Sudan University of Science and Technology

College of Graduate Studies

College of Education

Investigating the Use of Classroom Interaction Strategies in Improving Students' Oral Skills

(A case study of some Secondary Schools Teachers and students' in Karari Locality- Khartoum State)

تقصي إستخدام إستراتجيات التفاعل الصفي في تحسين مهارات الطلاب الشفهية

(دراسة حالة بعض معلمي وطلاب المدارس الثانوية بمحلية كرري - ولاية الخرطوم)

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Dedication

To my father

Mother, husband, sisters and friends.

Acknowledgments

Abstract

This study aims at investigating the use of classroom interaction strategies in improving students' oral skills. The researcher followed the descriptive analytical method. Questionnaire and observation checklist have been used as primary tools for data collection. The sample of this study was conducted to twenty (20) English language teachers of some secondary schools at Karri locality. The teachers' questionnaire was distributed to (60) English teachers at karri locality. This study used the statistically package of social science (SPSS) program to analyze and verify the hypotheses. The results displayed that using questioning strategies and dialogue techniques in teaching improve students' oral skills, using pair and group work improve students' oral skills. Moreover, lack of vocabulary and self -confidence hinder secondary schools students from speaking. The study recommended the following: teachers should use different techniques and strategies of classroom interaction in teaching students' oral skills. Furthermore, teachers should be well- trained in using classroom interaction strategies in teaching oral skills.

Abstract

(Arabic Version)

المستخلص

هدفت هذه الدراسة إلي تقصي إستخدام إستراتيجيات التفاعل الصفي في تحسين المهارات الشفهية لدى الطلاب . اتبعت الباحثة المنهج الوصفي التحليلي. واستخدمت الاستبانة وقائمة الملاحظة كادوات اولية لجمع البيانات. واجريت عينة الدراسة على عدد عشرين (20) معلما في مجال اللغة الإنجليزية في بعض المدارس الثانوية بمحلية كرري. وزعت الاستبانة على (60) من أساتذة اللغة الانجليزية بمحلية كرري. واستخدمت في هذه الدراسة برامج الحزم الإحصائية للعلوم الاجتماعية (SPSS) لتحليل وتحقيق فروض هذه الدراسة . وأظهرت نتائج هذه الدراسة إن إستخدام إستراتيجيات الأسئلة وأساليب الحوار يحسن من مهارات الطلاب الشفهية , وإستخدام إستراتيجيات العمل الزوجي والجماعي يحسن المهارات الشفهية لدى الطلاب. اضافة الي ذلك, ضعف الذخيرة اللغوية من المفردات وعدم الثقة بالنفس يعيق طلاب المدارس الثانوية من التحدث. وأوصت الدراسة بالأتى: على الاساتذة استخدام اساليب وإستراتيجيات التفاعل الصفي في تدريس المهارات الشفهية لدى الطلاب. علاوة على ذلك, علي الاساتذة ان يكونوا مدربين في استخدام استرتيجيات التفاعل الصفي في تدريس المهارات الشفهية.

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CHAPTER ONE

Introduction

CHAPTER ONE

Introduction

1.0 Overview

The introductory is an overview of the research, it first specifies the researcher's motivation in conducting the research. It includes the background of the study, objectives of the study, statement of the problem, questions of the study, hypotheses of the study, significance of the study, methodology of the study and limits of the study.

1.1 Background

Speaking English is considered as an important language skill and fundamental to human communication. Many people around the world use English to communicate each other .Being able to speak English people interact with others without obstacles. Speaking is a basic skill that language learner should master with the other language skills. It defines as complex process of sending and receiving the message through the use of verbal expressions but also involves non-verbal symbols such as gestures and facial expression.

 According to Bygate (1987) define speaking as oral expression involves making the correct choices when utilizing language forms following the right order sounding like the native speaker and producing right meaning that can be comprehensible by the listener. As seen above speaking is skill that students' use when they are interacting among each other .Therefore speaking is regarded as the most important skill that learners are require in order to be able to speak fluently in the classroom situation. Oral skills are important to be mastered in secondary school level but many students' faced difficulties to communicate easily by using foreign language. This is due to English language teachers neglected using classroom interaction strategies to improve students' oral production. In the field of second language acquisition, interaction has been considered an important in language learning, it is a way of learning in general and developing the language skills in particular, Classroom interaction plays as vital role in teaching process and offers opportunities for students' to work either

in pairs or in groups. Hence classroom is the best pedagogical strategy in teaching process and it is necessary as educational strategy to enhance a foreign language learning .According to Hudge (2000) interaction is considered as important factor for learners in producing comprehensible output since it allows students to practice their language in classroom. Also Long (1996) argued that interaction plays a key role in developing second language. In addition interaction makes the learners be able to test their communicative success through exchanging information with the teacher or among the students themselves. Moreover, All wright (1984, p156) has defined interaction "The fundamental fact of pedagogy "and that successful pedagogy involves the successful management of classroom interaction.

1.2 Objectives of the Study

The study aims at:

1. Finding out whether secondary schools teachers' use classroom interaction strategies in teaching students' oral skills or not.
2. Investigating secondary schools' teachers' attitudes towards using strategies of classroom interaction to enhance students' oral skills.
3. Exploring students' difficulties on speaking skills.

1.3 Statement of the Problem

The researcher from her experience in teaching English as foreign language observes that the majority of English teachers face daunting problems in using classroom interaction strategies. This is due to lack of interaction inside the classroom. On the other hand, secondary school students often face problems in making a good conversation in classroom   and sometimes they do not have a chance to express their ideas or even interact with each other. The researcher has tackled this issue to address this phenomenon.

1.3 Questions of the Study

This study attempts to answer the following questions:

1. To what extent do secondary school teachers' use classroom interaction strategies in teaching students' oral skills?
2. What are the secondary school teachers' attitudes towards using classroom interaction strategies to enhance students' oral skills?
3. What are the secondary schools students' difficulties on oral skills?

1.4 Hypotheses of the Study
This Study sets out to test the following hypotheses:
1. Secondary schools teachers' do not use classroom interaction strategies in teaching students' oral skills.
2. Secondary schools teachers' are unable to use classroom interaction strategies in teaching students' oral skills.
3. Secondary schools students' face difficulties on oral skills.

1.5 Significance of the Study

This study tries to emphasize the significance of using classroom interaction in improving Sudanese secondary schools' students' in oral skills. Also it intended to encourage teachers to use classroom interaction strategies in teaching students' oral skills and use different activities to help them to interact and speak inside the classroom and help learners to improve their oral skills and interact with each others in the classroom. It can help also syllabus designers to revise English language syllabus to improve students' oral skill. Above all, the researcher is hoped to be of great value for other researchers who are going to look into the area of study attentively

1 .6 Methodology of the Study

This study followed the descriptive analytical method. Observation checklist and questionnaire were used as primary tools for the data collection. Observation checklist was conducted at secondary schools English teachers and students at Karri locality to observe teachers and students in classroom. The questionnaire

was distributed to teachers of English at secondary schools to check their point of view in this issue.

1.7 Limits of the Study

This study is limited to analyze investigating the use of classroom interaction strategies in improving students' oral skill. It covers the academic year (2019-2022). It was conducted at college of Education – Sudan University of Science and technology, the study sample was exclusively drawn from secondary schools teachers and students in Karri Locality.

1.8 Definition of Terms

Terms	Gloss
SPSS	Statistical Package for Social Science
CLT	Communicative Language Teaching
L2	Second Language
SLA	Second Language Acquisition
EFL	English as A Foreign Language
PHD	Doctor Philosophy

CHAPTER TWO

Literature Review and Previous Related Studies

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Literature Review and Previous Related Studies

2. 0 Introduction

This chapter deals with two main parts, part one is related to the framework on the use of background on the concept of classroom interaction strategies and speaking skill. Part two deals with the previous studies related in this field.

2.1 The communicative Approach

With the importance of English on today's world .teachers look for a significant method to meet the demand of learners to use this language for communication. The communicative approach or communicative language teaching (C L T) is considered as best approach for such purpose. It is mainly related to the idea that "language learning will take care of itself" (Harmer, 2001, p.70)a deep understanding of CLT theory and its implication for classroom. Practice is very important for both learners and teachers, since it aims at helping learner to use the target language for communication. Lindsay and knight (2006) say that C L T appeared by the end of 1960 and continued to evolve. Today, it is not considered as a method but as an approach learning for teaching based on idea that language learning means learning how to use the language to achieve a better communication inside the classroom. C L T developed because of limitation of the previous method, it is mainly focuses on the ability to communicate and interact which was absent in other methods. Harmer, (2001) also makes the important point that learners are always in need to be exposed to language and be given opportunities to use this language in order to develop their knowledge and skills The aim of this method is to

develop the communicative competence since the learner is regarded as the general part of the learning process. (Hughes, 2002, p.24).

2.2 Interaction as Type of C L T Frameworks

Many researchers have investigated about classroom communication that involves interaction they showed the importance of interactions in building knowledge and improving skills. For All wright (1984) it is important to keep learner active in the classroom, which means reducing the amount of teachers' talk in the classroom and increasing the learner's talk time. Naturally, they will talk to each other through pairs or groups where each learner gets his time to talk. teacher usually seek to move on from getting learners talking to each other to the more complex problems of getting them communicating , and that is result of what is called the communicative approach ,C.L.T relies counters. Teachers and learners then should distinguish between interaction and communication; they should not consider them as synonym, in spite of the fact that many of them consider that communication refers only to people interacting with each other.

2.3 Definition of Classroom Interaction

Many scholars have attempted to define classroom interaction as result there are many definition of classroom interaction. According to Kalantari (2009) the term classroom interaction refers to interaction between the teachers and learners in the classroom sittings. The notion of (L2) classroom interaction began in 1960's with the objective of revaluating the effectiveness of interaction in second language acquisition (SLA). The concept of interaction is defined as, reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another" (Wanger 1994 p.8).   therefore interaction do not occur from one side there must be mutual influence through

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giving and receiving message in order to achieve communication.. In addition Allwright (1984.p156) has defined interaction as "the fundamental fact of pedsagogy and that successful pedagogy involves the successful management of classroom interaction. All wright and Baily (1991) hold that interaction is something people can do together collectively, obviously, in the classroom it is considered as important for the teacher to manage who should talk , to whom ,on what topic, in what language and so on. However classroom interaction focuses on the learners' cooperation. . Another definition of interaction is the heart of communication (Douglas, 2001, p.165) it is in the interaction what communication all about is found. It can be forms of sending message, receiving them, interpreting them or negotiation meaning.

Carter and Nunan (2001) defined the term classroom interaction is the interaction between the teacher and learners and amongst the learners in the classroom. According to Hadfield and Hadfield {2008, p. 105} the word interaction involves more than just putting a message together. It involves also responding to other people. This means the teacher should choose the suitable few language in order to facilitate communication among the students .classroom interaction in an EFL context is defined as all communication which refers not only to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom, including those that arise in the course of formal drilling. (Eillis, 1990, p. 1). If effective classroom interaction strategies can be employed to enhance students' oral skill, students' performance should increase.

2. 4 Importance of Classroom Interaction

In the field of second language acquisition interaction plays as important role in language learning .Hedge (2000) stated that interaction provides learners with the

appropriate and accurate language. It helps learners to receive input and feedback either from their teacher or other students which encourages them to improve their linguistic knowledge .classroom interaction also obliges learners to deal with their lack of knowledge by repeating and clarifying. According to Hedge (2004) interaction is considered as an important factor for the learners in producing comprehensible output since it allows students to practice their language in the classroom. Also, interaction in the classroom gives the students opportunities to get feedback from the teacher or other students that leads to improve their language system.

2.5 Types of Classroom Interaction

In communicative approach of language teaching, classroom interaction is regarded as important factor in second language learning since it occurs either between the teacher and students or between students and themselves, individually or collectively according to communicative situation.

2.5.1 Teacher - Learner Interaction

According to Harmer (19 98):

"The way in which the teacher interact skills used by teacher in learning processes for him. Language is the skills that are shared between the teacher and learners since the teacher base on the learners amount of understanding of input that is suitable for them in classroom situation" (p.3.4).

Harmer argued that unlike newer teacher who concentrate only in their students' comprehension in the classroom experienced teachers concentrate also on the way they themselves speak to their students using physical movement as gestures, expressions, mime and so on which have become a part of language techniques

using by teacher during the teaching process, especially with the students who have lower levels.

2.5.2 Learner- Learner Interaction

Learner- learner interaction occurs among learners themselves in order to negotiate meaning through speaking tasks, Learner- learner interaction can be occur either in groups called learner- learner interaction or pairs called peer interaction for the sake of giving students opportunities to speak and practice speaking skill in the classroom in order to receive feedback in the target language through correcting each other's error or asking questions to each other when working in groups (Mackey ,2007 , p. 3o) .

2.6 Aspect of Classroom Interaction

Classroom interaction involves two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, and then we cannot speak of successful learning through interaction. Eills and Foto {1999, p.9}.say "interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output" interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

2.6.1 Negotiation of Meaning

Studies on interaction between learners focus on interactive discourse between learners engaged in tasks where negotiation of meaning is the focal point. Eills and Barkhuizen (2005) defined negotiation of meaning as verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication .they added that negotiation of meaning is the central discourse structure .the

learners in the classroom then should make the linguistic output. Finally, negotiation of meaning encourages learner to adjust, manipulate and modify their personal output, because a successful negotiation occurs when learners produce outputs that are comprehensible target (Pica 1992.1994 cited in Eills 2003).

To sum up , in negotiation of meaning the students will focus on form as well, because negotiation involves feedback and modification to input and output when the students attempt to send again their misunderstanding which is sometimes due to problems with language use.

2.6.2 The Role of Feedback

Researchers have suggested that oral feedback is one of the key beneficial aspect of interaction which can promote learning in general .According to Mackey (2007,p30)" through interaction that involves feedback, the attention of the learners are paid to form of errors and are pushed to create modification . In order for interaction the oral skill, learners must notice the errors and recognize them for.

2.7 The Role of Classroom Interaction

According to Hudge (2000):

"*Interaction is considered as important factor for the learners in producing comprehensible output since it allows students to practice their language in the classroom. Also interaction in the classroom gives the learners opportunities to get feedback from the teacher or other students that leads to improve their language system.*"(*P. 13*).

For her Hudge, speaking skill in the classroom makes the learners capable to overcome with their lack of language knowledge in language learning. Group

work has an important role since it investigate the way in which language input and output differ in classroom.

2.8 Strategies of Promoting Classroom Interaction

Jia (2013) found that there are five strategies of promoting classroom interaction.

2.8.1 Improving Questioning Strategies

The attention of the teacher to the learners can activate the teacher -learner interaction. The teacher should ask the question that can be answered by the learners themselves, the teacher adopt his question to the levels or abilities of the learner.

2.8.2 Attending to learners' linguistic level

The activities should offer different language level to different learners. The used of material reflects the unique needs of those learners at the level they have reached.

2.8.3 Implementing Cooperative learning

Working cooperatively can helps development of learners' social skills. Cooperative learning means that every member of this group is included and differences among group members are resolved by the group members.

2. 8. 4 Building Positive Teacher – learner Rapport

Mutual respect between the teacher and learners is the essential part of education. The dynamic qualities of classroom learning need the responsible from both teacher and learner.

2.8.5 Reducing Classroom Anxiety

The teacher helps the learners to boost their self-esteem and self-confidence to create comfortable and non-threatening environment.

2. 9. Techniques of Classroom Interaction

2.9.1 The Questioning Technique

One of the influential strategies in creating classroom interaction is the questioning techniques. This technique is based on teachers questions addressed to his students , where foreign language learners do not have a great number of tools for initiating and maintaining language encouraging them to formulate or answer questions can provide stepping stones for continued interaction (Ali Ponga 2003, p 83) .

2.9.2 Collaborative Learning Technique

The collaborative learning technique refers to asset of instructional activities in which students work in learning groups.

According to (Chafe,1998 p 74) collaborative learning requires learners to work in groups to achieve a common good working together maximizes opportunities for students , student interaction with meaningful input, and output in a supportive environment . Moreover collaborative learning provides students with greater opportunities to interact with each other negotiate for meaning, work in variety of projects that are of interest to them and participate in real world communicative activities more frequently than in traditional teacher fronted classroom.

2.10 Interaction and Speaking Abilities

According to Rivers (1987):

"*The functions of spoken language are interaction and transition the primary intention of the former is to maintain social relationships, while that of the latter is to convey information and ideas. In fact, much our daily communication remains interaction being able to interact in language is basic. Therefore, language teachers should provide learners with the chances for meaningful communicative behavior about relevant topics by using learner interaction as the key to teaching for communication because communication drives essentially from interaction"* (p: 88. 97).

