



**Sudan University of Science and Technology**



**College of Graduate Studies**

**College of Languages**

**Investigating the Impact of Teacher's Motivational Strategies  
on Enhancing Students Speaking Skill**

**تقصي أثر الاستراتيجيات التحفيزية للمعلم في تعزيز مهارة التحدث لدي الطلاب**

**A thesis Submitted in the Fulfillment of the Requirements for  
the Degree of PhD in English Language.**

**(Applied Linguistics)**

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## **Dedication**

**I dedicate this work to:**

My Parents,

My Brothers and Sisters,

My uncle Soul; (Al Hadi Al Nour) and

my Friend; (Osama Salih),

## **Acknowledgements**

All praise is due to Allah Almighty who empowered me to conduct this academic task.

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## **Abstract**

This study aims at investigating the impact of teachers' motivational strategies on enhancing students' speaking skill. The researcher adopted the descriptive - analytical methods. The researcher used a questionnaire and students' observation checklist as the tools for collecting data concerning this study. The sample of this study was (40) English language teachers from Khartoum locality. The data obtained from the questionnaire has been processed computationally with statistical package of social science (SPSS) program to test the hypothesis of this study. The results have shown that the use of motivational strategies are the best and effective way English language teachers should use to improve secondary schools students' speaking skill.

## المستخلص

هدفت هذه الدراسة ألي تقصي أثر الاستراتيجيات التحفيزية لتعزيز مهارة التحدث لدي طلاب المرحلة الثانوية .استخدم الباحث المنهج الوصفي التحليلي وأيضا استخدم الاستبيان وطريقة الملاحظة لدي الطلاب كأدوات لجمع البيانات. كانت عينة هذه الدراسة (40) من مدرسي اللغة الانجليزية - محلية الخرطوم. تمت معالجة البيانات التي تم الحصول عليها من الاستبيان باستخدام (SPSS) لاختبار فرضيات هذه الدراسة. أظهرت النتائج ان استخدام الاستراتيجيات التحفيزية تعتبر من افضل الطرق المؤثرة ينبغي علي معلمين اللغة الانجليزية استخدامها لتحسين مهارة التحدث لدي طلاب المرحلة الثانوية.

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# CHAPTER ONE

## Introduction

### 1.0. Background of the Study

Nowadays all countries around the world have given importance to learning English which is needed in varieties fields such as technology, media, economy, education, business and medicine.

Here in Sudan, English language is taught since primary school, yet university students said that it was still difficult to interact using English. However, there are students who try to be successful in their learning English as foreign language through speaking the language in the classrooms. The psychological factor which is an impulse that generous action and plays a significant role in achieving any kind of purpose is called “motivation.

Harmer (1988) reported in his book English language teaching that motivation as some kind of internal drive which pushes someone to do something in order to achieve something. In addition, Brown (2001) defines motivation as one of influential factor in learning that drives students to struggle to reach their goals in learning process.

To motivate students in EFL contexts, teachers should include many activities and strategies that attract student's attention and make them interested in the lesson. As Peck (1978), cited-Murcia (2001), states “activities need to be students centered and communication should be authentic. This means that students are listening or speaking about something that interest them, for their own reasons, and not merely because a teacher has asked them to”. Also, Peck (1978) cited in Celce. Murcia (2001), outlines some points that the teacher should consider in the activities; a focus on meaning and

value, not correctness; a focus on collaboration and social development; the provision of a rich context, and teaching the four skills through a variety of activities.

English teacher should encourage her/his students to speak English as much as possible inside and outside the classroom.

EFL teachers must encourage students to use language for interaction in the classroom. Brown (1994) advocates that students get enough opportunities to practice the language; this helps them to acquire the language in natural contexts. Through interaction, students can build their own conversations and create meaning that they understand, and that support and help them. Lightdown (1999), find that communication provides students with opportunities for them to focus on using the language rather talking and learning the structure of the language. Therefore, the topics or themes around which students learn language should capture their attention and encourage them to interact more with each other. Teacher's emphasis should be on making meaning, not on error correction.

On other hand, Dorynei (2001) defined motivational strategies as; techniques that promote the individual's goal related behavior. He also stated that motivating strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects.

Teaching strategies should focus on interesting and capture student's attention. In the classroom, these activities are usually centered on song, poem, chants, drama, stories, game and "Total physical Response" activities. All these activities can affect English Students and enhance their learning the language. Also Teaching strategies should be fun and enjoyable and at same time to achieve academic goals. Teachers should choose activities that enhance students learning and avoid ones that are a waste of teachers and students time. Good & Brophy (2000) stated, "Learning should be fun and motivation

problems appear because the teacher somehow has converted an inherently enjoyable activity into drudgery. Therefore, interesting and fun strategies can be used to promote speaking in the EFL classroom. According to Brown (1994), if strategies are intrinsically motivating and appeal to students goal and interests then it can have a positive impact on their speaking.

On other side, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown,1994 ;Burn Joyce.1997) its form and meaning are dependent on the context in which it occur, including the participants themselves, their collective experience, the physical environment and the purpose for speaking.

Speaking requires that students not only know how to produce specific points of language such as grammar, pronunciation or vocabulary (Linguistics competence) but also that they understand, when ,why and what way to produce language (sociolinguistics competence). Finally, speech has its own skill structure and conventions different from written language (Burn &Joyce 1997; Carter & MC Carnty. 1995 Cohen,1996) A good speaker synthesizes this array of skills and knowledge to success in given speech act.

## **1.1. The Statement of the problem**

The present study attempts to investigate the effect of use motivational teaching strategies in enhancing students speaking skill. Throughout a long experience the researchers observed that Sudanese secondary students are facing difficulties to speak English language. This can be attributed to lack of motivational teaching strategies. In addition, most of teachers are neglected to use motivational method while they teaching speaking skill in EFL classrooms. As such, in this study there are suggestions motivational teaching strategies may help them to enhance students speaking skills.

On other hand there is inability in Sudanese secondary school curriculum (Spine Six) in enhancing students speaking skill. This textbook does not contain any speaking activities to develop secondary school students' oral skills. For that reasons mentioned above the researcher wants to write about this topic.

## **1.2. Significance of the Study**

To develop the students' speaking abilities, teachers should use different motivational techniques and materials. This study aims to investigate the effect of use motivational techniques in providing exposure and knowledge about the foreign language that English language teachers can used them to help students' in developing speaking and mastering the language. However, the teachers should select the appropriate teaching materials according to his objectives and his students' interest to motivate them and to facilitate the learning process.

## **1.3. Objectives of the Study**

**The study tries to achieve the following objectives: -**

- 1-** To examine whether the motivational strategies adopted by teacher of English language can motivate students to speak English language.
- 2-** To investigate whether Sudanese secondary school textbook for 3<sup>rd</sup> year class can enhance students' oral skills in EFL classrooms.
- 3-** To examine whether EFL students will benefit from motivational strategies used by English language teacher.

## **1.4. Questions of Study**

**In this study, the following questions are a raised**

- 1- How can Sudanese secondary school teachers of English improve student's motivation to speak English language in EFL classrooms?
- 2- To what extent does a Sudanese secondary school textbook for 3<sup>rd</sup> year class help EFL students to enhance their performance in speaking skill?
- 3- To what extent can Sudanese EFL students benefit from motivational strategies used by English teacher?

## **1.5. Hypotheses of the Study**

**This study hypothesizes the followings:**

1. Teachers of English language adopt a variety of motivational strategies to improve students' motivation to speak English in classroom.
2. Sudanese secondary school textbook for 3<sup>rd</sup> year class does not help EFL students to enhance their performance in speaking skill.
3. Motivational strategies used by Sudanese English language teachers help EFL students to enhance oral production.

## **1.6. Methodology of the Study**

This study will use the descriptive analytical methods for collecting data and relevant information to investigate the effect of teachers' motivational strategies on enhancing students speaking skill in EFL classrooms. The researcher used teachers' questionnaire and students' classroom observation checklist to collect the data and SPSS program to analyze it.



## **1.7. Limits of the Study**

This research is carried out with reference of some secondary schools in Khartoum locality-level three. It is limited to the school years 2019-2020.

## **1.8 .Layout of the Study**

This research is consist five chapters

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

## **CHAPTER TWO**

### **Literature Review and Pervious Studies**

#### **2.0. Introduction**

This chapter consists of two parts; the first one review some relevant literature on the conceptual frame work of the study, related to importance of motivation and motivational strategies, method, techniques to teach speaking skill that may help English language teachers to enhance students to speak English. Whereas the second part handles some of previous studies related to this study.

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

##### **2.1.1. Motivation**

One of the most important factors that lead us to achieve anything in life is motivation and nowhere is that more important than in the classroom. While some students are naturally eager to learn, through others need or expect, their teachers to inspire, challenge and stimulate them. For those teachers, motivating students is perhaps the greatest challenge they face.

There has been a variety of theories of motivation over the course of decades of research; however, in my study, I only mention the outlooks of Harmer (1991), Brown (1994), Dornyei (1998).

Harmer said, “Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we receive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal.”

Brown states: “Motivation is the tent to which you make choice about (a) goals to pursue (b) the effort you will devote to that pursue”.

Dornyei claim: Motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, direct, coordinates, amplifies, terminates, valuate the cognitive and motor processes where by initial wishes and desires are selected, prioritized, operationalised and acted out.”

In a word, motivation is the thing that keeps students going. The famous Chinese, Confucius, stated that “tell me and I forget, teach me and I remember, involve me and I learn. Another one that says you can take a horse to water, but you cannot make him drink; that is to say motivation is needed in the learning process, all students need to be involved and motivated even the cleverest one that means learners can learn when motivated by suitable motivational strategies.

There have been many theorists mentioning the role of motivation in foreign language learning and teaching; the view of Brown (2004). Basing on this viewpoint, we can conclude that the success in foreign language learning depends on many factors such as learners’ factors (attitude, aptitude, intelligence, personality, etc) teacher s’ factors, teaching and learning condition and motivation. Among those factors, motivation is considered as a key factor deciding the success or failure of a foreign language learning.

### **2.1.2. Types of Motivation**

According to Brown (1994), motivation is classified into intrinsic and extrinsic;

#### **A. Intrinsic Motivation**

Intrinsic motivation refers to reward provided by an activity itself. It arises from internal factors such as a student’s natural feeling of curiosity, exigent, confidence and satisfaction when performing a task. People who are involved in a task because of intrinsic motivation

appear to be engaged and even consumed, since they are motivated by the activity, intrinsic motivation is the ultimate goal in education at every level.

## **B. Extrinsic Motivation**

Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behavior. Teachers use extrinsic motivation to stimulate learning or encourage students to perform in a particular way. It is one of the most powerful motivations. It is operative when an individual is motivated by an outcome that is external or somehow related to the activity in which she or he is engaged. In other words, “Extrinsic motivation refers to rewards that are obtained not from activity, but as a consequence of the activity. This motivation arises from the use of external rewards such as points toward an activity.

### **2.1.3. Factors Affecting Student’s Motivation to Speak English**

A variety of factors may influence motivation in foreign language learning, including teaching materials, syllabus, teaching means and method, teachers, learners themselves and so on. Because the purpose of my study is to find out ways to motivate students to speak English, it is necessary for us to know; first, the factors that cause their de-motivation:

#### **a. Teachers as a Motivating Factor**

According to Dornyei (2001), teachers play a significant role in socializing and shaping the motivation of their students through their personal characteristics, verbal and non-verbal immediacy behavior, active motivational socializing behavior and classroom management practices. Teacher s’ behaviors such as embracing students whenever they make mistakes when talking, laughing at them and asking them to talk about a subject they do not know much about, relationship between teachers and students, teacher s’ enthusiasm are all factors that most teachers do not pay attention to, but they; in fact, do affect their students

motivation to speak in the target language. The outlooks relating to these factors coming from Dornyei s' (2001) theory.

## **b. Classroom Atmosphere**

Besides the factors mentioned above, learning and teaching conditions in the classroom contribute to the success or failure of foreign language oral proficiency. Moreover, it can motivate or de-motivate students. The classroom is the only place where the teacher can influence his students so it has to be a free atmosphere, students should be at ease inside their classrooms, by making good relationship between students themselves and their teachers.

## **c. Interest**

Interest is not a type of motivation but rather an influence on motivation, students who are interested in learning about a topic or improving their skills in speaking should display motivated behaviors, such as choice of the activity, effort, persistence and achievement.

While it may seem that personal interest and intrinsic motivation bear some similarity to one another, personal and situational interest are not inherently linked with either intrinsic or extrinsic motivation. Students may be personally or situational interested in a topic for intrinsic or extrinsic reasons. Although a goal of teachers may be to develop student s interest and intrinsic motivation in learning, in fact, there are many reasons underlying student s interests and not all of them reflect intrinsic motives.

### **2.1.4. Motivational Strategies for Speaking Skill**

Teachers may use different strategies in their teaching process, so to facilitate the content of the lesson to the learners. Strategy defined in Oxford dictionary (2008) as "a plan intended to achieve a particular purpose". While other definition states that "strategies are

goals directed and consciously controllable process that facilitate performance goal directed, intended to perform a define function cognitive strategy". So strategy is prepared plan which intended to reach certain purposes, or a plan is put to control as well as facilitate reaching goals.

On other hand motivational strategies are an important aspect in teaching and learning process. In teaching learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Of course, the teacher who has first obligation for designing strategies and it followed the students in learning activities. According to Silver, (2007) the goal of teaching is to wave together a conversation that unites these disparate individuals around a common core of learning. Strategies are the different types or styled of plans teachers use to achieve this goal. Strategy the teacher should able to choose appropriate strategy in teaching speaking for the students.

Motivational strategies can help to solve the student's difficulties when they try to express themselves in speaking activities. Then, the students will frustrate in learning a foreign language, because they do not understand how to make it easy. They have no motivation to express themselves in speaking activities, they have low participation in doing speaking activities and they have mother tongue in class, Ur (1996). So, the teacher should able to choose appropriate strategies in order to make the students to express their ideas in speaking activities at the class.

Because of the importance of teachers' motivational strategies, the researcher wants to analyze the teacher s' strategies in overcoming students' difficulties in speaking English language and gave some descriptions and suggestions about those strategies on enhancing students to master speaking skill.

Dornyei (2001), defines motivational strategies as techniques that promote the individual s' goal.

It is important that a teacher use different strategies when teaching to improve his student's oral proficiency level in an interesting that catches the student's attention. Similarly, motivational strategies can greatly improve learning outcomes for students entering the classroom with different learning styles and abilities. "Strategy has the power to transform positive students into active learners equipped with the tools to promote strategic planning and independent reflection". Besides, the use of adequate strategies helps to attain the maximum of goals and success. Which motivational strategies EFL teachers need to use and to what extent they should be employed, these have always been important.

Effective teachers should use different motivational strategies, which encourage students to take communicative initiatives. Thus, they can provide them with wide and richer chances of using the language as much as possible. The following are some motivational strategies which teachers used to motivate students to speak English language:

### **A. Use of Role-play**

In teaching speaking, the teacher needs a good technique to improve students' speaking skill. One of them is by using role-play. Playing the role is a method of acting out specific ways to interact with others in an imaginary situation and to promote interaction in the classroom and increase motivation Byrne (1976).

Role play is an activity of speaking when you put yourself into someone else or put yourself in an imaginary situation. Based on the explanation above, role-play is not only used for interactive teaching in the classroom but also to stimulate students in real-life situation. Role-play can be grouped into two forms playing written and unwritten roles.

## **B. Use of Games**

One useful strategy to encourage learning a foreign language is using language games. When using games in the classroom it is beneficial for teachers to have a complete understanding of the definitions of games which usually are defined as a form of play concerning rules, competition and an element of fun. Teacher should also consider the advantage of games; the ability to capture students' attention; lower students' stress and give chance for real communication. Lastly teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus; games often cannot be used, as much as they should be. Therefore, it may challenges for teachers to try to add some games in class in order to develop students' speaking proficiency.

According to Richard (1996) even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in foreign language teaching. Games are effective because they provide motivation, lower students' stress and give them the opportunity for real communication.

The main reason why games are considered effective learning aids is that they spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in courses"

A vedon (1971) naturally, when playing games, students are trying to win to beat other terms for themselves or on the behalf of their team. In the class, students will definitely participate in activities, therefore it is possible for a teacher to introduce students' to new ideas, grammar and knowledge and so on .It can be clearly seen that games can capture students' attention and participation. They can motivate students to want to learn more. Moreover, they can transform a boring class into a challenging one.



### **C. Use of "Show and Tell" Strategy**

According to Thornbury (2008) "Show and Tell" strategy is describe as a technique of learning in which students tell about an object or process that has been ever experienced. This technique is conducted in the classroom as a technique for speaking skills. In this process, a student will bring something from home that interesting in and explain to the classmate. One of the best aspects of the "Show and Tell" strategy is a method can be applied to students in all age groups. Applied this strategy inside the classroom has a power to make students more motivated in the learning process, because they have opportunity to bring real object that interesting in to explain it for their classmates from this method students will develop their oral skill in the target language.

On other hand, teacher also can present object or picture to the students and ask them to describe what they see. To bring object or colored picture inside the classroom and give students opportunity to describe it, this will increase students' motivation to learn the foreign language and improve their oral production.

Teaching students how to engage in dialogue through questioning and making questions, providing students with specific open - ended topic suggestions can turn a traditional "Show and Tell" experience into a language - rich opportunity for English language practice.

Nathwani (2012) stated this technique can be used with almost any example. However, the concept to be explained by the students should be relatively simple and straight forward. The purpose of this experience is to facilitate the students exploring issues in a creative way. It may be useful for the teachers to know beforehand what the students plan to present.

There are some steps the can be used to apply "Show and Tell" strategy inside the classroom as follows:

First; Students bring an object to tell in the classroom. Second; Teacher asks them to describe. Third; Teacher also gives some related questions and lets the students discuss about the object. Fourth; Student comes forward to present the object that has been brought and analyzed.

According Patsalides (2010) this techniques has several advantages such as; students can learn listen also they can learn how to be an audience and introduce themselves, they learn how can ask questions, link response among the students, they learn storytelling and learn to use descriptive language.

#### **D. Use of Songs with Music**

The uses of songs are other strategies that, the teacher may use and it is effective way to start an oral activity with students. Schoepp (2001) stated that Teachers should take into consideration that songs can develop language skills and bring enjoyment and fun into to classroom.

Griffe (2001) mentioned that Song is part of music that you sing through words. It closely related to speaking, because speaking is an action of having a communication with the others in suing oral language. Using song has many advantages for students in improving their pronunciation and also gives the knowledge about the differences between pronouncing in British and American English.

According to Thornbury (2005) claims that; using songs in teaching may develop listening comprehension as well as speaking skill of the learners. For variety of reasons, songs stick in our minds and become a part of us, lend themselves easily to exploitation in the classroom. It is a common experience to forget nearly everything we learn in the foreign language except the few songs that we learnt. Thus, the importance of songs and music in the classroom is significance and many language teachers consider songs as a motivational activity for creating a pleasant atmosphere within the classroom.

The following statements reflect in general the importance of using songs with music in the classroom;

- Songs and music are "tools for living" and the topic holds a great value especially when students select the materials.
- Songs contribute in providing interesting and fun; encourage harmony within one self and within a group.
- keeping students at the centre means that songs is basically used to involve the students with the material, this means that songs "song are used to get inside the students to get language out of the students.

Music video can be used successfully with any age group or level of students when the activities are adjusted to them they can be used at the end of the class for a ten minutes uplift or they can be an integral part of one or more lessons. Music video are becoming mainstream products in themselves so many educators prefer using them they start the lesson or at end of session.

### **E. Short Story-telling**

Some scholars suggested using short story facilitates effective learning of speaking. Bouache (2010) argued that since the primary function of short stories is to entertain and inform, they keep interest alive in the classroom and motivate students, they have factual (real) and cultural values. They create a comfortable atmosphere, good environment and enjoyable. King concludes that short stories can be utilized as engines, a powerful and motivating source for assisting learners consolidate and practice language (grammar, diction). Similarly Ellis and Brewster (1991) they can help students to develop positive attitudes towards the foreign language and enrich their learning to sit passively on their seats, while the student who read short story (which are motivating and interesting) will be

driven to be more interested in classroom participation. There are important procedures of teaching speaking using short-stories; in speaking class, short story is used by asking students to retell it. This technique can make the students active in the classroom. There are some steps how to use retelling short story practice in teaching speaking. First, the teacher informs the students about short story to be employed. Then the teacher asks the students to read the story, find and discuss difficult words. After that, the students practice how to pronounce unfamiliar words while the teacher walks around to observe and help the students in either the pronunciation or the meaning. Then the students summarize the text. The teacher asks students to memorize the story. Finally the teacher asks students to retell the story in front of the class. Pardede (2011); Suggested the following activities teacher can assign to develop students speaking skill by using short stories. The first students read the story aloud as a chain activity. For instance, the first student reads the first paragraph aloud and the second student read second paragraph aloud the third student, third paragraph and so forth. Such activity will enhance students' pronunciation and fluency in an interesting way.

### **F- Contact with Native Speaker in the EFL Class**

Dornyei (2001) stated that the level of motivation can be increased if the learners have contact with native speakers and have the opportunity to use their speaking skills by this way. Having a real audience inside the classroom provides a value on students in their own learning process, since the students could notice differences in accent and vocabulary compared with native speakers. Sometimes it is hard to bring a real native speaker to class but technology can make this possible to contact with native speaker.

### **J- Creating a Suitable Environment**

According to Dornyei (2001), it is important for the learners that the teachers create a positive environment in order to encourage the learner interaction. As such, they can

express their ideas, feelings and opinions without feeling afraid of making mistakes. Teachers should also create an atmosphere of familiarity, friendship and mutual confidence in the classroom throughout group work, pair work, and collaborative class discussion where students are engaged in purposeful communication that promotes their participatory skills.

### **2.1.5. Use of Audio - Visual Aids as Motivational Tools**

There are different materials and teaching aids that could help students to enhance their speaking abilities for effective communication. Using these materials is the only way to bring the natural language of native speaker into the classroom.

The audio - visual aids are very important tools because they facilitate both the learning and the teaching process. Moreover, they provide exposure to spoken English, so students get different information about grammar, intonation, vocabulary and pronunciation through listening as well as they see how native speakers use body language when they speak. Furthermore, these aids motivate students and help them to understand as well as to perform well when they speak.

#### **2.1.5.1. The Definitions of Audio - Visual Aids**

Audio - visual aids are useful materials which help both teachers and students in the teaching and learning process. According to Richard (2002), audio visual aids are any device which can be used to make the learners experience more concrete, more realistic and more dynamic. Burton states that "audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning. In addition, "audio visual aids are those aids which help in completing the triangular process of learning that is motivation. Classification and stimulation "So audio visual aids are very useful devices because they

do not facilitate the teaching and learning process only, but they motivate students and make the lesson interesting.

According to Oxford learners" dictionary , "audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight. "Audio visual aids are an instructional device is which the message can be heard as well as seen. In the some context, Harmer (2001) adds that "audio visual aids are supplementary devices by which the teachers' through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations." From these definitions, we conclude that audio - visual aids are important devices which facilitate learning and teaching process. Besides, they help students to acquire the foreign language and develop their speaking skill since they give them the opportunity to hear as well as to see the foreign language as it is used by native speakers.

### **2.1.5.2. The Classification of the Audio - Visual Aids**

Generally, audio - visual aids could be classified into three main categories: the audio materials, the visual aids and the audio - visual aids.

