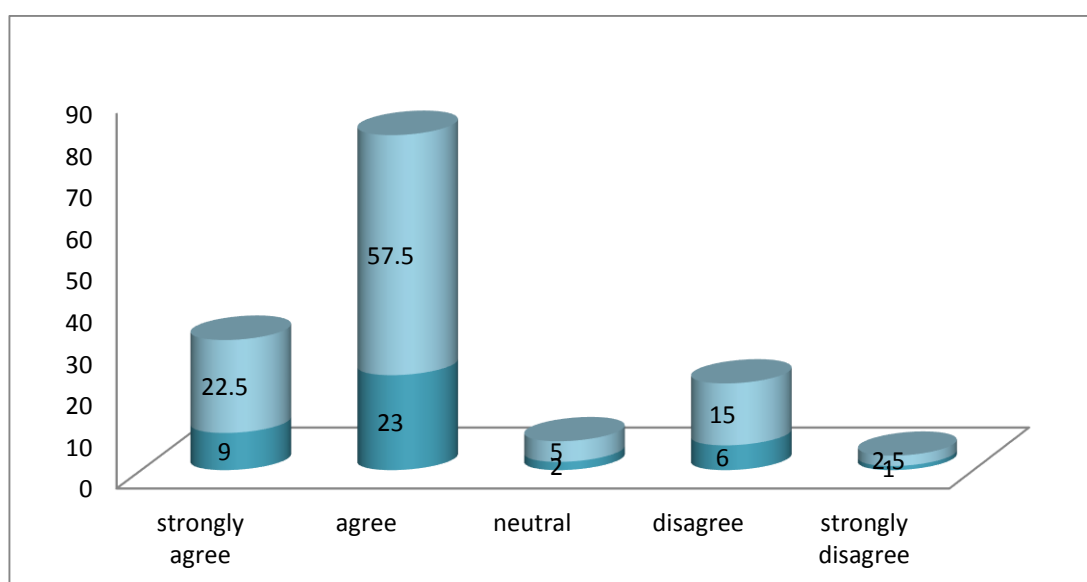
**Figure (4.6)** Group work learning enriches students with information

As illustrated in table (4.6) and figure (4.6), the participants' responses to the statement " Group work learning enriches students with information rather than individual " as follows: (20.0%) strongly agree, (65.0%) agree, (7.5%) not sure, (2.5%) disagree, and (5.0%) strongly disagree. This indicates that Group work learning enriches students with information rather than individual

**Statement No. (4):** . . Group work learning helps students solve the communication skill problems

**Table (4.7)** Group work solve the communication skill problems

Valid	Frequency	Percent %
strongly agree	9	22.5
Agree	23	57.5
Neutral	2	5.0
Disagree	6	15.0
strongly disagree	1	2.5
<b>Total</b>	<b>40</b>	<b>100</b>



**Figure (4.7)** Group work solve the communication skill problems

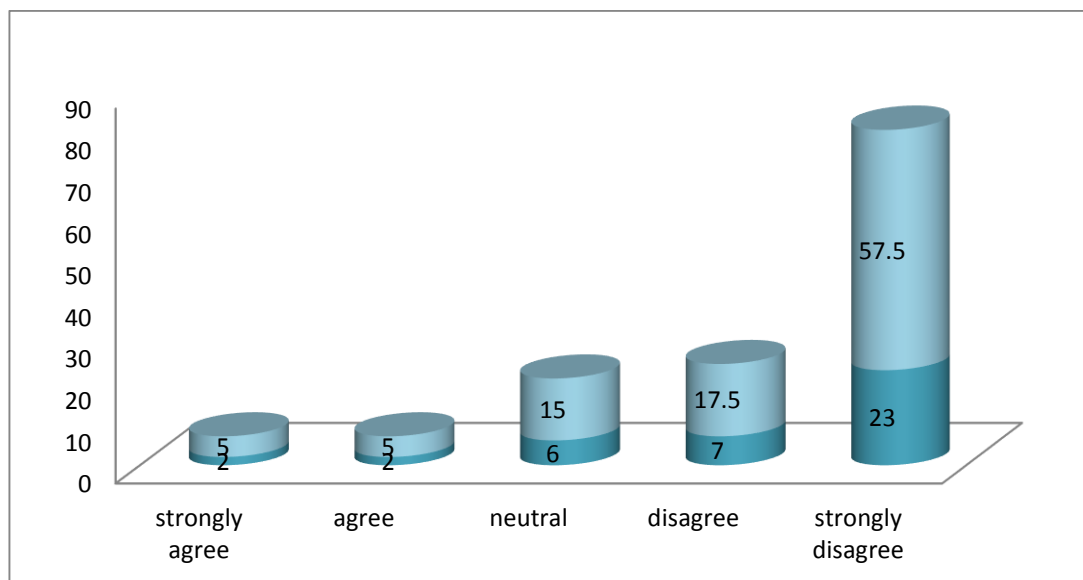
The frequencies and percentages presented in table (4.7) and figure (4.7) indicate that (22.5%) of the participants' responses were strongly agree, (57.5%) agree, (5.0%) not sure. However, (15.0%) of the participants' responses were disagree, and (2.5%) strongly disagree. Taking this into consideration, it is to be said that Group work learning helps students solve the communication skill problems



**Statement No. (5):** Using team work does not build students' self-esteem to speak English.

**Table (4.8) : Using team work does not build students' self-esteem**

Valid	Frequency	Percent %
strongly agree	2	5.0
Agree	2	5.0
Neutral	6	15.0
Disagree	7	17.5
strongly disagree	23	57.5
<b>Total</b>	<b>40</b>	<b>100</b>



**Figure (4.8 ) Using team work does not build students' self-esteem**

From the above table (4.8) and figure (4.8) it is shown that (5.0%) strongly agree. (5.0%) agree, (6) respondents (15.0%) not sure. However, responses(17.5%) disagree ,and participants (57.5%) strongly disagree. with the statement" Using team work does not build students' self-esteem to speak English."

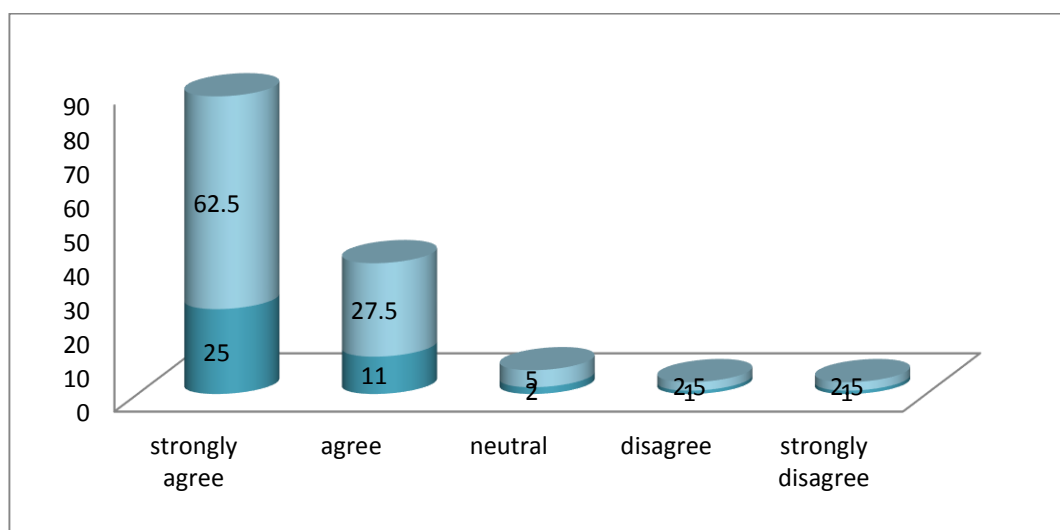
## - Hypothesis (2)

**4.1. 2 :** There are **types** of group work that teacher should use to develop students' speaking skills.

**Statement No.(1):** Using collaborative group work is an effective strategy to teach speaking skill.

**Table (4.9) :** group work is an effective strategy to teach speaking skill.

Valid	Frequency	Percent %
strongly agree	25	62.5
Agree	11	27.5
Neutral	2	5.0
Disagree	1	2.5
strongly disagree	1	2.5
<b>Total</b>	<b>40</b>	<b>100</b>