As mentioned above interaction as important to improve the students' speaking abilities to convey information or ideas through giving and receiving a message in order to achieve communication and the teachers should give opportunities to students' to interact with them in the classroom through interaction the students' will learn how to communicate verbally and nonverbally.

2.11 Teachers' Roles and Responsibilities

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

2.11.1 Controller of Information

According to Harmer (2007, p.58) ,this role is regarded by teachers as the most comfortable one sense it focuses on the teachers transmission of knowledge from

themselves to their students as giving explanations, organizing, organizing questions and lecturing.

2.11.2 Assessor

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

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

2.11.3 Corrector

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

2.11.4 Organizer

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

2.11.5 Promoter

Sometimes the students do not find the words when they talk to each other's or with the teacher .this is maybe due the students lack of vocabulary the role of the

teacher here to encourage his students to think creatively in order to be independent teacher (Harmer , 2007, p: 60).

2.11.6 Resource

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

2.12 Learners' Roles in Classroom

. According to Richards (2011):

"*Learners now had to participate in classroom activities that were based on co. operative in rather than individualistic approach to learning. Students had to become comfortable with the listening to their peers in group work or pair work tasks, rather than relying on the teacher for model, They were expected to take on a greater degree of responsibility for their own learners" (p. 5).*

That means students' are expected to interact primarily with each other rather than with the teacher.

2. 13 Pair Work and Group Work

There do exist a lot of strategies which enhance communication and interaction inside the classroom among them. According to (Choudhury ,2005) pair work and group work nowadays working together in collaborative way . While Harmer (1998) asserts that pair work and group work give learners extreme opportunities to express themselves freely without help of the instructor at each time. That is everything is centered on the learner. Pair work and group work are considered as two strategies which argument directly learners talking time. Thus

they allow learners to become more active inside the classes and achieve better in the oral skill. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lesson. One further interesting point in that when the teacher is removed from the conversation, the learner take on divers speaking roles that are normally filled by the teacher. (Nunnan ,2003, p57) .

Lindsay and Knight (2006) claims that in order to speak freely, students should be allowed to work in pairs and groups since talking only to teachers, the opportunities of practicing the language are reduce.

According to Richards and Lockhart (1996) agree with the above view asserting that:

"*Through interacting with other students in pairs or groups, students can be given opportunity to draw on their linguistic resources in non-threatening situation and use them to complete different kinds of talks. Indeed, it is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed." (p.152)*.

Although many scholars believe in the effectiveness of pair \ group work for language Learning .these two strategies for instance, Prabhu (1987) assumes that learners' may feel a kind of embarrassment when making mistakes in the sight of their partner than the sight of their teachers.

2.14 Definition of Speaking Skill

Speaking is a basic a skill that language learner should master with the other language skills. It defined as complex process of sending and receiving the message through the use of verbal expressions but also involves non-verbal

symbols such as gestures and facial expression. According to Bygate (1987) define speaking as oral expression involves making the correct choices when utilizing language forms following the right order sounding like the native speaker and producing right meaning that can be comprehensible by the listener. As seen above speaking is a skill that students use when they are interacting among each other .Therefore speaking is regarded as the most important skill that students are require in order to be able to speak fluently in the classroom situation.

In addition to previous definition Hedge (2000) considers speaking as "skill by which people are judged while first impressions are being formed" that means speaking skill is very important in learning a foreign language because it reflects people's opinions and their thoughts. According to Lucy Pollard (2008) speaking is one of the most difficult aspects for students to master. The students realize how to use grammar and vocabulary, pronunciation as well as listening too and receiving to other you are communicating with. Also it is important to give students as many opportunities as possible to speak in the classroom. Gaining confidence will help students speak more easily. Bygate (1987) shows that in order to be able to speak a foreign language, learners not only need to understand some grammar and vocabulary but also know how to use knowledge as well as language on deciding what to say and how to say. One more thing concerning the ability to speak is that fluency and accuracy. Alrabaa (1991) says:

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

According to Brown (1994) speaking is skill in producing oral language it is not only on utterance but also a tool of communication it occurs when two or more people interact with other aiming a maintain social relationship between them .As mentioned above speaking is interactive process involves production and receiving information by speaking with others we are able to interact with each other inside and outside the classroom.

According to Brown (1994) speaking is skill in producing oral language it is not only on utterance but also a tool of communication it occurs when two or more people interact with other aiming a maintain social relationship between them. Moreover Chaney (1998) " speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of contexts" (p.13) this means that speaking is combination of verbal (spoken language) and non-verbal (facial expressions, body language and gestures) means in different contexts depending on given situation to achieve different meanings.

2.15 Significance of Speaking

According to Ur (1996) stated that "of all for skills listening, speaking, writing and reading. Speaking seems the most important people who a language are referred to as" speakers" of that language as if speaking included other kinds of knowing (p. 120). Learners should focus on the speaking skill more than others skills because if they master it, they will be considered as if they master the other skills. . Also Richard and Roger (2001) mention that reading and writing are essential skills to focus on. However, little or no attention is paid to the skills of speaking and listening.   In traditional approaches of language learning and teaching, the speaking skill was neglected in many classroom where emphasis

mainly on reading and writing skills. In communicative approach, speaking was given important since oral communication involves speech where learners are expected interact verbally with other.   Ur (1996) but learners have less chance to speak English outside classroom also speaking classes do not provide opportunities for oral interaction this refers to teachers because he/she talks throughout the lesson without giving the learners chance to speak.   Speaking can help students to develop their vocabulary and grammar the students can express their personal feeling, opinion and ideas.

2.16 Elements of Speaking

To speak the second language fluently and accurately, learners need to be able to know some elements which are very important to develop this skill. Harmer (2001, 269) mentions these element which refer to the language features that learners should have knowledge about. In addition to the process of the language and information in the same time when interlocutor interacts with them.

2.16.1 Language features

 The following features are necessary for an effective speaking;

Connected speech: this ability needs from the speaker of English to produce more connected sounds not only separated pho name. This sound may be modified, omitted, added or weakened in the connected speech.

Expressive devices: English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of nonverbal means. These devices help them to convey their intended meaning. Students' then need to have this ability of employing such devices if they want to be effective communication.

 Lexis and Grammar: when learners produce some language function, they often use the same lexical structures. The teacher's roles them, is to provide them with different

phrases which carry different functions so that they can use them in the different stages of communication with others.(Harmer 2oo1).

 Negotiation language: learners benefit a lot from the use of negotiation language, they often ask clarification when they are listening to others talk. So, the teachers have to provide them with the necessary expressions they need when they ask clarification from the other speakers. Learners also need to well perform their utterances if they can seek to be understood and clear especially did not understand them. Harmer (2001, P.270).

2.16.2 Mental/Social Processing

The necessary processing skills of speaking are the following:

Language processing: this refers to the ability of the learners/speakers to the language in their minds through putting it in coherent order so that the order interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them where they are interacting with others.

Interacting with others most of the speaking situations involve interaction between two or more interlocutors, that is to say an effective speaker need to be able to listen and understand other's talk then reacts through talking turns or keeping the others to do Information processing: this related to the ability of processing the information in the mind rapidly, I. e the time speakers get information, they should be ready to response to the other's talk. (Harmer, 2001, 271).

2.17 Characteristics of speaking

Fluency and accuracy as main characteristics of speaking they are interrelated and they cannot be separated because they complete each other.

2.17.1 Fluency

Several experts define fluency Nunnan (2003) is the extent to which speakers use the language quickly and confidently with few hesitations or unnatural pauses. (p 55). Also Hedge (2002) defines fluency as "the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation otherwise the communication will break down because the listeners will lose their interest" (p. 14). That is to say fluency the ability to communicate clearly and easily without stop to avoid misunderstanding.

Hedge (2000) lists the following types of fluency

a. Semantic fluency: is the learner ability to link propositions and speak acts together.

b. Lexical – syntactic Fluency: is the learners' ability to link syntactic constituents and word together.

c. Articulatory Fluency: is the ability to link speech segments together.

2.17.2 Accuracy

Accuracy refers to learners' ability to communicate with few mistakes. Skehan define accuracy as "how well the target language is produced in relation to the rule system of the target language "(p. 23). So EFL students must avoid any grammar, vocabulary and pronunciation mistakes in order to communicate successfully.

a. Grammar

Achieving accuracy in terms of grammar refers to learners' ability to organize and produce correct sentences in a given discourse. Thornbury (1999) define grammar as "a description of the rules that govern how language sentences are formed " (p.1). Written grammar differs from spoken.

b. Vocabulary

Vocabulary is basic aspect in language learning and teaching. Thornbury (2002) stated that "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions "(p. 13). That means vocabulary is very important of any language and EFL learners should acquire more vocabulary in order to improve their speaking proficiency. So no one can communicate without have enough words to convey information, ideas and feelings either in spoken or written.

C. Pronunciation

Pronunciation plays important role in language learning according to Redmond and Vrchota (2007) argued that "it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood "(p. 104).

2.18 Types of Speaking

Speaking is viewed one the of the language productive skills Brown (2004) has mentioned five types according to the speaker itself and his use as following:

2.18.1 Imitative speaking

It deals with repetition the others' speech such as word, phrase or different factor of language as grammar and lexis in order to give a meaning or interact in conversation by taking in consideration the pronunciation as attempt learners in understanding. (Brown, 2004, p 141).

2.18. 2 Intensive Speaking

It requires students to produce short stretches of oral language with paying attention in grammatical phrase and lexical or phonological.

2. 18. 3 Responsive Speaking

Refers students to respond to spoken promote and briefly converse with the promoter at the limited level by using simple comments and small talk.

2.18.4 Interactive Speaking

It is very complex than responsive speaking based on exchanges and participants.

2. 18. 5 Extensive Speaking

It refers students to give oral presentations or tell stories and interaction is generally ruled on. (Brown, 2004).

2.19 Classroom Speaking Activities

According to Harmer (2001) in his book the practice of English language teaching. There are many classroom speaking activities used in oral expression course that focus on the language function rather than grammar and vocabulary only. He introduced some major activities such as communications games, information gap activities and discussion.

2.19.1 Communication Games

This kind of games designed for the sake of prove communication between the students so that one student in order to solve puzzle (game). The teacher here can bring these activities from radio and T.V games in to the classroom. For example (describe and draw) one student is asked to describe a picture and the other student should draw it. (Describing and arrangement) one student describes a structure which is made for some objects and the other student organizes it and put it in the right order without seeing the original picture. In contrast (in find the

difference two students have the same picture but one is slightly different from the other and students must find the difference between them without looking to each other's' picture. Harmer (2001, p. 272).

2. 19. 2 Information Gap Activities

According to Harmer (1998) information gap activities is the type of speaking task. This activity requires the students' ability to fill gaps when there is missing of information. The teacher uses this kind of activities aiming at sharing information between students during classroom oral course. (p. 88).

2.19. 3 Discussion Activities

Harmer (2001) argued that discussion as speaking task it most useful and interesting form of oral practice in classroom. It offers opportunities for students to exchanges their views to development communicative ability when using the target languages (p.272).

2.20 Factors that Causes Speaking Difficulties to EFL Learners

The speaking skill is regarded as the complex processes the majority of students face various problems with classroom speaking activities.

2.20 .1 Lack of vocabulary

According to Thornbury (2005) states that "spoken language also has a relatively high proportion of words and expression "(p. 22). Thus, learning a foreign language requires a great knowledge of its vocabulary, students often find some difficulties when they try to express their ideas or even interact with each other because they find themselves struggling their limited words and expression. Therefore, these limitations of vocabulary affect the amount of their participation in speaking activities.

2.20.2 Pronunciation mistakes

Bada, Gence and Ozkan (2011) assert the importance of pronunciation in oral skill " In speaking, they compete with limited time to recall words, and also take care of their pronunciation, speaking is often dealt with at pronunciation level " (p. 122). Pronunciation mistakes are one of the main problems of students from doing their speaking activities.

2.20.3 Poor Listening Practice

Students should focus on the listening skill in the classroom where the only source of spoken language used in most foreign language classes is the teacher (teacher's talk). Therefore , speech is usually related to the listening skill because in most cases, learners' speak what they hear from their teachers this means that it is not just the role of the learner to improve his , her listening ability to develop his ,her speaking skill , but also the role of teacher who should provide learners with some activities , where the two skills (speaking and listening) are effectively interrelated. (Lynch , 2009).

2.20.4 Learners' Speaking Anxiety

According to Brown (2007) , it is *difficult* to define anxiety since it affects the process of successful second language learning , he argued that anxiety plays an important role in second or foreign language acquisition and he suggested two types of anxiety debilitative anxiety and facilitative anxiety these two types are also called (harmful) and (helpful) anxiety. The debilitative or harmful anxiety is concerned with negative feelings such as uneasiness, self- doubt and so on the learners should avoid this kind of anxiety because it affects the learning process negatively.

However, the second type (facilitative or helpful anxiety) is considered as one of the keys that lead to success since it affects the learning process positively, this may motivate students to work harder in order to get good grade.

2.20.5 Grammar Mistakes

Grammatical mistakes are one of the barriers that prevent students to participation. As Davies and Pearse (2000) "many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them" (p. 82). However students often prefer to keep silent rather than producing ungrammatical structure.

2.20.6 Learner's Speaking Inhibition

According to Littlewood (1999,p.93) argues that " it is too easy for a foreign language classroom to create inhibition and anxiety " such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill-development of communicative skills and the feeling of linguistic inferiority . Students fear to make mistakes especially if they will speak to critical audience.

2.20.7 Lack of Motivation

Motivation is very influential for the students .Less motivation can affect them to be undesirable, less motivation will impact on low self-confidence. Lai (2004) motivation refers to reasons that is characterized by willingness and volition

Motivation appeared from the student's desire and influenced the thing that students did .Students with lack of motivation mean that students did not interest. Pleasure or enjoy made the student's confident were decrease.

2.20.8 Lack of Oral activities

Al-Abri (2008) argued that the lack of oral activities in textbooks is a strong reason for students ' difficulties in speaking , and thus he recommended including some oral activities in the form of songs, rhymes ,simple stories and more conversational language to enable students to have more fun and enjoy learning to improve their speaking skill.

2.20.9 Mother Tongue Use

Students use mother tongue inside the classroom because they fell more comfortable and less exposed to the target language. According to Baker and Westrup (2003: p,12)" barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to foreign language." Therefore , The learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue .lack of vocabulary of the target language usually leads learners to borrow words from their native language.

2.20. 10 Lack of Self – Confidence

The lack of self- confidence has a negative effect on enhancing students' speaking skill. Brown (2001, p62) states that "Learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task" this means that students should believe in their capacities in order to do well in speaking activities inside and outside the classroom.

The lack of self –confidence can be the result of the lack of encouragement by the teacher, therefore building students ' confidence should have an important part of teachers' attention teachers should adopt different strategies and techniques in order to improve the students' self-confidence.

2.21 Previous Related Studies

Local Studies:

Study (1): The researcher Abdul Mahmoud Ali in his research for PHD in (ELT) under title (Effect of reading a receptive skill in enhancing Sudanese EFL secondary schools' students' oral communication in a cadmic year (2015). The researcher used two questionnaire addressed to secondary school teachers and

secondary school students in the locality of Bahri as tools for data collocation. The study aimed to suggesting suitable techniques and strategies for developing the students spoken English. The impact of reading skill in improving students oral investigating factors enhancing secondary school performance students' oral performance. The researcher recommended that English language syllabus layout should be attractive and rich in lessons which make students read regularly.

This study is similar to my study in both researchers speak about how to develop oral communication and aimed to suggest different techniques and strategies for developing spoken English. But it is different to current study, the researcher focuses reading a receptive skill in enhancing Sudanese EFL. Also, the researcher used two questionnaires, but the current study adopted a questionnaire and classroom observation as tools for data collection.

Study (2): MA thesis entitled "Simulation of Oral Interaction in Sudanese EFL Classes" by Mohammed (2008), Sudan University of science and technology faculty of education. This study aims to exploring the ways and effective means to stimulate oral interaction in EFL classes. Also it aims to investigate difficulties that encounter students' in oral production and suggest solution for them. The researcher used the questionnaire and test as tools to curry out this study. The main findings of this study as follows: Students' have difficulties in oral interaction. The teachers' at university level do not have enough materials to perform their activities. The researcher recommended that the use of effective techniques increase student' abilities in oral production.

This study is similar to the current study in both researcher investigate that difficulties encountered students' in oral production but different in the researcher used the test as a tool for collecting data..

Study (3): PhD thesis entitled "creating meaningful realistic situations for EFL classroom interaction" by Amir Abdallah Sudan University of science and technology academic year (2015). This study aims to find out effective classroom strategies and techniques that may help EFL teachers in creating meaningful and realistic classroom situation as much approachable for classroom interaction as possible. The researcher used a questionnaire and observation checklist for data collection. The finding of this study that poorness of classroom interaction results from the ignorance of using classroom interaction activities also English language contented with the situation of students' daily lives. The researcher recommended that social interaction activities should be utilized for classroom interactions in accordance with every day student's situation.