#### **First: The audio materials**

Audio materials "are those which can be heard" such as radio, tape, songs and language laboratory;

#### **A. Tapes**

Tapes are an aid that may be used to carry out listening activities and its employed for more than one purpose; it can be used to provide students with recorded samples of native speakers' pronunciation and intonation. Here, students are exposed to these recordings so as to catch the different aspects of pronunciation, these tapes may be a part of language

laboratory, so the students listen to the recorded material or repeat after each utterance or repeat after each utterance. In addition, tapes may be used in aural comprehension students.

## **B. Radio**

Teachers of oral expression can use radio during the tutorial session which aims to improve speaking skill, through listening to various program such as BBC world service. it focuses strongly on listening and reading and gives listening insights into the target culture. Listening to such program (BBC world Service) is perhaps the most difficult of aural texts for language learners. It aims to allow learners access to native speakers models focus on listening and emphasize on testing what student listen. While students are listening, the teacher may ask some questions or do some activities in order to leave the students talk and interact with each other to practice the vocabulary which they heard.

## **Second: The Visual Aids**

They are useful tools which "are helpful to visualize things". They include; white board, pictures, wall chart posters, graphs and printed materials.

### **a- White Board**

According to Witting (2010) the electronic white board is a white screen that has cells fixed within it which passes signals to and from a computer. This enables the teachers to display computer soft ware; power point slides; web sites; etc to the whole class, the other important characteristic is that the users (teachers and learners) can draw on the white board the picture, diagram or texts can be stored on the computer for further application, this is very useful for recalling previous screen and at same time keeping materials for latter lessons. Many institutions are using widely for whole class illustration to promote class discussion and at the same to build up a potential resources that can be shared by many other teachers.

## **b- Pictures**

They are part of language task (grammatical and lexical) which provide the various potential sources. Pictures can be used for different purposes. First of all, they are suitable to realize what may call "the collective eye of the class" in this case students focus on one thing. Pictures can be used to teach meaning of new words through the so-called word picture association. Moreover, pictures can be a source of external motivation in the foreign language lesson and it be stimuli of discussion and other similar oral activities when it is used as an aid in explaining the content of certain reading materials.

## **c- Wall Charts and Posters**

Wall charts and posters can be used as a means to encourage students improve their speaking. Wall charts and posters contain a sequence of events related in time and space which made them suitable for narrative or "science related presentations " among different other possible implication and it is quite easy to find maps, posters with numbers and letters they can easily be a part of learning tasks.

## **Third: The audio - visual aids**

The audio - visual aids are important teaching aids which "can be heard and seen simultaneously" such as computer, video and television.

### **2.1.5. 3. The Importance of Audio Visual Aids**

In order to help students to develop their speaking skill, teachers should use audio - visual aid to support learning in classroom. These kinds of teaching aids are very important for students since it is the only way to provide them with an exposure to authentic foreign language. So audio - visual aids give students the opportunity to see and hear the foreign language as it is used by native speakers in real life situations.



There are different purposes and importance from designing and using audio visual aids in teaching as follows;

- Using audio - visual aids makes teaching and learning process effective and more concrete.
- They motivate students and attract their attention.
- Saving time in the classroom and they meet students' learning needs.
- They provide students with up to-date knowledge; expose them to the world of authentic target language and they bring the real-world into classroom.

#### **2.1.5.4. Different Kinds of Audio - Visual Materials**

Renandya and Richard (2002) state that using technologies such as " tape recorder, VCR, CD-ROM multimedia or other network based communication technologies in classroom offer a potential to language learning. Video is one of the different technological aids which is considered by teachers as an effective way in teaching the speaking skill since it is the only way to expose students to the foreign language as well as it provides facilitate for teachers and students.

Audio- visual aids have several kinds as follows;

##### **a. Video**

Renedy a and Richards (2002) state that, "video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experience in addition to spoken language". So video is an important aid which helps students to learn the foreign language through both hearing and viewing. After 1975, the use of video, as a resource of audio-visual elements, in teaching has become a popular in different schools because it presents an authentic foreign language and shows how native speakers use language and paralinguistic features (gestures, body language, and different expressions) in

different communicative situation. Furthermore, video "brings a change from the routine of teachers and textbook" and helps students for better understanding through "the visual and audio clues to meaning" (Demirezen, (1992).

Harmer (2001) states that mastering the speaking skill needs more than the ability to learn how to produce correct grammatical sentences because speaking is interactive which takes place in real time. For this reason, there are many students who are competent in grammar and good in writing but they could not communicate at all. The lack of practice as well as the lack of exposure to the foreign language maybe some reasons behind their inability to communicate in English. So to help them to develop their speaking proficiency, teachers should use different authentic materials because it is the only way to bring the native speakers' language into the classroom. Using videos has positive influences on students speaking skill. Demirezen (1992) states that "since video recording is able to present real life or life-like situation in which the individual interact, it promotes developing oral skills". Moreover, in 1983 videos were used in England to develop students' oral proficiency because it provides different materials for discussion in classrooms. Many researchers mention that most difficulties which foreign language students experience in seminars or when they interact with native speakers is because of the wrong use of body language, eye contact and gestures "which mostly cause miscommunication" because they form an essential part of communication. Therefore, video can help them to overcome these problems by showing how speakers use facial expressions in communication. For example, eye contact is very important during interaction, whereas people look at the eye of each other "repeatedly but for short periods" because "without eye contact people do not feel that they are fully in communication".

Using videos in teaching have many advantages for students. Harmer (2001), states that video "can add a special, extra dimension to the learning experience" such as seeing language in use, cross- cultural awareness, the power of creation and motivation.

The teacher has a central role in using videos in classroom. Renandya and Richards (2002) state that "it is the teacher, not the video, who can make any video-based lesson a fruitful language learning experience". Whereas, the teacher is responsible to choose the video and integrate it in the curriculum design tasks, activities and makes his students' attention focuses on specific language points.

Harmer (2001) mentions three types of videos which the teacher could use in classroom such as; Off- Air Program, real -World Videos and language learning videos.

## **b. Computer**

Renandya and Richards (2002) state that the use of different technological aids, especially computer-based instruction, has become a common feature in language teaching and learning.

The computer " is a specific technology that has had an enormous impact on the language learning process, enabling learning to engage in activities and communication for the enhancement of all language skills and language areas" Stockwell, (2012). Computer is an important device which can help students to enhance their speaking skill through different program which they could use to practice speaking. These programs could give them feedback to evaluate their oral Performance then to pronounce words in the right way.

Through computer we can access to internet. It very useful material and they have at our hands a large amount of text, journals, live video and much more endless lists of useful materials for language classroom.

The World Wide Web is the medium of choice for the both new and experience users on the net, for good reason it is very visually attractive, interesting, motivated, easy to use, easy to understand and manages to combine many others...with its combination of text, image, video animation, act it resemble the kind of multimedia encyclopedia that we always used to get a new computer package.

Obviously, the technology advance and internet have brought a meaningful way of education and offer a free solution for both learners and teachers.

### **c. Television**

According to Oxford learner's pocket Dictionary (2008) “television is a piece of electrical equipment with a screen on which you can watch moving picture and sounds”. Television is an important technological device which can help students to develop their language abilities. There are different teaching programs on TV which students can use to learn English; in addition, through watching English films, students can get different information about the foreign language culture. However, most of the students watch television only for leisure and entertainment.

Therefore, teachers should try to make them appreciate it as an important and valuable tool "for learning and help them to develop viewing skills which they can apply to their video and television viewing experiences outside the classroom". So the role of teachers is to make students focus their eyes and attention on the speaker's way of speaking, intonation, gestures, body language and expressions to develop their language skills. Consequently, they will use TV for entertainment and for learning at the same time Renandya & Richards,( 2002).

### **d. The Teacher as a Teaching Aid**

In addition to the different roles of the teacher in the classroom, he is considered as essential teaching aids while giving instructions. First, using mime and gestures. The teacher could use mime and gestures to express different meaning while giving instruction to help students to understand. For example, fingers can be used to express contraction and arms to express repetition. Second; language model, the teacher could be as a language model, whereas, he can read stories for his students by using different accent in an exciting and interesting way. Finally, provider of comprehensible input. Teacher can give students different information with an easy language to facilitate understanding for them. So the teacher is an important audio-visual aid because he could give students the same facilities as these tools do through gestures, mime and simple language .Harmer (2001).

## **2.1.6. Motivational Techniques on Students' Advanced Oral Performance**

Harmer (2001) Cited by Madsa (2012); indicate that many students were extremely disappointed because of the complexity of speaking in a foreign language. Many factors are involved while speaking since speaking fluently presupposes not only knowledge of language features but also the ability to process information and language. Teachers should use a variety of methods and approaches, motivational techniques in order to persuade students speak English language as follows;

### **A- Communicative Techniques**

Teacher should used a variety of communicative techniques to develop students' oral skills, when students feel that they achieved positive progress in their oral performance, they will motivated and do their best to acquire more knowledge about target language, because speaking skill is very important to be mastered, through it students can express about their opinions, ideas, and their emotions in daily lives.

Using of communicative techniques that would help students more in trying to understand the meaning rather than thinking much on the form of the sentences that they hear while communicating. English language teachers should not only teach grammar and only focus on the language accuracy rather than language fluency also should make the students speak while using the language structure in building sentences or phrases.

### **B- The Influence of Social Factors**

In order to master English language, many students are making special times for learning English language, yet their poor speaking does not change. Social factors such as teachers and family members may affect the motivation of school students to speak English language but the most influencing reason is student s' desire to speak English language. Students are more involved in their studies with their teachers, peers and people of society

who may influence them, in order to acquire language students may use internet to chat with native speakers or watch movies and listening to radio to obtain correction pronunciation.

### **c- Creating Suitable Environment and Atmosphere in the Classroom**

The role of teachers is making the classroom environment appropriate for speaking activities and encouraging the students to talk by using different ways. There are two factors are affecting students speaking English;

They do not find the word to express their thoughts or they afraid of making mistake. The good environment gives confidence to the students to speak correctly. The responsibility of teacher is trying to organizing the seats of the classroom in a circle or in groups with the students facing each other allowing them to speak English language sitting in their seats so as to become more relaxed. Making a proper atmosphere where the students will not feel shy is very important, they will volunteer to ask a question, give an answer and give an opinion.

### **d- Encouragement**

Encouragement is very important so teachers should sustain the students when they try to speak in class by making them feel that they really fulfill a great job, being patient, sensitive and approachable person all the times.

Being kind to them through smile a lot; they will not feel fear that might hinder their motivation. Avoiding embarrassing them by laughing at them or allowing their classmates to do that and helping the students to be satisfied of themselves. Teachers take part of the responsibility in boosting students trust up. Teachers should sometimes mention some obvious mistakes that occur in their speaking such as mispronunciation and grammar errors to clarify to the students that everybody may make mistakes.

## **D-Use of Technology**

Technology is efficient in the classroom since it can motivate students easily to practice their speaking skill. Effective language teachers should be energetic and creative because the risk of losing motivation easily. Therefore, Movies or music may help students' mood to improve. Every types of technological tool such as computer encourage the students during their lessons. Technology helps students to motivated and involved in language learning process. In spite of the fact that technology cannot replace a good teacher, it motivates and organizes the lessons according to technological materials so as to take advantage effectively.

### **2.1.7. A Frame Work for Motivational Strategies**

Skill in motivating students to learn is paramount important. Teachers are forced to rely on tricks approaches in their attempt to manage their classroom and motivate their learners. The central question in designing a framework for motivational strategies is to decide how to organize learners into separates themes. Dorney (2001a) delivered Key **unit of motivational Strategies**:

#### **2.1.7.1 Creating the Basic Motivational Strategies**

Motivational strategies cannot work in vacuum. There are certain preconditions to be met before any attempt to generate motivation to be effective. Some of following:

**A-**Appropriate teacher behavior and good teacher student rapport whatever is done by a teacher has motivational formative and influence on students. In other words, teacher behavior is powerful “motivational tool”. A key element to establish a relationship of mutual trust and respect with the learners is by means of talking with them on a personal level. This mutual could lead enthusiasm.

**B-** A pleasant and supportive classroom atmosphere. To motivate to learn, students need both ample opportunities to learn and steady encouragement support of their learning efforts. It is important that the teacher organize and manage the classroom as an effective learning environment. Furthermore, because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occurs within a relaxed and supportive atmosphere.

**C-** A cohesive learner group characterized by appropriate group norm: Fragmented group is characterized by lack of cooperativeness, can easily become effective, thus reducing the individual members commitment to learn. There are several Factors that promote group cohesiveness, such as the time spent together and shared group history, learning about each other, interaction, inter group competition, common threat and active presence of the leader.

### **2.1.7.2. Generating Student s' Motivation**

Ideally, all students exhibit an inborn curiosity to explore the world, so students are likely to find the learning experience intrinsically pleasant. Here are several student s' motivation:

#### **A- Increase the learner “goal - oriented”**

Goal oriented is the extent to which the group tunes into the pursuit of its official goal. Increasing the student s' goal-oriented could be achieved by allowing students to define their own personal criteria for what should be a group goal.

#### **B-Making the Curriculum relevant for the learners**

To inspire learners to concern themselves with most learning activities, teacher should find out their goals and the topics they want to learn, try to incorporate them into the



curriculum. If the teacher is to motivate pupil to learn, then relevance has to be the red thread permeating activities.”

## **C-Creating realistic learner’s beliefs**

Learners need to develop an understanding of the nature of foreign language learning and should be understood of the fact that mastery of foreign language can be achieved in different way, using a diversity of strategies and key factors is for learners to discover for themselves the optimal method and techniques.

### **2.1.7.3. Maintain and Protecting Motivation**

There are two motivational maintenance strategies in motivating the learners in the classroom:

**A-** Increasing the learners’ self-confidence there are five approaches that support to help the learners’ self-confidence by this way:

- Teacher can foster the belief that competence is a changeable aspect of development.
- Favorable self-concept in foreign language competence can be promoted by providing regular experience of success.
- Everyone is more interested in a task if they feel that they make a contribution.
- A small personal word of encouragement is sufficient.
- Teacher can reduce classroom anxiety by making the learning context less stressful.

**B-**Creating learner autonomy:

There are four types of practice fostering the development autonomy:

-Resource-Based approaches, which is emphasized on independent interaction with learning material.

-Technology-Based approaches, which is emphasized on independent with educational technology.

-Learner-Based approaches, which is emphasized on the direct production of behavioral and psychological changes in the classroom.

-Classroom-Based approaches, which is emphasized on changes in the relationship between learners and teacher in the classroom.

The simplest way to ensure that people value what they are doing is to maximize their free choice and autonomy”.

#### **2.1.7.4. Encouraging Positive Self-Evaluation**

By employing appropriate strategies, then learners can evaluate themselves in a positive light, encouraging them to take credit for their advances. Here, there are three areas of such strategies:

-Promoting attributions to effort rather than to ability.

-Providing motivational feedback.

-Increasing learners’ satisfaction and the question of rewards and grades.

If a learner is motivated to learn something, she/he often can do much more than anyone would have predicted was possible. Conversely, if a student is not particularly interested in learning something, result learning may not even be close to capability.

### **2.1.8. Speaking Skill**

Speaking is an important aspect to people in their lives. Because by speaking people can communicate their feeling, share the ideas and opinion. A Speaker needs to find the most appropriate words and correct grammar to express meaning accurately and specifically needs to organize the discourse so that the listener will understand. Speaking is one difficult skill because the foreign language learners sometime are afraid in making mistakes when they are try to speak. One of the problems in learning speaking are the learners afraid to express their ideas, language, how to use grammar, vocabulary and pronunciation in their communication with people.

Teaching English as a foreign language depends on the four skills which are: writing, reading, listening and speaking. This latter is considered as the most important communication skill, whereas most students need to acquire. The term speaking has been defined by many researchers and writers. Therefore, it has more than one definition according to each author's point of view.

Speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned". It means that speaking is the basic skill of language in addition to listening. Speaking "is an important part of everyday interaction and most often the first impression of a person is based on his/ her ability to speak fluently and comprehensively". From these definitions we understand that speaking is the most important skill that students should develop in learning any foreign language.

According to Brown (1994) "Speaking is an interactive process of constructing meaning that involves producing and receiving information.

We conclude that speaking skill always refers to communication. Through Speaking people express their ideas and interact with each other in different daily life Situations, also it is the most important skill that foreign language students want and need to develop.

According to Thornbury, (2005); People express their ideas and interact with each other to give or ask for information through speaking which “is so much a part of daily life” Many English foreign language students consider the mastery of speaking skill a priority. Besides, they evaluate their success according to their spoken language proficiency Richards, (2008). For many teachers, teaching speaking is so important Burns and Goh (2012) claim that teachers do much effort to help their students develop their speaking abilities. For them speaking skill is important because of three main reasons; First, all language learners should be able to communicate well with the foreign language speakers. Second, many students are good in reading and writing, but they have poor speaking and listening abilities. Finally, many students memorize words from dictionaries, but they could not use them to speak in English or to communicate in formal situations. Therefore, teaching speaking is very important part in English language learning and teaching.

### **2.1.8.1. Principles for Designing Speaking Activities**

There are many kinds of activities that can be applied when the teacher teaches speaking. The activities should be arranged in a good sequence in order to get the best result in teaching speaking. Teachers also should consider about the activities will be applied to the student’s level and it should be beneficial to improve speaking skill. Good speaking activities should be extremely engaging for the students. Harmer (2007)

There are seven principles for designing speaking techniques (Brown, 2001).

- a-** Use techniques that cover the spectrum of learner’s need, from language-based focus on accuracy to message - based focus on interaction, meaning and fluency.
- b-** Provide intrinsically techniques.
- c-** Encourage the use of authentic language in meaningful context.
- d-** Provide appropriate feedback and correction.

e- Capitalize on the natural link between speaking and listening.

f- Give students' opportunities to initiate oral communication.

g- Encourage the development of speaking strategies.

### **2.1.8.2. Teaching Speaking**

The most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation, Ur, (1996:). Nunan (1998) sees “mastering the art of speaking” as the most important aspect of learning a language.

According to Hughes (2003), the objective of teaching spoken language is the development of the ability to interact successfully in that language and involves comprehension as well as production. It is also assumed that at the earliest stages of learning formal testing of this ability will not be called for, informal observation providing any diagnostic information that is needed.

Therefore, some researchers and experts have tried to assign the notion of teaching speaking like Nunan (2003) who has clarified it as to teach English language learners to:

**A-**Produce the English speech sounds and sound patterns;

**b-** Use words and sentence stress, intonation patterns and the rhythm of the foreign language.

**c-** Select appropriate words and sentences according to the proper social settings situation and subject matter.

**d-** Organize their thoughts in a meaningful and logical sequence;

**e-** Use language as a means of expressing values and judgment and

**f-** Use the language quickly and confidently.

Teaching speaking, in the researcher s' opinion is the way for students to express their emotions, communicative needs, interact with other persons in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech and also encourage the potential of the learners to develop their speaking skill naturally. Overall, teaching speaking skill emphasizes on the activities to make the students active and creative.

From the basic of teaching English speaking is one of English skill which must be taught to the learners. Language is identical with the skill in communicating with other using spoken form. So, teaching speaking one more become very significant to be taught.

### **2.1.8.3. Types of Speaking Performance in Classroom**

Brown (2004) describes five 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 a purely phonetic level of oral production. A number of prosodic, lexical, grammatical properties of language may be included in criterion performance, it means this category includes the ability to practice an intonation and focusing on some particular elements of language form. That just imitating word, phrase or sentence. The important thing here is focusing on pronunciation.

**b- Intensive.** A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships. The speaker must be aware of semantic properties in order to be able to respond but interaction with an interlocutor or test administrator is minimal at best. So, this is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud

that includes reading paragraph, reading dialogue with partner in turn, reading information from chart.

**c- Responsive.** Responsive performance includes interaction and test comprehension but at the somewhat limited level of every short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student –initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

**d- Interactive.** The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and multiple participants. Interaction can take the two forms of transactional, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationship. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in casual register and use colloquial language, ellipsis, slang, humor and other sociolinguistics conversations.

**e- Extensive (monologue).** Extensive oral production tasks include speeches, oral presentations and story-telling during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

#### **2.1.8.4. Classroom Speaking Activities**

Speaking should be taught in attractive and communicative activities in order to enhance the students' speaking proficiency. Hedge (2000) confirms that "students do not only practice speaking in a controlled way in order to produce features of pronunciation, vocabulary and structures accurately, but also practice using these features more freely in purposeful communication. According to that, Harmer (2001) states six classroom speaking activities that could help students to develop their speaking abilities. These activities are: acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role play.

### **a. Acting from Script**

Acting from script is one of the activities that can develop students' speaking skill. The teacher asks his students to act out a scene from plays, from their course books or even act out dialogue that they create from their own in front of the class. During this activity the teacher should be as a theater director, drawing attention to appropriate stress, intonation, and speed.

Moreover, he should give students the opportunity to practice their dialogues before the final performance as well as he should create a relaxed classroom atmosphere to help them to do well.

### **b. Communicating Games**

Games which are made on the principle of “information gap” are designed to provoke communication between students in classroom. Whereas, one student has to talk to his classmate in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.

### **c. 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.

### **d. Prepared talk**

Prepared talk is an activity in which students make presentations on free topics. Such talks are prepared and are “writing like”. However, it is better to ask students to speak from notes rather than from scripts.



### **e. Questionnaires**

Questionnaires are useful since they are pre-planned, students have the opportunity to prepare what they will say to each other. Students could design questionnaires on any free interesting topic. Therefore, the teacher can be a resource to help them in the designing process.

### **f. Simulation and Role - play**

Simulation and role-play are important activities to develop students speaking Proficiency and fluency. In simulation, students are asked to perform a real life situation such as an interview as they are doing in reality. In simulation, students should have the following characteristics:

Reality of function: students must be as real participants in each situation.

- A simulated environment: students should imagine the classroom as the real simulation place such as bus station.
- Structure: the teacher should give students the necessary information about the activity structure in order to help them to perform well.

Brown (2004) states that role playing is a popular pedagogical activity in communicative language teaching classes. It encourages students to be creative especially when the teachers ask them to imagine the end of certain stories. Harmer (2001) adds that “role-plays are effective when they are open-ended, so that different people have different views of what the outcome should be”. Simulation and role play have three main advantages. First, they are interesting and motivating for students. Second, they make students less anxious and more confident to give their opinions. Finally, these activities give students much more opportunities to use language than other activities.

### **2.1.8.5. Teachers' Role in Speaking Activities**

During the speaking activities, teachers need to play a number of different roles. According to Harmer (2001), in order to help students to develop their fluency in speaking, teacher should be as a prompter, participant, and feedback provider.

#### **a. Prompter**

Sometimes students get lost, they find difficulties to start talking or they could not think of what to say next, the teacher should give appropriate prompts and suggestions in order to help them to speak. Moreover, if students are not ready to answer or they give brief answers, the teacher could help them to say more by asking them questions about the topic which they are speaking about in order to help them to say more. If teachers could do that appropriately without disrupting the discussion or oblige students to speak, “it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas”.

#### **b. Participant**

After giving instructions, the teacher may participate in students' activities. Whereas he could participate in discussion or even in role plays. So he could give new information, keep students engagement and maintain a creative classroom. However, he should participate adequately to avoid dominate the speaking and draw all the attention in classroom.

#### **c. Feedback Provider**

Feedback is so essential to develop students' speaking ability. When students make errors when they speak, the teacher's role is to correct their errors to get them “out of difficult misunderstandings and hesitations.” Teacher should know how and when they give feedback. “Once learners have begun speaking, the best strategy is to monitor without interfering too much” because over correction has negative effects since it makes students inhibit and less confident. So teachers should be careful when they give feedback.