**Figure (4.9) :** group work is an effective strategy to teach speaking skill

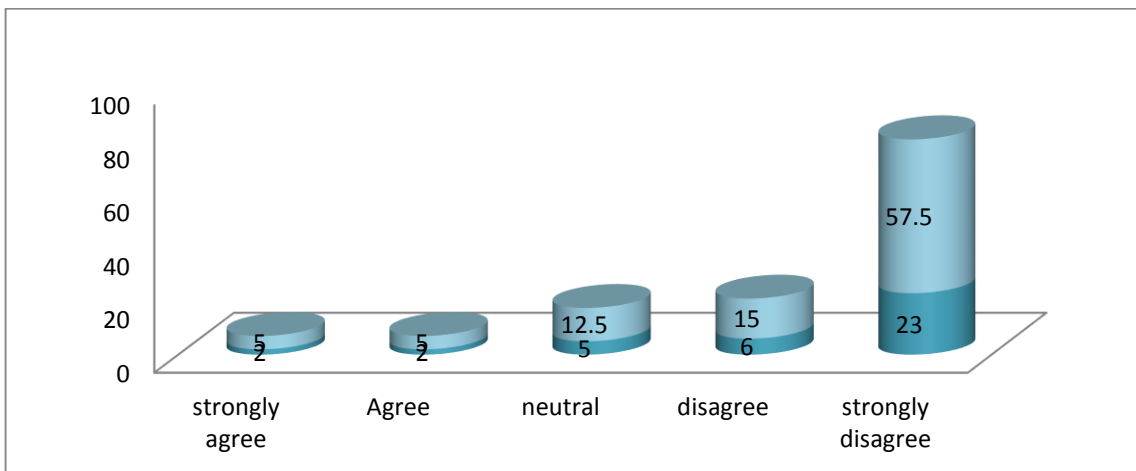
With reference to table (4.9) and figure (4.9), it is clear that participants' response to the statement " Using collaborative group work is an effective strategy to teach speaking skill." as follows:

strongly agree (67.5%), agree (27.5%), neutral (5.0%), disagree (2.5%) and strongly disagree (2.5%).These results shows group work is an effective strategy to teach speaking skill.

**Statement No.(2):** Utilizing pair work technique does not foster students' to communicate easily

**Table (4.10) : Utilizing pair work technique does not foster students' to communicate**

Valid	Frequency	Percent %
strongly agree	2	5.0
Agree	2	5.0
Neutral	5	12.5
Disagree	6	15.0
strongly disagree	23	57.5
<b>Total</b>	<b>40</b>	<b>100</b>



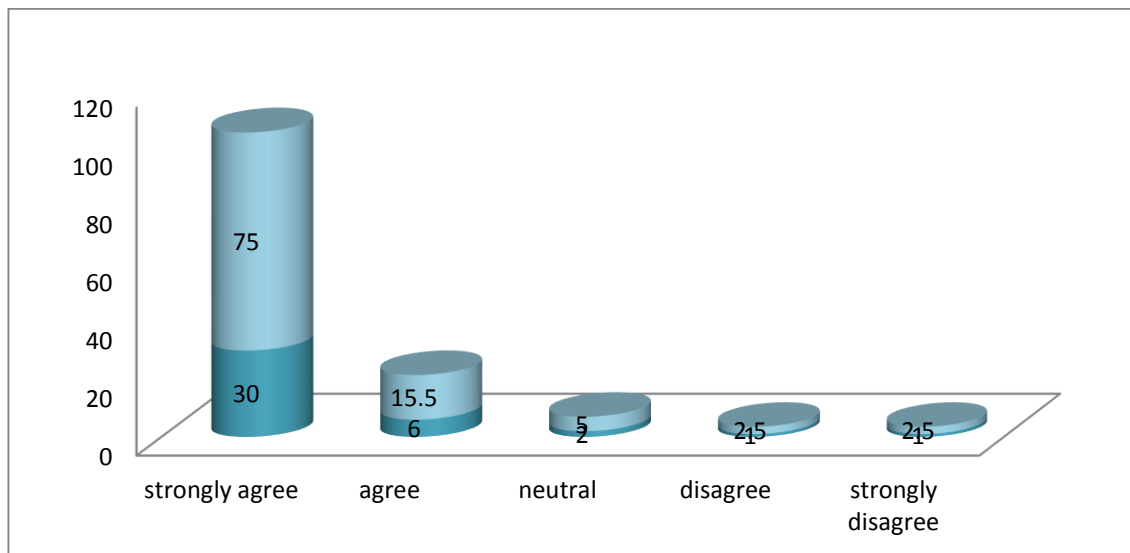
**Figure (4.10): Utilizing pair work technique does not foster students' to communicate**

From the above table (4.9) and figure (4.9), it is clear that participants' response to the statement "Utilizing pair work technique does not foster students' to communicate easily." as follows: strongly agree (5.0%), agree (5.0%), neutral (12.5%), disagree (15.0%) and strongly disagree (57.5%).These results shows pair work technique does not foster students' to communicate easily

**Statement No.(3):** Using cooperative learning is an effective to encourage students speak English language.

**Table (4.11): cooperative learning is an effective way**

Valid	Frequency	Percent %
strongly agree	30	75.0
Agree	6	15.5
Neutral	2	5.0
Disagree	1	2.5
strongly disagree	1	2.5
<b>Total</b>	<b>40</b>	<b>100</b>



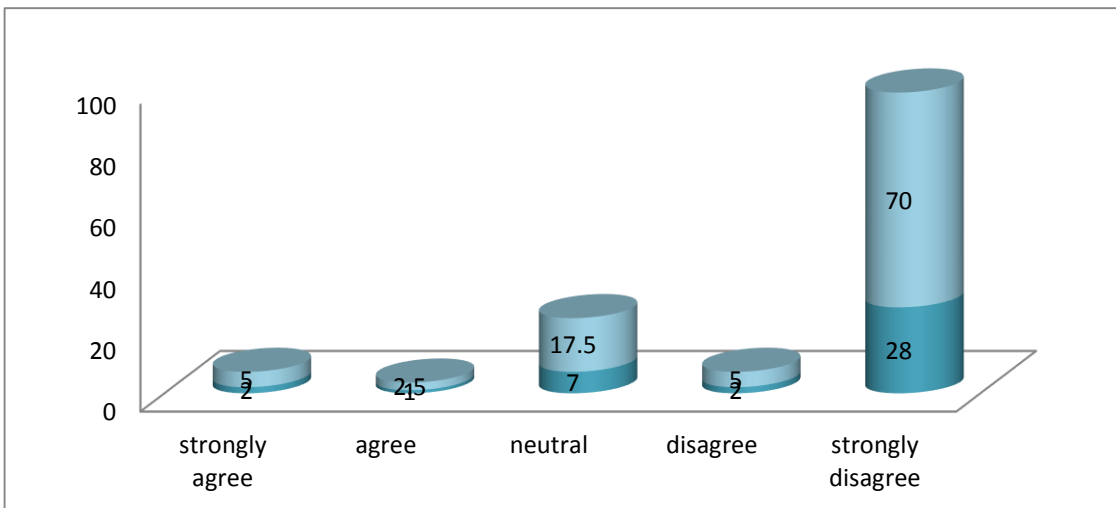
**Figure (4.11) : cooperative learning is an effective way**

From the above table (4.11) and figure (4.11), it is clear that participants' response to the statement "Using cooperative learning is an effective way to encourage students speak English language." as follows: strongly agree (75.0%), agree (15.5%), neutral (5.0%), disagree (2.5%) and strongly disagree (2.5%). These results show that using cooperative learning is an effective way to encourage students to speak English.

**Statement No.(4):** Implementing group work in the classroom does not give students' opportunity to interact with each other.