This study is similar to current study both researchers used questionnaire and observation checklist as tools for data collection but different in using strategies and techniques that may help EFL teachers in creating meaningful and realistic classroom situation.

Study (4): Eisa (2011) Sudan, Al Neelain University conducted PHD research to investigate " Strategies for teaching Aural / Oral skills in language in use book (1) of learners at open university of Sudan ". The objective of his study to analyzed and evaluate the content of language in book one and to suggest activities through which teachers can help learners developing aural / oral skills in language use book one The researcher used a descriptive method and use questionnaire to investigate students' attitude towards using of aural / oral skills in language   use book one.

The finding of research come out with the following: Aural / oral skills have a positive effect in learning and understanding the language. , practicing aural / oral

skills helped the students to be more confident, interested and independent in learning English .The researcher recommended that the aims of listening, speaking activities should be based on the needs of the students and syllabus and Listening to record materials will be a good technique of feeding students with the needed competence for fluent speech.

This is the study is different to the current study in using strategies for developing oral / aural skills in language through analyzed and evaluate the content of language in book one.

Study (5): Also, Sarrah Osman (2017) in her PhD thesis under the title (Maximizing classroom interaction to enhance Sudanese EFL learners' communicative skills) Sudan university of Science and Technology, college of language – Applied linguistic. This study aims to examine the possibility of developing communicative skills through active classroom interaction. The researcher adopted a mixed methods approach the descriptive analytical and experimental method. The findings reveled that communicative skills can consequently be developed through intensive classroom interaction through the employment of the right type of language, tutor's dedication and students ' willingness. This study recommended that: To increase classroom interaction the cultural gap must be reduced by means of including texts known to have that effect of literature and the syllabus of English language should be bought from abroad if we require improving our students' standers.

This study is different from the current study. It aimed to developed communicative skills through active classroom interaction and the researcher adopted a mixed methods approach the descriptive analytical and experimental method.

Study (6): A PhD thesis by Al- Fadil in (2010) entitled "Strategies for Developing English oral communication in Sudanese secondary schools "Sudan University of Science and technology, faculty of Education. This study mainly aims at finding out teaching strategies that can be adopted to develop English language oral communication skills for Sudanese secondary schools students. The researcher used teachers and students' questionnaire. The main finding of this study as follows: English Language classes' lack of using proper strategies for teaching speaking skill is obviously reflected in students' disability to correct English sentence and teachers do not use effective listening strategies because they do not teach listening lessons.

This study similar to the current study both researchers aimed to find out teaching strategies for developing students' oral communication but difference in the current study investigating the use classroom interaction strategies in improving students' oral skill. In this study the researcher used teachers and students' questionnaire as tools for data collection.

International Studies

Study (7): An MA researcher Kouicem Khalid from Algeria in academic year (2010) under title "the effect of classroom interaction on developing the learners' speaking skill" in this study showing that classroom interaction can be a best pedagogical strategy to develop not only the learners' speaking skill but also to foster their capacity generate. The researcher obtained data from the classroom observation and teachers' interview. His result showed that both learners' and teachers consider classroom interaction as important pedagogical strategy in enhancing the speaking skill. The researcher recommended that oral expression teachers' need to provide a real classroom atmosphere with the best learning

environment so that the learners can speak and interact freely in the classroom. Also, those teachers' need to give much important to the speaking skill by focusing on the discussion task which should meet the learners' need.

This study similar to current study both researchers speak about classroom interaction on developing the learners' speaking skill but different from current study in using classroom interaction strategies in improving students' oral skill. This study different from current study the researcher used observation and teachers' interviews as tools for data collection. The researchers agree with the recommendation that teachers need to give much important to the speaking skill by concentrate on the discussion task.

Study (8): An MA researcher Oumnia Badra from Algeria the title " the effectiveness of classroom interaction in developing the learners' speaking skill" in academic year(2019). The researcher aims to discover the major obstacles and difficulties that may lead to weak communication competence. The data were gathered through use of two research instruments the pupils questionnaire and interview for teachers. The results revealed that classroom interaction promote the students with ability to practice and use freely. The researcher recommended that the teachers must have many techniques and methods can create interested topics that help pupils to speak.

This study similar in current study to discover the students' difficulties on speaking skill but different in the researcher used the questionnaire and interview as tools for data collection.

Study (9): An MA researcher Meriem Benlaghha from Algeria under the title (Enhancing EFL learners speaking skill through interaction) .in academic year 2014. 2015. The researcher aimed to explain how important classroom interaction

in EFL classes, also knowing the degree in which classroom interaction as an activity overcomes the students' speaking problems. The researcher used questionnaires for both teachers and students and classroom observation as tools for data collection. The results showed classroom interaction significantly promotes learners speaking performance.

This study is similar to current study both researchers speak about how to develop leaners' speaking skill through classroom interaction also the researcher used classroom observation. The differences in the current study the researcher focused mainly on using classroom interaction strategies and also in this study the researcher used both teachers and students and classroom observation as tools for data collection.

CHAPTER THREE

Research Methodology

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Research Methodology

3.0 Introduction

This chapter about the research methodology of the study, it presents brief description of what has been done by the researcher about methodology of the study. It includes the research design, data collection tools, population of the study, sample of the study, validity, and reliability of the study.

3.1 Research Design

The researcher has adopted a descriptive analytical method for collecting this study .The data were collected analyzed and procedures used, it describes the validity and reliability of the data analysis tools.

3.2 Data Collection Tools

The data of present study was obtained by using two tools firstly questionnaire for secondary schools teachers, secondly classroom observation checklist for both teachers and students in classroom. The researcher used (SPSS) statistical package program for social science to analyze and test the hypotheses.

3.2.1 Teachers' Questionnaire

The questionnaire is designed based on the questions of the study. The questions of the study were turn to statements that provides suggest to answer from teachers of English at secondary schools in karri locality were supposed to select options which correspond to their responses. The researcher distributed the questionnaire to (60) English language teachers at secondary schools in (Karri Locality). The

questionnaire composed of (24) statements, it uses likers five point scale (strongly agree, agree, neutral, disagree, strongly disagree).

3.2.2 Classroom Observation

The classroom observation is another tool that items the researcher used in collecting her data. It composed of (**20)** items which has three options (always, never, and rarely). The researcher was chosen (20) teachers from ten model secondary schools at karri locality.

3.3 Population of the Study

The population of the present study consists of Sudanese secondary schools teachers to check their perspectives towards the role of classroom interaction strategies in improving students' oral skill. The sample of the study consists of (60) teachers of English which was given open- ended questionnaire.

3.4 Sample of the Study

Representative sample which consist of (20) EFL teachers who are teaching English in different Sudanese secondary schools at karri locality. The researcher applied the study on ten model at secondary schools teachers in karri locality (Elgazira Islang, Abobaker Altyeb, Abobaker Elsedig , Alshekh Altayeb, Alsurorab, Osman Mukhtar, Omkati, Alshobrab, Alkodab, and Alnawabg schools). The researcher selects two teachers from these schools at karri locality to observe teachers and students in the classroom.

3.5 Validity of the Questionnaire and Observation

In order to check the apparent validity for the study questionnaire and observation checklist. The researcher referred the first version of the questionnaire and

observation checklist to five referees two of them from Sudan University and others from different university, their comments were used as a guide whether the statements were relevant to the topic. In addition the statements of the questionnaire were also written in simple and clear language and all the statements cover the goal of the study. All the referees have Ph.D. in linguistics and English language teaching. One of the referees called D.r Amna mohammed Badri pointed out according to hypothesis about attitude is not irrelevant by classroom observation her suggestion were discussed with the supervisor who agree with her point. And also Dr Mohamed EL Amin correct the grammatical mistakes , the other referees write their comments positively and considered the questionnaire and observation are suitable and measurable for teachers. The following shows the referees and places of work.

1. Dr. Mohamed El Amin El shingeety - Alrebat University
2. Dr. Amna Mohammed Badri -   Ahfad University for women
3. Dr. Hilliary Marino Pitati - Sudan University
4. Dr. Sabri Mohammed Abdullah – Omdurman Islamic University
5. Dr. Abuelgassim Abdalrahman Adam – Ahfad University for women.

3.6 Description of the sample

Gender: Demographic Information of the questionnaire's participants

Table (3.1) The Frequency Distribution in terms of gender

Sex	Frequency	Percent
Male	37	61.7
Female	23	38.3
Total	60	100.0

From above table (3.1) shows that most of the study's respondents are males, the males participants are (37) with percentage (61.7%). The female

respondents' number is (23) with percentage (38.3%).This indicates that males represent the majority.

Qualifications:

Table (3.2)   the study respondents according to academic qualification:

Qualification	Frequency	Percent
BA	15	25.8
MA	42	67.5
PHD	3	6.7
Total	**60**	**100.0**

According to table (3.2) it is clear that most of the study's respondents have MA as qualification, the number of those who hold master degrees is (42) with percentage (67.5%).The respondents who have BA as qualification are (15) participants with (25.8%). The respondents who have PH.D as qualification are (3) with (6.7%).

Table (3.3)   the study Respondents according to years of experience

Experience	Frequency	Percent
from 1 to 5	29	48.3
from 6 to 10	20	34.2
11 to 15	8	13.3
above 15	3	4.2
Total	**60**	**100.0**

It is noticed from the above table (3.3) that most of the sample respondents have experience between (1) and (5) years, their number is (29) with percentage (48.3%). The number of sample's respondents who have experience between (6) and (10) years is (20) with percentage (34.2%). The number of sample's respondents who have experience from 11 to (15) is (8)

with percentage (13.3%). The number of sample's respondents who have experience more than (15) is (3) percentage (4.2%).The results show that all participants have experience in teaching foreign language.

3.7 Reliability of the Study

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

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

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

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

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

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

Reliability Statistics

Cronbach's Alpha	No. of Items
0.401	60

CHAPTER FOUR

Data Analysis, Results and Discussion

CHAPTER FOUR

Data Analysis, Results and Discussion

4.0 Introduction

This chapter presents and analyzes the data collected through the questionnaire which was distributed to 60 respondents who represented the Sudanese secondary school Teachers. This chapter also presents the data collected through the Observation which was made to Sudanese Secondary Schools Teachers. The results will be used to provide answers to the research questions.

The findings of the analysis and discussion of the data serve to test the hypotheses and answer the questions to achieve the objectives of the study. The data analysis was conducted by using the (SPSS) program which stands for "statistical package for social sciences"

The measuring instruments were questionnaire and an observation which focused on Investigating the Use of Classroom Interaction Strategies in Improving Students Oral skills. The observation instrument was designed to document teachers' actual performance in their classrooms. A five-point scale was also used as the rating to document teacher's actual behaviors in ESL classrooms. The purpose of the observation instrument in this study was to collect data

4.1 The Analysis of the questionnaire

Statement (1) Using "questioning strategies" when interacting with students orally.

Table (4.1) Using "questioning strategies"

		Frequency	Percent
Valid	strongly disagree	2	3.3
	Disagree	4	6.7
	Neutral	5	8.3
	Agree	16	26.7
	strongly agree	33	55.0
	Total	60	100.0
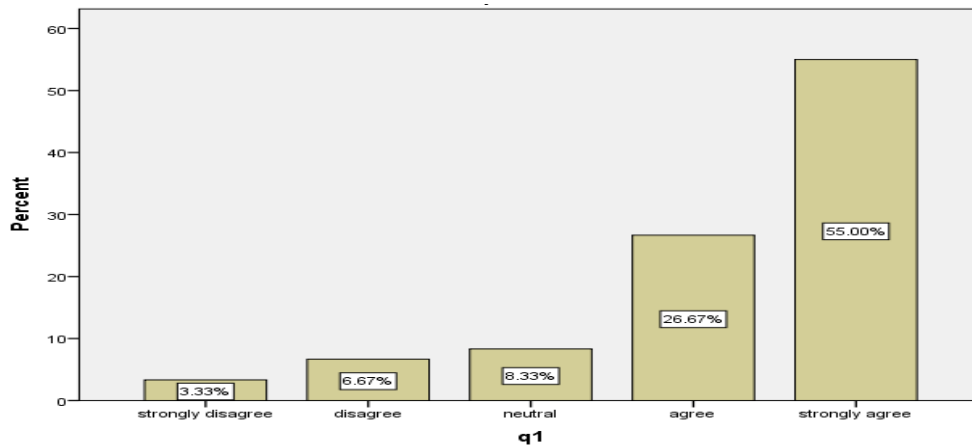
Figure (4.1) Using "questioning strategies.

The results of the above table and figure (4.1) to the responses of the statement "The Secondary school teachers use " questioning strategies" when interacting with students inside the classroom." show that the distribution of the samples by the statement as follows: strongly agree (59.2%), agree (29.2%), neutral (5%), disagree (4.2%) and strongly disagree (2.5%) This Secondary school teachers use "questioning strategies" when interacting with students inside the classroom.

Statement (2) using "controlling strategies "when interacting with students orally.

Table (4.2**) Using" controlling strategies"**

		Frequency	Percent
Valid	strongly disagree	2	3.3
	Disagree	3	5.0
	Neutral	5	8.3
	strongly agree	22	36.7
	Agree	28	46.7
	Total	60	100.0
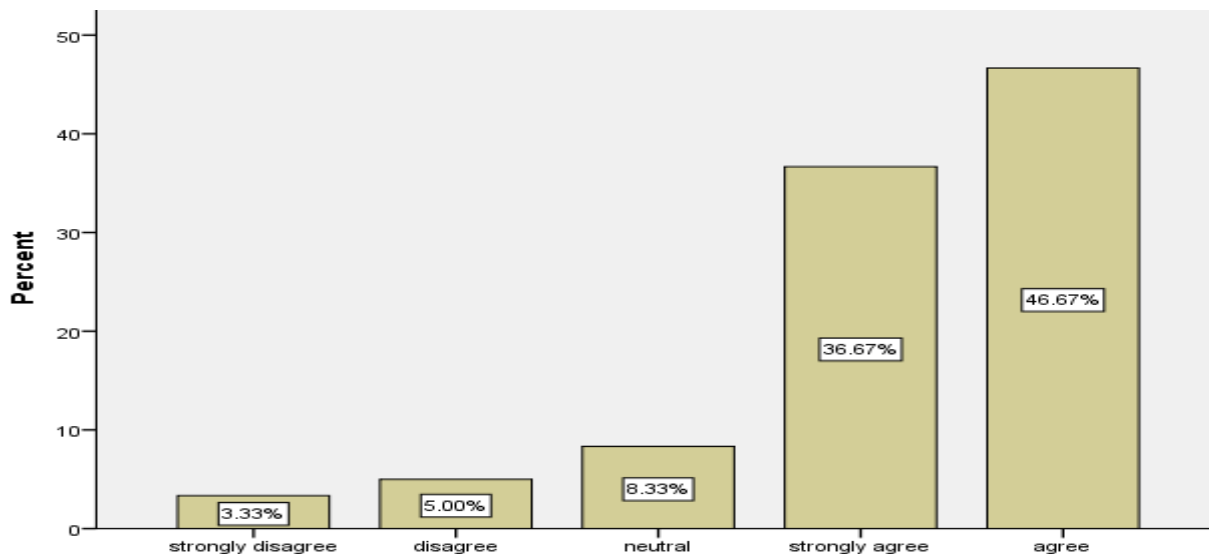
Figure (4.2**) Using" controlling strategies "**

With reference to table and figure (4.2), it is clear from participants' responses to the statement "The functions of the teacher at classroom helps to guide situations perform. As follow: strongly agree (36.7%), agree (46.7%), neutral (8.3%), disagree (5.0%) and strongly disagree (3.3%).This shows that Secondary school teachers use" controlling strategies "when interacting with students orally.

Statement (3) Using "cooperative strategies" during teaching process.