## **d. Motivator**

The development of students speaking skill increase when the teacher has the ability to motivate students. The teachers' ability to motivate is important it create a free-stressed atmosphere and establish a relationship of mutual confidence and cooperation. This atmosphere is important for English language learning because the classroom is a social setting in which relationship influence character traits that reinforce the skills and virtue of effective and responsible students. When students are exposed to relaxed and safe place will feel self-confidence and will be more able to assume some responsibility for classroom interaction. In that case, teachers need to use ice breakers (warm up activities) to involve uninterested sub-group or unmotivated and shy students in classroom activities.

### **2.1.8.6. Communicative Competence**

Mastering the speaking skill is a complex task because it requires more than learning the foreign language grammatical rules. However, students must know how native speakers use the foreign language in different context.

Richard (2002) define communicative competence as "what speaker needs to know to communicate effectively in culturally significant setting".

Communicative competence model which consists of different components including: grammatical competence and discourse competence, sociolinguistic competence; in addition to strategic competence.

#### **a. Grammatical Competence**

Grammatical competence makes students use and understand English language fluently. It includes grammar rules (morphology, syntax), vocabulary, and mechanics (which refer to basic sounds of letters and syllables, pronunciation, and intonation). So for effective communication, students should know how to use these rules in order to convey meaning.

## **b. Discourse Competence**

Discourse competence refers to the ability to apply the rules of cohesion and coherence to produce a meaningful spoken discourse for effective communication.

## **c. Sociolinguistic Competence**

For effective use of the foreign language, students should not learn knowledge of language only. They must also know what is socially and culturally appropriate in the foreign language. In other words, students must know how to take a turn in communication, how should they speak, politeness rules and all what is accepted in the foreign language community.

## **d. Strategic Competence**

Strategic competence is "the way learners manipulate language in order to meet communicative goals" and it is considered as the most important communicative competence element. It refers to the speaker's abilities to use different communicative strategies to compensate any breakdown in communication.

## **e. Fluency**

Fluency is "the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation". Hedge and Brown (2000) add Fluency as a component of communicative competence and they make a distinction between it and strategic competence. They mention that strategic competence "presupposes a lack of (accessible) knowledge"; however, "fluency covers speakers' ability to make use of whatever linguistic and Pragmatic competence they have" So fluency is the ability to link words and phrases, respond coherently in conversation, and clear sounds pronunciation with stress and intonation quickly.

### 2.1.8.7. Students' Problem in Learning Speaking

The students often face some difficulties in doing speaking activities. Some students may be successful in doing speaking activities, but most students also get many problems with speaking activities. Here are some students' problem in learning speaking skill (Ur, 1996):

**a. Inhibition:** Unlike reading, writing and listening, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes. Fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

**b- Nothing to say:** Even they are not inhibited, you often hear learners complain that they cannot think anything to say: they have no motivate to express themselves beyond the guilty feeling that they should be speaking.

**c- Low or uneven participation:** 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.

**D- Mother tongue use:** 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 less “exposed” if they are speaking their mother tongue. If they are talking in a small group it can be quite difficult to get some classes- particular, the less disciplined or motivate ones to keep to the target language.

### **2.1.8.8. The Factors that Hinder Students to Speak English**

According to Brown (2004), there are several factors affecting students when taking part of oral tasks inside the classroom as follows:

#### **a. Shyness**

Shyness is an emotional thing that may students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students learning activities in the classroom especially in his class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom. Speaking in front of people is one of the most common phobias that students encounter and feeling of shyness makes their minds go blank or that they will forget what to say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other word, shyness plays an important role in speaking performance done by the students.

#### **b- Anxiety**

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Among other effective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students learning. Anxiety about speaking a certain language can affect students “performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should attempt to create a learning atmosphere that gives students more situations that are comfortable in their learning activity.

### **c- Making Mistake on Oral Production**

Participation usually means students speaking in class in any conversation class: answering and asking questions, making comments and joining in discussions. Students who do not participate are often considered passive and are generally penalized when participation is graded. Learning environments can have a facilitating effect on oral production. The main purpose of having oral activities in class is that students speak and use the target language. They should overcome their fears of speaking and use the target language even if they make mistakes, students cannot learn without making mistakes, the error makes them realize they are having success in their learning process; it is a proof of their development. It is important to make students conscious of the role that mistakes play in the development of a language. Many English students believe that if they make mistakes or fail to find appropriate words to express themselves, they will lose face. To protect themselves from being laughed at, they are reluctant to speak English. So, there is the vicious circle: the less they speak, the less they improve their speaking skills and the more they are afraid of speaking. Foreign language learners tend to lose interest in what they learn if they find they make little progress. Additionally, fear of making errors and losing respect are some of the factors that influenced student's willingness in participating in classroom oral communication. Making mistakes is an important issue in the learning process, students should make mistakes and in that way, they would be aware of what is happening in their utterance "the person who never made a mistake never made anything" So when students know that they have made a mistake, they know that they have made progress. When students are freed of the need to interpret expectations and figure out task organization. They can concentrate on and take risks in learning.

Language learning has been compared to learning to ride a bike or learning to play an instrument. Even though it is widely recognized that the best way to learn these skills is by doing them and not by just studying them or performing exercises and drills, traditional

foreign language classes resemble a music class in which the students spend time practicing scales and theory instead of playing real pieces.

This is what very often happens in any English courses. Where students have to deal with grammar rules when writing or reading, but most of the time, they do not face oral communication, so they do not get practice enough in the target language and they become afraid of talking in front of others.

The interactional opportunities offered by the different activities developed in the classroom and the active participation of the students in English classes should help them to improve oral communication skills and develop the oral abilities to communicate fluently in different contexts. Communication is a skill much like swimming if you don't get into the water and actually swim, your swimming will not improve". The importance of speaking skill is also humans need language for communication after all and that primarily means speaking no matter the mistakes students might when orally interacting with peers or other people.

#### **d- Lack of Interest in the Subject**

In a foreign language classroom, the student may often stay silent because he has nothing to say. In that moment, the teacher may have chosen a topic which is uncongenial to him or about which he knows very little, and as a result he has nothing to express in English.

As well as having something to say, the student must have the desire to communicate something to some person or a group of persons. If the student does not have a positive relationship with his teacher or feel at ease with his classmates, he may feel that what he would like to say can be of little interest to them. On the other hand, he may be very aware of his limitation in the foreign language and feel that, by expressing himself in it, he is laying himself open to criticize or ridicule. For these reasons, again, he remains silent.



### **e- Lack of Confidence**

It is commonly understood that student's lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talk showing that the students are lack of confidence to communicate. In response to this, students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building student's confidence is an important part of teacher s' focus of attention. This means the teacher should also learn from both theories and practical experience on how to build the students confidence.

### **f. Lack of Motivation**

Motivation describes the driving force behind the effort of a learner. Harmer (1991) adds that motivation consists of three main elements. The first is "effort. Motivated learners do much more effort and extra work in their studies in order to improve language skills. The second element is "desire". Motivated learners have the desire to succeed in learning the second foreign language. The last element is "affect". Motivation makes students enjoy learning the language. These elements work all together. If any learner lacks one of them, he will not be completely motivated as a result he will find learning difficulties.

The lack of motivation is one of the main factors that influence negatively the students speaking abilities. It is clear that highly motivated students do better than ones without any motivation at all. That s' why, teachers should motivated them by using interesting techniques or topic and encouraging them to participate.

## **g- Deficient Vocabulary**

In attempting to use the foreign language to express their own thoughts, students find themselves struggling to find appropriate words where their choice of expression is severely limited, when students are learning a foreign language, they are unable to express their thoughts in orally nature vocabulary. Thus, finding themselves now limited to expressing themselves in childishly simple language, they feel frustrated and uncomfortable. The teacher must be aware of this psychological factor and conscious of his own contribution in the process of teaching. He must be aware of the fact that, although they are limited in their powers of expression, they are not really the immature persons this deficiency might make them appear to be.

## **H- Incorrect Pronunciation**

Correction and clear pronunciation are important in language learning because good pronunciation makes the communication easier to understand. Being unable to pronounce well can cause the students to be poorly perceived and understood by others. This indicates that paying attention to this linguistics aspect is also important because student s' low ability in pronunciation can also become obstacle for the students to speak. In many cases, especially in EFL class, most students do not have self-confidence to speak because they do not know how to pronounce a certain word well. They are also afraid of being an object of their peer s' evaluation. This condition becomes an obstacle for them to speak in English class. It is common for students to feel uneasy when they hear themselves speak with the rhythm of a foreign language. They find that they "sound foreign" to themselves and this trouble for them. Although the uneasiness is usually unconscious, it can be a major barrier to improved clearness in the foreign language. All these show that allowing students to practice pronouncing words more in the class is also worth.

## **I-The Environment**

Besides the factors mentioned above, learning and teaching conditions in the classroom contribute to the success or failure of foreign language learning.

Creating good atmosphere and implementing realistic contexts in the classroom should be one of the teacher's top priorities in order to help students overcome their feelings of insecurity and fear when talking and orally interacting with others, thereby the teacher should enable them to build up their confidence and self-esteem, while at the same time making their learning enjoyable.

Students will be more motivated if they are exposed to activities to which they can relate, which encourage them to use the target language, and which allow them to choose what they want to say. Besides the factors such as teachers and learners, learning and teaching condition is a factor affecting success or failure of the learners. Moreover, it can motivate or de-motivate students.

### **k. Listening Comprehension**

"Listening is thus fundamental to speaking". Listening comprehension is an important skill that students should have in order to develop their speaking because speaking "involves simultaneous listening and thinking comprehending. However, many foreign language students think that they should study grammar and vocabulary in order to improve the speaking skill and neglect developing and practicing their listening comprehension skill. This is the reason behind their inability to understand and communicate with foreigners. So listening comprehension plays an important role in communication because without understanding the speaker's words, communication becomes impossible.

### **2.1.8.9. Listening and Speaking Skills Relationship**

To be proficient in any foreign language, students should master the four language skills. Speaking is a fundamental skill for communication; however, it cannot be developed in isolation especially from listening skill as Brown (2004) points out " Listening and speaking are almost always closely interrelated". For many EFL students, developing the speaking skill is their first objective. However, they should develop their listening skill to be proficient in speaking because "effective speaking depends on successful listening" .

So the ability to communicate effectively needs mastering both listening and speaking skill. In the same context, "listening comes before speaking". Furthermore, "speaking is something you do after listening, rather than while you listen." Therefore, teachers should give students the opportunity to practice listening, and then discuss what they had listened to in order to check their listening comprehension as well as practice speaking at the same time. In this sense, they give students the chance to practice and develop both speaking and listening skills.

Generally, speaking and listening are related to each other. They play an important role in communication since we cannot interact with others if we do not understand what they say. So, to develop students' speaking proficiency, teachers should help them to develop their listening abilities because listening and speaking are essential skills for effective communication.

### **2.1.9. Secondary School Curriculum Design**

Curriculum can be defined as a plan for providing sets of learning to achieve broad goals or specific objectives for an identifiable population served by a single school center. It does not focus on goals and objectives but extends to include activities such as curriculum design. In other words, it combines content and process with concentration on the results.

### **2.1.9. 1. Curriculum and Language**

Teaching and learning can be accomplished through a process of communication, through seeing - watching administration, observing on a field trip or noting a facial expression. However, most communication makes use of language. The role of a language in communication is shown as a child reads story or finds information in a text-book. Listen to the teachers' directives, view and listen to film, talk to other children and respond to them, writes about ideas. Communication is the life-blood of the school curriculum and language is its main tool. Thus, language is a basic need to human beings and the foundation of the school curriculum.(Petty,1965).

The environment that a child lives in, play the most important part in determining his or her language development. This daily learning climate and the activities of the classroom, the content of the curriculum and the attitudes of the teachers and other school personnel become major factors in each child s' language growth.

Pupils behavior, including their language, is likely to be influenced by the way in which they perceive their educational programs and their role as learners of that programs, by the audience to which they are expected to speak or write, by the immediate task which they have been given, furthermore, such perceptions of their role as learners are surely conditioned by home background. (Brent,1978).

### **2.1.9. 2. Curriculum Activities**

Activities are considered as one of the important curriculum components. Through them we can have effective results and the students' needs may have a chance to be exercised and their abilities can be discovered and developed. Most of modern curricula are built on them and child centered approach finds its implementation and depends on students - activities. Some activities carried out inside the classroom, under the teachers' auspices,

others performed freely by the students themselves outside the classroom. In the realm of attitudes, values and appreciation, students activities have major contribution to make and in which their success is to be appraised.

Activities here include all the educational activities, cognitive, psychomotor or emotional. The teaching methods, instructional aids, school-games and thinking styles are all parts of the educational activities.

### **2.1.9.3. Sudanese Secondary School Curriculum (Spine Series)**

In Sudanese Secondary school , there are three text-books (Spine Series) design for teaching English language, these text-books are focus on structure of the language and they do not help students express messages or benefit from challenging activities. Therefore students find difficulties when they face a real life situation or when they are supposed to speak and understand more complicated structures in the foreign language. These text-books do not meet the students' needs of learning texts and do not appear suitable for their level and context. tutors need to choose the higher level materials to increase their motivation in learning.

Another concern is that these teaching materials (Spine series) are too simplified because they focus mostly on teaching grammar, reading, writing and neglect the importance of using the language in communication that deals with everyday life situations. English language tutors find it easier to have ready planned texts with all integrated skills to teach. They usually teach from text-books or commercial materials that the school adopt, but these teaching materials(-textbooks) prepare students for the test and cannot provide them with all they need to learn for English as a communicative tools. In this traditional structural method, students are able to read and write, but usually find difficulties in understanding native speakers' conversations on TV shows or radio programs, for

example. They also experience difficulties while using English to communicate at public places like airports or railway stations when they travel and need to use English.

In the early 1990 a new Spine series was produced it is stands for Sudan practical Integrated National English. This series was designed by a number of Sudanese experts helped by some experts who are native speakers of English language and who helped in designing editing of series. The series compose of six books, three for Basic level and three for the secondary level. SPINE is current course now and it has been in use since 1992, SPINE series was written with different learner profile in mind. It was written in the early 1990 by author who belonged to traditional methods of teaching and curriculum design (Bashir, 2011).

#### **2.1.9. 4. Reason behind the Failure of Teaching (SPINE Series)**

According to the development of English language learning and curriculum design, English language series becomes a very important issue that affects education globally and in Sudan specific. There are some reasons lead to the failure of teaching SPINE six which are:

**a-** Most of English teachers do not refer to the teachers' book to teach the four skills lording according to the arranged lesson plan.

**b-** Most of teachers are not aware of the concept of integrated English curriculum.

**c-** Most of the teachers do not attend and observed lesson to other teachers in their lesson and need training.

**d-**The four skills (Listening-speaking-reading-writing) are sometimes taught separately and the same class is taught by more than one teacher, each teacher has different skills.

**e-** No supplementary materials or teaching aids are used to teach English.

**f-** Pupils background of English is weak and their seating is not comfortable and the classrooms are crowded, so it is too difficult to used communicative competence to develop their acquisition of language.

**G-** It ignores speaking and listening skills in the curriculum, so how could the learners communicate effectively out the classroom. (Hamid, 2014).



### **2.1.9.5. Reasons of Decline of English Language in Sudanese Secondary Schools**

The period followed Arabicization of the secondary stage was characterized by deterioration in the standard of English. There was no coherent curriculum for the English language and there was a sharp shortage in the trained teaching force.

**Gailani (1983) Believed that** there were many factors negatively affected the position of English in the Sudan: Some of these factors:

- a-** Education expansion beyond the limits of facilities available for teaching skill- subject such as English language.
- b-** Dissatisfaction of teachers due to the incompatibility of teaching loads with low payment and low social status.
- c-** Lack of learning facilities and teaching aids and material.
- d-** Economic difficulties which hindered the renewal of curriculum to cope with these changes and difficulties.
- e-** Lack of motivation for learning English language.
- f-** Little contact with English outside the classroom from side of both teachers and learners.
- g-**The examination- system, method of objective questions adopted nowadays, so do not encourage good study.

## **2.2. Part Two: Previous Studies**

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

### **2.2.1. The First Study**

This study was carry by Mawahib Mohammed (2018) University of Sudan for science and Technology, this study investigating influence of motivation and self-esteem on speaking fluency. The researcher has noticed that the student s' ability of spoken English is very weak even English language university students have a serious problem in Spoken English, and are slow in speaking. The main question of this study is (to what extent does motivation and self-esteem affect fluency among university students?). The main hypotheses-Self-esteem and motivation carefully taken care of can help students develop and improve oral abilities.

The methodology of the study is descriptive and analytical method. A questionnaire administered to both tutors and students. The experiment carried out at the Sudan University of Science and Technology, College of Languages. The finding revealed that motivation and self-esteem have great effect on speaking fluency, students fears to use English language communicatively particularly in public.

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

This study was carry by Aziza Aggoun (2015) at Biskra university - Republic of Algeria the study was investigating the role of motivation in enhancing learner s' speaking performance in English classrooms the researcher stated that Many learners have found difficulties in learning English. There are multiple reasons that hinder their learning process. Students may not be aware of the significance of English itself; others may learn English just to achieve good grades in the exams. However, most of those learners are actually not motivated. Without motivation, they are less interested in learning English as

subject though this category of students knows how English is important in the modern world. Therefore, motivation has an effect on learning English. Consequently, this study is about the role that motivation has while learning EFL. The current investigation aims to make students and teachers aware of the role that motivation plays in acquiring a foreign language. Moreover, learners need to know the factors that lead them to be motivated to speak during classes and the other ones that hinder them from improving themselves. The study is widely going to deal with the significance of teachers in motivating the learners in EFL classrooms. Importantly, teaching strategies are what the teachers need to know to help their students to sustain their self-confidence.

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

This study Carried by You Ziyuan (2013) University of Jilin was investigating the role of motivational strategies in English language learning the researcher stated that to motivate students to learn English requires teachers to utilize more motivational strategies in order to improve student s' achievement. Thus, the aim of this study is to discuss whether motivational strategies affect student s' achievement in respect of the scores and focus on which motivational strategies influenced student s' achievements. A questionnaire was administered to collect the data from 130 students in non-English major at Jilin University. In addition, several teachers of English at Jilin University were interviewed. The result indicates that the relationship between the student language achievement level at Jilin University and motivational strategies is direct. Statistical analyses suggest that protection of the learner s' self-confidence is most important in language learning. The analysis shows that this present study tallied with the theory on the whole, which the questionnaire is based on. In order to provide a set of motivational strategies that are consist with Chinese culture. The questionnaire was designed based on Dornyei s' framework.

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

This study was carried by Catherine Barasa in (2015) at university of Nairobi investigating the influence of teacher s' motivational strategies on student s' improved academic performance in day secondary schools. The researcher mentioned that teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. Consequently, the purpose of this study was to investigate the influence of teacher motivation strategies on the students 'performance in day secondary schools of Trans - Nzoia west district, Trans Nzoia County, Kenya. Specifically, the study sought to establish how staff development influence students' performance in day secondary schools; to determine how staff recognition influences students' performance in day secondary schools; to establish how teachers' growth and advancement influences students' performance in day secondary schools and to determine the influence of teachers' incentives on the students' performance in day secondary schools. The significance of this study is that it will help educators in Trans Nzoia west district and Kenya at large to explore possible motivation strategies for improving performance amongst the students. It will also inform other stake holders on their role when it comes to teacher motivation. The policy makers will also use the findings to explore new motivation strategies to enhance students 'good performance. This study delimited itself to Trans Nzoia west district and the day secondary schools only which were 20 in number. This study was based on the assumptions that the respondents would fill the questionnaires on time and that they were also truthful in the information they gave. The study was limited to the information the respondents gave. A case study design was used for this study. Simple stratified sampling technique was used for sampling with each stratum being represented by a sample size using the Kreijcie and Morgan tables.

The data collection instrument was the questionnaire which was tested for validity and reliability before being used in the study. Structured questionnaires were administered to the teachers and head teachers of the day secondary schools in trans-Nzoia west district.

The quantitative data that was collected was analyzed using statistical methods to determine the tables, frequency and percentages.

The findings of the study were that most teachers lacked motivation in their work and this accounts for the low performance in these schools. Motivation strategies such as recognition, training and development, incentives and career advancement were minimal in the schools. These findings were in line with those of the principals where 67% of the answers indicated lack of motivation.

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

This study was carried by Sehrish Khan Kakar<sup>1</sup>(2017) at University of Balochistan the study was Exploring the Motivational Strategies Practiced by Pakistani EFL Teachers to Motivate Students in Learning English Language. The purpose of this study was to investigate motivational strategies which EFL teachers employ to motivate students in learning English language and to determine the significant difference if any across male and female teachers in practicing motivational strategies in an EFL classroom. A quantitative research design was employed. An adopted questionnaire by Cheng & Dornyei (2007) comprising of 48 close ended items ranging from “Hardly ever” to “very often” was administered among 96 male and female EFL teachers who were teaching in government secondary schools in Quetta, Balochistan, Pakistan. To answer the two research questions of the Study, both descriptive and inferential statistics were performed in SPSS (version, 21). The findings of the first research questions revealed that to promote learners’ autonomy emerged as the most influential source of motivational strategy practiced by EFL teachers followed by Familiarization learners with L2-related values as the second most practiced motivational strategy. The findings of second research question revealed no statistically significant difference between male and female EFL teachers in terms of practicing motivational strategies. The findings of the present study have implications on effective English language teaching and enhancing teachers’ experience and knowledge in

order to motivate EFL learners by using different motivational strategies in learning English in context of Pakistan.

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

This study was carried out by Mohammed El Amin Mohamed Y. Kebir (2007) at the University of Bakht El Ruda. It was an evaluation of Sudanese secondary school English curriculum (Spine Six). The researcher has chosen to write in curriculum-evaluation area because the studies concerning the evaluation of current English curriculum are not enough. Also there are many complaints among English teachers and secondary school students about Spine-series. These complaints necessitate the revision of Spine series so as to remedy the difficulties. In such cases, evaluation is a necessary prerequisite to any development - steps or revision. The researcher intended to evaluate the on-going English curriculum, its objectives, content and activities.

The researcher applied the descriptive method, used questionnaire, content analysis and open-questions as the study-instruments. Also there were three different populations, English teachers with long experience; and educative qualifications, secondary-school students of third year and three students' books besides the three teachers' guides of Spine series at secondary schools.

Finally, the researcher used the Spine program to analyze the collected data. Moreover, the study was confined to White Nile state as a place of study.

The study has come to conclude that the Spine series objectives, content and activities are unsatisfactory to enable the teaching process to have its intended outcomes. So the Spine series should be revised and modified. The teachers' guides lack many things to be suitable for teachers and students to teach or learn English language.

The researcher has offered some recommendations such as;

**a-** Spine series at secondary level lacks adequate educational means which supply students with experience. It depends mainly on traditional aids, blackboards, textbooks, the educational aids help teachers explain the lessons properly, one may find colorless pictures besides the title of the lesson which can misdirect the students' attention. So pictures in Spine six should be colored and made clear and attractive because they may facilitate the learning process and attract students' attention.

**b-** Extensive training to English language teachers at secondary level should be organized.

**c-** Should be concerned to use modern technical aids in teaching English language.

**d-** Recorder tapes which are full of English materials should be added as a part of English language curriculum.

**f-** Oral texts should be introduced and certain marks should be allotted to them.

**g-** To support communicative attitude of Spine curriculum, dialogue should be extensively added.

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

This research was carried by Ahmed Babiker Ali - (1999) University of Khartoum in title Problem of English Teaching in Higher Secondary Schools in Sudan- Teacher Education Program, the study intends to analyze, identify and classify the crucial problem of English language teaching in secondary schools in Sudan. It tries to explain the cause of these problems.

The standard of English is getting lower and lower at secondary level and the period from 1950s to 1990s witnessed large changes in the field of teaching English as foreign language. The assumption is that the training of secondary school teachers of English was one of the major factors behind the low standard in English language.