**Table (4.12) : group work in the classroom does not give students' opportunity**

Valid	Frequency	Percent %
strongly agree	2	5.0
Agree	1	2.5
Neutral	7	17.5
Disagree	2	5.0
strongly disagree	28	70.0
<b>Total</b>	<b>40</b>	<b>100</b>



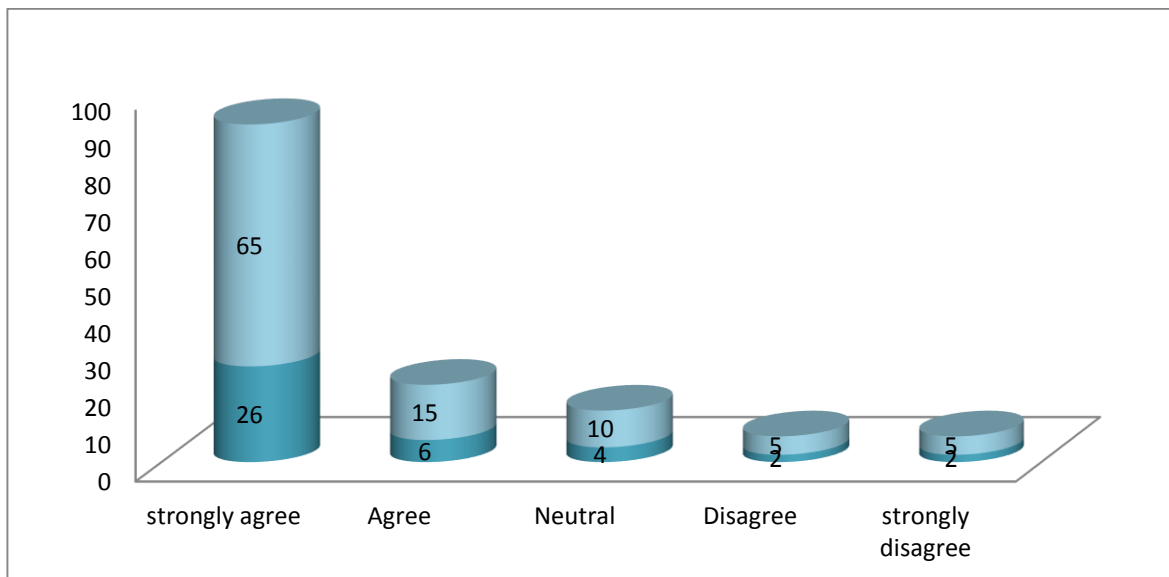
**Figure (4.12) : group work in the classroom does not give students' opportunity**

From the above table (4.12) and figure (4.12), it is clear that participants' Implementing group work in the classroom does not give students' opportunity to interact with each other." as follows: strongly agree (5.0%), agree (2.5%), neutral (17.5%), disagree (5.0%) and strongly disagree (70.0%).These results shows Using group work in the classroom does not give students' opportunity

**Statement No.(5):** Creating suitable classroom environment helps students in communication learning process.

**Table (4.13) : environment helps students in communication**

Valid	Frequency	Percent %
strongly agree	26	65.0
Agree	6	15.0
Neutral	4	10.0
Disagree	2	5.0
strongly disagree	2	5.0
<b>Total</b>	<b>40</b>	<b>100</b>



**Figure (4.13) : environment helps students in communication**

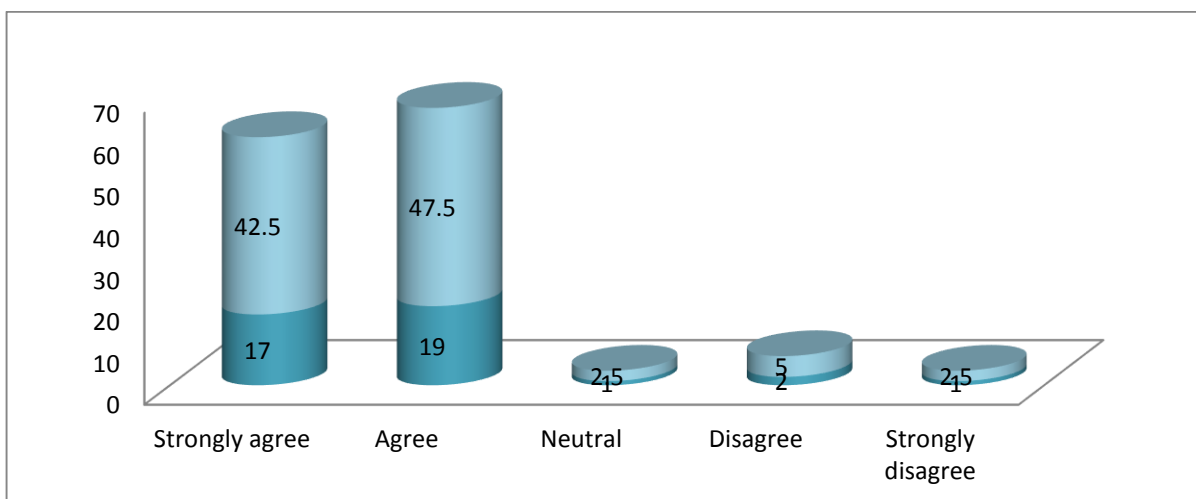
From the above table (4.13) and figure (4.13), it is clear that participants' "Creating suitable classroom environment helps students in communication learning process." as follows: strongly agree (65.0%), agree (15.0%), neutral (10.0%), disagree (5.0%) and strongly disagree (5.0%). These results show that creating a suitable classroom environment helps students in the communication learning process.

### 4.1.3 : There are some of the techniques that English language teachers could use to teach speaking skill

**Statement No.(11):** Using role-play enhances students speaking skill.

**Table (4.14) :** Using role-play enhances students speaking skill.

Valid	Frequency	Percent %
strongly agree	17	42.5
Agree	19	47.5
Neutral	1	2.5
Disagree	2	5.0
strongly disagree	1	2.5
<b>Total</b>	<b>40</b>	<b>100</b>



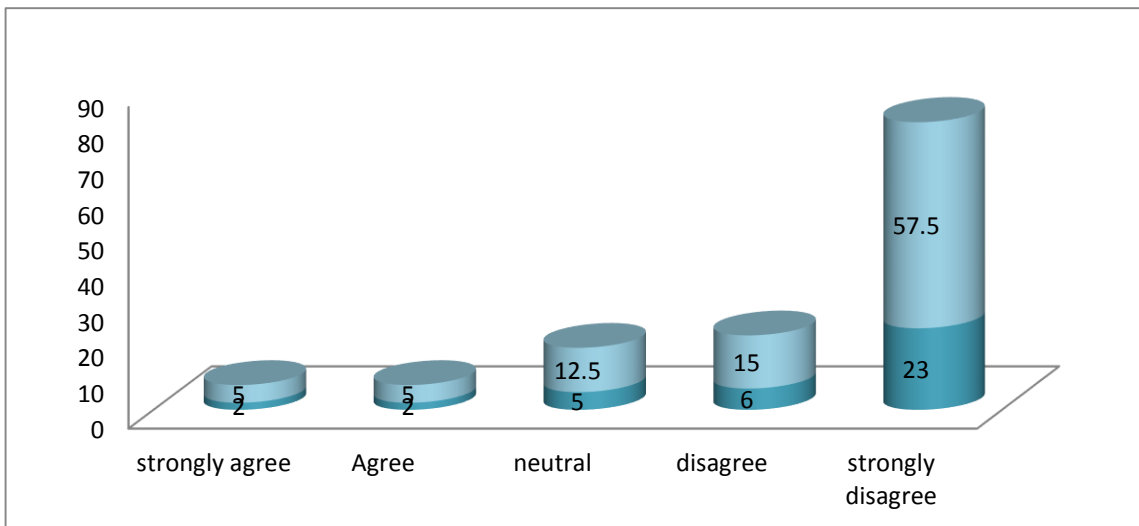
**Figure (4.4) role-play enhances students speaking skill.**

The results of the above table (4.14) and figure (4.14) to the responses of the statement “role-play enhances students speaking skill.” show that the distribution of the samples by the statement as follows: strongly agree (59.2%), agree (29.2%), neutral (5%), disagree (4.2%) and strongly disagree (2.5%) This indicate that role-play enhances students speaking skill

**Statement No.(12):** Utilizing educational games does not encourage students to communicate effectively.

**Table (4.15) : educational games does not encourage students to communicate**

Valid	Frequency	Percent %
strongly agree	2	5.0
Agree	2	5.0
Neutral	5	12.5
Disagree	6	15.0
strongly disagree	23	57.5
<b>Total</b>	<b>40</b>	<b>100</b>



**Figure (4.15) : educational games does not encourage students to communicate**

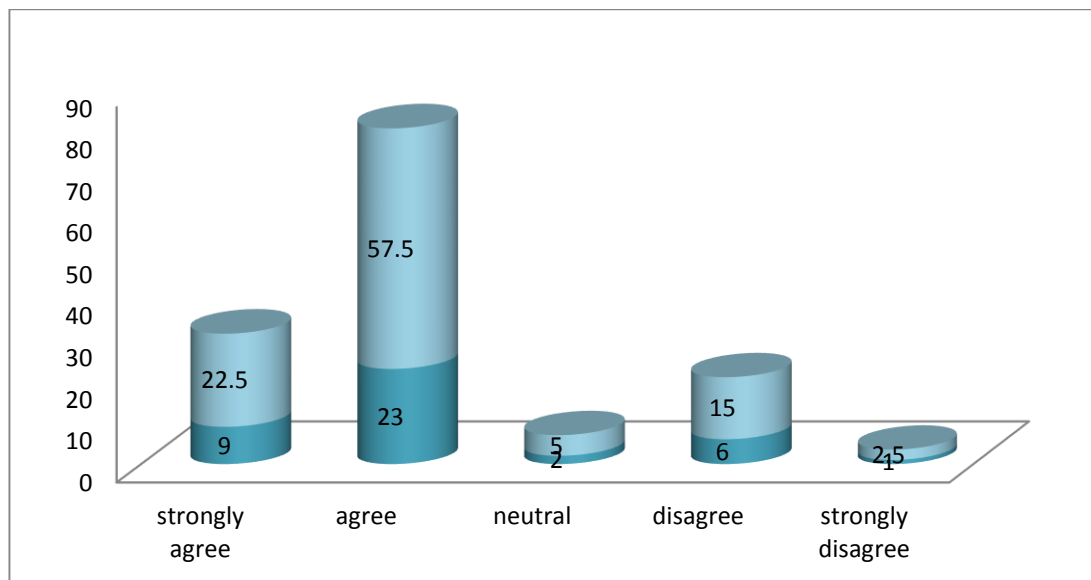
From the above table (4.9) and figure (4.9), it is clear that participants' response to the statement "Utilizing educational games does not encourage students to communicate effectively." as follows: strongly agree (5.0%), agree (5.0%), neutral (12.5%), disagree (15.0%) and strongly disagree (57.5%). These results show that Utilizing educational games does not encourage students to communicate effectively.