Table (4.3) Using "cooperative strategies"

		Frequency	Percent
Valid	Disagree	3	5.0
	strongly disagree	4	6.7
	Neutral	5	8.3
	strongly agree	8	13.3
	Agree	40	66.7
	Total	60	100.0
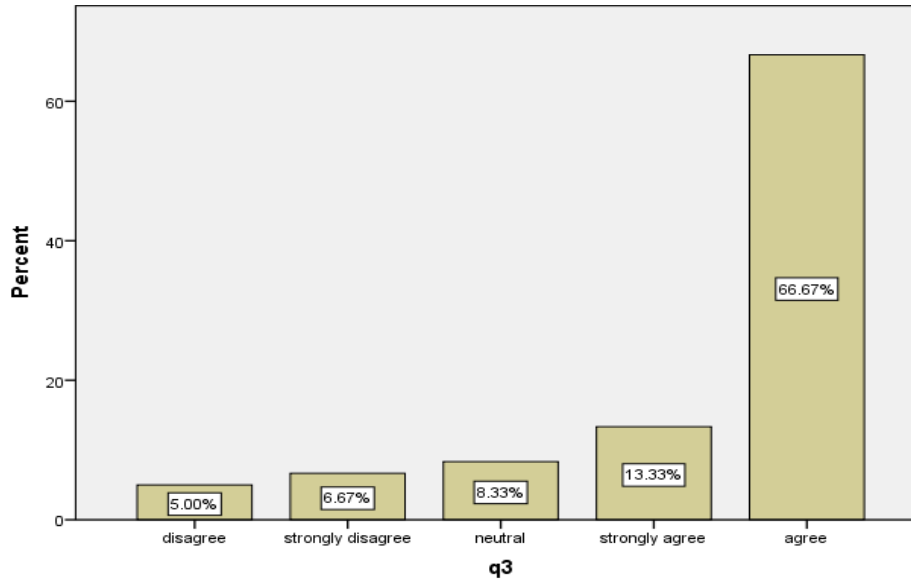
Figure (4.3) using "cooperative strategies"

As illustrated in table and figure (4.3), the participants' responses to the statement "Some of the English language teachers use "cooperative strategies" during teaching process "as follows: (13.3%) strongly agree, (66.7%) agree, (8.3%) not sure, (5%) disagree, and (6.7%) strongly disagree. This indicates that some of the English language teachers use "cooperative strategies" during teaching process.

Statement (4): Awareness of classroom oral interaction strategies

Table (4.4) The awareness of classroom oral interaction

		Frequency	Percent
Valid	strongly disagree	1	1.7
	Neutral	2	3.3
	Disagree	11	18.3
	strongly agree	13	21.7
	Agree	33	55.0
	Total	60	100.0
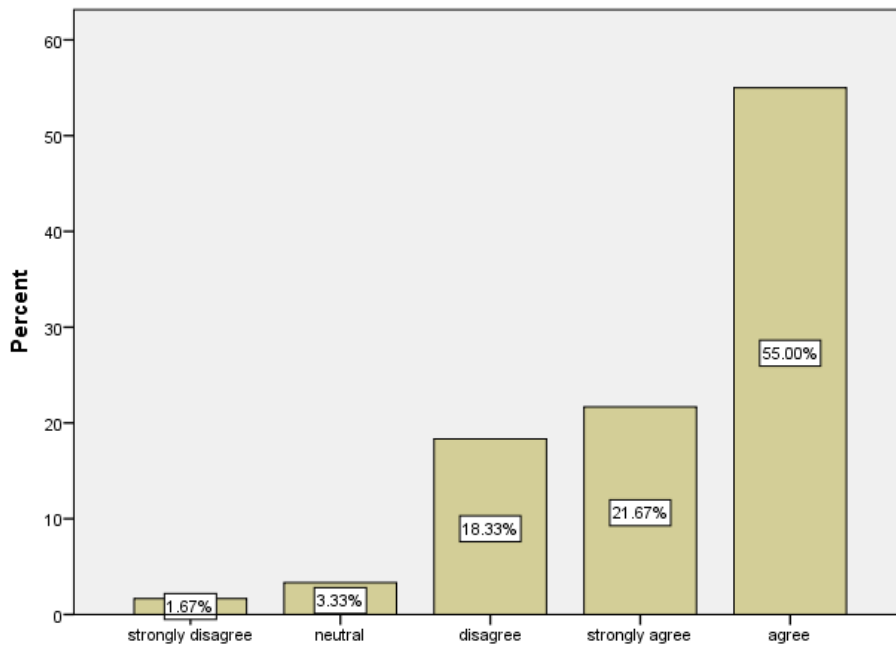
Figure (4.4) Awareness of classroom oral interaction

The frequencies and percentages presented in table and figure (4.4) indicate that (21.7%) of the participants' responses were strongly agree, (55.0%) agree, (3.3%) not sure. However, (18.3%) of the participants' responses were disagree, and 1.7%) strongly disagree. Taking this into consideration, it is to be said that some of the English language teachers are aware of classroom oral interaction strategies

Statement (5) Using "scaffolding (dialogue technique) in teaching students' oral skills.

Table (4.5) Using "scaffolding (dialogue technique)

		Frequency	Percent
Valid	strongly disagree	2	3.3
	Disagree	2	3.3
	Neutral	4	6.7
	Agree	17	28.3
	strongly agree	35	58.3
	Total	60	100.0
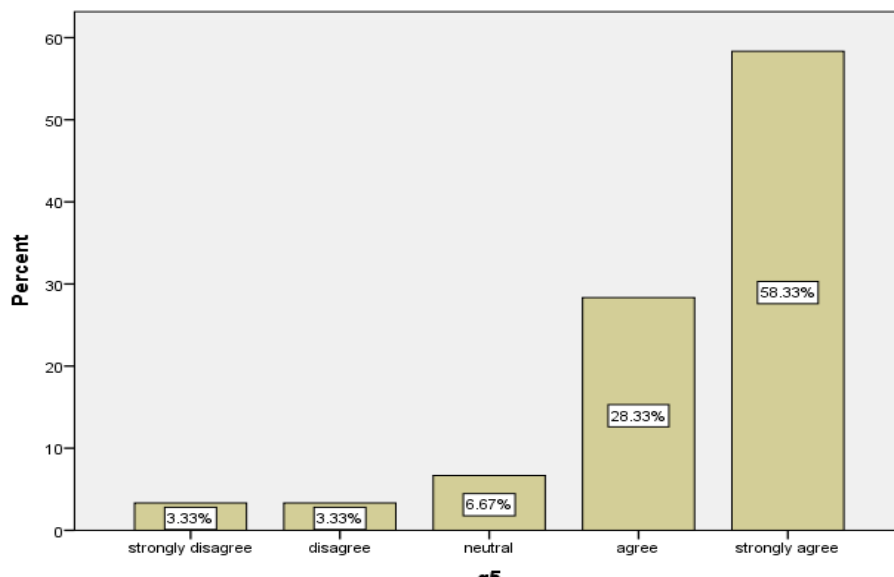
Figure (4.5) Using "scaffolding (dialogue technique)

With reference to table and figure (4.5), it is clear that participants' response to the statement " Secondary school teachers use" scaffolding (dialogue technique) in teaching students oral skill." as follows: strongly agree (58.3%), agree (28.3%), neutral (6.7%), disagree (3.3%) and strongly disagree (3.3%).These results Beings the teacher use" scaffolding (dialogue technique) in teaching students oral skill.

Statement (6) Secondary school teachers use "pair work techniques" in teaching students oral skills.

Table (4.6) Using "pair work techniques"

		Frequency	Percent
Valid	Disagree	2	3.3
	strongly disagree	3	5.0
	Neutral	9	15.0
	strongly agree	21	35.0
	Agree	25	41.7
	Total	60	100.0
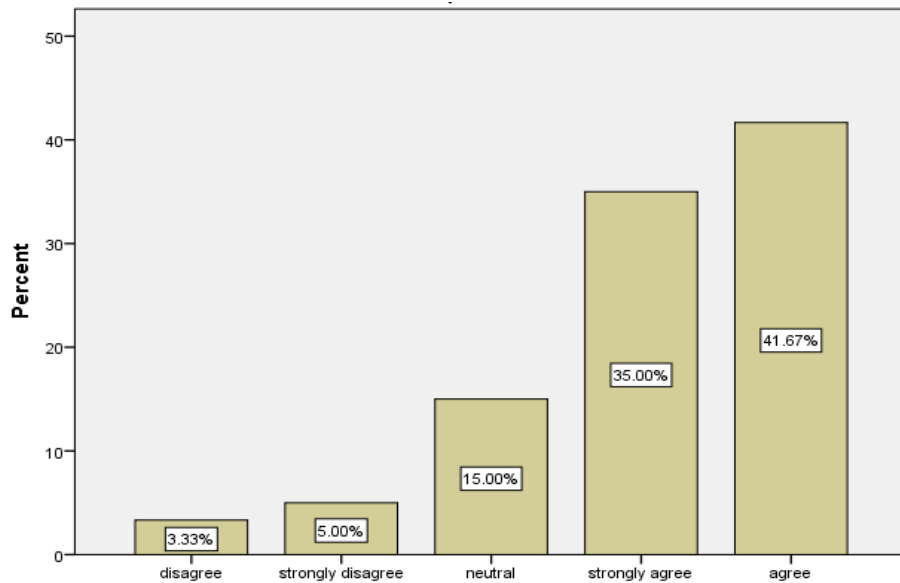
Figure (4.6) Using "pair work techniques

According to the responses provided by the participants to the above table and figure (4.6), it is clear that from the study's sample with percentage (35%) strongly agree with the statement "Secondary school teachers use "pair work techniques" in teaching students oral skill.". (41.7%) agree with the samepoint of view and (15.0%) not sure. However, (4.2%) disagree, and (4.2%) strongly disagree. The results prove that Secondary school teachers use "pair work techniques" in teaching students oral skills**.**

Statement (7) Sudanese secondary school English language syllabus does not estimate oral skills

Table (4.7) Estimating oral skills.

		Frequency	Percent
Valid	strongly disagree	1	1.7
	Disagree	2	3.3
	Neutral	2	3.3
	Agree	9	15.0
	strongly agree	46	76.7
	Total	60	100.0
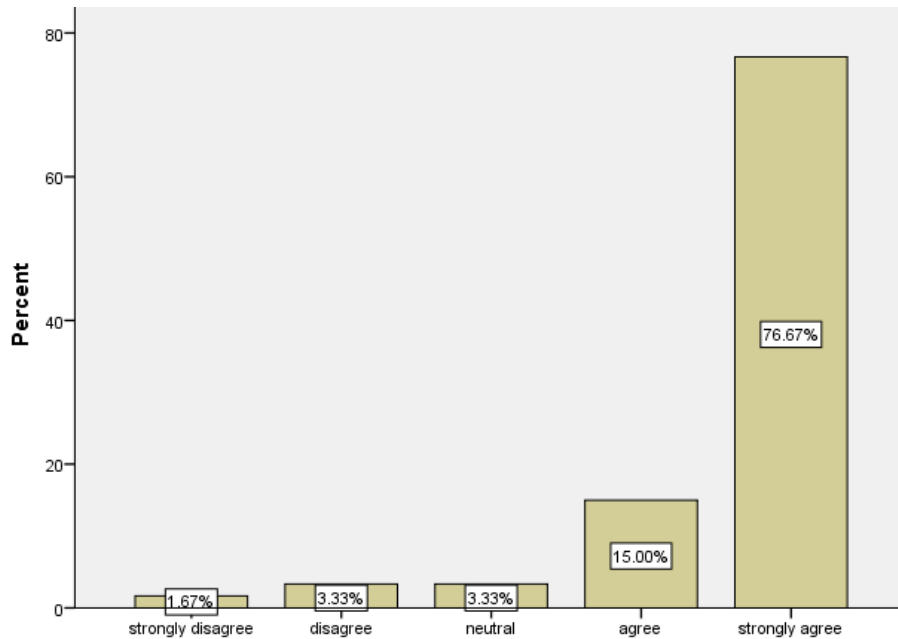
Figure (4.7) Estimating oral skills

The frequencies and the percentages presented in table and figure (4.7) illustrate that (46) of the participants in the study's sample (76.7%) strongly agree with the statement that "learning language within its socio-cultural contexts reduces the chances to resort L1 to fill the gaps of insufficiencies". There are (9) participants (15.0%) agree, (2) participants (3.3%) not sure, (2) participants (3.3%) against the point, and only (1) participants (1.7%) strongly disagree. These results ensure that Sudanese secondary school English language syllabus does not estimate oral skill.

Statement (8) Secondary school teachers use "Group work techniques "in teaching students' oral skills

Table (4.8) Using "Group work techniques"

		Frequency	Percent
Valid		1	1.7
	strongly disagree	2	3.3
	Disagree	2	3.3
	Neutral	11	18.3
	Agree	18	30.0
	strongly agree	26	43.3
	Total	60	100.0
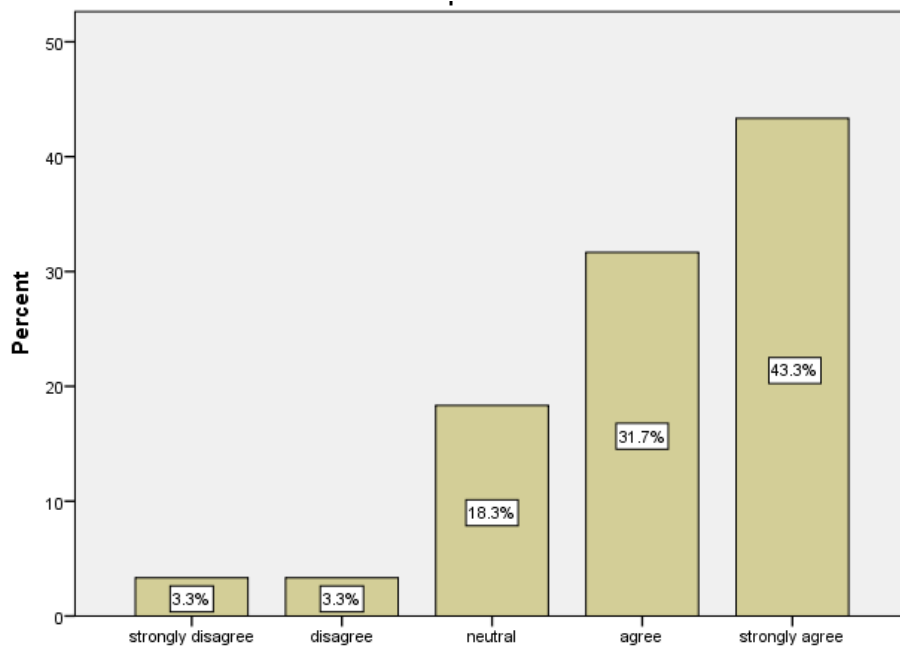
Figure (4.8) Using "Group work techniques

Table and figure (4.8) above, show that the distribution of the sample to the statement "Secondary school teachers use " Secondary school teachers use " Group work techniques " in teaching students oral skill" as follows: strongly agree (43.3%), agree (30.0%), neutral (18.3%), disagree (3.3%) and strongly disagree (1.7%).This indicates that Secondary school teachers use " Group work techniques " in teaching students oral skill**.**

Statement (9) Teachers encourage students to participate inside the classroom

Table (4.9) Participating orally

		Frequency	Percent
Valid	strongly disagree	1	1.7
	Disagree	1	1.7
	Neutral	8	13.3
	strongly agree	23	38.3
	Agree	27	45.0
	Total	60	100.0
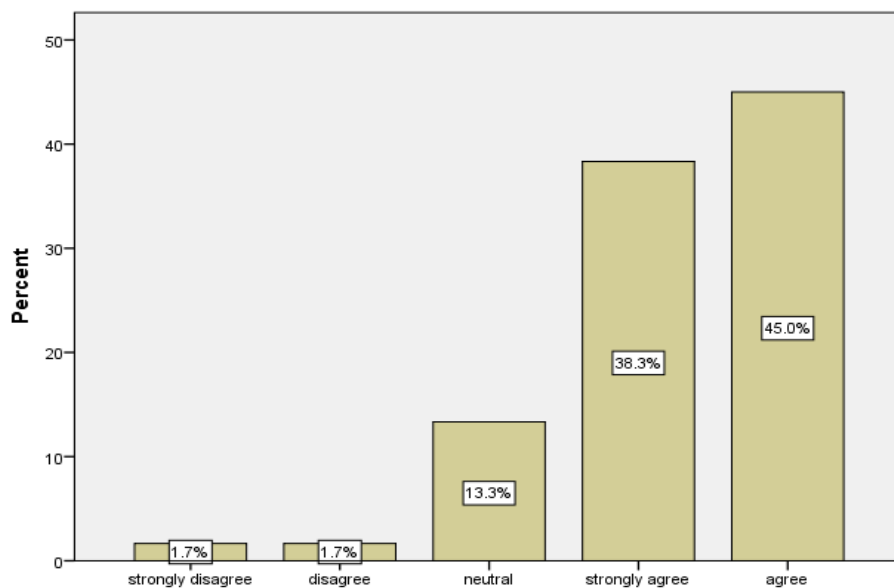
Figure (4.9) Participating orally

It is found that from the above table and figure (4.9), (37.5%) strongly agree with the statement "Teachers encourage students to participate inside the classroom". (45.0%) agree to the same idea, (13.3 %) not sure, (1.7%) disagree, and (1.7%) strongly disagree. The results shows Teachers encourage students to participate inside the classroom.

Statement (10) Oral test should be part of testing English language.