Two questionnaires have been used to collect data from two groups in which the samples have been chosen randomly. The first sample represents the students- teachers of English

language in faculties of education in final level (30). The second sample includes secondary school teachers who have been teaching for a few years and graduated from faculties other than education and English is not their main subject (50). An informal interview was conducted to gather information from old teachers about the state of English language in secondary schools.

The results, according to the genuine response of the majority of the population are:

- a- The objectives of teaching English in secondary school are not clear, teachers are not aware of them.
- b- The teachers' education program in secondary level would not achieve its objectives effectively.
- c- The methods of teaching English in secondary level are old and not communicative and audio-visual aids are hardly used in teaching English language.

The recommendations were that in order to attain an effective program of teachers' education attention should be paid to the present syllabus in the faculties of education and courses of teachers' training and the actual needs of English language teachers to produce a better model of English teachers.

The objectives of teaching English language in secondary schools be made more clear and obvious. The students-teachers and trained teachers should be made aware of these objectives to facilitate the teaching - learning process.

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

This research was carried by Hatim Bashir Mustafa (1998) Africa University under title Critical problems Facing secondary school students in learning English stated that, this research aims at finding out most critical problems in Khartoum state and finding out the



barriers which arise from what students face in learning English language. The researcher has used descriptive analytic methods and collected data. He selected random samples of one hundred and twenty students from Khartoum state and statically has used only percentage to analyze the collected data.

The main findings are:

- a-** There is a general weakness in students performance in English language used in schools.
- b-** There is a wide gap between teachers and students and weakness in social relationship.
- c-** There is a general weakness in speaking skill: Students do not know to speak even if they have a great number of words.
- d-** There is a weakness in Semitic understanding.

The recommendations are:

- a-** The examination system should be changed to include all skills.
- b-** Language libraries should be available in all schools.
- c-** Teachers should be trained well.
- d-** The language dose should be increased.

## **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 effect of teacher's motivational strategies on enhancing students' speaking skill in EFL classrooms. Observation will be used as a tool to collect relevant data and information.

#### **3.2 .Sample and Population of the Study**

The subjects of this research consist of (40) 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 teachers. And six school from Khartoum locality, 20 classes chosen for students' observation checklist.

#### **3.3 .Tools of Data Collection**

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

### **3.3.1. 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 “investigating the effect of teacher's motivational strategies on enhancing students speaking skill in EFL classrooms”. However, the questionnaire will be designed to collect information about investigating the effect of teacher's motivational strategies on enhancing students speaking skill in EFL classrooms”. 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 tables and figures of analysis.

### **3.3.2. 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. “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.

In fact, it distinguishes two main types namely participant and nonparticipant observation. In one hand, participant observation involves the researcher in the situation through the participation in a number of activities, in other words, the researcher becomes a part of the sample. Thus s/he can easily realize a better understanding of a certain attitude or behavior. This research tool is beneficial for exploring various disciplines and/or explaining cultural

situations. On the other hand, non-participant observation is carried out without the participation of the researcher, who can rather observe from distance. The major advantage of non-participant observation is reducing the level of interaction with the participant; i.e., it prevents the former from infecting the behavior observed. In addition, it is the appropriate option when the sample members refuse to cooperate with the researcher if s/he participates in the experiment.

The researcher grouped the students into two groups in the six schools as group (A) who have been taught by their teachers using own traditional methods, whereas the second group (B) were taught the same lesson by their teachers using motivational tools enhance them in learning process.

The researcher designed a checklist to observe the students general performance in oral production, the checklist was applied on both groups. The researcher found out that group (B) who engaged the motivational techniques, their general performance in oral production noticeably enhanced and their proficiency skills were developed as well. In compared to group (A) who were disengaged and less motivational due to these tradition methods. In addition to their poor oral production and less entertraction and participation in the class. The main objective of the current observation is to determine to which extent can secondary schools students' benefits from motivational strategies used by English language teachers?

Responses to observation check - list was taken to an expert in statistics and the results and main findings are as in the tables and figures of analysis in chapter four.

### **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 four 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:

Dr.Salah Alkareib - Associate professor- Ahfad University for women.

Dr. Amana El Badri - Assistant professor- Ahfad University for women.

Dr. Mahmoud Ali - Associate Professor- Sudan University of Science and Technology .

Dr.Hillari Marion - Assistant professor- Sudan University of Science and Technology.

### 3.5. Checking Reliability

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:

Cronbachs Alpha	No of Items
992	20

The alpha coefficient for the 20 items is 992 suggesting that the items have relatively high internal consistency. It indicates high coefficient which considered acceptable in social studies.

### **3.6. Procedure**

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 to the analysis of the research data.

# **CHAPTER FOUR**

## **Data Analysis, Results and Discussions**

### **4.0 Introduction**

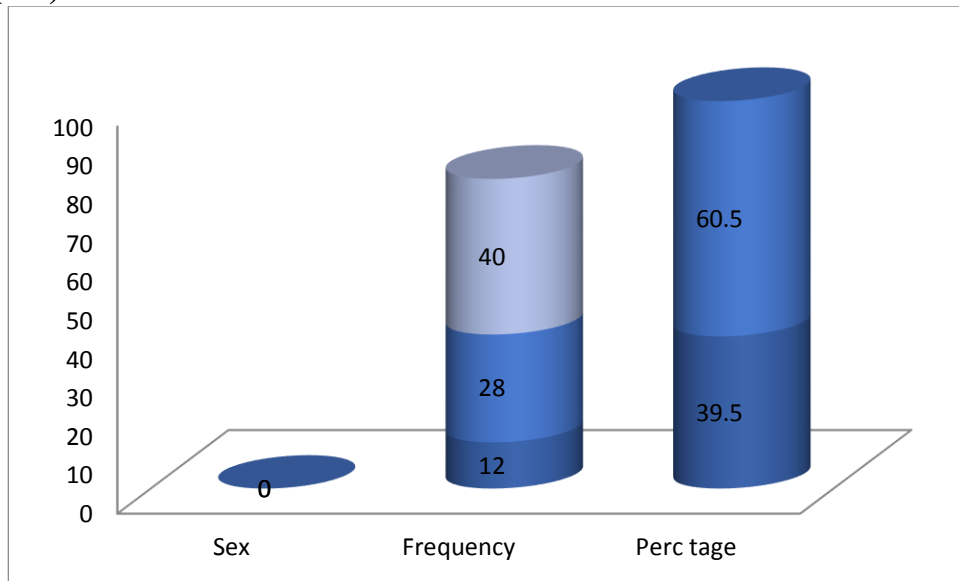
This chapter presents and analyzes the data collected through the questionnaire which was distributed to (40) respondents who represented the Sudanese secondary school Teachers. This chapter also presents the data collected through the classroom observation checklist which was observe to six classes in different school - Khartoum locality. The results will be used to provide answers to the research questions.

**Table (4.1): Gender**

Sex	Frequency	Percentage
Male	12	39.5
Female	28	60.5
Total	40	100

Source SPSS

**Figure(4.1)Gender**



Source SPSS

Table (4.1) above, shows the gender of the study. Forty Teachers have participated in this study. Forty-six females and thirty males. The percentage of females represents (60.5%), whereas males represent (39.5%). The figure

## **4. 2. Data Analysis of the questionnaire**

**4.2.1. Sudanese Secondary school English language teachers adopt a variety of motivational strategies to improve students' motivation to speak English in the class.**

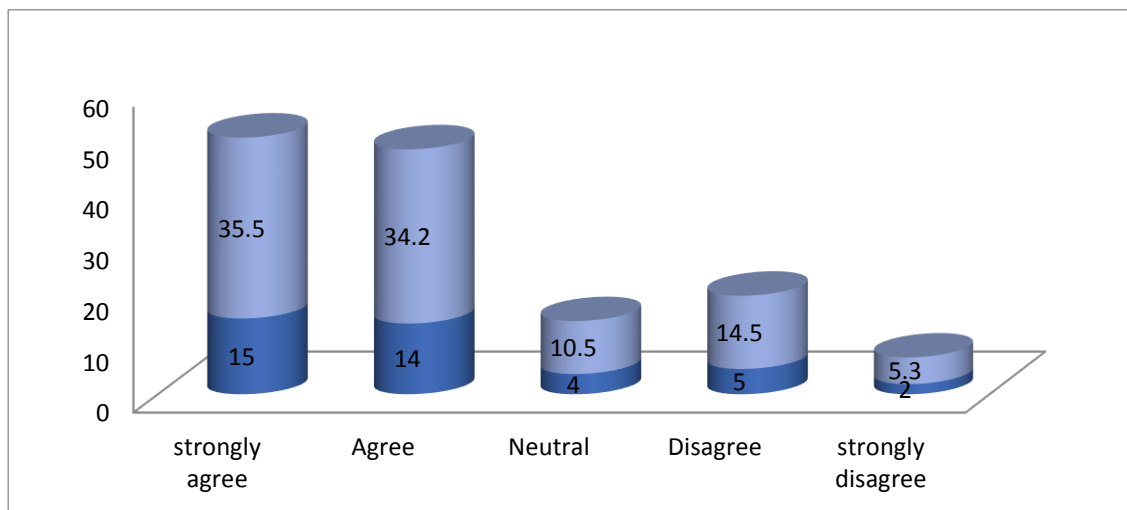


**Statement (1):** Using audio material motivate students to learn English language

**Table (4.2): audio material motivates students to learn.**

Valid	Frequency	Percent %
strongly agree	15	35.5
Agree	14	34.2
Neutral	4	10.5
Disagree	5	14.5
strongly disagree	2	5.3
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.2) audio material motivate students to learn**

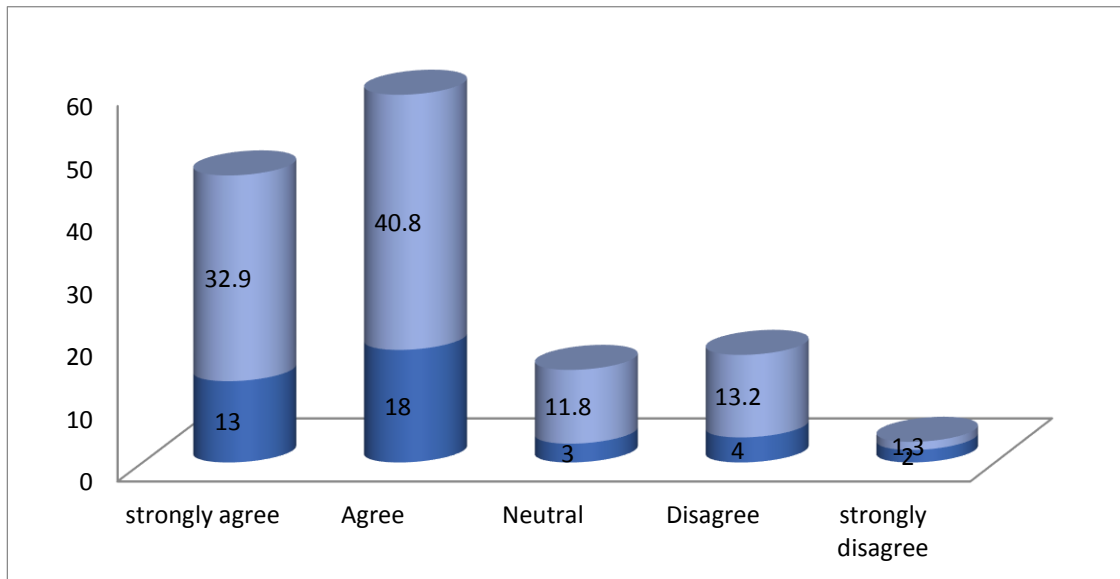
The table and figure above show that (35.5%) of the subjects strongly agree with the statement, (34.2%) agree with it, (10.5%) of them were neutral, (14.5%) disagree with that. Whereas (5.3%) of the participants strongly disagree with the item. According to figure (4.2) above, most of these respondents agree with the first statement. However, only a small number of the participants (5.0%) strongly disagree so that, using audio material motivates students to learn English language

**Statement (2):** Using audio material improve students’ pronunciation standard.

**Table (4.3):** Using audio material improves students’ pronunciation.

Valid	Frequency	Percent %
strongly agree	13	32.9
Agree	18	40.8
Neutral	3	11.8
Disagree	4	13.2
strongly disagree	2	1.3
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.3)** Using audio material improve students’ pronunciation

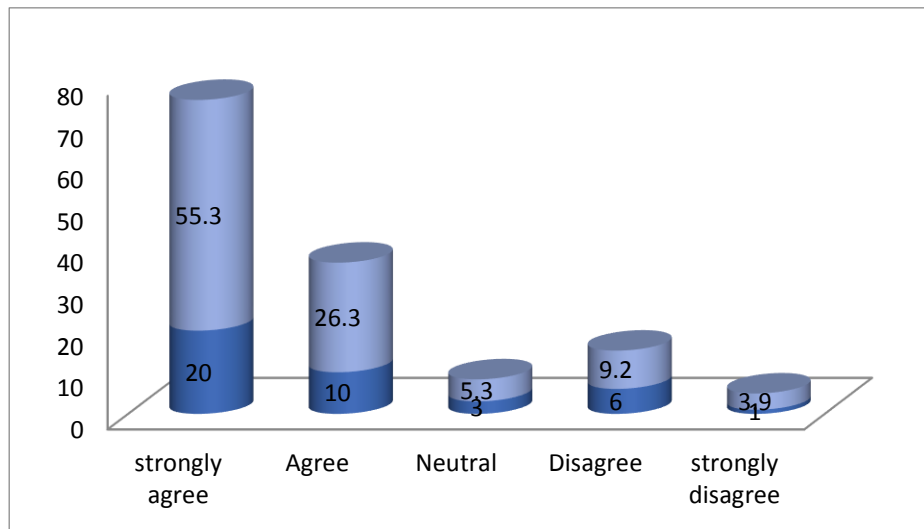
From the table and figure above that. (32.9%) of the Teachers strongly agree with this item, (40.8%) of them agree,(11.8%)remained neutral,(13.2%)of the subjects disagree with this statement and (1.3%) of them strongly disagree with that. This results shows using audio material improve students’ pronunciation standard.

**Statement (3)** Using video material encourages students to speak English fluently

**Table (4.4): Using video material encourages students to speak**

Valid	Frequency	Percent %
strongly agree	20	55.3
Agree	10	26.3
Neutral	3	5.3
Disagree	6	9.2
strongly disagree	1	3.9
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



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**Figure (4.4) Using video material encourages students to speak**

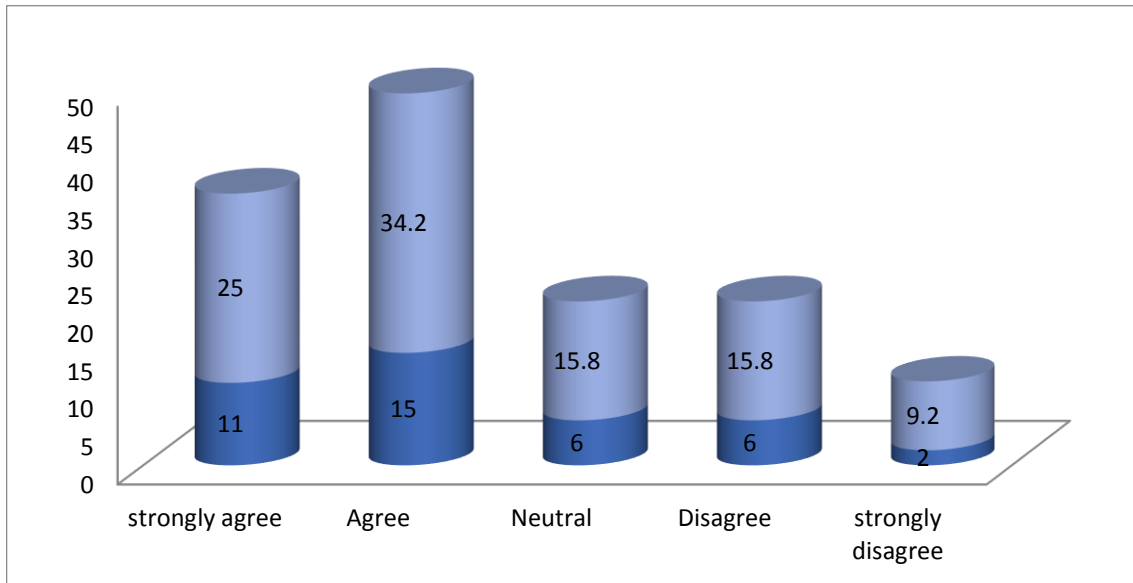
The table and figure above that (55.3%) of the respondents strongly agree with this item, (26.3%) of them agree with it, (5.3%) of the Teachers were neutral and (9.2%) of them disagree with this item. Those who strongly disagree represent (3.9%) of the participants. From figure (4.4) above, the majority of the subjects agree that using video material encourages students to speak English fluently

**Statement (4):** Utilizing visual aids motivate students to communicate easily

**Table (4.5): Utilizing visual aids motivate students to communicate.**

Valid	Frequency	Percent %
strongly agree	11	25.0
Agree	15	34.2
Neutral	6	15.8
Disagree	6	15.8
strongly disagree	2	9.2
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



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**Figure (4.5) Utilizing visual aids motivate students to communicate**

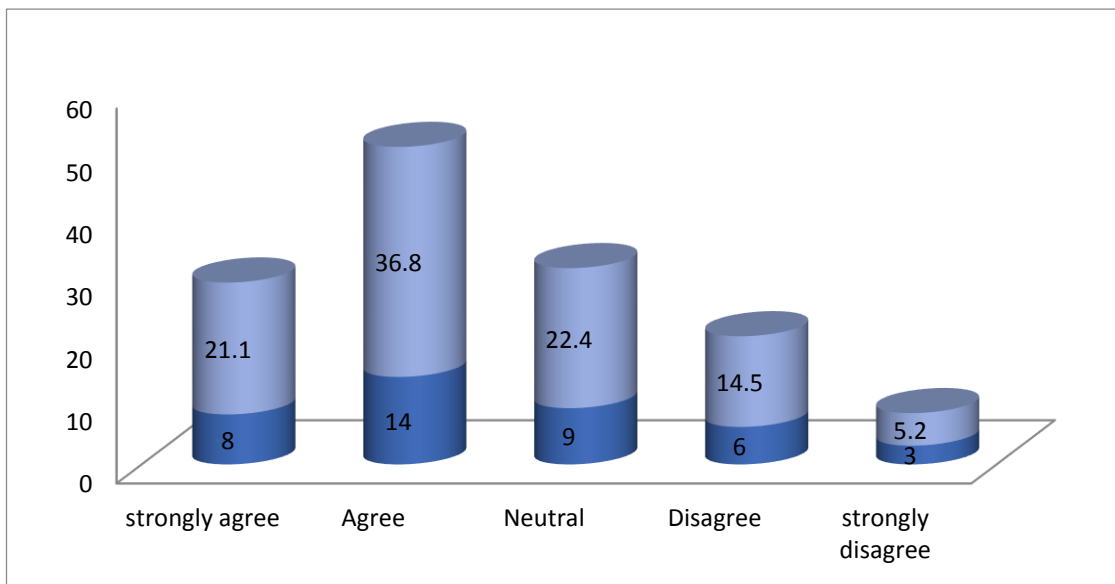
Table (4.5) above, indicates that (25%) of the respondents strongly agree this item; Utilizing visual aids motivate students to communicate easily. About (34.2%) of them agree with this statement, (15.8%) were neutral, (15.8%) of the subjects disagree with it, and about (9.2%) of them strongly disagree that. Figure (4.5) above, shows that, most of the participants agree with utilizing visual aids motivate students to communicate easily

**Statement (5):** Exposing students to authentic material encourages them to learn English language.

**Table (4.6): Exposing students to authentic material encourages them to learn English.**

Valid	Frequency	Percent %
strongly agree	8	21.1
Agree	14	36.8
Neutral	9	22.4
Disagree	6	14.5
strongly disagree	3	5.2
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



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**Figure (4.6) Exposing students to authentic material encourage them to learn English.**

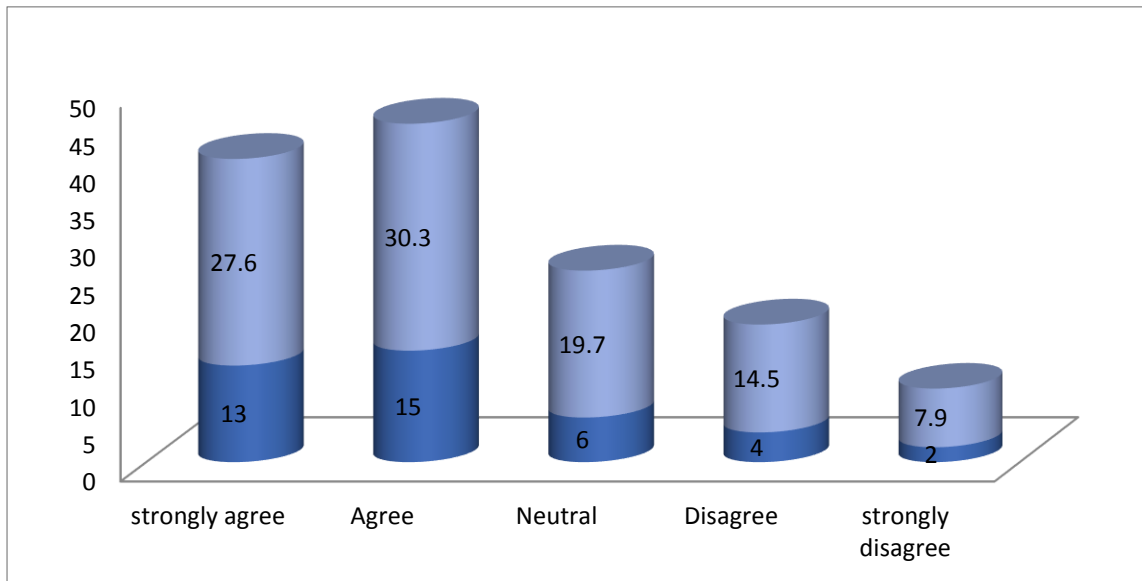
Regarding item number five which is teachers exposing students to authentic material encourages them to learn English language about (21.1%) of the teachers strongly agree with this item, (36.8%) of them agree with it, (22.4%) of the respondents remained neutral, while (14.5%) of them disagree with it and(5.3%) strongly disagree with that. According to figure (4.6) above, most of the sample agrees with exposing students to authentic material encourages them to learn English.