**Statement No.(13):** Students should be motivated with discussion topics to develop their speaking skills

**Table (4.16)** Students should be motivated with discussion topics

Valid	Frequency	Percent %
strongly agree	9	22.5
Agree	23	57.5
Neutral	2	5.0
Disagree	6	15.0
strongly disagree	1	2.5
<b>Total</b>	<b>40</b>	<b>100</b>



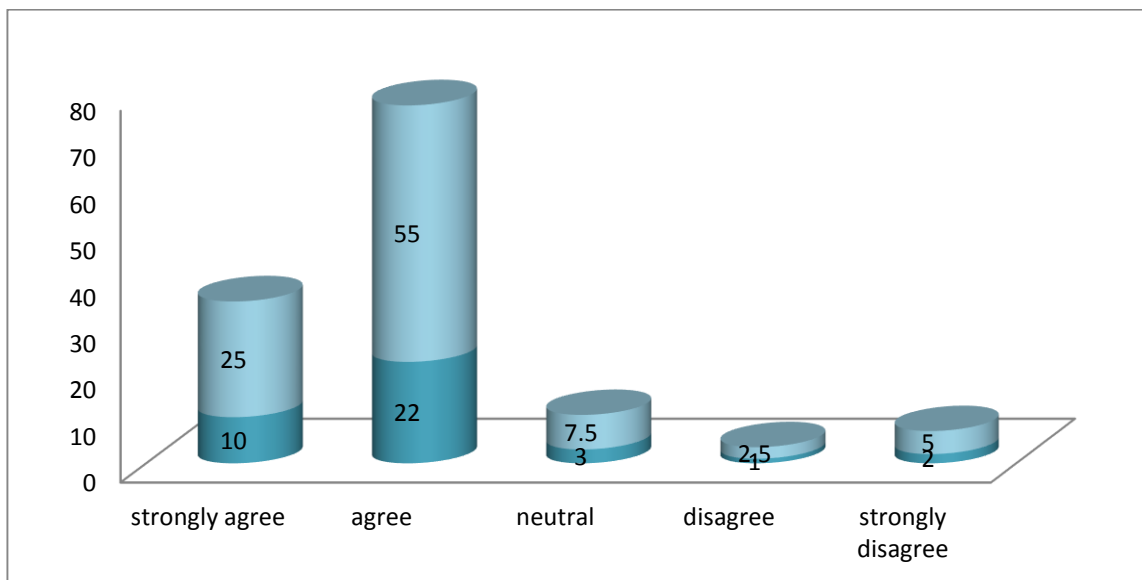
**Figure (4.16)** Students should be motivated with discussion topics

The frequencies and percentages presented in table (4.16) and figure (4.16) indicate that (22.5%) of the participants' responses were strongly agree, (57.5%) agree, (5.0%) not sure. However, (15.0%) of the participants' responses were disagree, and (2.5%) strongly disagree. this shows that, Students should be motivated with discussion topics to develop their speaking skills

**Statement No.(14):** Using dialogue promotes students oral skills

**Table (4.17) Using dialogue promotes students oral skills**

Valid	Frequency	Percent %
strongly agree	10	25.0
agree	22	55.0
neutral	3	7.5
disagree	1	2.5
strongly disagree	2	5.0
<b>Total</b>	<b>40</b>	<b>100</b>



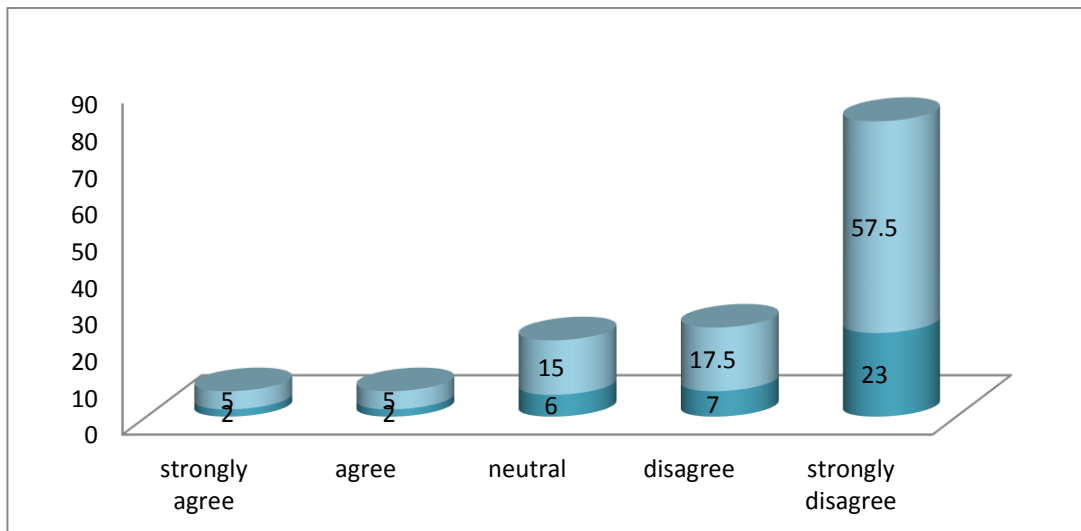
**Figure (4.16)** Using dialogue promotes students oral skills

The frequencies and percentages presented in table (4.16) and figure (4.16) indicate that (52.0%) of the participants' responses were strongly agree, (55.5%) agree, (7.5%) not sure. However, (2.5%) of the participants' responses were disagree, and (5.0%) strongly disagree. this shows that, Using dialogue promotes students oral skills

**Statement No.(15):** . Utilizing information gap cannot help students communicate easily

**Table (4.17) :** Utilizing **information gap** cannot help students communicate

Valid	Frequency	Percent %
strongly agree	2	5.0
Agree	2	5.0
Neutral	6	15.0
Disagree	7	17.5
strongly disagree	23	57.5
<b>Total</b>	<b>40</b>	<b>100</b>



**Figure (4.17)** Utilizing **information gap** cannot help students communicate

From the above table (4.17) and figure (4.17) it is shown that (5.0%) strongly agree. (5.0%) agree, (6) respondents (15.0%) not sure. However, responses (17.5%) disagree, and participants (57.5%) strongly disagree. with the statement" Utilizing information gap cannot help students communicate."

**Chi – square test formula:**

$$X^2 = \sum_{i=1}^n \frac{(O_i - E)^2}{Ei}$$

**whereas :**

$O_i$  = sample frequencies

$Ei$  = expected frequencies

$\sum_{i=1}^n$  = the summation

n = the number of the sample individuals

i = 1 .2 .3 ... n

this is the calculated chi- square value which we always compare it with tabulated value at the specific significance level and degree of freedom And then the significant values determinate if there is statistically differences between the sample frequencies and sample frequencies that by comparing the probability value with the significance value (0.05) . and if the probability value is smaller than the significance value 0.05 this indicate that there is statistically differences between the sample frequencies and sample frequencies and then we compare the real mean with the hypothesized mean of the statement and find out if it's less than hypothesized mean this is enough evidence for the no acceptance of the respondents to the statement and if its greater this indicate that most of the respondents are agree with the statement.