Table (4.10) testing oral skill

		Frequency	Percent
Valid	strongly disagree	1	1.7
	Disagree	1	1.7
	Neutral	1	1.7
	Agree	13	21.7
	strongly agree	44	73.3
	Total	60	100.0
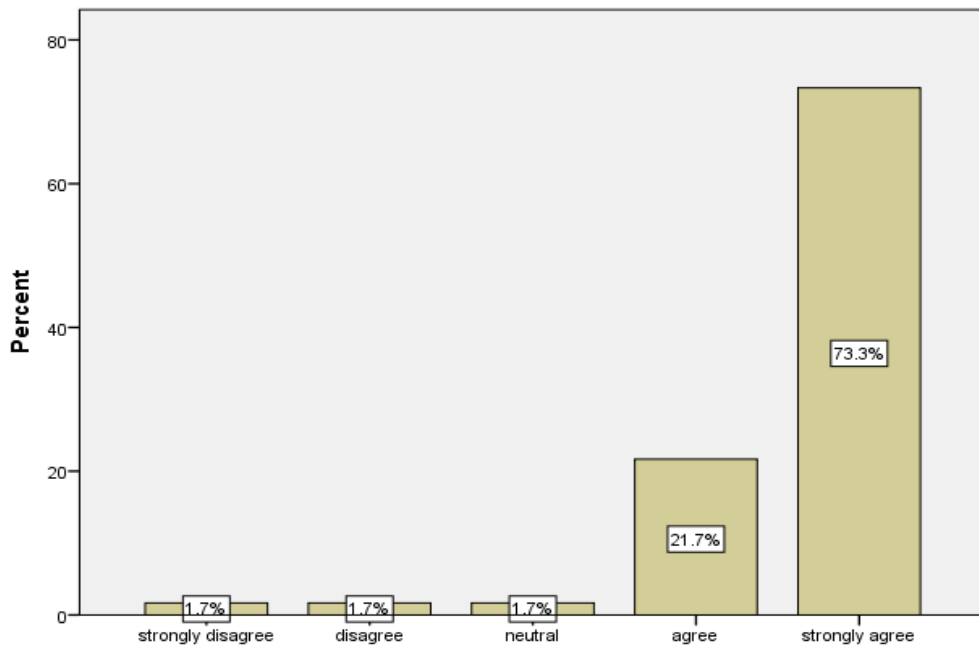
Figure (4.10) Testing **oral skills**

The table and figure (4.10) above show that the distribution of the samples by the statement "Oral test should be part of testing English language ", as follow: (88) participants (73.3%) strongly agree, (23) participants (21.7%), agree, (3) participants (1.7%) disagree, and (3) participants (1.7%) strongly disagree. This indicates that Oral test should be part of testing English language.

Statement (11): Sudanese secondary school teachers are well trained in teaching oral skills.

Table (4.11) Teachers are well trained

		Frequency	Percent
Valid	Agree	3	5.0
	strongly agree	5	8.3
	Neutral	9	15.0
	Disagree	13	21.7
	strongly disagree	30	50.0
	Total	60	100.0
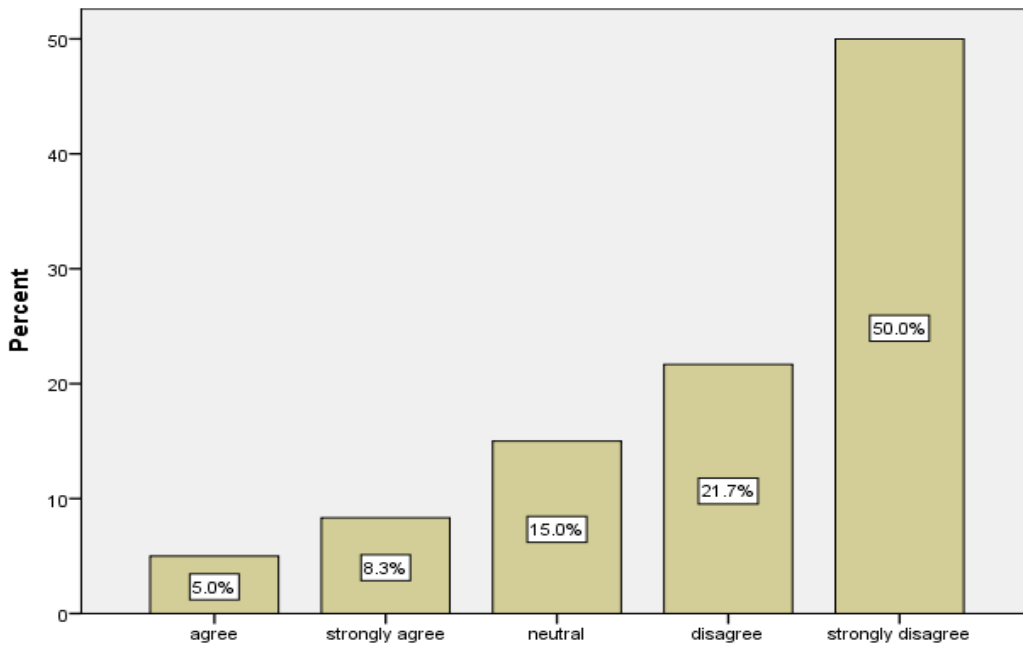
Figure (4.11) Teachers are well trained.

From the above table and figure (4.11) it is shown that (50.0%) strongly agree. (5.0%) agree, (9) respondents (15.0%) not sure. However, (13) responses (21.7.0%) disagree, and (30) participants (50.0%) strongly disagree. with the statement" Sudanese secondary school teachers are well trained in teaching oral skill."

Statement (12) Teachers have strong desire to use classroom interaction inside the classroom.

Table (4.12) having strong desire to use classroom interaction

		Frequency	Percent
Valid	Agree	2	3.3
	strongly agree	3	5.0
	Neutral	6	10.0
	Disagree	16	26.7
	strongly disagree	33	55.0
	Total	60	100.0
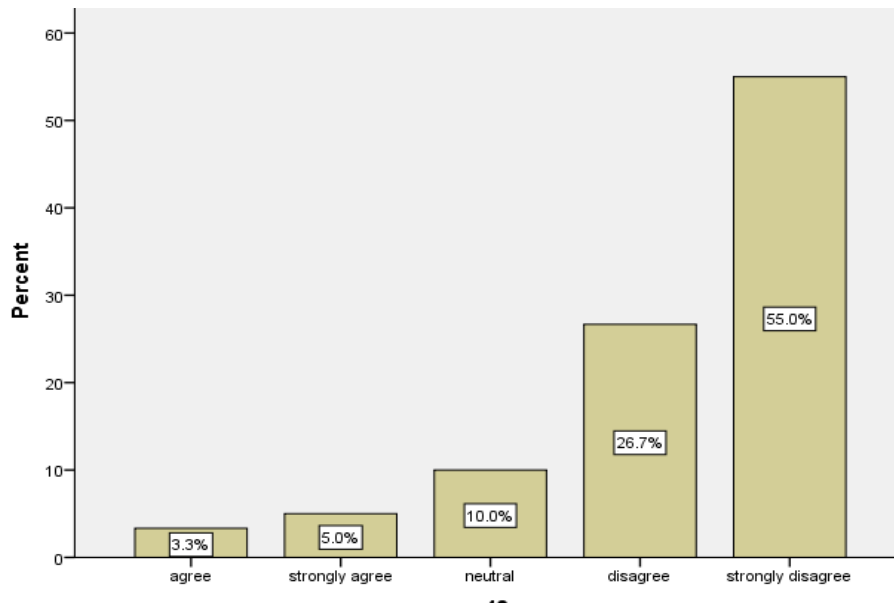
Table (4.12) having strong desire to use classroom interaction

From the above table and figure (4.12) it is shown that (5.0%) strongly agree. (3.3%) agree, (9) respondents (10.0%) not sure. However, responses (26.7.0%) disagree, and participants (55.0%) strongly disagree. with the statement" Teacher have strong desire to use classroom interaction inside the classroom."

Statement (13) Teachers motivate students to be more active through classroom interaction in developing oral skill.

Table (4.13) Motivating students to be more active

		Frequency	Percent
Valid	strongly disagree	1	1.7
	Disagree	2	3.3
	Neutral	2	3.3
	Agree	19	31.7
	strongly agree	36	60.0
	Total	60	100.0
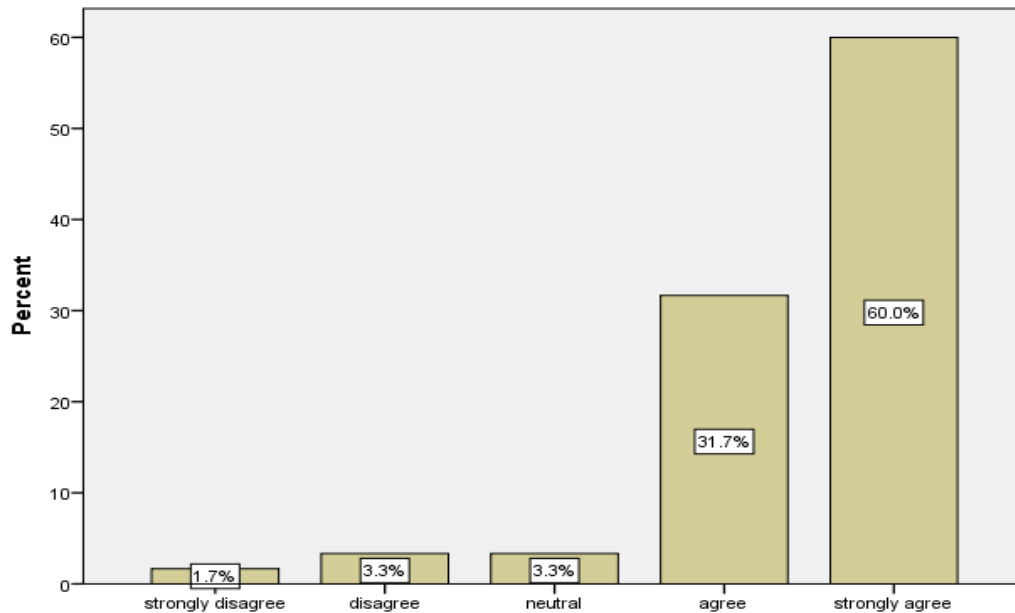
Figure (4.13) Motivating students to be more active

From the above table and figure (4.13) It is clear that there are (36) participants in the study's sample with percentage (63.4%) strongly agree with "Teachers motivate students to be more active through classroom interaction in developing oral skill ". There are (19) participants (28.3%) agree, (2) participants (3.3%) not sure, (2) participants (3.3%) disagree, and (1) participants (1.7%) strongly disagree.

Statement (14) Secondary school teachers support students to participating In oral discussion.

Table (4.14) Supporting students to participate

		Frequency	Percent
Valid	Agree	2	3.3
	strongly agree	2	3.3
	Neutral	9	15.0
	Disagree	10	16.7
	strongly disagree	37	61.7
	Total	60	100.0

Figure (4.14) Supporting students to participate

From the above table and figure (4.14) It is clear that there are (3) participants in the study's sample with percentage (3.3%) strongly agree ". There are (2) participants (3.3%) agree, (9) participants (15.0%) not sure, (10) participants (16.7%) disagree, and (37) participants (61.7.0%) strongly disagree with Secondary school teachers support students to participate in oral discussion.

Statement (15) Secondary school teachers encourage students to make conversations through pair work activities.

Table (4.15)   Making conversations

		Frequency	Percent
Valid	strongly agree	1	1.7
	Agree	2	3.3
	Neutral	10	16.7
	Disagree	19	31.7
	strongly disagree	28	46.7
	Total	60	100.0
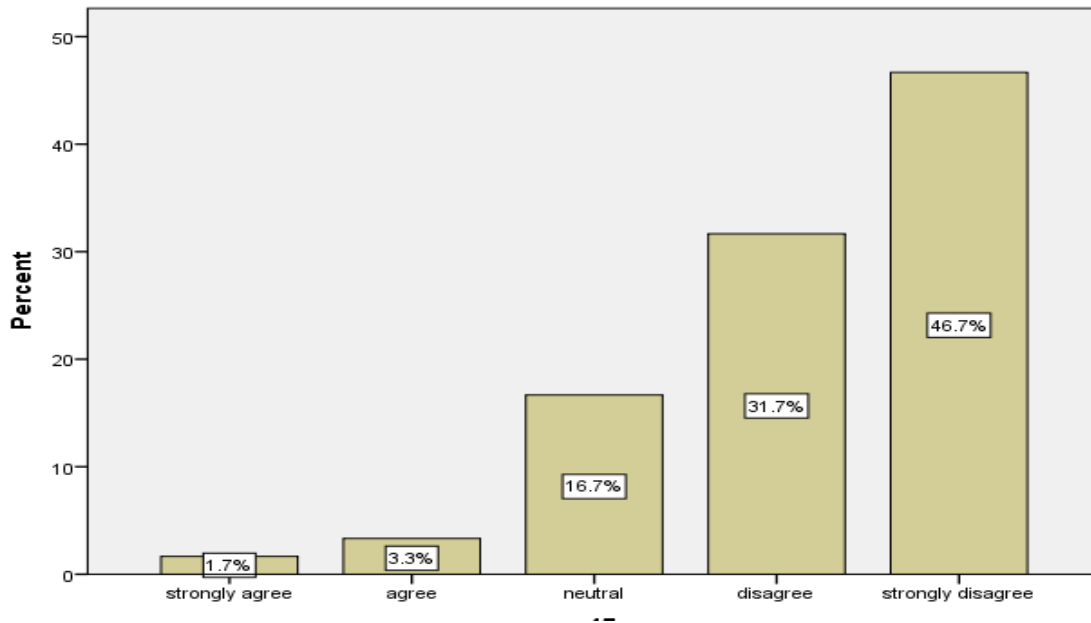
Figure (4.15)   Making conversations

From table and figure (4.15) It is clear that there are (1) participants in the study's sample (1.7%) strongly agree There are (1) participants (3.3%) agree, (1) participants (16.7%) not sure,(19) participants(31.7%) disagree ,and (37) participants with (46.7%) strongly disagree with " Secondary school teachers encourage students to make conversations through pair work activities "

Statement (16) Secondary school teachers help students to overcome the anxiety through using classroom interaction strategies to enhance students' oral skills.

Table (4.16) Overcoming the anxiety

		Frequency	Percent
Valid	Agree	1	1.7
	strongly agree	1	1.7
	Neutral	7	11.7
	strongly disagree	24	40.0
	Disagree	27	45.0
	Total	60	100.0
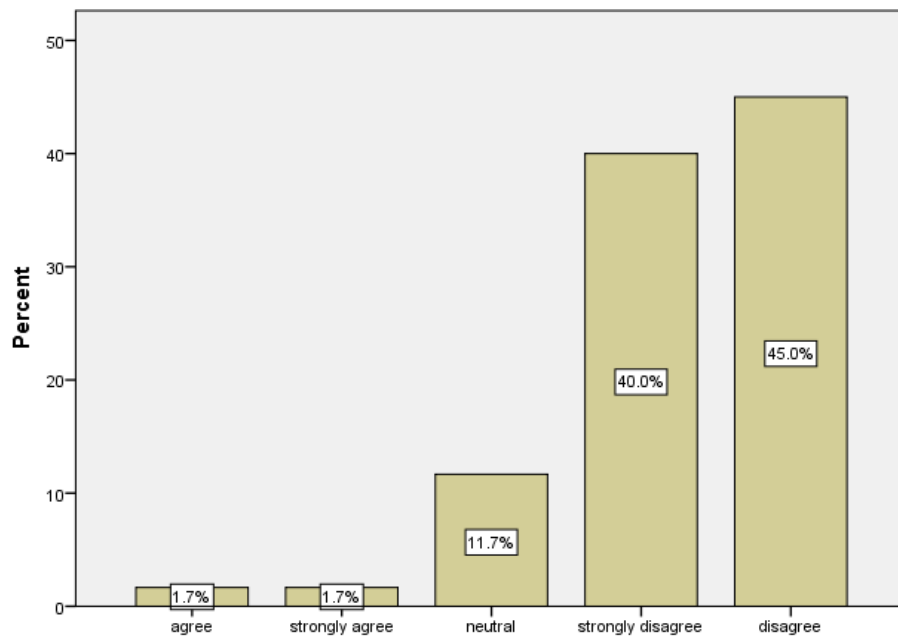
Figure (4.16) Overcoming the anxiety

From the above table and figure (4.16) It is clear that there are (2) participants in the study's sample with percentage (1.7%) strongly agreed with There are (1) participants with percentage (1.7%) agree with the same opinion and (7) participants (11.7%) not sure, (24) participants (40.0.3%) disagree ,and (37) participants (45.0%) strongly disagree with "Secondary school teachers help students to overcome the anxiety through using classroom interaction strategies to enhance students oral skill ".

Statement (17) secondary school students fell shy while communicating.