**Statement (6):** Using show and tell strategy motivates students to speak effectively

**Table (4.7):** Using show and tell strategy motivates students to speak.

Valid	Frequency	Percent %
strongly agree	13	27.6
Agree	15	30.3
Neutral	6	19.7
Disagree	4	14.5
strongly disagree	2	7.9
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



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**Figure (4.7)** Using "Show and Tell" strategy motivates students to speak

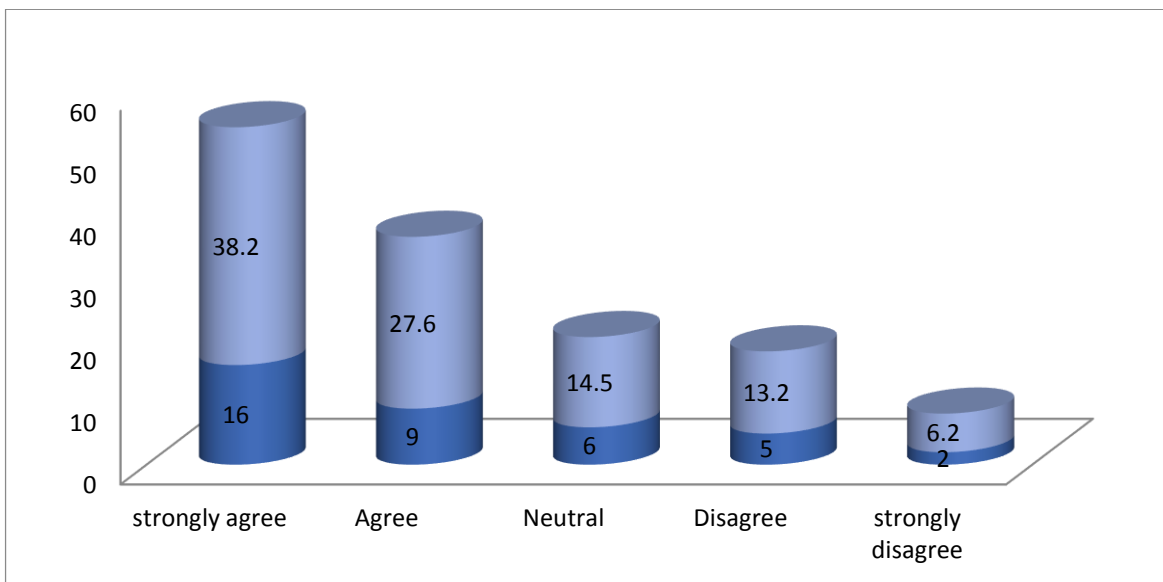
The sixth item says that, using "Show and Tell" strategy motivates students to speak effectively. So (27.6%) of the subjects strongly agree with this item, (30.3%) agree with it, (19.7%) were neutral and about (14.5%) of the participants disagree with the item. Those who strongly disagree represent (7.6%) of respondents. From the figure (4.7) above, we can say that more than half of the sample agrees with using "Show and Tell" strategy.

**Statement (7):** Utilizing educational games improve students' oral fluency

**Table (4.8):** Utilizing educational games improve students' oral fluency.

Valid	Frequency	Percent %
strongly agree	16	38.2
Agree	9	27.6
Neutral	6	14.5
Disagree	5	13.2
strongly disagree	2	6.2
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



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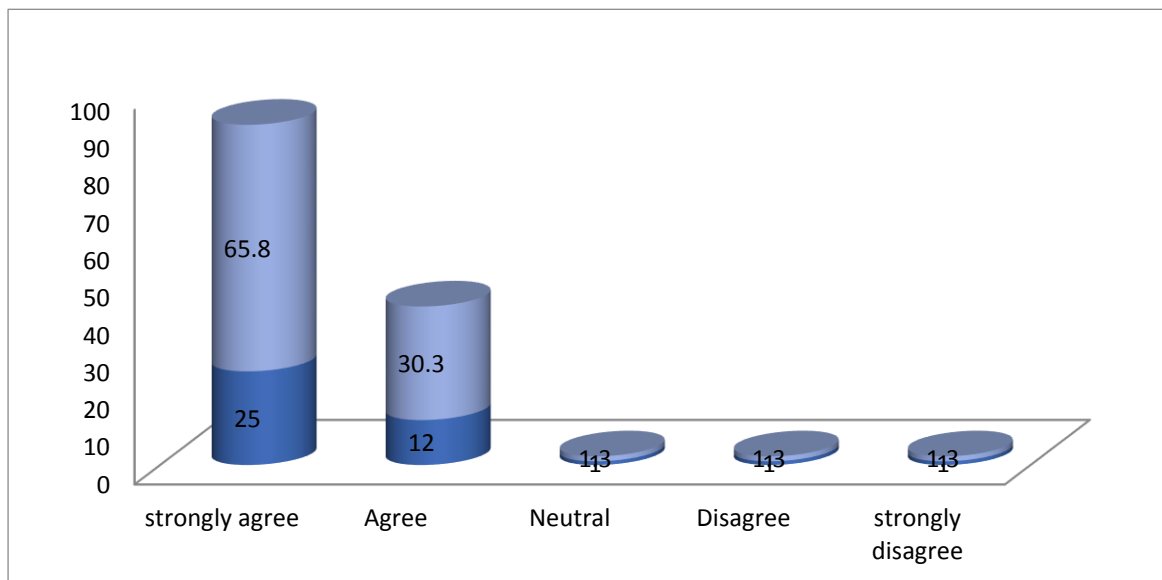
**Figure(4.8)** Utilizing educational games improve students' oral fluency.

Concerning item number seven Utilizing educational games improve students' oral fluency. (38.2%) of the participants strongly agree with this item, (27.6%) agree with it, (14.5%) of them were neutral, about (13.2%) of the subjects disagree, whereas (6.6%) of the respondents strongly disagree with that. As shown in figure (4.8) above, approximately most of the Teachers agree with the statement, Utilizing educational games improve students' oral fluency.

**Statement (8):** Creating a suitable environment encourages students' interaction inside the classroom

**Table (4.9):** Creating a suitable environment encourages students' interaction

Valid	Frequency	Percent %
strongly agree	25	65.8
Agree	12	30.3
Neutral	1	1.3
Disagree	1	1.3
strongly disagree	1	1.3
<b>Total</b>	<b>40</b>	<b>100</b>



Source SPSS

**Figure (4.9)** Creating a suitable environment encourages students' interaction

Table (4.10) above, shows that (65.8%) of the subjects strongly agree with this item..About (30.3%) agree with it, (1.3%) were neutral, (1.3%) disagree with that. Whereas (1.3%) of the respondents strongly disagree with that. If we have a look at figure (4.9) above, we can see that the majority of the participants agree with the item. So this shows Creating a suitable environment encourages students' interaction inside the classroom.

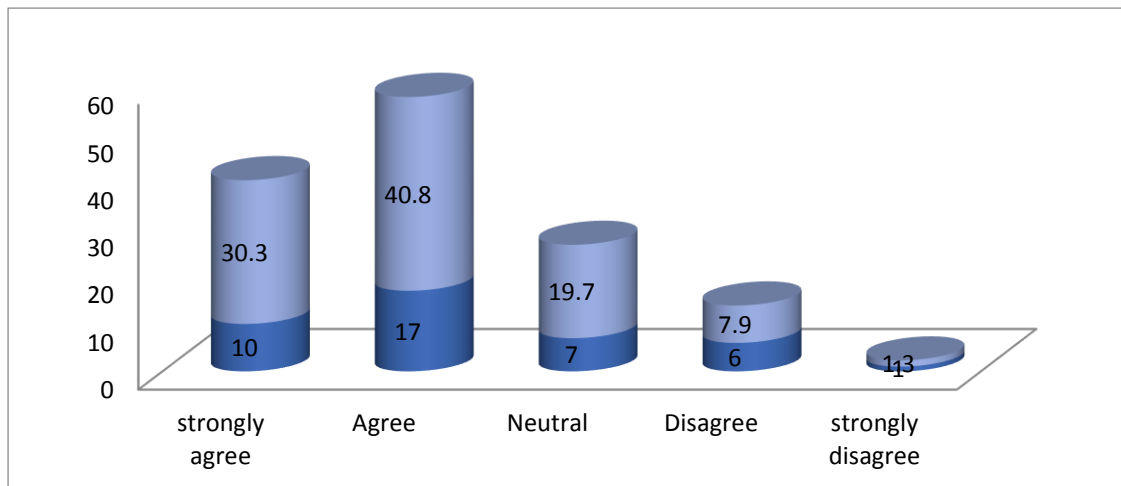


**Statement (9):** Teaching through real-life topics attracts students' attention to lesson

**Table (4.10): Teaching through real-life topics attracts students' attention**

Valid	Frequency	Percent %
strongly agree	10	30.3
Agree	17	40.8
Neutral	7	19.7
Disagree	6	7.9
strongly disagree	1	1.3
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



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**Figure (4.10) Teaching through real-life topics attracts students' attention**

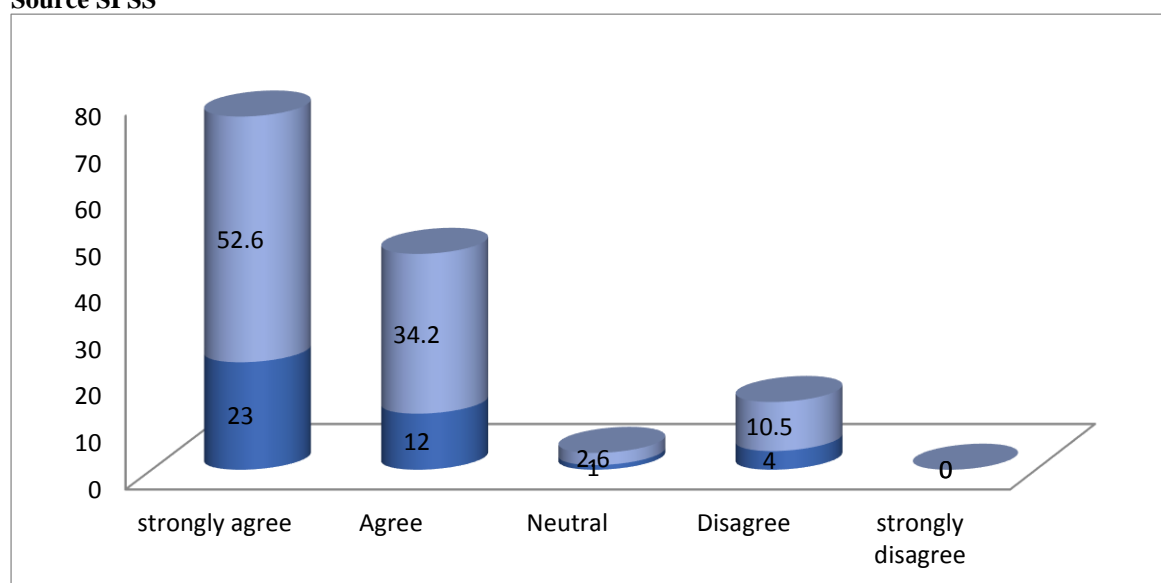
The table and figure above illustrate that there are, (30.3%) of the respondents strongly agree with this statement, (40.8%) agree with it, (19.7%) of the subjects remained neutral, only a small number (7.9%) of them disagree with it. Whereas (1.3%) of the students strongly disagree with this statement. According to figure (4.10) above, most of the participants agree that they the table and figure above illustrate that Teaching through real-life topics attracts students' attention to lesson.

**Statement (10):** Utilizing role-play motivates students inside the class.

**Table (4.11): Utilizing role-play motivates students inside the class.**

Valid	Frequency	Percent %
strongly agree	23	52.6
Agree	12	34.2
Neutral	1	2.6
Disagree	4	10.5
strongly disagree	0	0.0
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



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**Figure(4.11) Utilizing role-play motivates students inside the class**

Table (4.11) shows that, (52.6%) of the respondents strongly agree with this item. Utilizing role-play motivates students inside the class. About (34.2%) agree with it, those who remained neutral represent (2.6%) of the subjects. (10.5%) of the participants disagree with this item. These attitudes showed that the majority of the subjects think that, Utilizing role-play motivates students inside the class improving their English speaking competence.

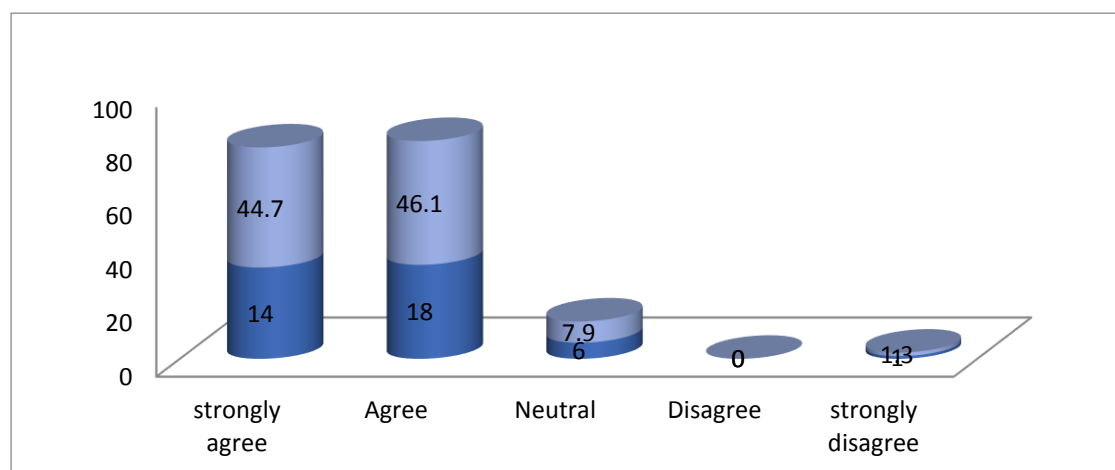
**4-2.2. Hypotheses (2); Sudanese Secondary schools English language textbook (Spine Six) for 3rd year class does not help EFL students to enhance their performance in speaking skill**

**Statement (11):** Textbook for third year class is not enough to motivate students to speak English language

**Table (4.12): Textbook for 3rd class is not enough to motivate students to speak**

Valid	Frequency	Percent %
strongly agree	14	44.7
Agree	18	46.1
Neutral	7	7.9
Disagree	0	0.0
strongly disagree	1	1.3
<b>Total</b>	<b>40</b>	<b>100</b>

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**Figure (4.12) Textbook for 3rd class is not enough to motivate students to speak**

The table and figure above show that there are. (44.7%) of the respondents strongly agree with this statement, (46.1%) agree with it, about (7.9%) of them were neutral, (0.0%) of students disagree with that. Whereas (1.3%) of them strongly disagree with this item. Figure (4.12)above, shows that The table and

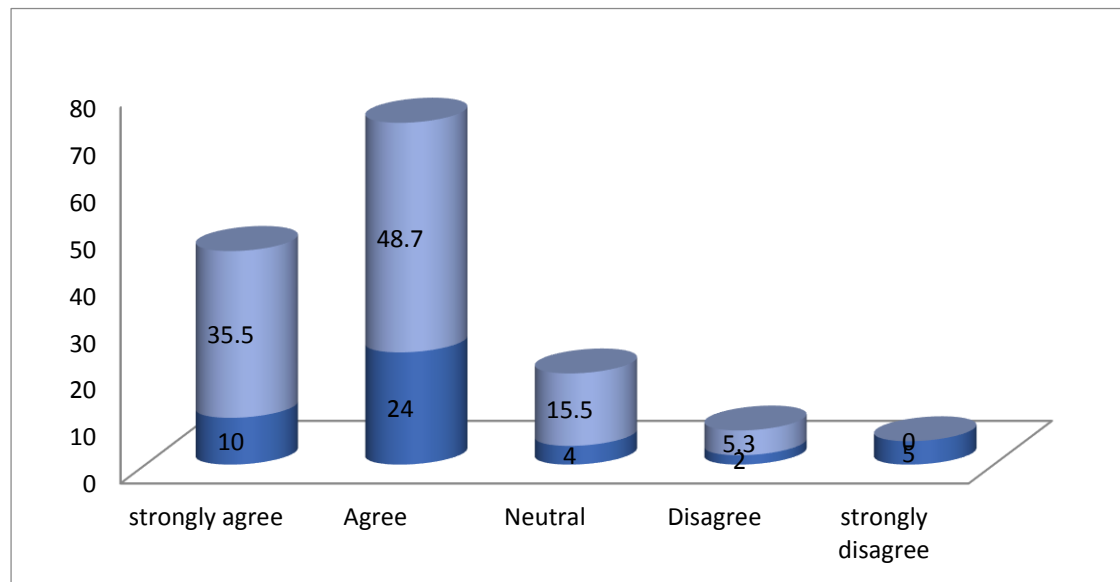
figure above show that Sudanese secondary school English language textbook for third year class is not enough to motivate students to speak English language

**Statement (12):** Textbook for 3<sup>rd</sup> year class does not contain educational videos to encourage students speak English language.

**Table (4.13): Textbook for 3rd class does not contain educational videos**

Valid	Frequency	Percent %
strongly agree	10	35.5
Agree	24	48.7
Neutral	4	15.5
Disagree	2	5.3
strongly disagree	0	0.0
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



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**Figure (4.13) Textbook for 3rd class does not contain educational videos**

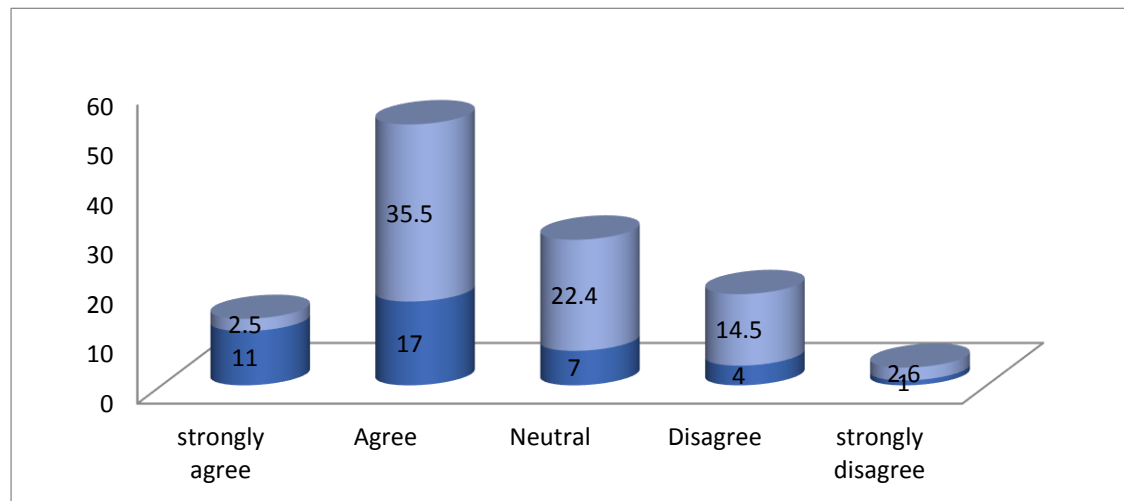
Table (4.13) shows that, (35.5%) of the subjects strongly agree with this statement, (48.7%) agree with it, (10.5%) were neutral and (5.3%) of them disagree with that, following that (0.0%) of the respondents strongly disagree with this statement. This reveals that Sudanese secondary school English language textbook for 3<sup>rd</sup> year class does not contain educational videos to encourage students speak English language.

**Statement (13):** Textbook for 3rd class do not has visual aids to encourage students to communicate easily

**Table (4.14): Textbook for 3rd class do not has visual aids**

Valid	Frequency	Percent %
strongly agree	11	2.5
Agree	17	35.5
Neutral	7	22.4
Disagree	4	14.5
strongly disagree	1	2.6
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.14) Textbook for 3rd class do not has visual aids**

The table and figure above show that there are the. About (25%) of the respondents strongly agree with this item, (35.5%) agree with it, while (22.4%) remained neutral.

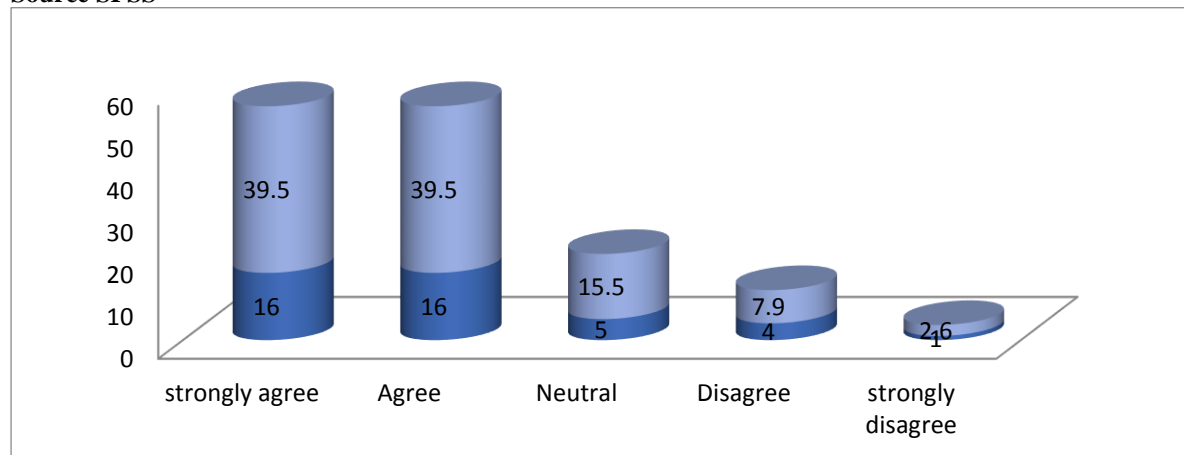
Whereas (14.5%) of the participants disagree with it, only (2.6%) of them strongly disagree with the statement. This reveals that Sudanese secondary school English language textbook for 3rd class do not has visual aids to encourage students to communicate easily

**Statement (14):** Textbook for 3rd class do not has visual aids to encourage students to communicate easily

**Table (4.15):** Textbook for 3rd class do not has visual aids

Valid	Frequency	Percent %
strongly agree	16	39.5
Agree	16	39.5
Neutral	4	15.5
Disagree	3	7.9
strongly disagree	1	2.6
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure(4.15)** Textbook for 3rd class do not has visual aids

Table (4.15) above, shows that, (39.5%) of the participants strongly agree with this statement, Sudanese secondary school English language textbook for 3rd class do not has visual aids to encourage students to communicate easily. About (39.5%) of them agree with it, (10.5%) were neutral, while (7.9%) of the subject

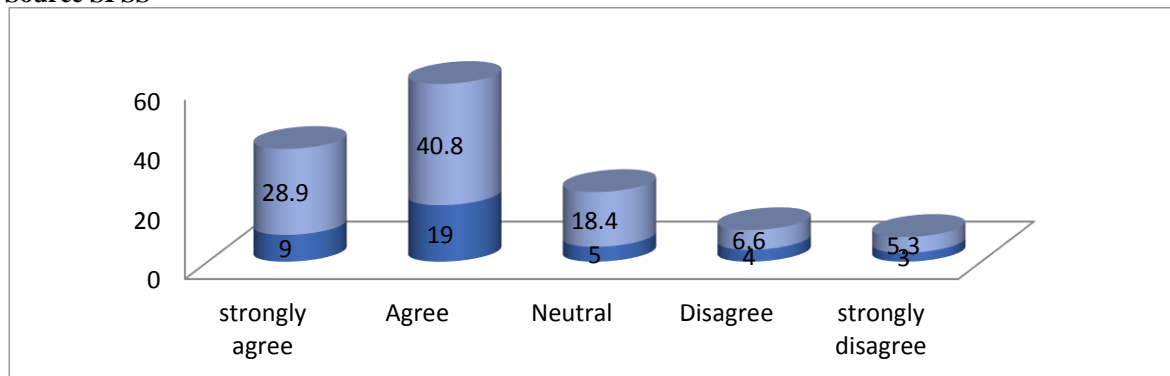
tsdisagree with that. Whereas (2.6%) of them strongly disagree with this item. As shown in figure (4.15) above, the majority of the samples agree that, Sudanese secondary school English language textbook for 3rd class do not has visual aids to encourage students to communicate easily

**Statement (15):** Textbook for 3rd class does not consists of educational games to improve students’ oral fluency

**Table (4.16):** Textbook for 3rd class does not consists of educational games

Valid	Frequency	Percent %
strongly agree	9	28.9
Agree	19	40.8
Neutral	5	18.4
Disagree	4	6.6
strongly disagree	3	5.3
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.16)** Textbook for 3rd class does not consists of educational games

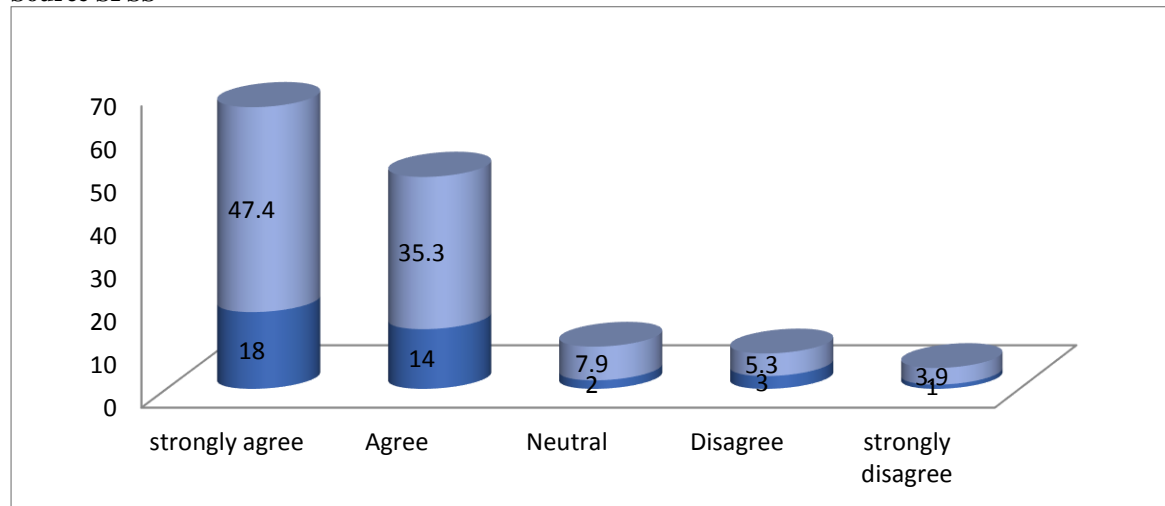
Regarding item sixteenth, (28.9%) of the respondents strongly agree with this item, (40.8%) of them agree with it, while (18.4%) remained neutral, about (6.6%) of the participants disagree with that. Those who strongly disagree represent (5.3%). This shows that Sudanese secondary school English language textbook for 3rd class does not consist of educational games to improve students’ oral fluency.