**Table (4. 18) :Chi-Square Test Results of the Respondents’ Answers to the Questions of the Hypothesis One**

No	Statements	mean	SD	Chi square	p-value
1	Applying group work technique give positive advantage in learning .speaking skill.	2.8	.90	22	0.00
2	Using group work does not create competition among learners to enhance speaking skill	3.1	.60	23	0.00
3	Group work learning enriches students with information rather than individual	2.8	.70	24	0.00
4	Group work learning helps students solve the communication skill problems	2.5	.80	22	0.00
5	Using team work does not build students' self-esteem to speak English.	2.7	.40	25	0.00

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (1) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “Applying group work technique give positive advantage in learning speaking skill.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (2) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Using group work does not create competition among learners to enhance speaking skill.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (3) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Group work learning enriches students with information rather than individual

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Group work learning helps students solve the communication skill problems.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (5) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using team work does not build students' self-esteem to speak English.

According to the previous results, the first hypothesis of study is verified

**Table (4.19 ) Chi-Square Test Results of Respondents' Answers to the Questions of the Hypothesis Two:**

No.	Statements	mean	SD	Chi square	p-value
1	Using collaborative group work is an effective strategy to teach speaking skill.	2.3	.60	26	0.00
2	Utilizing pair work technique does not foster students' to communicate easily	3.0	.80	27	0.00
3	Using cooperative learning is an effective way to encourage students speak English language	2.6	.70	24	0.00
4	Implementing group work in the classroom does not give students' opportunity to interact with each other.	2.6	.90	22	0.00
5	Creating suitable classroom environment helps students in communication learning process.	2.5	.40	25	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (1) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed

with the statement “Using collaborative group work is an effective strategy to teach speaking skill.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (2) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Utilizing pair work technique does not foster students' to communicate easily

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (3) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “Using cooperative learning is an effective way to encourage students speak English language.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (4) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Implementing group work in the classroom does not give students' opportunity to interact with each other.



The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (5) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Creating suitable classroom environment helps students in communication learning process

According to the previous result the second hypothesis of the study is verified.

**Table (4.20): Chi-Square Test Results of Respondents' Answers to the Questions of the Hypothesis Three:**

No.	Statements	mean	SD	Chi square	p-value
1	Using role-play enhances students speaking skill.	2.5	.70	26	0.00
2	Utilizing educational games does not encourage students to communicate effectively.	3.0	.30	27	0.00
3	Students should be motivated with discussion topics to develop their speaking skills	2.8	.90	25	0.00
4	Using dialogue to promote students oral skills	2.5	.80	22	0.00
5	Utilizing information gap cannot help students communicate easily	2.7	.80	26	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (1) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Using role-play enhances students speaking skill

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question (2) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the

significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “Utilizing educational games does not encourage students to communicate effectively

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (3) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Students should be motivated with discussion topics to develop their speaking skills

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement “Using dialogue to promote students oral skills

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (5) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (13). This shows that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed

with the statement “Utilizing information gap cannot help students communicate easily

According to the previous result testing the third hypothesis of the study is verified.

## 2 The Second Instrument of the Study is an observation for Sudanese Secondary Schools Teachers

### 4.2 .1

Statement No (1) Teacher speaks clearly.

Table ( 4.21 ): Teacher speaks clearly

Valid	Frequency	Percent %
Always	10	50.0
Never	6	30.0
Rarely	4	20.0
<b>Total</b>	<b>20</b>	<b>100</b>

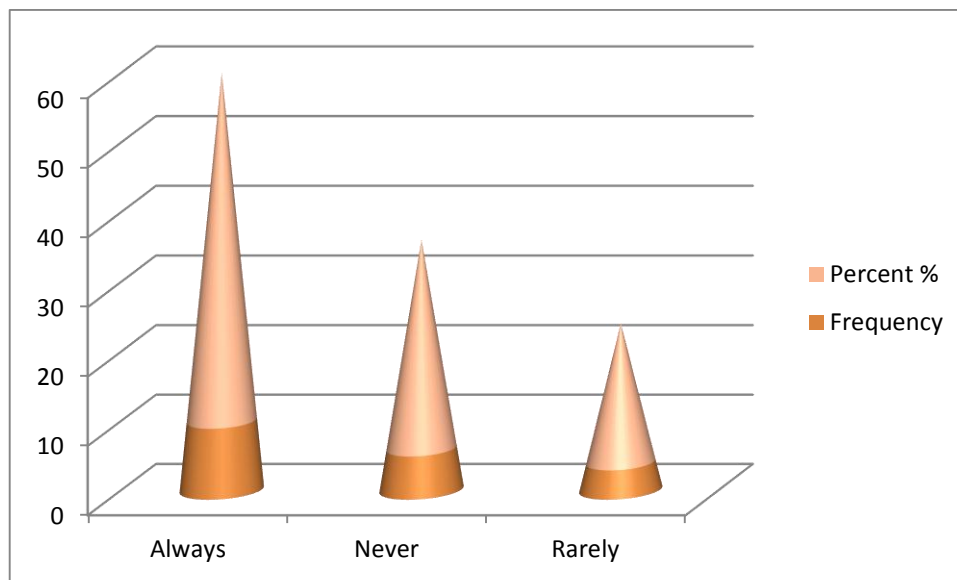


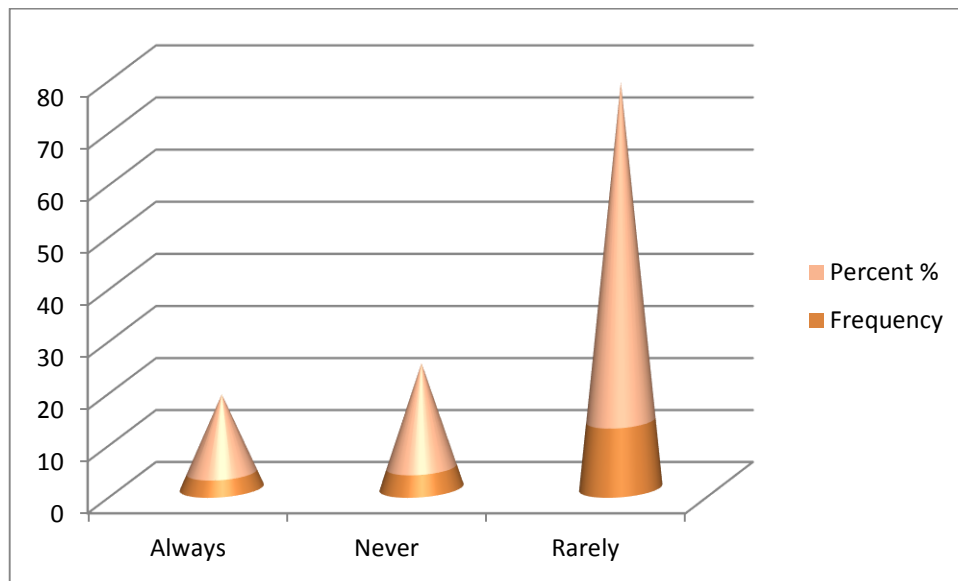
Figure (4.18) Teacher speaks clearly

It is clear from the table and figure above that most secondary schools Teachers did that always with percentage (50.0%) that means Sudanese secondary schools Teacher always speaks clearly

**Statement No (2)** Teacher uses teaching materials effectively.

**Table (4.22 ):** Teacher uses teaching materials

Valid	Frequency	Percent %
Always	3	15.0
Never	4	20.0
Rarely	13	65.0
<b>Total</b>	<b>20</b>	<b>100</b>



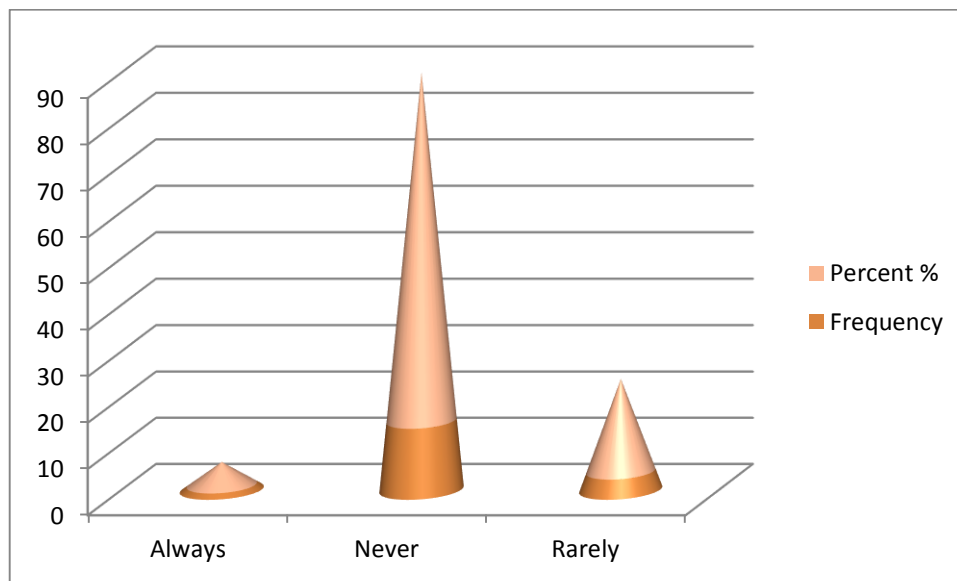
**Figure (4.19)** Teacher uses teaching materials