Table (4.17) Shyness while communicating

		Frequency	Percent
Valid	strongly disagree	1	1.7
	Disagree	1	1.7
	Neutral	3	5.0
	Agree	9	15.0
	strongly agree	46	76.7
	Total	60	100.0
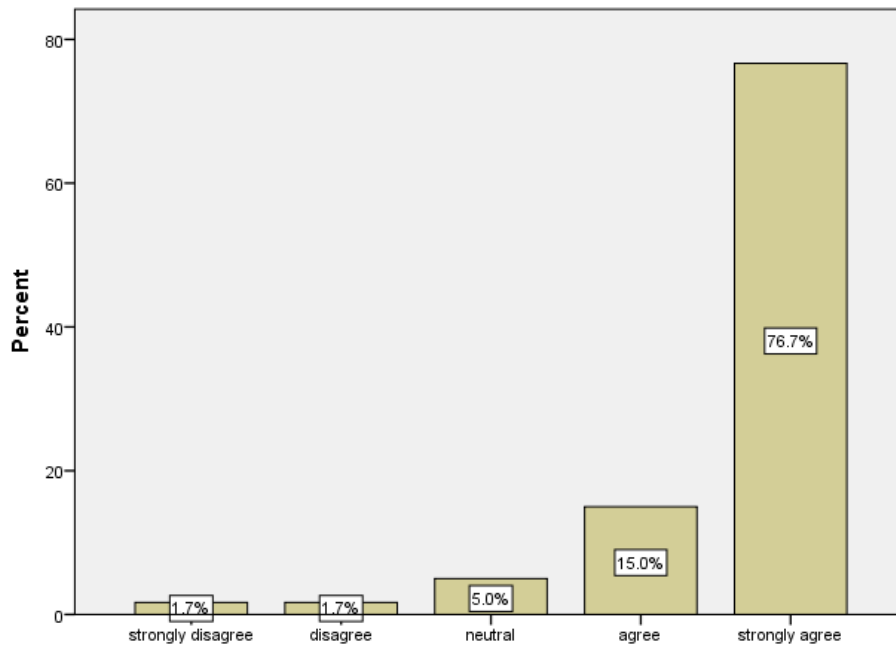
Figure (4.17) Shyness while communicating

From the above table and figure (4.17) It is clear that there are (46) participants in the study's sample with percentage (76.7%) strongly agree with "Secondary school students fell shy while communicating ". There are (9) participants (15.0%) agree,(3) participants (5.0%) not sure,(1) participants, (1.7%) disagree ,and (1) participants (1.7%) strongly disagree.

Statement (18) Lack of vocabulary hinders secondary school students to speak orally.

Table (4.18) Lack of vocabulary hinders students to speak

		Frequency	Percent
Valid	strongly disagree	2	3.3
	neutral	3	5.0
	agree	18	30.0
	strongly agree	37	61.7
	Total	60	100.0
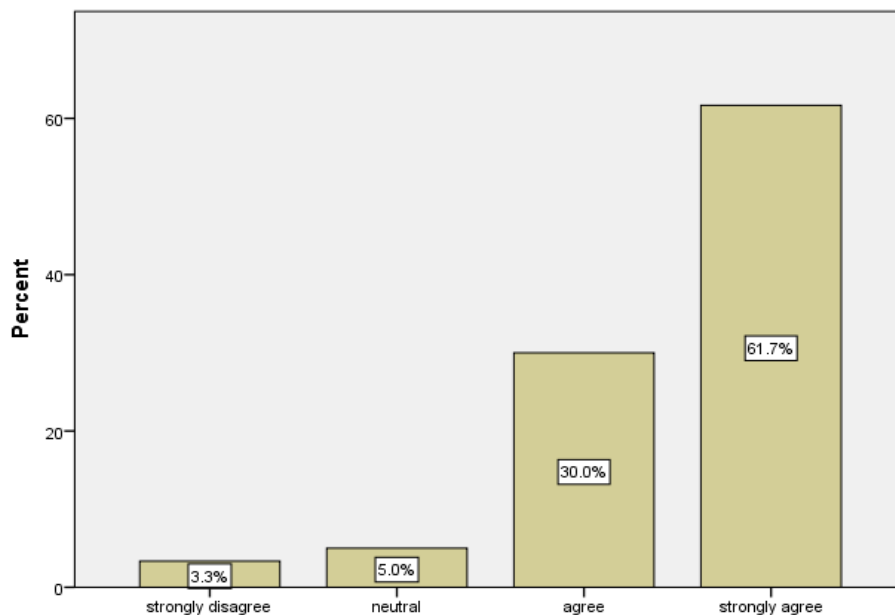
Figure (4.18) Lack of vocabulary hinders students to speak.
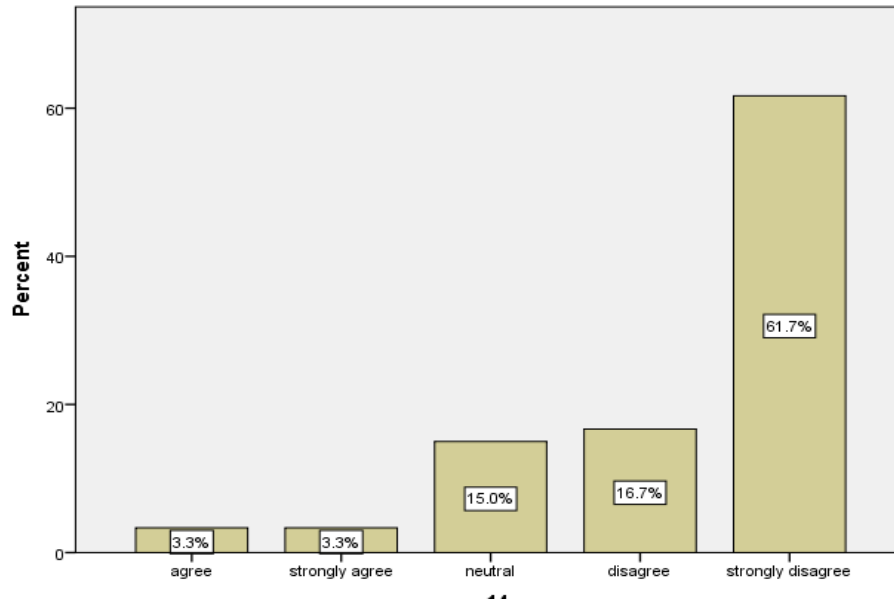
From the above table and figure (4.18) It is clear that there are (37) participants in the study's sample with percentage (61.7%) strongly agree with "Lack of vocabulary hinders secondary school students to speak orally.". There are (18) participants (30.0%) agree, (4) participants (5.0%) not sure, (1) participants (3.3%) disagree, and (1) participants with (3.3%) strongly disagree.

Statement (19) Secondary school students lack self-confidence when interacting with peers inside the classroom

Table (4.19) Students lack self confidence

		Frequency	Percent
Valid	neutral	1	1.7
	strongly disagree	2	3.3
	disagree	2	3.3
	agree	18	30.0
	strongly agree	37	61.7
	Total	60	100.0
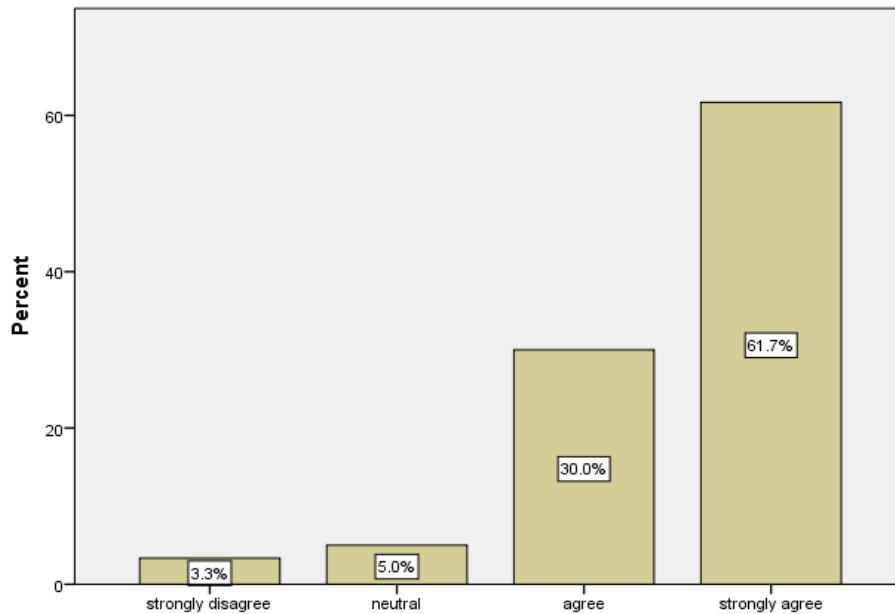
Figure (4.19) Students lack self-confidence.

From the above table and figure (4.19) It is clear that there are (37) participants in the study's sample with percentage (60.8%) strongly agreed with "Secondary school students lack self-confidence when interacting with peers inside the classroom ". There are (18) participants (30.0%) agree, (1) participants (2.6%) not sure, (2) participants (3.3%) disagree and (2) participants (3.3%) strongly disagree.

Statement (20) Secondary school students are afraid of making mistakes w**hen interacting with peers inside the classroom.**

Table (4.20) Students are afraid to make mistakes

|		Frequency	Percent
Valid	disagree	2	3.3
	strongly disagree	3	5.0
	neutral	10	16.7
	agree	16	26.7
	strongly agree	29	48.3
	Total	60	100.0
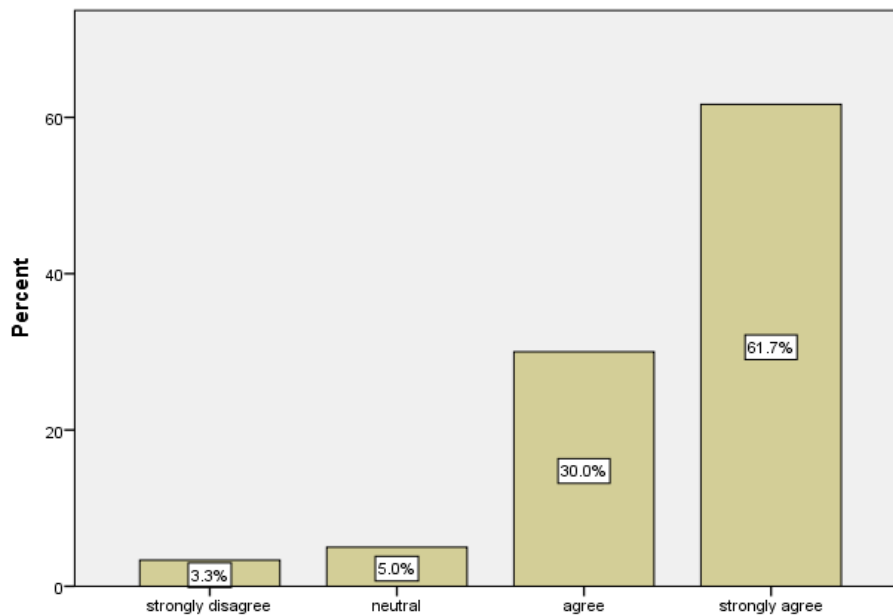
Figure (4.20) Students are afraid to make mistakes

From the above table and figure (4.20) It is clear that there are (29) participants in the study's sample with percentage (48.3%) strongly agree with "Secondary school students are afraid of making mistakes when speaking ". There are (16) participants with percentage (29.2%) agree, (11) participants (17.5%) not sure, (1) participants (1.7%) disagree, and (3) participants (3.3%) strongly disagree.

Statement (21) Secondary school students are not given enough time to practice orally.

Table (4.21)   Practicing orally

|		Frequency	Percent
Valid	disagree	1	1.7
	strongly disagree	3	5.0
	neutral	9	15.0
	agree	16	26.7
	strongly agree	31	51.7
	Total	60	100.0
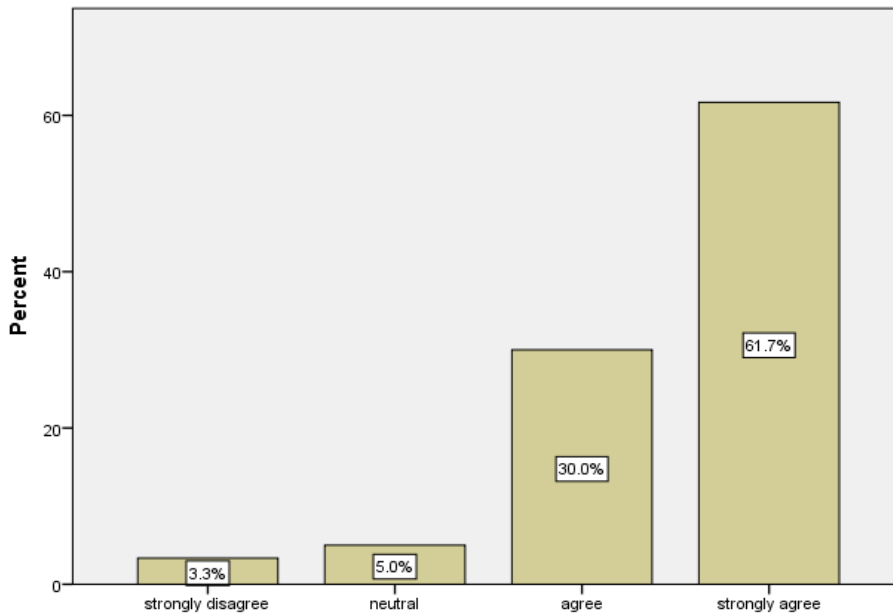
Figure (4.21) Practicing orally

From the above table and figure (4.21), it is clear that there are (31) participants in the study's sample with percentage (74.0%) strongly agree with "Secondary school students are not given enough time to practice orally". There are (16) participants (15.3%) agree, (9) participants (7.3%) not sure,(1) participants (1.7%) disagree, and (1) participants (1.7%) strongly disagree

Statement (22) Secondary school students have poor listening practice inside the classroom.

Table (4.22) Poor listening practice

		Frequency	Percent
Valid	strongly disagree	1	1.7
	disagree	1	1.7
	neutral	1	1.7
	agree	2	3.3
	strongly agree	55	91.7
	Total	60	100.0
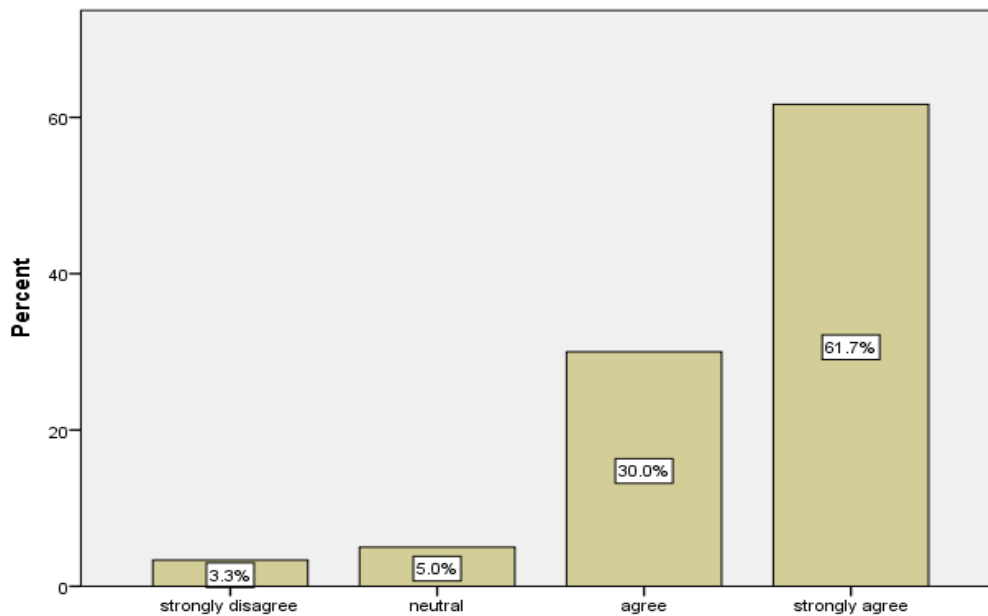
Figure (4.22) Poor listening practice

From the above table and figure (4.22) It is clear that there are (55) participants in the study's sample with percentage (88.3%) strongly agree with "Secondary school students have poor listening practice inside the classroom.". There are (2) participants with percentage (3.3%) agree, (1) participants (1.7%), not sure,(1) participants(4.2%) disagree, and (1) participants (2.5%) strongly disagree.