**Statement (16):** Textbook for 3rd class does not contains real-life topics to enhance students' performance in speaking skill

**Table (4.17):** textbook for 3rd class does not contains real-life topics

Valid	Frequency	Percent %
strongly agree	18	47.4
Agree	16	35.3
Neutral	2	7.9
Disagree	3	5.3
strongly disagree	1	3.9
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.17)** textbook for 3rd class does not contains real-life topics

The table and figure above show that there are (47.4%) of the respondents strongly agree with this item, (35.5%) agree with it, following that (7.9%) of the subjects were neutral, while (5.3%) of them disagree with that. Only small numbers of the participants (3.9%) strongly disagree with this statement. This reveals that Sudanese secondary school English language textbook for 3rd class does not contain real-life topics to enhance students' performance in speaking skill.

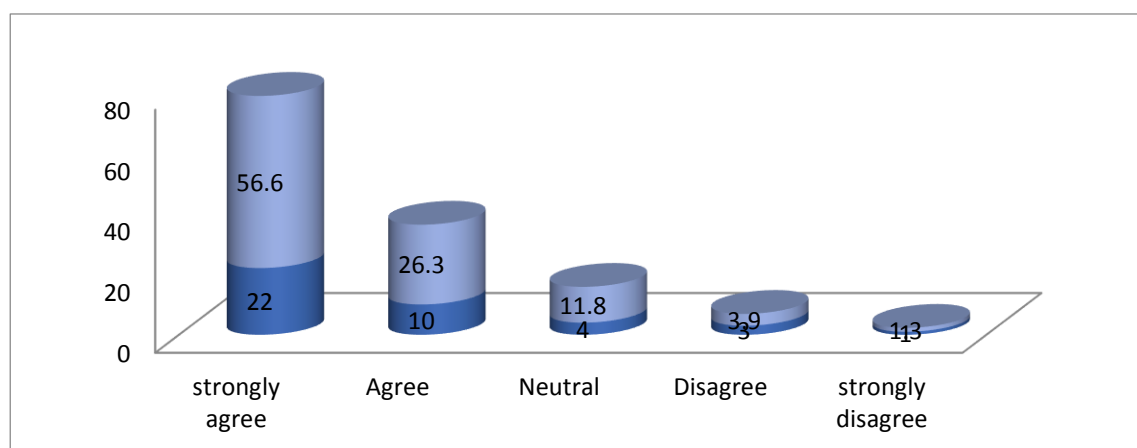


**Statement (17):** Textbook for 3rd class is not updated according to students' needs and interest in learning process.

**Table (4.18):** textbook for 3rd class is not updated according to students' needs

Valid	Frequency	Percent %
strongly agree	22	56.6
Agree	10	26.3
Neutral	4	11.8
Disagree	3	3.9
strongly disagree	1	1.3
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.18)** Textbook for 3rd class is not updated according to students' needs.

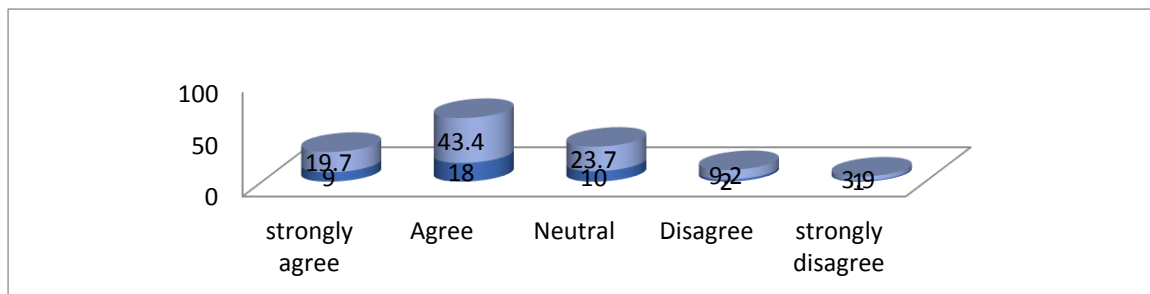
Table (4.18 ) above, shows that, (56.6%) of the participants strongly agree with the following item, In English classes, I like to watch English films and then discuss them with teacher's facilitation and guidance. Whereas (26.3%) of them agree with it, about (11.8%) remained neutral, (3.9%) disagree with it, only (1.3%) of the respondents strongly disagree with that. Figure (4.19) above, shows clearly that most of the respondents agree with this item. This result confirmed that Sudanese secondary school English language textbook for 3rd class is not updated according to students' needs and interest in learning process.

**Statement (18):** Textbook for 3rd year class does not designed with modern technical aids to help students speak English language

**Table (4.19) textbook for 3rd year class does not designed with modern technical aids**

Valid	Frequency	Percent %
strongly agree	9	19.7
Agree	18	43.4
Neutral	10	23.7
Disagree	2	9.2
strongly disagree	1	3.9
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.19) textbook for 3rd year class does not designed with modern technical aids.**

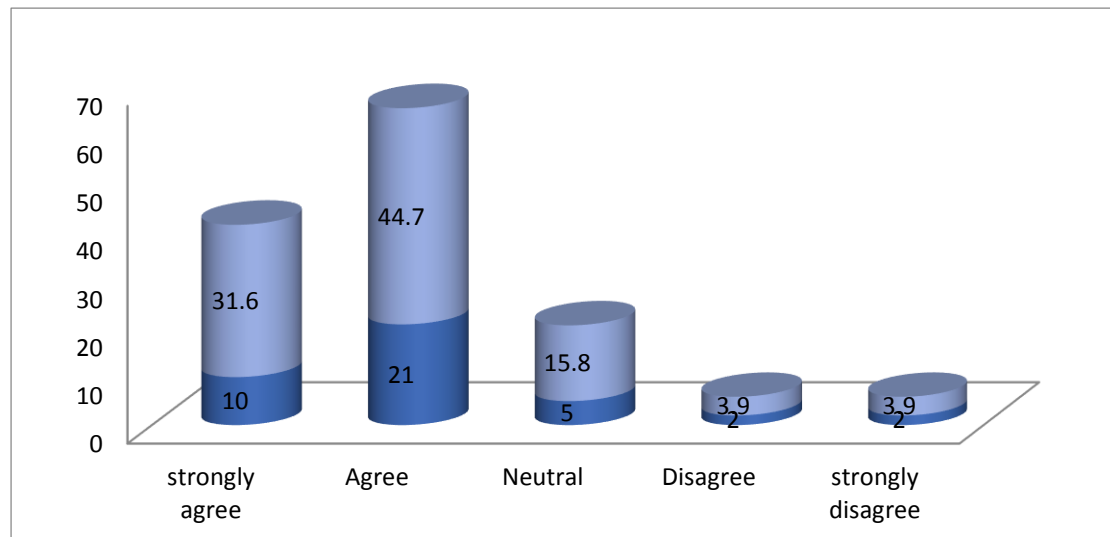
The table and figure above show that there are. (19.7%) of the Teachers strongly agree with this statement, while (43.4%) of them agree with it. In addition to (23.7%) of the subjects were neutral, (9.2%) disagree with that. Those who strongly disagree with the statement represent (3.9%) of the respondents. This reveals that Sudanese secondary schools English language textbook for 3rd year class does not designed with modern technical aids to help students speak English language.

**Statement (19): Sudanese secondary schools English language textbook for 3<sup>rd</sup> year class does not consist of speaking activities to improve students’ oral performance**

**Table (4.20): textbook for 3<sup>rd</sup> year class does not consist of speaking activities.**

Valid	Frequency	Percent %
strongly agree	10	31.6
Agree	21	44.7
Neutral	5	15.8
Disagree	2	3.9
strongly disagree	2	3.9
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure(4.20) textbook for 3<sup>rd</sup> year class does not consist of speaking activities.**

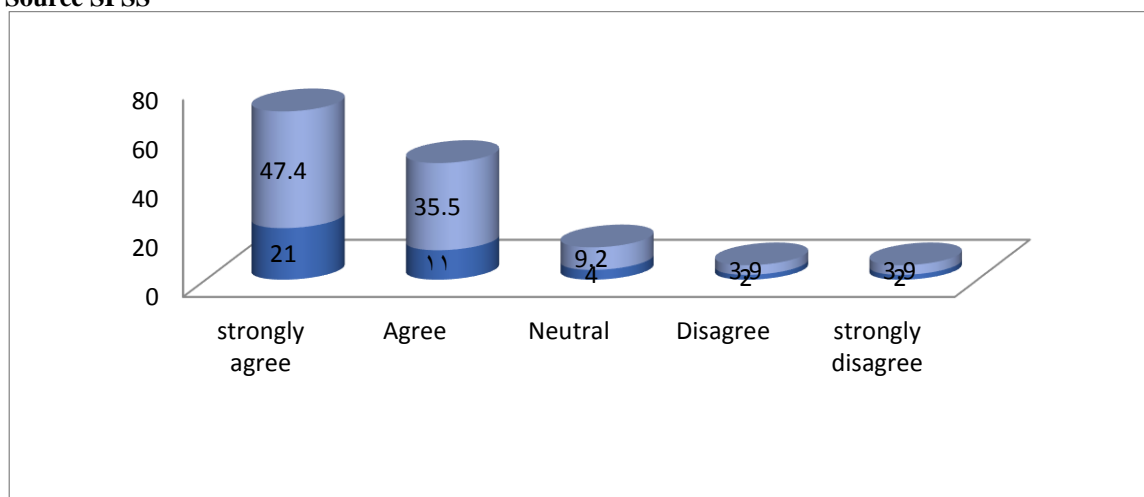
Table and figure above show that there are About(31.6%)of the subjects strongly agree with this item, (44.7%) agree with it, following that (15.8%)of the participants remained neutral, (3.9%) of them disagree with that, and about the same number (3.9%) of the respondents strongly disagree with the statement. This reveals that Sudanese secondary schools English language textbook for 3<sup>rd</sup> year class does not consist of speaking activities to improve students’ oral performance.

**Statement (20):** textbook for 3<sup>rd</sup> year class focuses on improving reading rather than speaking skill.

**Table (4.21):** language textbook for 3<sup>rd</sup> year class focuses on improving reading.

Valid	Frequency	Percent %
strongly agree	21	47.4
Agree	11	35.5
Neutral	4	9.2
Disagree	2	3.9
strongly disagree	2	3.9
<b>Total</b>	<b>40</b>	<b>100</b>

Source SPSS



Source SPSS

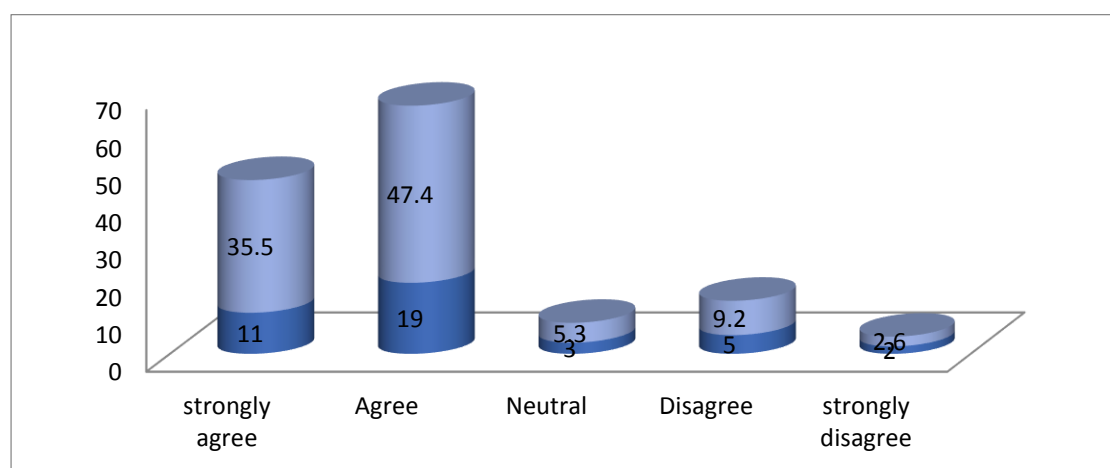
**Figure (4.21)** language textbook for 3<sup>rd</sup> year class focuses on improving reading.

Table (4.21) shows about(47.4%) of the participants strongly agree with this statement, (35.5%) of them agree with it, the ones who remained neutral with this item represent(9.2%)ofthesamples. Whereas(3.9%)ofthemdisagree withthat.Aboutthe same number (3.9%) of the subjects strongly disagree with the item. Having a look at figure (4.21) above, most of the respondents agree with this statement. This result shows that Sudanese secondary schools English language textbook for 3<sup>rd</sup> year class focuses on improving reading rather than speaking skill

**Statement (20):** textbook for 3rd year class focuses on improving language accuracy rather than oral fluency.

**Table (4.22):** textbook for 3rd year class focuses on improving language accuracy.

Valid	Frequency	Percent %
strongly agree	11	35.5
Agree	19	47.4
Neutral	3	5.3
Disagree	5	9.2
strongly disagree	2	2.6
<b>Total</b>	<b>40</b>	<b>100</b>



Source SPSS

**Figure (4.22)** textbook for 3rd year class focuses on improving language accuracy.

The table and figure above show that there are (35.5%) of the subjects strongly agree with this item, (47.4%) of them agree with it, only (5.3%) of the participants were neutral, following that (9.2%) of them disagree with it, while (2.6%) of the students strongly disagree with that. This result shows that Sudanese secondary school English language textbook for 3rd year class focuses on improving language accuracy rather than oral fluency.

### 4.2.3. Hypotheses testing by using chi-square Test

Chi – square test formula:

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

Whereas:

$O_i$  = sample frequencies

$E_i$  = 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. (4.23) Chi-Square Test Results of the Respondents' Answers to the Questions of the Hypothesis One:**

No.	Statement	Mean	SD	Chi square	p-value
1	Using audio material motivate students to learn English language.	4.6	0.8	21	0.000
2	Using audio material improve students' pronunciation standard.	4.4	0.5	23	0.000
3	Using video material encourages students to speak English fluently	4.3	0.7	23	0.000
4	Utilizing visual aids motivate students to communicate easily.	3.9	0.6	26	0.000
5	Exposing students to authentic material encourages them to learn English language	3.5	0.5	32	0.000
6	Using show and tell strategy motivates students to speak effectively.	3.3	0.7	18	0.000
7	Utilizing educational games improve students' oral fluency.	4	0.6	35	0.000
8	Creating a suitable environment encourages students' interaction inside the classroom	3.5	0.6	27	0.00
9	Teaching through real-life topics attracts students' attention to lesson.	3.6	0.8	20	0.00
10	Utilizing role-play motivates students inside the class	3.4	0.9	19	0.001

Source SPSS

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.0). 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 audio material motivate students to learn English language.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question 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 (12.0). 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 audio material improve students' pronunciation standard

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question 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 (12.0). 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 video material encourages students to speak English fluently

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) 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 (12.0). 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 visual aids motivate students to communicate easily

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.0). 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 "Exposing students to authentic material encourages them to learn English language

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (18) which is greater than the tabulated value of chi-square at the degree of freedom (4)



and the significant value level (5%) which was (12.0). 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 show and tell strategy motivates students to speak effectively.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (7) question was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.0). 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 educational games improve students’ oral fluency

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (8) question 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 (12.0). 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 “Creating a suitable environment encourages students’ interaction inside the classroom

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (9) question was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.0). 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 “Teaching through real-life topics attracts students’ attention to lesson.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (10) question was (19) which is greater significant value level (5%) which was (12.0). 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 role-play motivates students inside the class

According to the previous result we can say that the first hypothesis of our study is accepted.

**Table (4.24) Chi-Square Test Results of Respondents' Answers to the Questions of the Hypothesis Two:**

No	Statements	mean	SD	Chi square	p-value
1	Sudanese secondary school English language textbook for third year class is not enough to motivate students to speak English language.	3.4	0.5	35	0.008
2	Sudanese secondary school English language textbook for 3 <sup>rd</sup> year class does not contain educational videos to encourage students speak English language.	4.5	0.8	33	0.00
3	Textbook for 3rd class do not has visual aids to encourage students to communicate easily.	4	0.9	19	0.00
4	Textbook for 3rd class consists of educational games to improve students' oral fluency.	4.2	0.5	21	0.001
5	Sudanese secondary school English language textbook for 3rd class contains real-life topics to enhance students' performance in speaking skill.	3.7	1.4	19	0.00
6	Sudanese secondary school English language textbook for 3rd class is not updated according to students' needs and interest in learning process	4.0	0.7	27	0.00
7	Textbook for 3rd year class does not designed with modern technical aids to help students speak English language.	3.7	0.6	24	0.00
8	Textbook for 3 <sup>rd</sup> year class does not consist of speaking activities to improve students' oral performance.	3.5	0.4	22	0.00
9	Sudanese secondary schools English language textbook for 3 <sup>rd</sup> year class focuses on improving reading rather than speaking skill.	4.0	0.7	27	0.00
10	Sudanese secondary school English language textbook for 3rd year class focuses on improving language accuracy rather than oral fluency.	4	0.7	23	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.0). 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 "Sudanese secondary school English language textbook for third year class is not enough to motivate students to speak English language

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.0). 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 "Sudanese secondary school English language textbook for 3<sup>rd</sup> year class does not contain educational videos 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 (3) question was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.0). 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 "Sudanese secondary school English language textbook for 3<sup>rd</sup> class do not has visual aids to encourage students to communicate easily

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.0). 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 "Sudanese secondary school English language

textbook for 3rd class consists of educational games to improve students' oral fluency

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.0). 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 "Sudanese secondary school English language textbook for 3rd class contains real-life topics to enhance students' performance in speaking skill.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question 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 (12.0). 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 "Sudanese secondary school English language textbook for 3rd class is not updated according to students' needs and interest in learning process.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question 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 (12.0). 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 "Sudanese secondary schools English language textbook for 3rd year class does not designed with modern technical aids to help students speak English language.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question 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 (12.0). 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 "Sudanese secondary schools English language

textbook for 3<sup>rd</sup> year class does not consist of speaking activities to improve students' oral performance.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question 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 (12.0). 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 "Sudanese secondary schools English language textbook for 3<sup>rd</sup> year class focuses on improving reading rather than speaking skill.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question 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 (12.0). 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 "Sudanese secondary school English language textbook for 3<sup>rd</sup> year class focuses on improving language accuracy rather than oral fluency.

According to the previous result we can say that the second hypothesis of our study is accepted.

### 4.3. Data analysis of student's classroom observation check-list.

#### 4.3.1. Hypotheses (3); Motivational Strategies used by Sudanese Secondary schools English language teachers help EFL Students to enhance oral production.

This section presents the analysis and results of the students' classroom observations before and after using motivational techniques

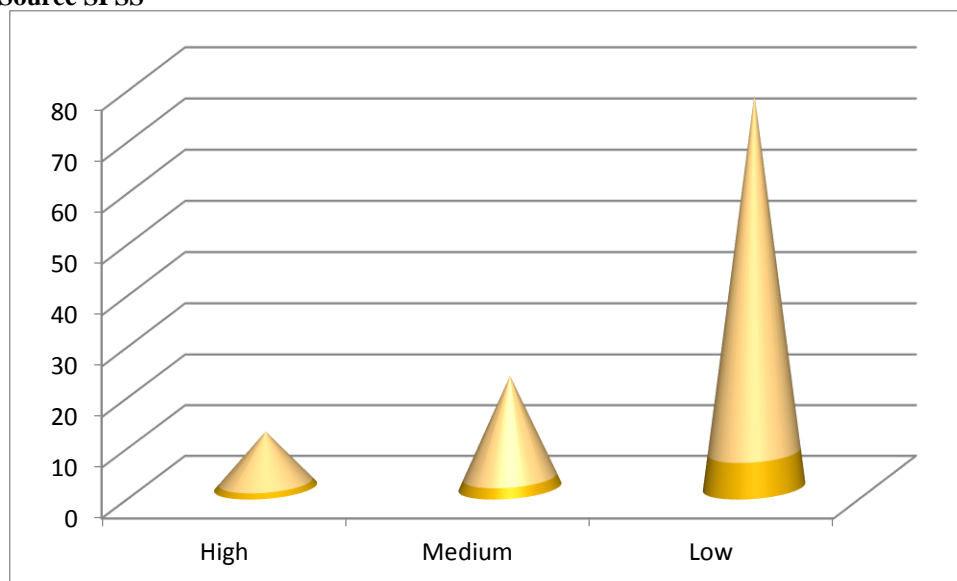
(A) Represents before observation (B) shows after observation

**Statement No. (1):** (A) Students Pay attention in the lesson

**Table (4.25 ) ( A )** Students Pay attention in the lesson

Valid	Frequency	Percent %
High	1	10.0
Medium	2	20.0
Low	7	70.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

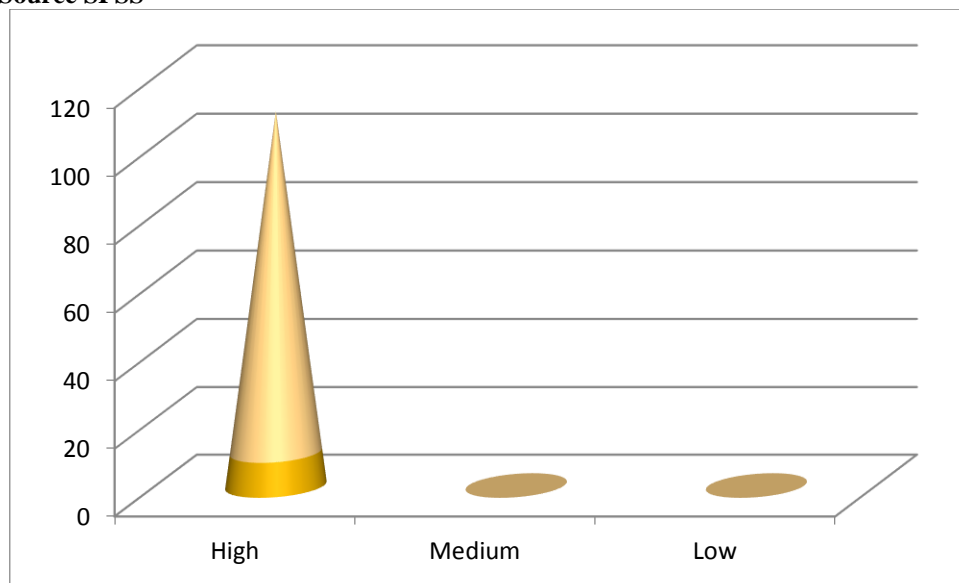
**Figure (4.23) (A)** Students Pay attention in the lesson

**(B) Students Pay attention in the lesson**

**Table(4.25)( B ) Students Pay attention in the lesson**

Valid	Frequency	Percent %
High	10	100.0
Medium	0	0.0
Low	0	0.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure ( 4.23) (B) Students Pay attention in the lesson.**

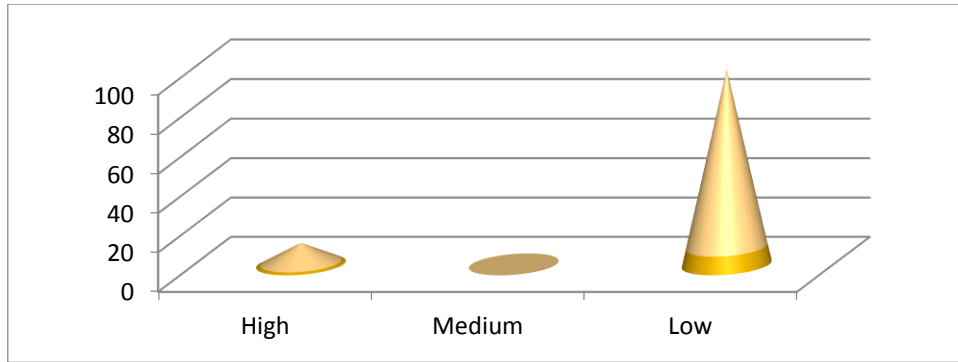
Comparing the results before and after using motivational techniques, Tables (4.25) - (4.26) and figures (4.23) - (4.24) **after observation** shows that students have improved in paying attention in the lesson.