It is clear from the table and figure above that most secondary schools Teachers did that rarely with percentage (65.0%) that means Sudanese secondary schools Teacher rarely uses teaching materials effectively

**Statement No (3)** Teacher focuses on fluency rather than accuracy.

**Table (4.23):** Teacher focuses on fluency rather than accuracy

Valid	Frequency	Percent %
Always	1	5.0
Never	15	75.0
Rarely	4	20.0
<b>Total</b>	<b>20</b>	<b>100</b>



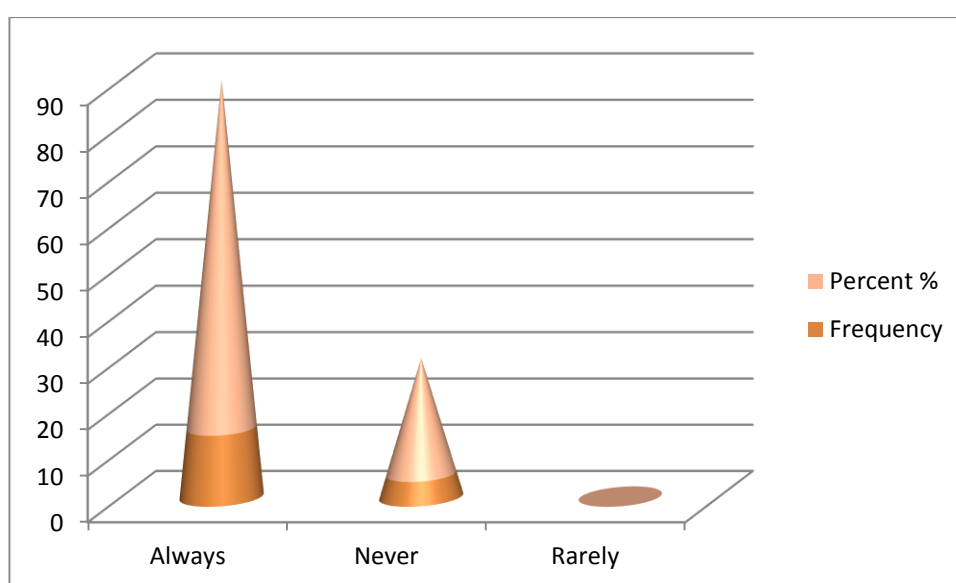
**Figure (4.20)** Teacher focuses on fluency rather than accuracy

It is clear from the table and figure above that most secondary schools Teachers did that never with percentage (75.0%) that means Sudanese secondary schools Teacher never focuses on fluency

**Statement No (4)** Teacher focuses on accuracy more than fluency.

**Table ( 4.24 ):** Teacher focuses on accuracy more than fluency

Valid	Frequency	Percent %
Always	15	75.0
Never	5	25.0
Rarely	0	0.0
<b>Total</b>	<b>20</b>	<b>100</b>



**Figure (4.21)** Teacher focuses on accuracy more than fluency

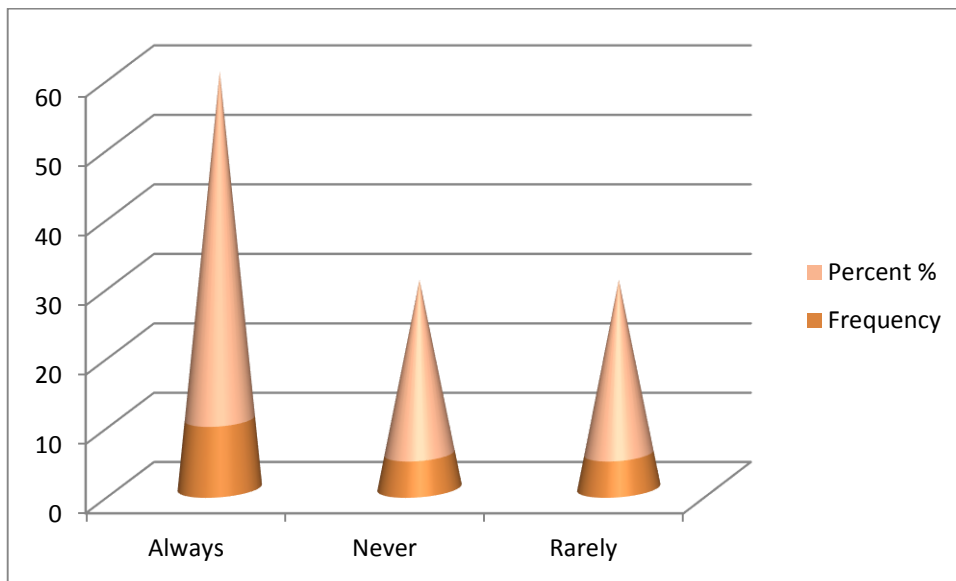
It is clear from the table and figure above that most secondary schools Teachers did that always with percentage (75.0%) that means Sudanese secondary schools Teacher always Teacher focuses on accuracy more than fluency.



**Statement No (5) Teacher has clear instructions.**

**Table ( 4.25 ): Teacher has clear instructions**

Valid	Frequency	Percent %
Always	10	50.0
Never	5	25.0
Rarely	5	25.0
<b>Total</b>	<b>20</b>	<b>100</b>



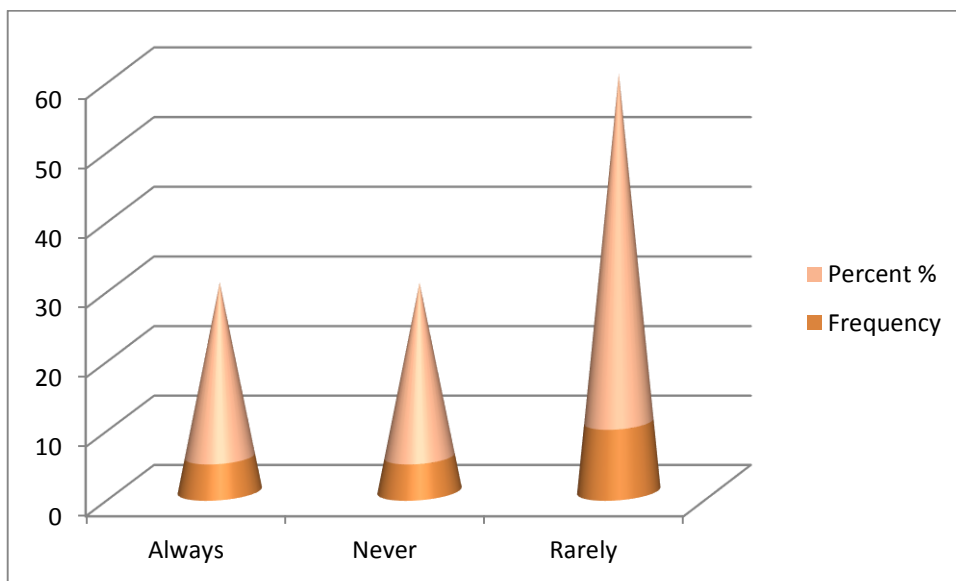
**Figure (4.22) Teacher has clear instructions**

It is clear from the table and figure above that most secondary schools Teachers did that always with percentage (**50.0%**) that means Sudanese secondary schools Teacher always has clear instructions

**Statement No (6)** Teacher uses group and pair work effectively

**Table ( 4.26 ):** Teacher uses group and pair work

Valid	Frequency	Percent %
Always	5	25.0
Never	5	25.0
Rarely	10	50.0
<b>Total</b>	<b>20</b>	<b>100</b>