Statement (23): Lack of teachers' motivation make the students feel uncomfortable to speak orally inside the classroom

Table (4.23) Lack of teachers' motivation

		Frequency	Percent
Valid	strongly disagree	1	1.7
	neutral	1	1.7
	disagree	3	5.0
	agree	19	31.7
	strongly agree	36	60.0
	Total	60	100.0
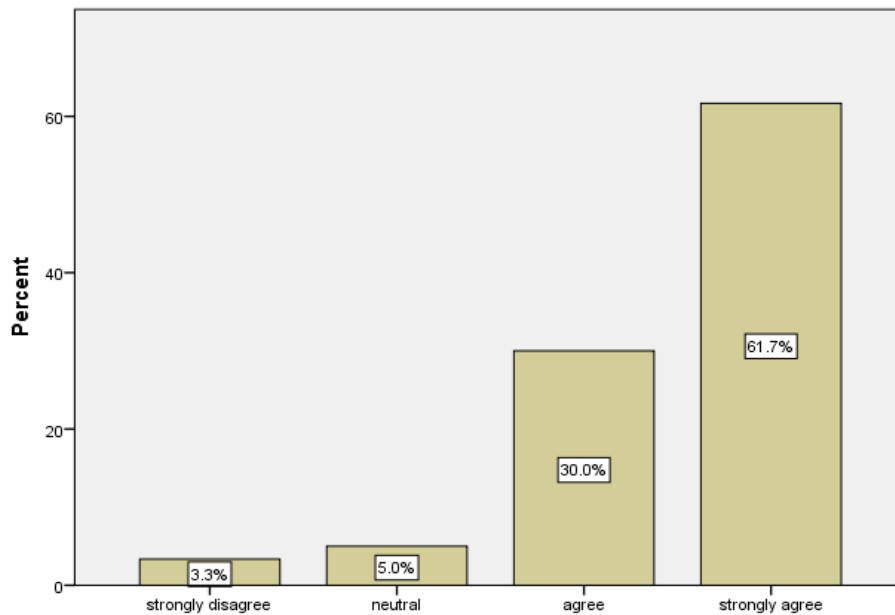
Figure (4.23) Lack of teachers' motivation

From the above table and figure (4.23), it is clear that there are (36) participants in the study's sample (65.0%) strongly agree with "Lack of teachers' motivation make the students feel uncomfortable to speak orally inside the classroom ". There are (19) participants (27.5%) agree, (1) participants (1.7%) not sure, (3) participants (3.3%) disagree, and (1) participants (2.5%) strongly disagree.

Statement (24) Secondary school students are interested when
a teacher interacts with them during teaching process**.**

Table (4.24) Students are interested during teaching
process.

		Frequency	Percent
Valid	disagree	2	3.3
	neutral	3	5.0
	strongly disagree	4	6.7
	agree	10	16.7
	strongly agree	41	68.3
	Total	60	100.0
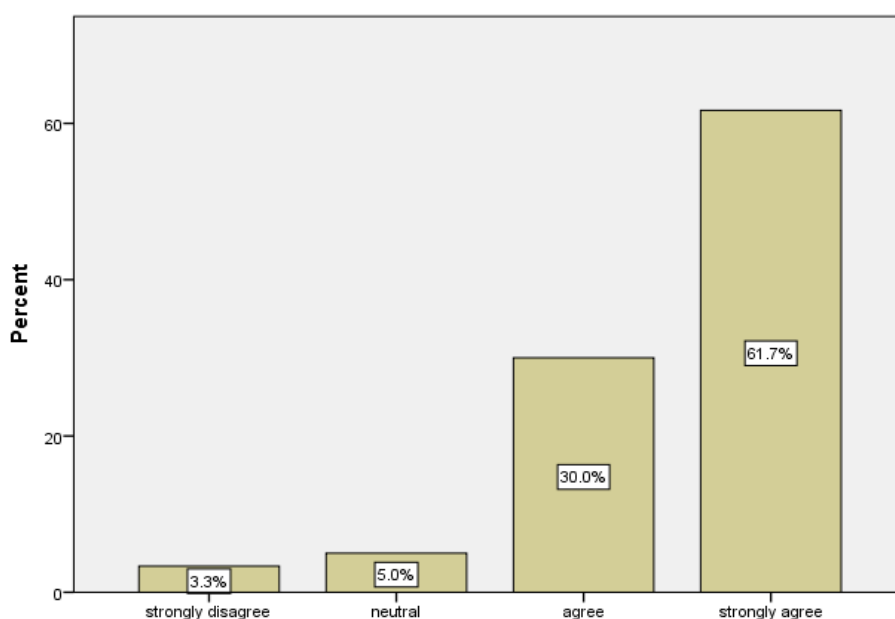
Figure (4.24) Interesting during teaching process.

From the above table and figure (4.24) It is clear that there are (41)
participants in the study's sample with percentage (65.0%) strongly
agree with "Secondary school students are interested when a teacher
interacts with them during teaching process ". There are (11)
participants (27.5%) agree, (2) participants (1.7%) not sure,(2)
participants (3.3%) disagree, and (4) participants (2.5%) strongly
disagree.

Table (4.25) Chi-square for hypothesis No (1): **Secondary School Teachers do not use Classroom Interaction Strategies in teaching oral skill**

No	Statements	Mean	SD	Chisquare	p-value
1	Secondary school teachers use " questioning strategies" when interacting with students inside the classroom	4.1	4.1	22	0.000
2	Secondary school teachers' use" controlling strategies "when interacting with students orally.	3.8	0.5	19	0.000
3	Some of the English language teachers use "cooperative strategies" during teaching process	4.0	.90	31	0.000
4	Some of the English language teachers are aware of classroom oral interaction strategies.	4.2	1.6	22	0.000
5	Secondary school teachers use" scaffolding (dialogue technique) in teaching students oral skill	3.9	.70	36	0.000
6	Secondary school teachers use "pair work techniques" in teaching students oral skill.	4.2	1.5	23	0.000
7	Sudanese secondary school English language syllabus does not estimate oral skill.	4.5	.60	22	0.000
8	Secondary school teachers use "Group work techniques "in teaching students oral skill.	4.1	3.5	38	0.001

- The calculated value of chi-square for the significance of the
- differences for the respondent's answers in the statement No. (1) was(22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differencesat 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 " ***Secondary school teachers use " questioning strategies" when interacting with students inside the classroom*** ".

- 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 difference sat 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 " ***Secondary school teachers use" controlling strategies " when interacting with students orally*** ".

- 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 differencesat 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 " ***Some of the English language teachers use "cooperative strategies" during teaching process*** ".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4) was(22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically

significant differencesat 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 " *Some of the English language teachers are aware of classroom oral interaction strategies*.".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (5) 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 (11.7). This indicates that, there are statistically significant differencesat 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 " *Secondary school teachers use" scaffolding (dialogue technique) in teaching students oral skill*".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (6) 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 differencesat 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 " *Secondary school teachers use "pair work techniques" in teaching students oral skill*.".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (7) was(22) which is greater than the tabulated value of chi-square at

the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differencesat 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" *Sudanese secondary school English language syllabus does not estimates oral skill.".*

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (8) was(38) 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 differencesat the level (5%) among the answers of the respondents, and also the calculated mean is(3.1) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement " *Secondary school teachers use " Group work techniques " in teaching students oral skill*.

According to the above results the hypothesis No. (1) is accepted so it's true that Secondary School Teachers do not use Classroom Interaction Strategies in Teaching oral skill

Table (4.26) Chi–square test for hypothesis No. (2): Secondary School Teachers have Positive attitude Towards suing Classroom Interaction Strategies to enhance students oral skill

No	Statement	mean	SD	Chi square	p-value
1	Teachers encourage students to participate inside the classroom	4.1	2.1	27	0.000
2	Oral test should be part of testing English language	3.8	1.5	29	0.000
3	Sudanese secondary school teachers are well trained in teaching oral skill	4.0	.50	34	0.000
4	Teacher have strong desire to use classroom interaction inside the classroom.	4.2	1.6	27	0.000
5	Teacher motivate students to be more active through classroom interaction in developing oral skill	3.9	2.7	23	0.000
6	Secondary school teachers support students to participate in oral discussion.	4.2	1.5	30	0.000
7	Secondary school teachers encourage students to make conversations through pair work activities	4.5	.60	24	0.000
8	Secondary school teachers help students to overcome the anxiety through using classroom interaction strategies to enhance students oral skill	4.1	3.5	33	0.001

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1) 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 " ***Teachers encourage students to participate inside the classroom''.***

▪ The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2) was (29) 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 "***T Oral test should be part of testing English language ''.***

▪ The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3) was (34) 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 " ***Sudanese secondary school teachers are well trained in teaching oral skill*** ".

▪ The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (4) 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(2.4) which is greater than the hypothesized mean (2.3) which support the respondents

who agreed with the statement " ***Teacher have strong desire to use classroom interaction inside the classroom*** ".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (5) 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(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement " ***Teacher motivate students to be more active through classroom interaction in developing oral skill*** ".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (6) was (30) 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 " ***Secondary school teachers support students to participate in oral discussion*** ".

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (7) 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 (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 " ***Secondary school teachers encourage students to make conversations through pair work activities ''.***

- The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No. (8) 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 (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(3.2) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement " ***Secondary school teachers help students to overcome the anxiety through using classroom interaction strategies to enhance students oral skill*** ".

According to the above results, the hypothesis No. (2) is accepted so Secondary School Teachers have negative attitude Towards using Classroom Interaction Strategies to enhance students oral skill

Table (2.27) Chi –square test for hypothesis No. (3): Secondary School face difficulties in speaking orally.:

No.	Statement	mean	S D	Chi square	p-value
1	Secondary school students feel shy while communicating	3.8	3.4	25	0.000
2	Lack of vocabulary hinders secondary school students to speak orally	4.5	1.5	19	0.000
3	Secondary school students lack self-confidence when interacting with peers inside the classroom	4.4	.90	31	0.000
4	Secondary school students are afraid of making mistakes when speaking	4.9	1.6	25	0.000
5	Secondary school students are not given enough time to practice orally	4.6	.70	36	0.000
6	Secondary school students have poor listening practice inside the classroom	4.7	1.5	23	0.000
7	Lack of teachers motivation make the students feel uncomfortable to speak orally inside the classroom	4.8	.60	27	0.000
8	Secondary school students are interested when a teacher interacts with them during teaching process	2.0	3.5	32	0.001

- 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 differencesat 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 " *Secondary school students fell shy while communicating* ".

- 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 differencesat 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 "*In Lack of vocabulary hinders secondary school students to speak orally* ".

- 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 differencesat 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 " *Secondary school students lack self confidence when interacting with peers inside the classroom* ".

- 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 differencesat the level (5%) among the answers of the respondents, and also the calculated mean is(2.4) which is

greater than the hypothesized mea (2.3) which support the respondents who agreed with the statement " ***Secondary school students are afraid of making mistakes when speaking*** ".

- 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 " ***Secondary school students are not given enough time to practice orally*** ".

- 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 " ***Secondary school students have poor listening practice inside the classroom*** ".

- 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 " ***Lack of teachers motivation make the students feel uncomfortable to speak orally inside the classroom s***".

- 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 " ***Secondary school students are interested when a teacher interacts with them during teaching process ''.***

According to the above results, the hypothesis No. (3) is accepted so it is truethat Secondary School students have difficulties to interact orally.

4.2 The Analysis of the classroom observation

Item (1) Teacher uses " improving questioning strategies when interacting with students inside the classroom

Table (4.28) Using " improving questioning strategies

Valid	Frequency	Percent %
Always	17	85.0
Never	2	10.0
Rarely	1	5.0
Total	**20**	**100**

Figure (4.25) Using improving questioning strategies.

It is clear from the table and figure above that most secondary schools Teachers did that always with percentage (85.0%) that means Sudanese secondary schools Teacher always uses " improving questioning strategies when interacting with students inside the classroom.

Item (2) Teacher speaks clearly

Table (4.29**) Teacher** speaks clearly

Valid	Frequency	Percent %
Always	18	90.0
Never	1	5.0
Rarely	1	5.0
Total	**20**	**100**
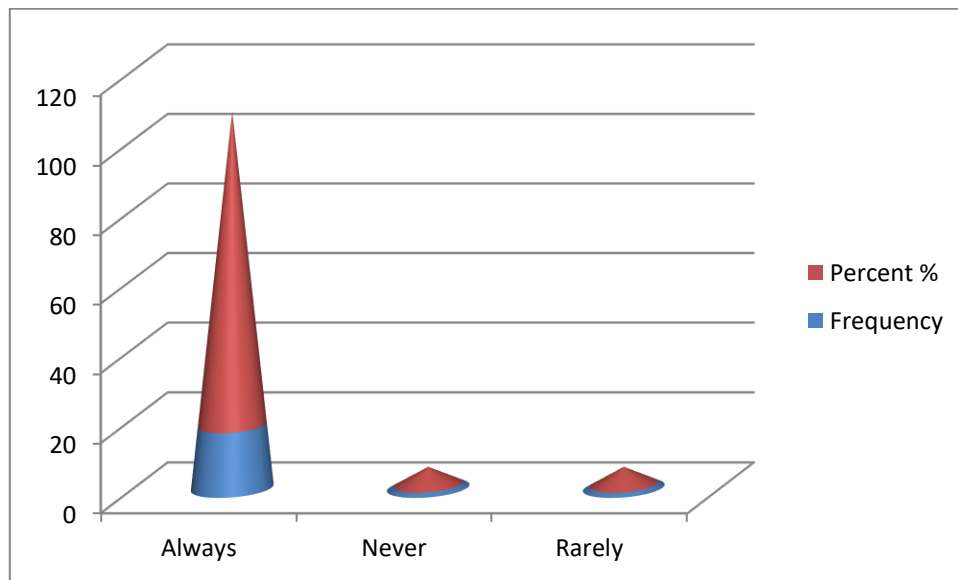
Figure (4.26) Teacher speaks clearly.

It is clear from the table and figure above that most secondary schools Teachers did that always with percentage **(**90.0%**)** that means Sudanese secondary schools teacher always speaks clearly .

Item (3) Teacher uses" controlling strategies" during teaching process

Table (4.30) Using " controlling strategies"

Valid	Frequency	Percent %
Always	4	20.0
Never	6	30.0
Rarely	10	50.0
Total	**20**	**100**
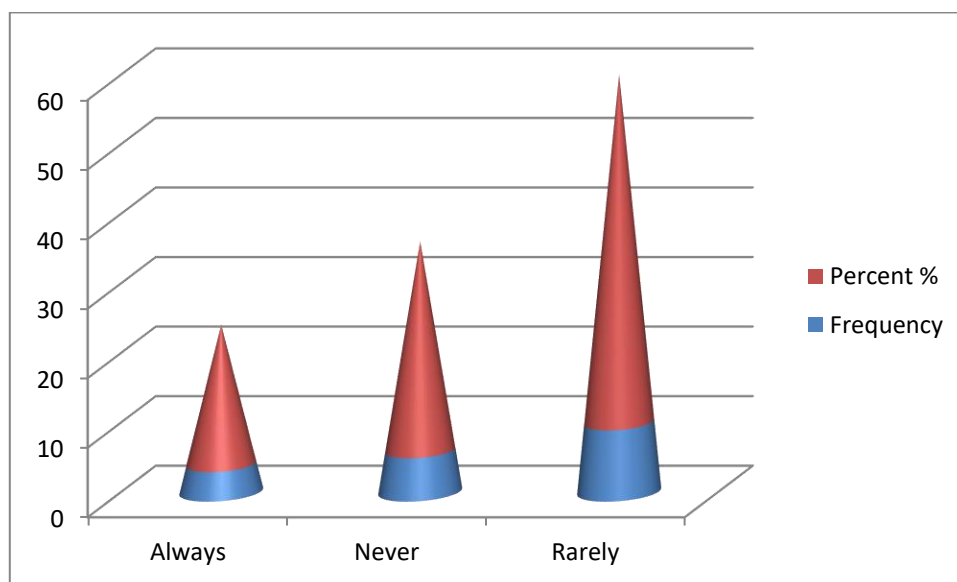
Figure (4.27) Using controlling strategies.