**Statement No. (2): (A) Students are motivated in class.**

**Table (4.26) ( A ) Students are motivated in class.**

Valid	Frequency	Percent %
High	1	10.0
Medium	0	0.0
Low	9	90.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



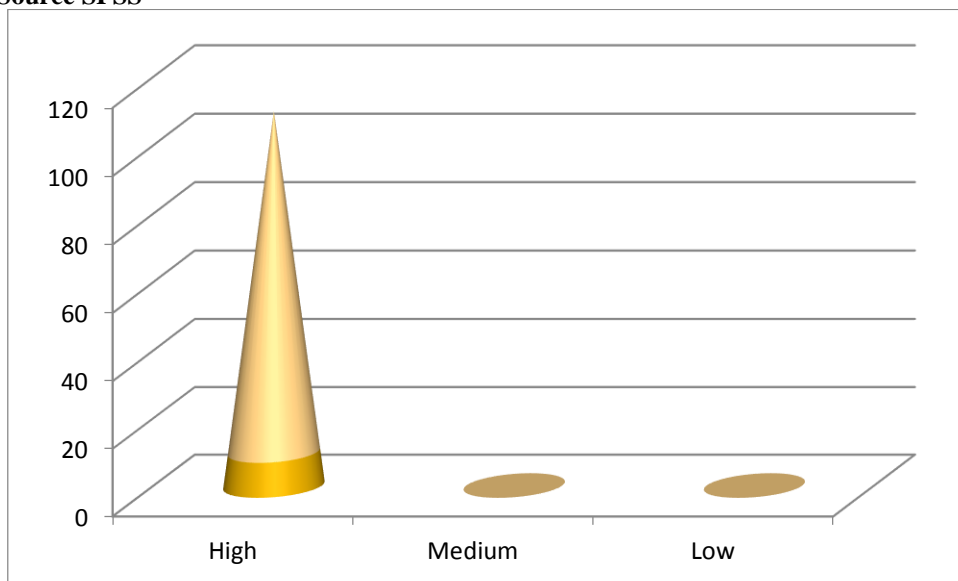
**Figure (4.24) (A)** Students are motivated in class.

**(B) Students are motivated in class.**

**Table (4.27) ( B )** Students are motivated in class.

Valid	Frequency	Percent %
High	10	100.0
Medium	0	0.0
Low	0	0.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.24) (B)** Students are motivated in class.

Comparing the results before and after using motivational techniques, Tables ( 4.27 ) - (2.28) and figures ( 4.25 ) - (4.26) **after observation** shows that Students are motivated in class.

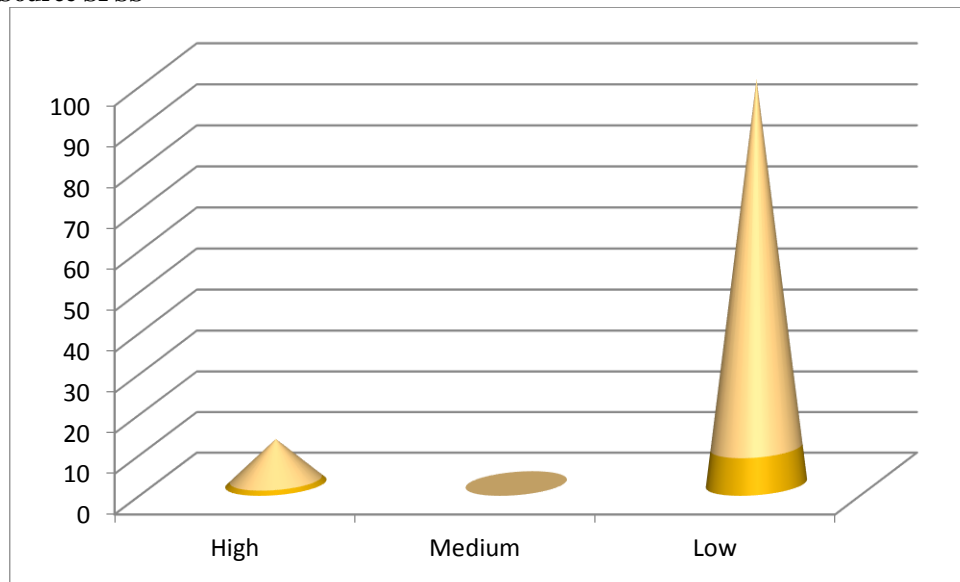
**Statement No. (3):** Students are interested in learning process.



**Table (4.27) (A) Students are interested in learning process**

Valid	Frequency	Percent %
High	1	10.0
Medium	0	0.0
Low	9	90.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

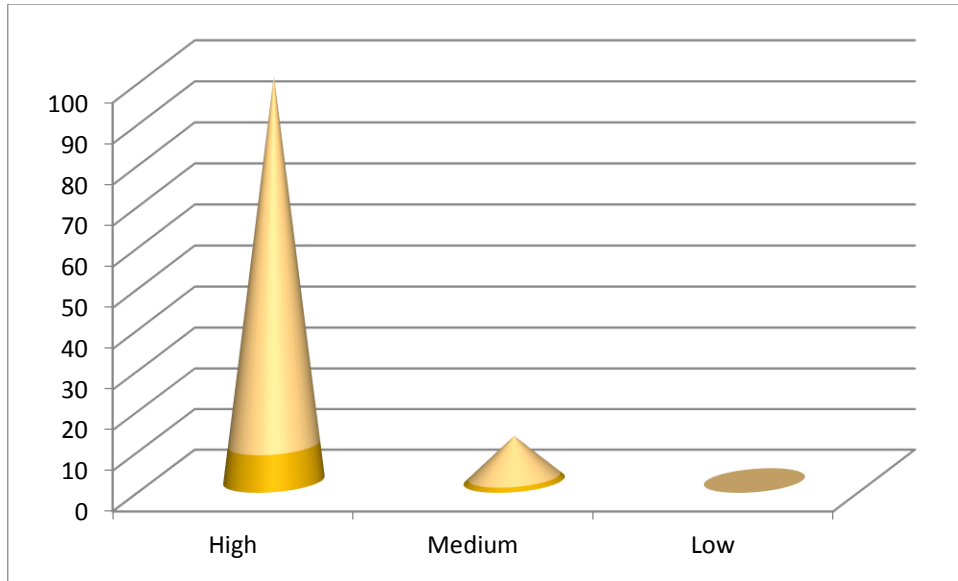
**Figure ( 4.25) (A) Students are interested in learning process.**

**(B) Students are interested in learning process**

**Table (4.27) ( B ) Students are interested in learning process**

Valid	Frequency	Percent %
High	9	90.0
Medium	1	10.0
Low	0	0.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.25) (B) Students are interested in learning process.**

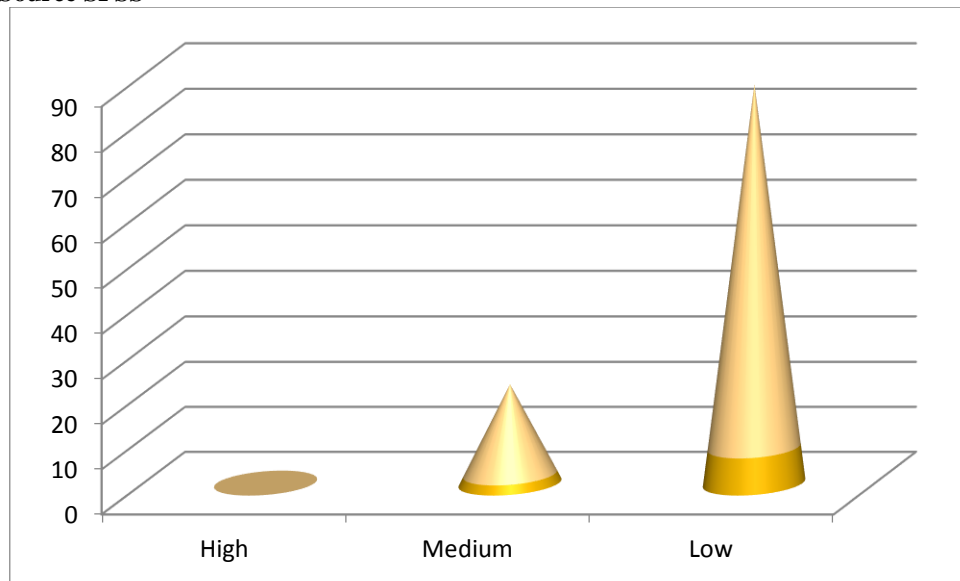
Comparing the results before and after using motivational techniques, Tables (4.28) - (4.29) and figures ( 4.27 ) - (4.28) **after observation** shows that students are interested in learning process.

**Statement No. (4):(A) Students are encouraged in learning oral English**

**Table(4.28) (A). Students are encouraged in learning oral English**

Valid	Frequency	Percent %
High	0	0.0
Medium	2	20.0
Low	8	80.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

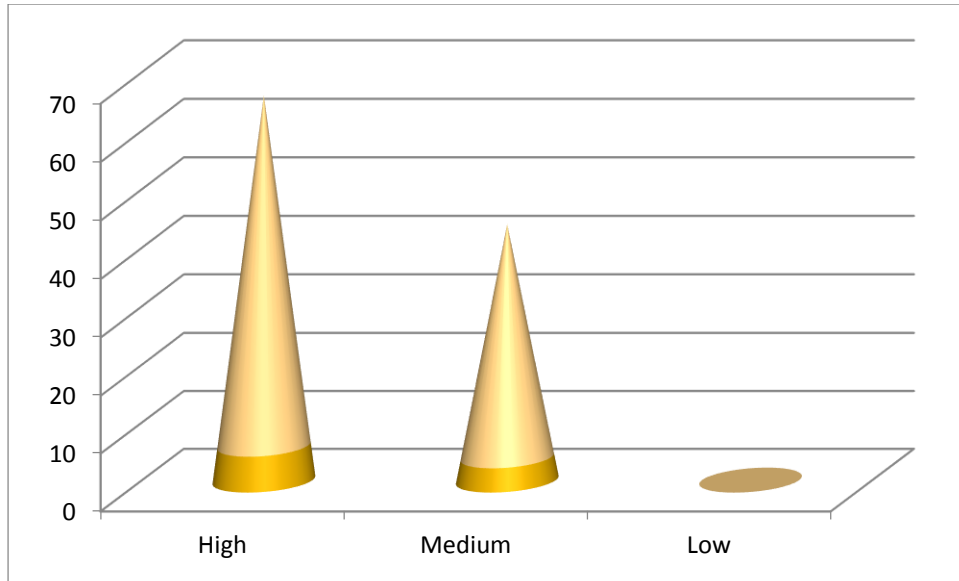
**Figure (4.26) (A) Students are encouraged in learning oral English.**

**(B) .Students are encouraged in learning oral English**

**Table (4.28) (B) Students are encouraged in learning oral English.**

Valid	Frequency	Percent %
High	6	60.0
Medium	4	40.0
Low	0	0.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.26) (B) Students are encouraged in learning oral English.**

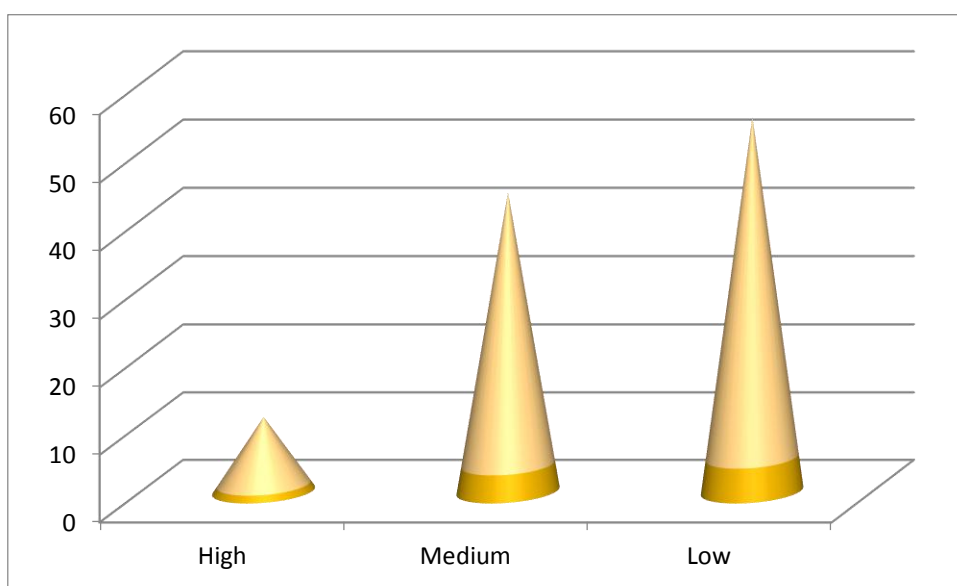
Comparing the results before and after using motivational techniques, Tables ( 4.30 ) - (4.31) and figures ( 4.29 ) - (4.30) **after observation** shows that students encouraged in learning oral English.

**Statement No. (5):** (A) Students have interaction in the lesson

**Table (4.29) (A) Students have interaction in the lesson**

Valid	Frequency	Percent %
High	1	10.0
Medium	4	40.0
Low	5	50.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



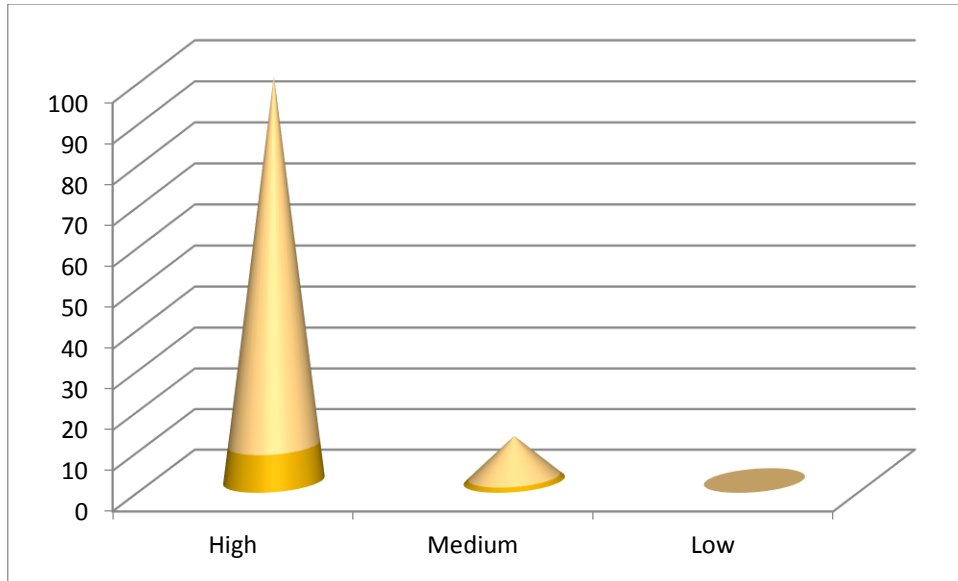
**Figure (4.27) (A) Students have interaction in the lesson**

**(B) Students have interaction in the lesson**

**Table (4.29) :(B) Students have interaction in the lesson**

Valid	Frequency	Percent %
High	9	90.0
Medium	1	10.0
Low	0	0.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.27) (B): Students have interaction in the lesson.**

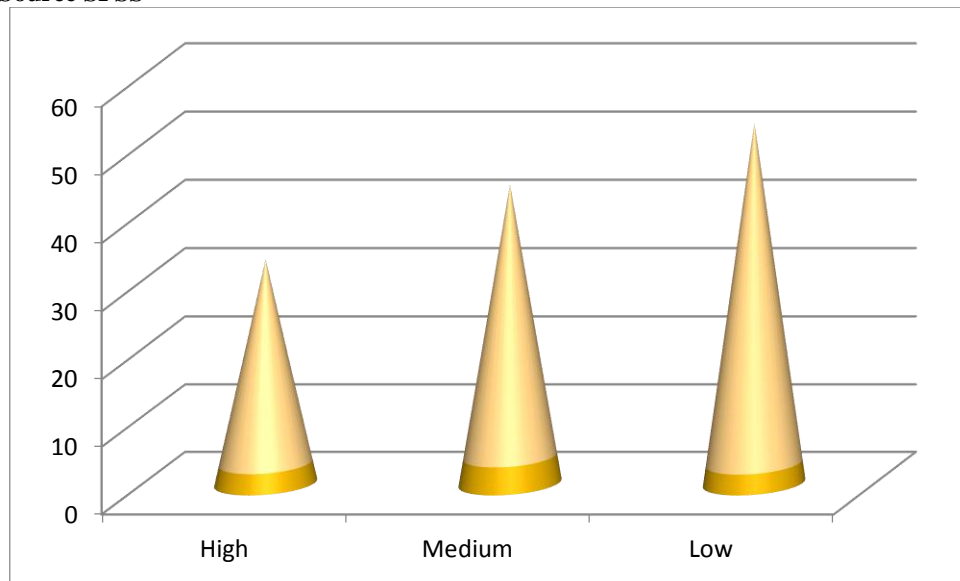
Comparing the results before and after using motivational techniques, Tables ( 4.32) - (4.33) and figures ( 4.31) - (4.32) **after observation** shows that students have interaction in the lesson.

**Statement No. (6):** (A) Students participate in the class.

**Table (4.30):**(A) Students participate in the class

Valid	Frequency	Percent %
High	3	30.0
Medium	4	40.0
Low	3	50.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

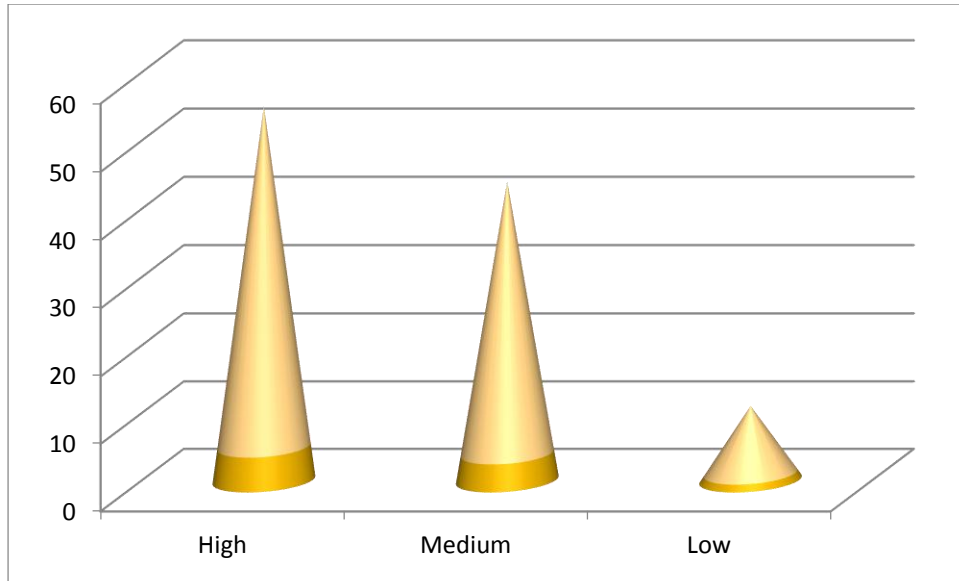
**Figure (4.28 )** (A) Students participate in the class.

**(B) Students participate in the class.**

**Table(4.30) :**(B) Students participate in the class

Valid	Frequency	Percent %
High	5	50.0
Medium	4	40.0
Low	1	10.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.28) (B): Students participate in the class**

Comparing the results before and after using motivational techniques, Tables (4.34) - (4.35) and figures (4.33) - (4.34) **after observation** shows that students participate in the class.