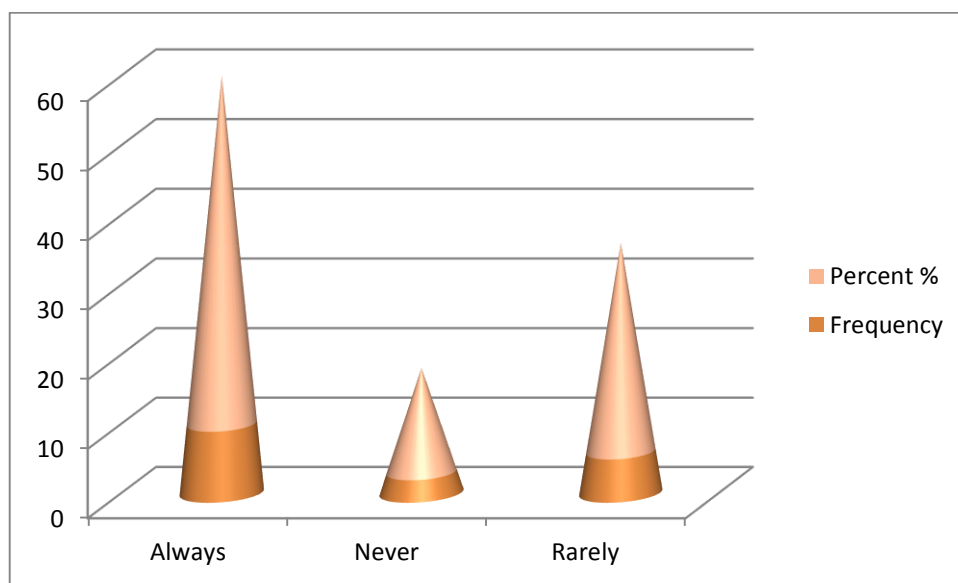
**Figure (4.23)** Teacher uses group and pair work

It is clear from the table and figure above that most secondary schools Teachers did that rarely with percentage (50.0%) that means Sudanese secondary schools Teacher rarely uses group and pair work effectively

**Statement No (7)** Teacher interrupts students while speaking.

**Table (4.27 ): Teacher interrupts students while speaking**

Valid	Frequency	Percent %
Always	10	50.0
Never	3	15.0
Rarely	6	30.0
<b>Total</b>	<b>20</b>	<b>100</b>



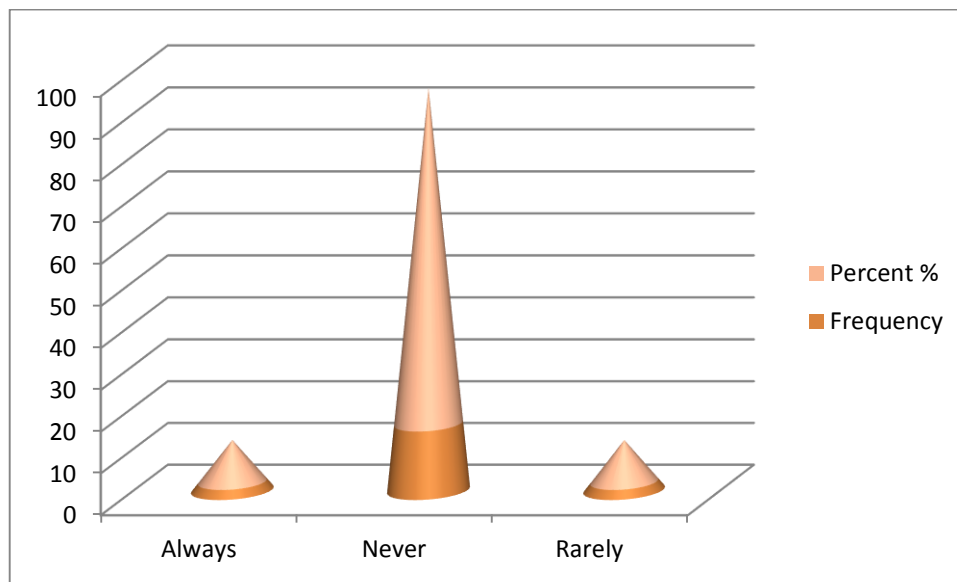
**Figure (4.24) Teacher interrupts students while speaking**

It is clear from the table and figure above that most secondary schools Teachers did that Always with percentage (50.0%) that means Sudanese secondary schools Teacher Always interrupts students while speaking.

**Statement No (8)** Teacher uses the English lab during group work activities to enhance speaking skill

**Table ( 4.28 ): Teacher uses the English lab during group work**

Valid	Frequency	Percent %
Always	2	10.0
Never	16	80.0
Rarely	2	10.0
<b>Total</b>	<b>20</b>	<b>100</b>



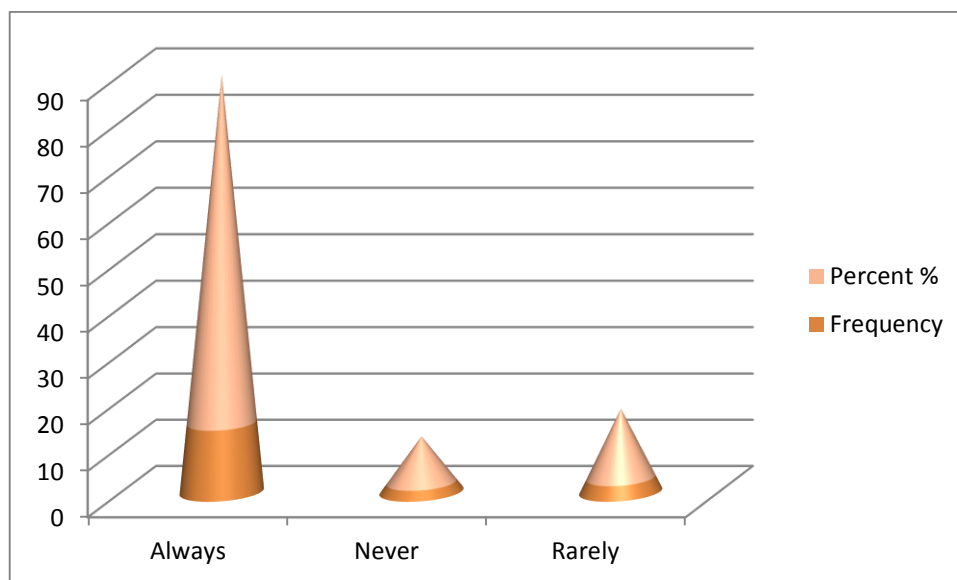
**Figure (4.25) Teacher uses the English lab during group work**

It is clear from the table and figure above that most secondary schools Teachers did that Never with percentage (**80.0%**) that means Sudanese secondary schools Teacher Never uses the English lab during group work activities to enhance speaking skill

**Statement No (9)** Teacher talking time is more than learners talking time.

**Table ( 4.29 ):** Teacher talking time is more than learners talking time

Valid	Frequency	Percent %
Always	15	75.0
Never	2	10.0
Rarely	3	15.0
<b>Total</b>	<b>20</b>	<b>100</b>



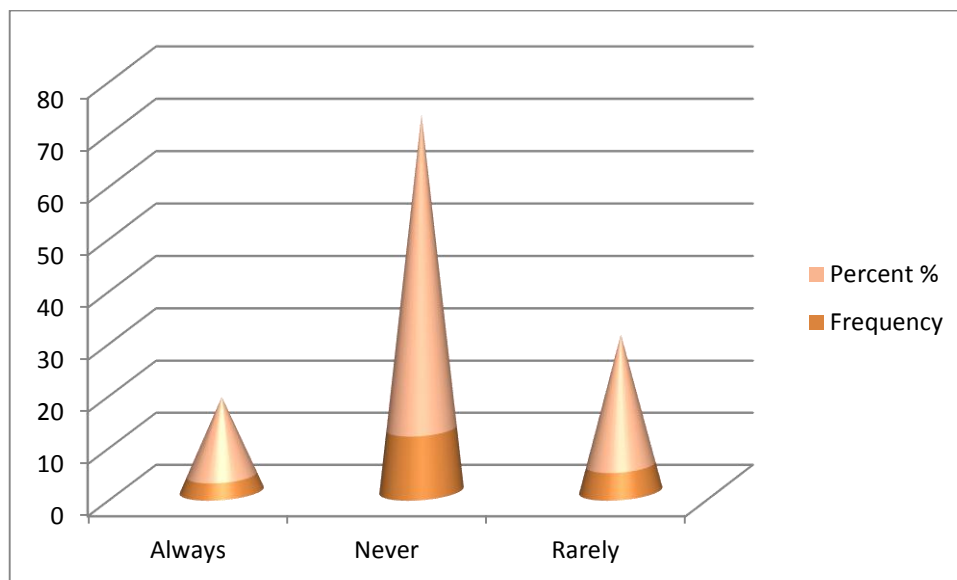
**Figure (4.26)** Teacher talking time is more than learners talking time

It is clear from the table and figure above that most secondary schools Teachers did that always with percentage (75.0%) that means Sudanese secondary schools Teacher always talking more time than learners talking time.

**Statement No (10)** The teacher is skillful in group work interaction

**Table ( 4.30 ):** The teacher is skillful in group work interaction

Valid	Frequency	Percent %
Always	3	15.0
Never	12	60.0
Rarely	5	25.0
<b>Total</b>	<b>20</b>	<b>100</b>



**Figure (4.27)** The teacher is skillful in group work interaction

It is clear from the table and figure above that most secondary schools Teachers did that never with percentage (60.0%) that means Sudanese secondary schools Teacher never skillful in group work interaction.

**Table (4.31) test of hypothesis for the observation (2) by using t-test**

No.	Statements	mean	SD	Chi square	p-value
1	Teacher speaks clearly	3.4	.50	35	0.008
2	Teacher uses teaching materials effectively.	4.5	0.8	33	0.00
3	Teacher focuses on fluency rather than accuracy.	4	.90	19	0.00
4	Teacher focuses on accuracy rather than fluency	4.2	.50	21	0.001
5	Teacher has clear instructions.	3.7	1.4	19	0.00
6	Teacher uses group and pair work effectively	4.0	.70	27	0.00
7	Teacher interrupts students while speaking.	3.7	.60	24	0.00
8	Teacher uses the English lab during group work activities to enhance speaking skill.	3.5	.40	22	0.00
9	Teacher talking time is than learners talking time.	4.5	0.8	23	0.00
10	Teacher is skillful group work interaction.	4	.70	23	0.00

We observe that The calculated values of t-test for the significance of the differences for the respondents' in all observation was greater than the tabulated value of t-test at the degree of freedom (4) and the significant value level (5%) which was (3.1). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents,

## **CHAPTER FIVE**

### **Main Findings, conclusions, Recommendation and Suggestions for Further Studies**

#### **5.0. Introduction**

In the light of the results of this study, the researcher divided this chapter into three sections. The first section discuss the obtained results that emanate from the findings of data analysis in relationship to the literature review on the role of using group work and its corporation in enhancing students' speaking skill. The second section presented the general conclusions and eventually the third section introduced beneficial recommendations to ministry of education, curriculum designer teachers, learners, parents and researchers .

A questionnaire and observation check-list were used in procedures to extract the research results the researcher conducted this investigation coverings the following categories; firstly, group work learning is neglecting in enhancing oral communicative skills intendedly. Secondly, learners don not used group work learning strategies in developing oral communicative skill effectively.

#### **5.1. Summary of the Study**

This study consists five chapters in addition to reference and appendices. Therefore, this study assume that there is a number of group work learning strategies in actual learning situation helps students to learn English language as a foreign learners and had made learning process easy task and consequently has resulted in effective oral communication.



## **5.2. The Main Findings**

1. Use of group work techniques gives positive advantages in learning process.
2. Use of group work types develops students' speaking skills.
3. Use of teaching speaking techniques can promote students' oral skills

## **5.3. Recommendations**

According to the obtained findings, results and conclusion it is clear that group work learning has great and effective role in enhancing oral communication skills and in order to develop this skill of using group work the researcher recommends the following points for consideration, which are;

1. English language teachers should use group work techniques in learning process.
2. English language teachers should involve group work types in teaching speaking skills.
3. English language teachers should use effective teaching speaking techniques to enhance students' oral skills.

## **5.4. Suggestions for Further Studies**

- 1-Relevant academic and educational authorities have to do their deterioration of English language speaking skill at secondary school.
- 2- The contribution of audio-visual aids in teaching to contribute in enhancing speaking skill.
- 3- Occasional reviews to check the effect group work learning in developing speaking skill.
- 4-More is to be done to address Problems facing tertiary level students in oral communication.

## **Bibliography**

- **Benet & Rolheister** (1991). Cooperative learning, Where the heart meets the mind. Toronto :Educational Connection.
- **Brown and Yule** (1983). Teaching the spoken language. Cambridge university press.
- **Burke** (2011). Group work; How use groups effectively. The journal of Effective teaching.
- **Byrne** (1976) Teaching Oral English .London.Longman.
- **Canale** (1980). Theoretical bases of communicative approach to second language teaching.
- **Cervantes** (2012) the use of communication strategies in the beginner EFL classroom.
- **Cheong** (2010). From group-based learning to cooperative learning; a Meta cognitive approach to project - based supervision. Informing science; The international journal of an emerging transdiscipline.
- **Coelho** (2004). Inspire.Ottawa, on; Queen s' priner for Ontsrrio.
- **Dornyei** (2001) Teaching and researching motivation. Cambridge press university.
- **Elteyb Muhammed** (2013) the effect of vocabulary on improving speaking skill – Sudan Unversity.
- **Hamad Yahia** (2020) Improving Speaking Skill among EFL learner – Sudan university
- **Harmer** (2001) p .(283).The practice of English teaching. Longman: Pearson education.
- **Harmer** (2007). How to teach English language.Longman.
- **Helfrich & Bosh** (2011). Teaching English language learners: strategies for overcoming barriers. The educational Forum.

- **Johanson** (1991). Learning together and alone; cooperative,
- **Kagan (1990)**. Cooperative learning resource for teachers. San Juan Captistrabo C.A Resource for teachers.
- **Kutnick** (2006). Improving the effect of group work in classrooms with young school aged children; facilitating attainment.
- **Long.M.& Porter** (1985).Group work, interlanguage talk and second language acquisition.TSOL quarterly.
- **Luoma**. (2004). The nature of speaking. Cambridge university press.
- Musa Badawi (2019) investigating the problem of speaking skill among secondary school students – Sudan university.
- **Nair & Alwee** (2012). Group work in the secondary ESL classroom Social Sienc.
- **Nunan** (1995). Design task for communicative English Cambridge; Cambridge university press.
- **Ontario Ministry Education** (2005). Many roots many voices supporting English language learners in every classroom a practical guide for educators, Ottawa, on ; queen s; printer for Ontario.
- **.Richard** (2002). P. (316). Methodology in language teaching: An Anthology of current practice. Cambridge University: Press
- **Schwartz & Polishuke** (2013). Creating the dynamic classroom. A handbook for teachers.competitive and individualistic learning.
- **Thornbury** (2007). How to teach speaking .U.S.A. Longman.
- **Tuan & Nhu** (2010)p 29-48. Theoretical review on oral interaction in ESL classrooms. Studies in Literature and language.
- **Ur** (1999). A course in language teaching; Pracice and development, New York. Cambridge university press.

## Appendices (1) Teachers' Questionnaire

Dear teachers,

It is very kind of you to indicate what better suites your level of agreement with each of the statements. This questionnaire is designed as a tool for collecting data for a PhD. This study aims to investigate the Effect of implementing Group - work strategies in enhancing EFL Secondary Student'' oral performance.

**Name (optional):**.....

### General information:

Gender: Male  Female

Qualifications: B.A  MA  PhD

Years of experiences: 1-5  6-10  More than 10

**Hypotheses (1).** There are some **advantages** of use group work techniques inside the classroom to teach speaking skill.

Items	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1. Applying group work technique give positive advantage in learning speaking skill.					
2. Use of group work activities creates competition among learners to enhance speaking skill.					
3. Group work learning enriches students with information rather than single individual.					
4. Group work learning help students solve the communication skill problems					
5. Use of team work builds students' self-esteem to speak English.					

**Hypotheses (2)..** There are some **types** of group work that teacher should use to develop students' speaking skills.

Items	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1. Use of collaborative group work is an effective strategy to teach speaking skill.					
2. Utilizing pair work technique foster students' to communicate easily.					
3. Use cooperative learning is an effective way to encourage students speaks English language.					
4. Implementing group work in the classroom give students' opportunity to interact with each other.					
5. Creating suitable classroom environment help students in communication learning process.					

**Hypotheses (3)..** There are some of **techniques** that English language teachers could use to teach speaking skill.

Items	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1. Use role-play to enhance students speaking skill.					
2. Utilizing educational games to encourage students to communicate effectively.					
3. Students should be motivated with discussion topics to develop their speaking skills.					
4. Use dialogue to promote students oral skills.					
5. Utilizing information gap to help students communicate easily.					

## Appendices (2) Teachers' Observation Checklist

School..... Class.....

Gender: Male ( )

Female ( )

Items	Always	Never	Rarely
1. Teacher speaks clearly.			
2. Teacher uses teaching materials effectively.			
3. Teacher focuses on fluency rather than accuracy.			
4. Teacher focuses on accuracy rather than fluency.			
5. Teacher has clear instructions.			
6. Teacher uses group and pair work effectively.			
7. Teacher interrupts students while speaking.			
8. Teacher uses the English lab during group work activities to enhance speaking skill.			
9. Teacher talking time is than learners talking time.			
10. Teacher is skillful group work interaction.			