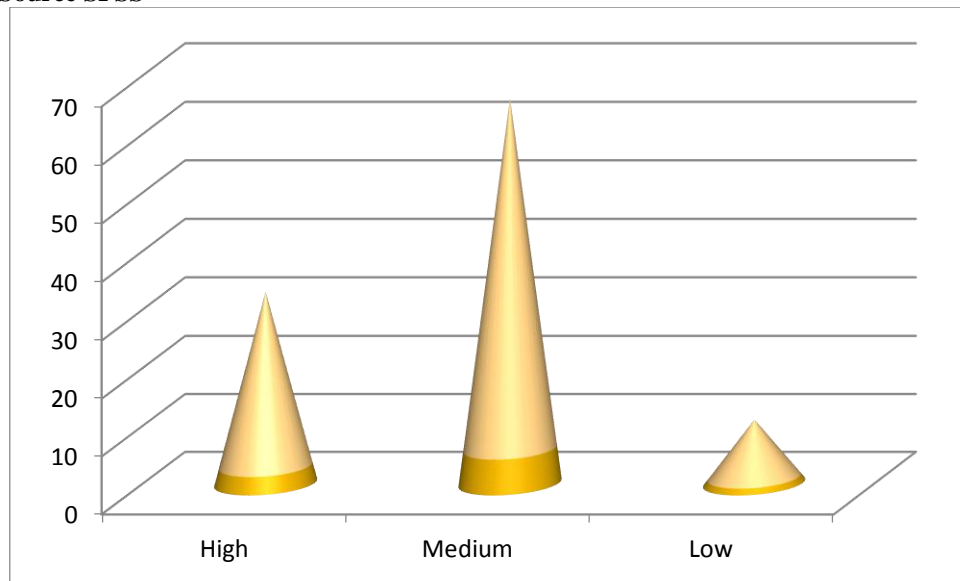


**Statement No. (7):** (A) Students answer the questions given to them.

**Table (4.31) (A) Students answer the questions given to them**

Valid	Frequency	Percent %
High	3	30.0
Medium	6	60.0
Low	1	10.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



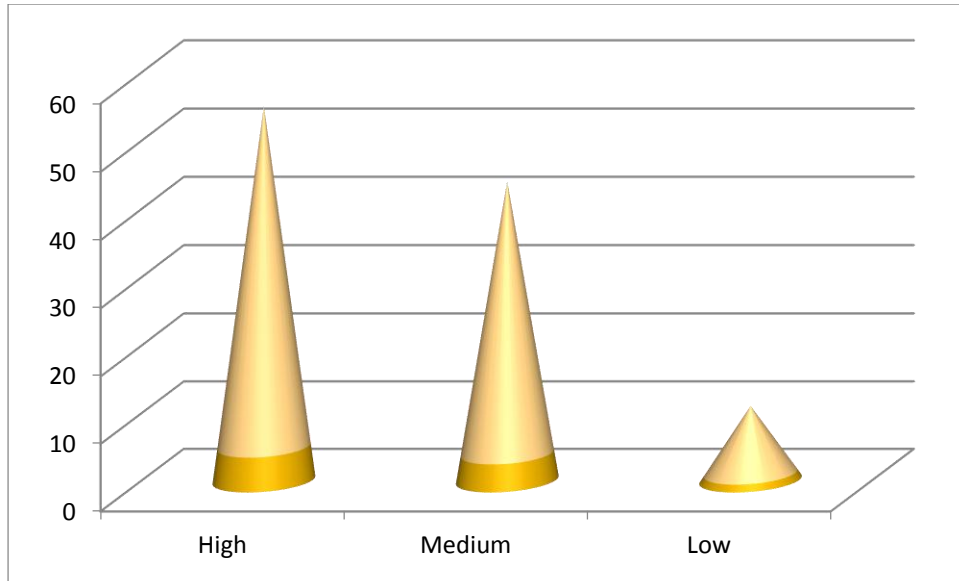
Source SPSS

**Figure (4.29) (A) Students answer the questions given to them**

(B) Students answer the questions given to them.

**Table (4.31) :(B) Students answer the questions given to them**

Valid	Frequency	Percent %
High	5	50.0
Medium	4	40.0
Low	1	10.0
<b>Total</b>	<b>10</b>	<b>100</b>



Source SPSS

**Figure (4.29) (B) Students answer the questions given to them**

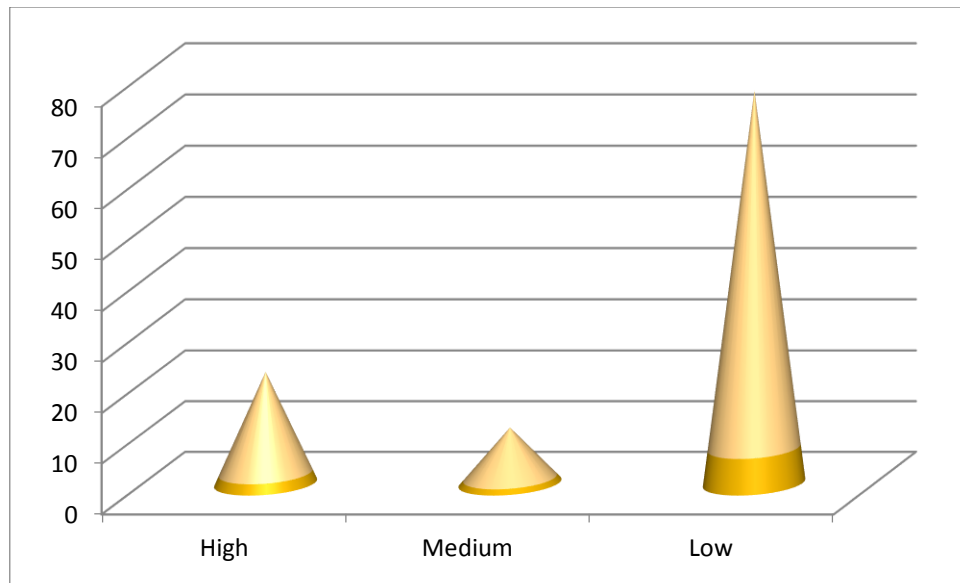
Comparing the results before and after using motivational techniques, Tables (4.36) - (4.37) and figures (4.35) - (4.36) **after observation** shows that students answer the questions given to them.

**Statement No. (8) :**(A) Students are produce the language learnt.

**Table(4.32) :**(A) Students are produce the language learnt.

Valid	Frequency	Percent %
High	2	20.0
Medium	1	10.0
Low	7	70.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

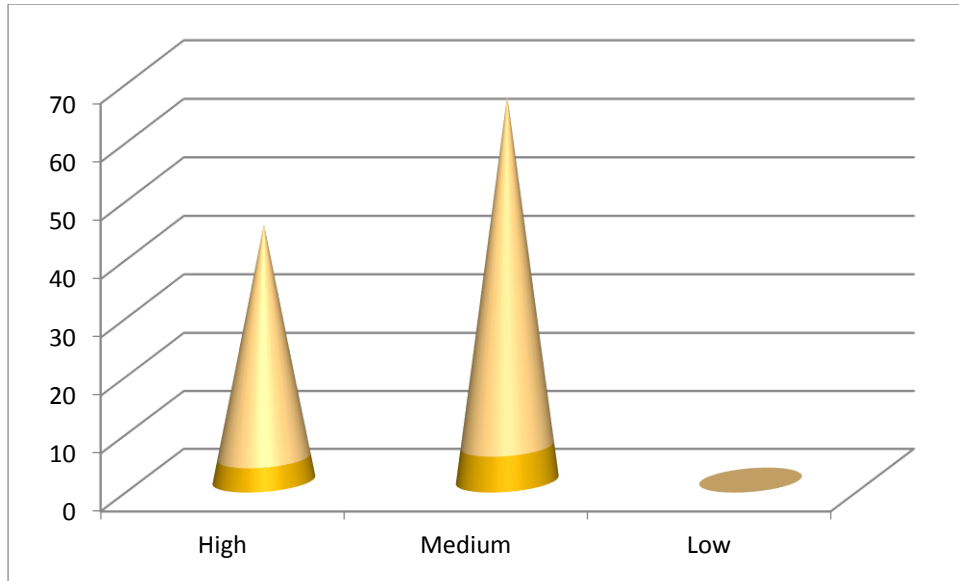
**Figure (4.30) (A)** Students are produce the language learnt.

**(B) Students are produce the language learnt.**

**Table(4.32) :**(B) Students are produce the language learnt.

Valid	Frequency	Percent %
High	4	40.0
Medium	6	60.0
Low	0	0.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.30) (B)** Students are produce the language learnt.

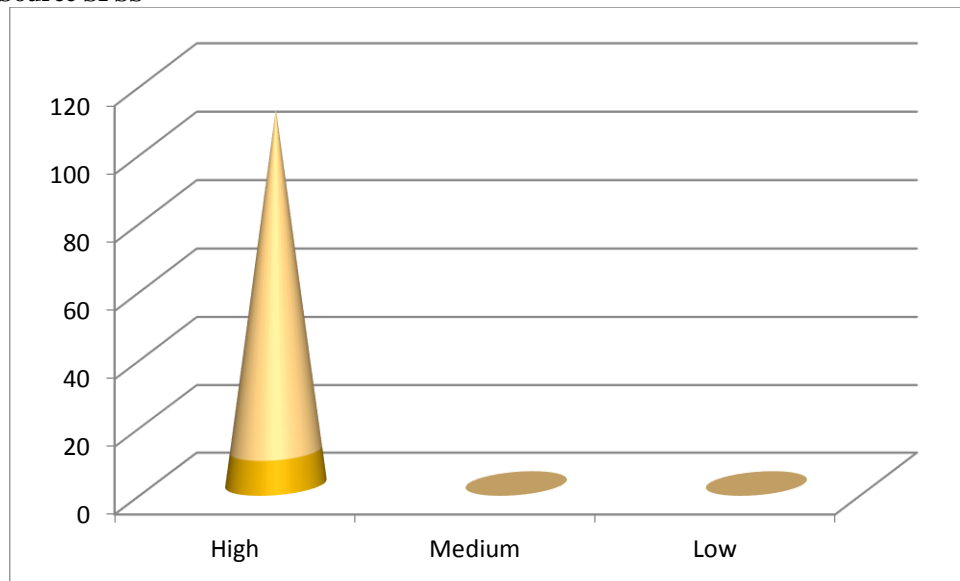
Comparing the results before and after using motivational techniques, tables (4.37) - (4.38) and figures ( 4.37) - (4.38) **after observation** shows that students are produce the language learnt.

**Statement No. (9):(A)** Students' performance in learning oral English.

**Table(4.33) (A):** Students performance in learning oral English.

Valid	Frequency	Percent %
High	1	10
Medium	8	80
Low	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

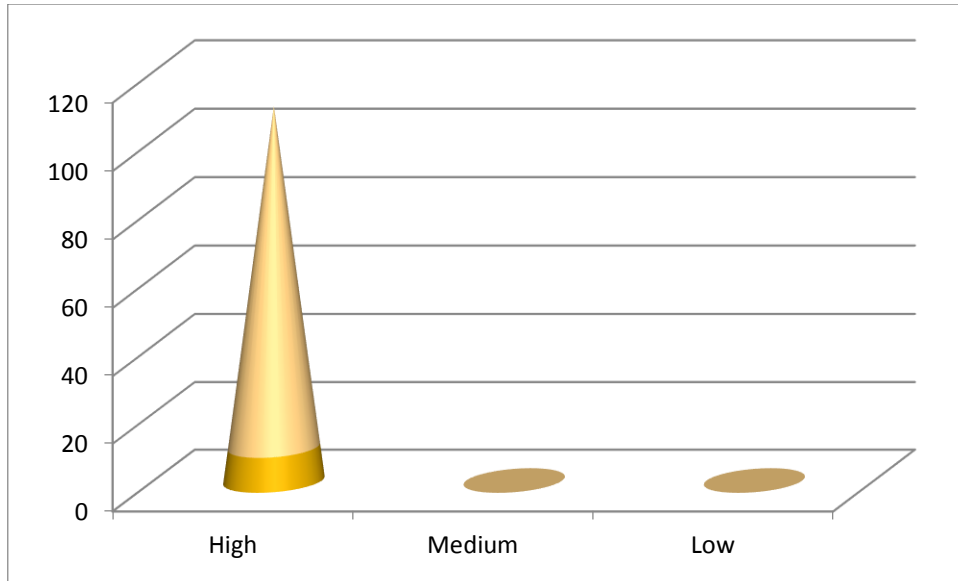
**Figure (4.31)(A)** Students' performance in learning oral English.

**(B) Students' performance in learning oral English.**

**Table(4.33) :(B)**Students' performance in learning oral English.

Valid	Frequency	Percent %
High	10	100.0
Medium	0	0.0
Low	0	0.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.31) (B)** Students' performance in learning oral English.

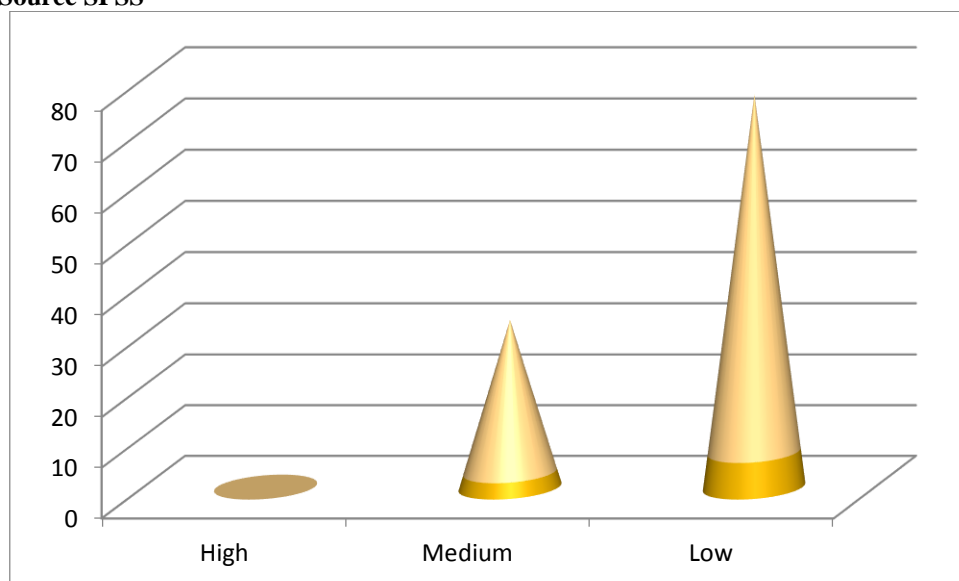
Comparing the results before and after using motivational techniques, Tables ( 4.39) - (4.40) and figures ( 4.39) - (4.40) **after observation** shows that students understand the lesson well.

**Statement No. (10):(A)** Students' communicative abilities in the class.

**Table (4.34) :(A)** Students' communicative abilities in the class.

Valid	Frequency	Percent %
High	0	0.0
Medium	3	30
Low	7	70
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

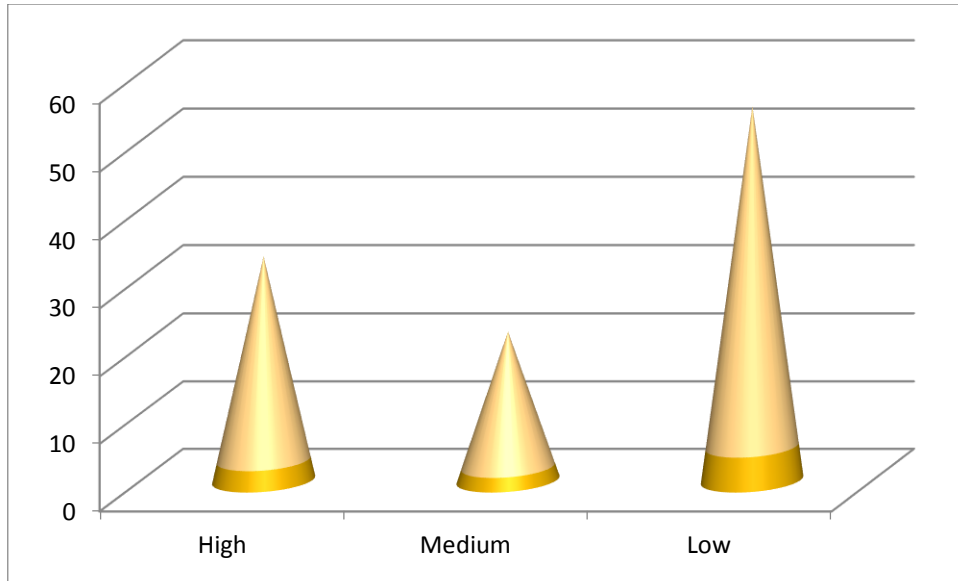
**Figure (4.32)(A)** Students' communicative abilities in the class.

**(B) Students' communicative abilities in the class.**

**Table ( 4.34) :(B)** Students' communicative abilities in the class.

Valid	Frequency	Percent %
High	3	30
Medium	2	20
Low	5	50
<b>Total</b>	<b>10</b>	<b>100</b>

Source SPSS



Source SPSS

**Figure (4.32) (B)** Students' communicative abilities in the class.

Comparing the results before and after using motivational techniques, Tables (4.41) - (4.42) and figures ( 4.41) - (4.42) **after observation** shows that students achieve positive results in communication.



### 4.3.2. Chi –square test for hypothesis No (3):

**Table (4.35)**

No.	Statement	mean	SD	Chi square	p-value
1	Students Pay attention in the lesson.	2.8	3.4	25	0.000
2	Students are motivated in class.	2.5	1.5	19	0.000
3	Students are interested in learning process.	2.4	.90	31	0.000
4	Students are encouraged in learning oral English.	2.9	1.6	25	0.000
5	Students have interaction in the lesson.	2.6	.70	36	0.000
6	Students participate in the class.	2.7	1.5	23	0.000
7	Students answer the questions given to them.	2.8	.60	27	0.000
8	Students are produce the language learnt.	2.4	60	28	0.000
9	Students' performance in learning oral English.	3.0	3.5	32	0.001
10	Students' communicative abilities in the class.	3.8	60	27	0.000

Source SPSS

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1) 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Students Pay attention in the lesson ".

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (2) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement " Students are interested in learning process ".

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (3) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Students are interested in learning process ".

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) was(31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement " Students are encouraged in learning oral English ".

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement " Students have interaction in the lesson."

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (6) was(36) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement " Students participate in the class ".

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (7) 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Students answer the questions given to them. "

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement no. (8) 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Students are produce the language learnt. The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "students' performance in learning oral English. The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (2) Was (19) which are greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the

level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement " Students' communicative abilities in the class.

***According to the above results, the hypothesis No.(3) is accepted so it is true that Secondary School students do not use Interact orally***

## **CHAPTER FIVE**

### **Summary of the Study, Main Findings, Recommendations and Suggestions for further Studies**

#### **5.0. Introduction**

This chapter presents the conclusion of the research ,it relates the analysis and discussion of data to the research questions, hypotheses ,objectives and significance, in addition to a brief reviewing of what the previous chapters include eventually reviewing the summary and findings that the researcher researches. It is also offered recommendations and suggestions for the further studies.

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

We are going to the close this study which highlights some important aspects of the process of foreign language teaching/learning. Through this research, we hypothesized that if we are going to improve the students' oral production, we should provide them with more opportunities to get the practice they need to use the language. We believe that the present application of motivational strategies to the field of language learning is essential for promoting oral production.

This study sets out to investigate the effect of teachers' motivational strategies on enhancing students speaking skill in EFL classrooms. The study comprises five chapters, where the chapter one contains introduction of the study, the second chapter composes of literature review about the present study and previous studies. Chapter three include methodology of the study, the type of methods of investigating namely, descriptive and analytical were underscored along with a description of the tools of data collection. Chapter four about data

analysis and discussion it covers analysis of the questionnaire and observation check-list then discuss the result of the data analysis. Chapter five includes findings, recommendations, and suggestions for further study.

The study tools were students' observation check-list and teachers' questionnaire which distributed to Sudanese English language teachers to gather data for analysis purpose after analysis the study showed that, the motivational strategies are the best methods and techniques which English language teachers should option to improve students' speaking skill.

## **5.2. Main findings**

**1-** Most of the teachers agreed that use (audio-visual aids) can enhance students' speaking skill.

**2-**The teachers agreed that creating suitable environment encourages students' interaction inside the classroom.

**3-** The study proved that teaching with real-life topics attracts students' attention in learning process.

**4-** The researcher found out that (Spine Six) book for third year class is not enough to motivate students to speak English language.

**5-**Most of teachers agreed that (Spine Six) does not have visual aids to encourage students to communicate easily.

**6-**The research proved that (Spine Six) is not updated according to students' needs and interest in learning process.

**7-**Most of teachers agreed that (Spine Six) book not consist speaking activities to improve students oral fluency.

### **5.3. Recommendations**

**1-** Tutors of English should use (audio-visual aids) as motivational tools to enhance students' speaking skill.

**2-** Tutors of English are required to use "Show and Tell" strategy to motivate students to speak effectively.

**3-** Tutors of English should seek to create atmosphere and classroom environment encourage students' interaction inside classroom.

**4-** Tutors of English should use role-play to motivate students to learn English inside the classroom.

**5-** Spine Six text-book should be designed with modern technical aids to enhance students learn English language.

**6-** Teaching material text-book (Spine Six) for third year class is required to be updated according to students' need and interest.

**7-** Teaching material text-book for third year class is required to consist speaking activities to improve students' oral performance.



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

**1-**Study on how English curriculum be designed with motivational techniques to meet secondary school students needs and interest.

**2-**The impact of using motivational strategies in developing speaking skill.

**3-**In the current study motivational strategies are mainly viewed as effective tools or techniques that teachers should option to improve their students standard.

**4-**Motivatioanl strategies facilitate the role of teachers and students in learning process.

**5-** A work-shop or any influential projects should be arranged for further raising the awareness of tutors the importance of motivation and enhancement for students in learning process.

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## **Appendix1: Teachers' Questionnaire.**

### **Teachers' Questionnaire.**

Dear Teacher:

The researcher would be grateful to give your response for the following questionnaire which set for collecting data for a (PH.D) in applied linguistic.

The study is conducted to draw attention on investigating the effect of teachers' motivational strategies on enhancing students speaking skill at secondary level. Please do not write your name on any part of this questionnaire.

The information that you provide will only be used for the purpose of this research.

I thank you in advance for your help and cooperation.

#### **Part 1: Bibliographical information:**

**1-Name of school:** .....

**2-Position:** Teacher ( ) Headmaster ( )

**3-Gender:** Female: ( ) Male: ( )

**4-Teaching experience** (number of years).....

**5-Highest teacher qualification**.....

**6- Grade(s)** which you are currently teaching.....

### Hypothesis :( 1)

Sudanese Secondary school English language teachers adopt a variety of motivational strategies to improve students' motivation to speak English in the class.

Read the following statements carefully and tick (/) your choice:

No	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1-	Using audio material motivate students to learn English language.					
2-	Using audio material improve students' pronunciation standard.					
3-	Using video material encourages students to speak English fluently.					
4-	Utilizing visual aids motivate students to communicate easily.					
5-	Exposing students to authentic material encourages them to learn English language.					
6-	Using show and tell strategy motivates students to speak effectively.					
7-	Utilizing educational games improve students' oral fluency.					
8-	Creating a suitable environment encourages students' interaction inside the classroom.					
9-	Teaching through real-life topics attracts students' attention to lesson.					
10	Utilizing role-play motivates students inside the class.					



### Hypothesis :( 2)

Sudanese Secondary schools English language textbook (Spine Six) for 3rd year class does not help EFL students to enhance their performance in speaking skill.

Read the following statements carefully and tick (/) your choice:

No	Statements	Strongly agree	agree	Neutral	disagree	Strongly disagree
1-	Sudanese secondary school English language textbook for third year class is not enough to motivate students to speak English language.					
2-	Sudanese secondary school English language textbook for 3 <sup>rd</sup> year class has educational videos to encourage students speak English language.					
3-	Sudanese secondary school English language textbook for 3rd class do not has visual aids to encourage students to communicate easily.					
4-	Textbook for 3rd class consists of educational games to improve students' oral fluency.					
5-	Textbook for 3rd class contains real-life topics to enhance students' performance in speaking skill.					
6-	Textbook for 3rd class is not updated according to students' needs and interest in learning process.					

7-	Textbook for 3rd year class does not designed with modern technical aids to help students speak English language.					
8-	Textbook for 3 <sup>rd</sup> year class does not consist of speaking activities to improve students' oral performance.					
9-	Textbook for 3 <sup>rd</sup> year class focuses on improving reading rather than speaking skill.					
10	Textbook for 3rd year class focuses on improving language accuracy rather than oral fluency.					

## Appendix2: Students observation check-list

### Hypothesis :( 3)

Motivational Strategies used by Sudanese Secondary schools English language teachers help EFL Students to enhance oral production.

No	Statements	High	Medium	Low
1-	Students Pay attention in the lesson.			
2-	Students are motivated in class.			
3-	Students are interested in learning process.			
4-	Students are encouraged in learning oral English.			
5-	Students have interaction in the lesson.			
6-	Students participate in the class.			
7-	Students answer the questions given to them.			
8-	Students are produce the language learnt.			
9-	Students' performance in learning oral English.			
10-	Students' communicative abilities in the class.			