Teachers did that rarely with percentage (50.0%) that means Sudanese secondary schools Teacher rarely uses" controlling strategies" during teaching process

Item No (4) Teacher uses cooperative strategies" when interacting with students in oral activities

Table (4.31) Using" cooperative strategies"

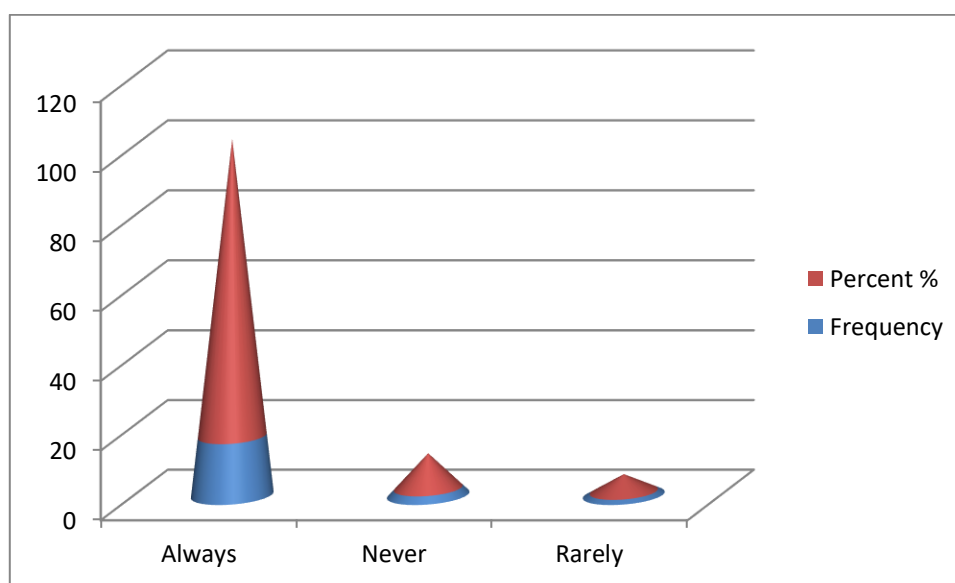| Valid	Frequency	Percent %
Always	5	25.0
Never	7	35.0
Rarely	8	40.0
Total	**20**	**100**
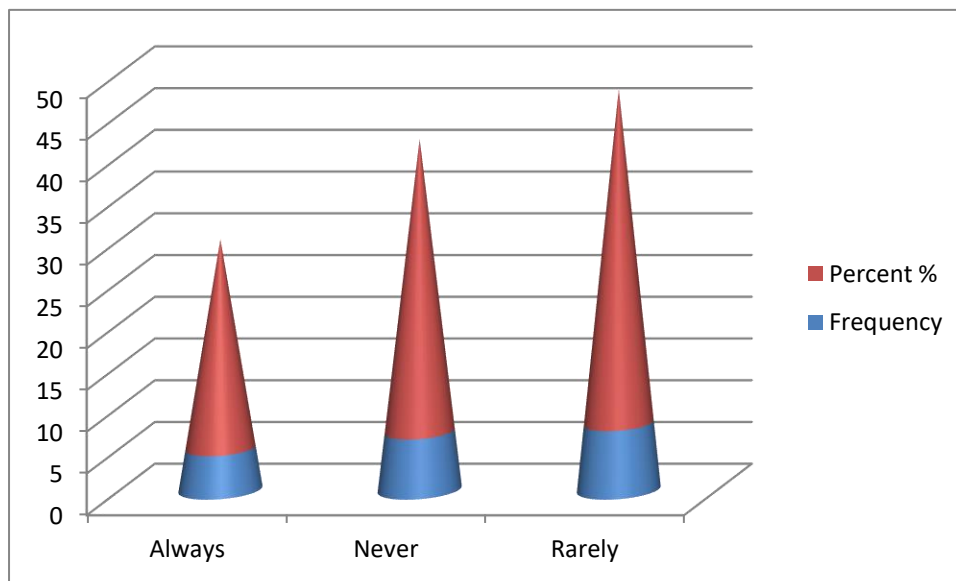
Figure (4. 28) Using cooperative strategies.

It is clear from the table and figure above that most secondary schools Teachers did that rarely with percentage **(**40.0%**)** that means Sudanese secondary schools Teacher   rarely   uses cooperative strategies" when interacting with students in oral activities

Item (5) Teacher uses teaching materials effectively.

Table (4.32) Using teaching materials effectively

Valid	Frequency	Percent %
Always	2	10.0
Never	11	55.0
Rarely	7	35.0
Total	**20**	**100**
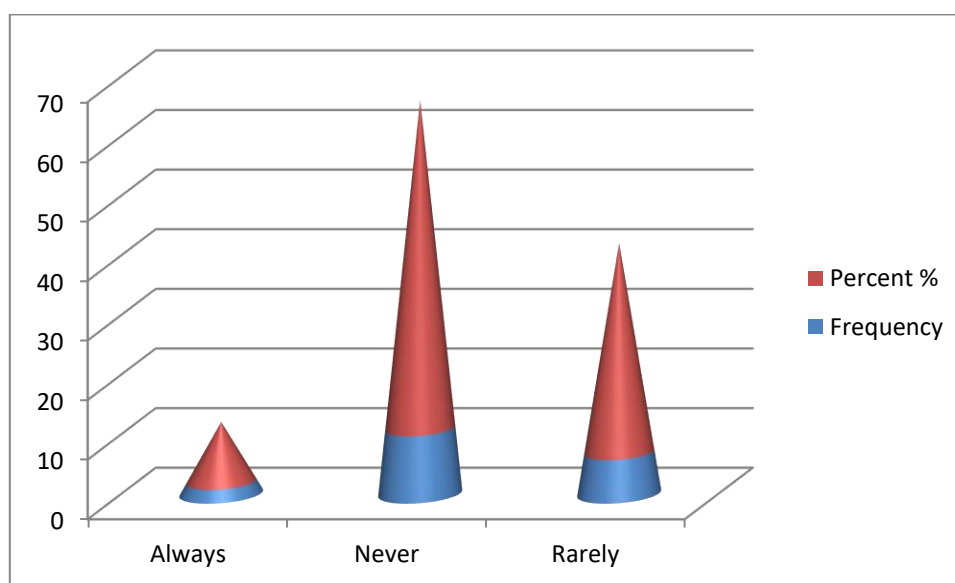
Figure (4.29) Using teaching materials effectively.

It is clear from the table and figure above that most secondary schools Teachers did that never with percentage (55.0%) that means Sudanese secondary schools Teacher never uses teaching materials effectively

Item (6) Teacher talking time is more than learners talking time.

Table (4.33) Talking time

Valid	Frequency	Percent %
Always	15	75.0
Never	2	10.0
Rarely	3	15.0
Total	**20**	**100**
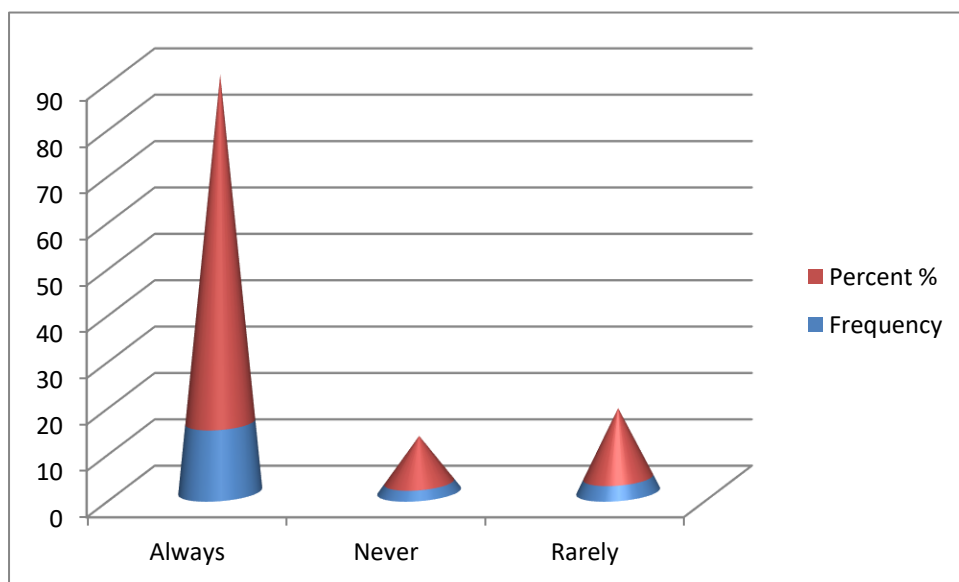
Figure (4.30) Talking time

It is clear from the table and figure above that most secondary schools Teachers did that always with percentage (**75**.0%) that means Sudanese secondary schools' teacher always talking more time than learners talking time.

Item (7) the teacher is skillful in classroom interaction

Table (4.34) Skillful in classroom interaction

Valid	Frequency	Percent %
Always	3	15.0
Never	12	60.0
Rarely	5	25.0
Total	**20**	**100**
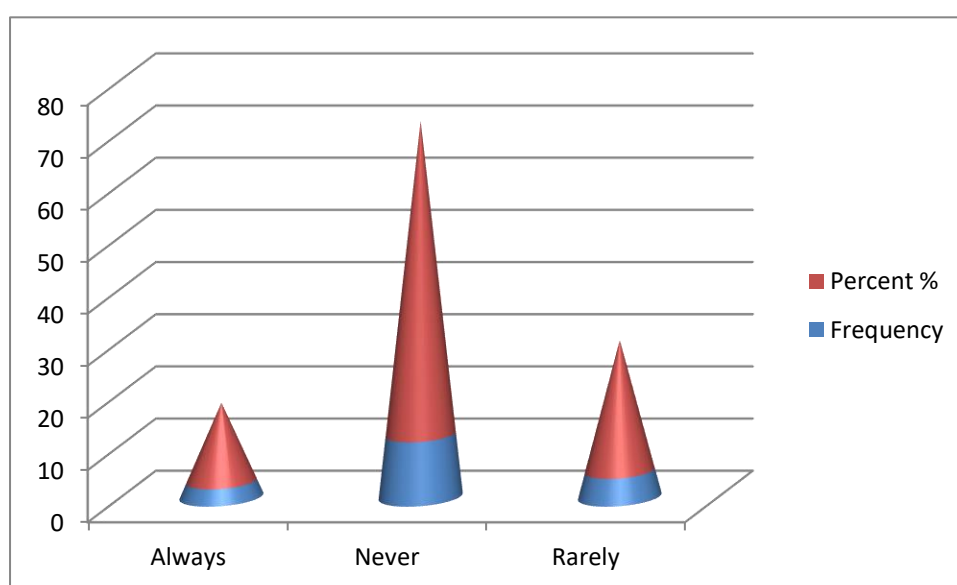
Figure (4.31) Skillful in classroom interaction

It is clear from the table and figure above that most secondary schools Teachers did that never   with percentage **(60**.0%**)** that means Sudanese secondary schools' teacher never   skillful in classroom interaction.

Item No (8) Teacher gives equal chance for all students

Table (4.35) Teacher gives equal chance for all students

Valid	Frequency	Percent %
Always	13	65.0
Never	2	10.0
Rarely	5	25.0
Total	**20**	**100**
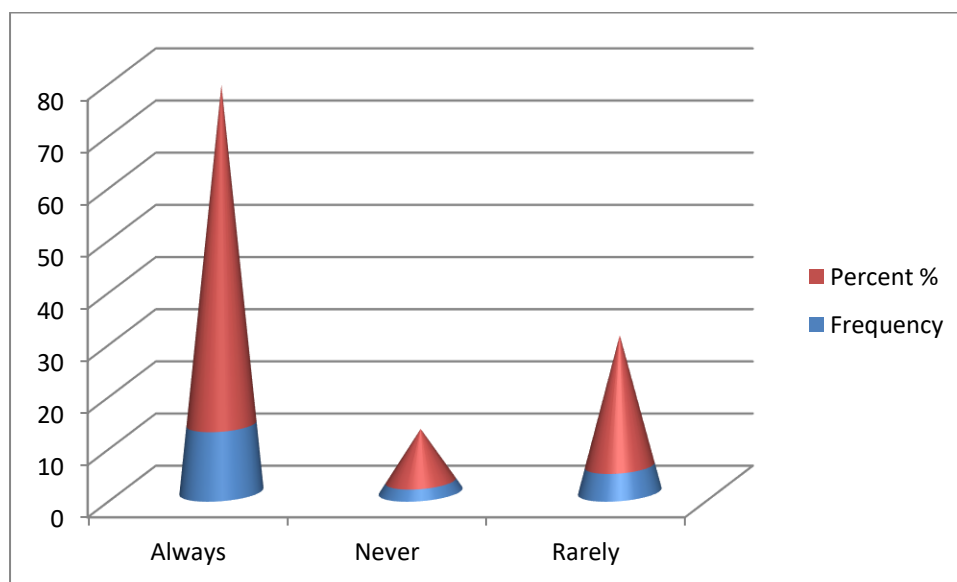
Figure (4.32) Teacher gives equal chance for students

It is clear from the table and figure above that most secondary schools Teachers did that always   with percentage **(65**.0%**)** that means Sudanese secondary schools Teacher always gives equal chance for all students

Item (9) Teacher focuses on fluency rather than accuracy.

Table (4.36) Focuses on fluency rather than accuracy

Valid	Frequency	Percent %
Always	1	5.0
Never	15	75.0
Rarely	4	20.0
Total	**20**	**100**
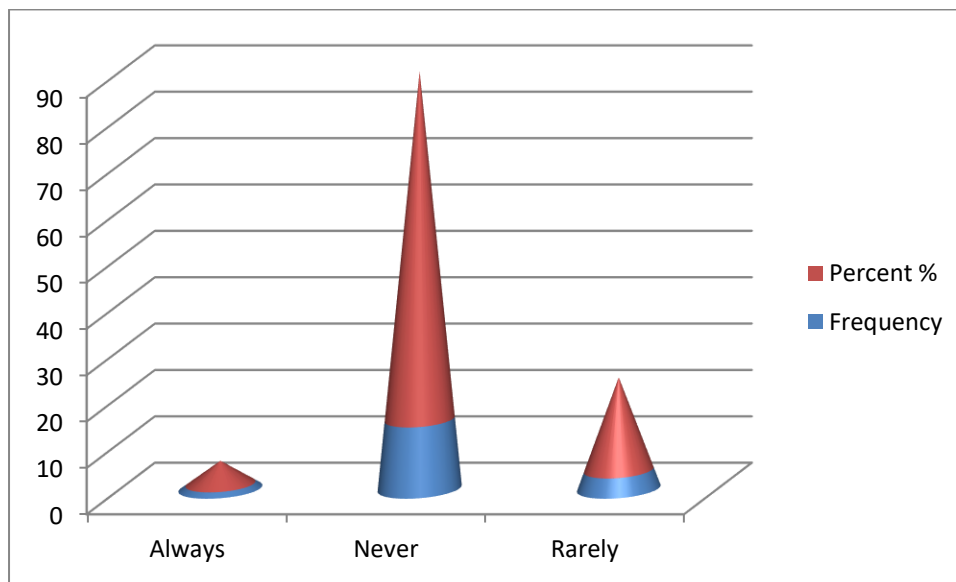
Figure (4.33) Focuses on fluency rather than accuracy.

It is clear from the table and figure above that most secondary schools Teachers did that never with percentage **(75**.0%**)** that means Sudanese secondary schools Teacher never   focuses on fluency

Item (10) Teacher focuses on accuracy more than fluency.

Table (4.37) focuses on accuracy more than fluency

Valid	Frequency	Percent %
Always	15	75.0
Never	5	25.0
Rarely	0	0.0
Total	**20**	**100**
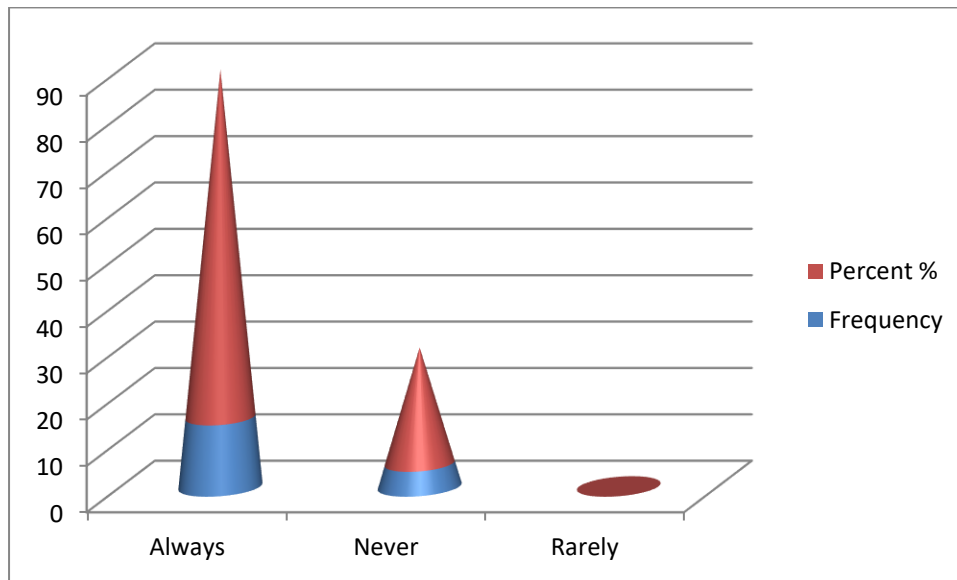
Figure (4.34) focuses on accuracy more than fluency.

It is clear from the table and figure above that most secondary schools Teachers did that always with percentage **(75**.0%**)** that means Sudanese secondary schools Teacher always focuses on accuracy more than fluency.

Item (11) Teacher has a good command over the syllabus

Table (4.38) has a good command over the syllabus

Valid	Frequency	Percent %
Always	9	45.0
Never	4	20.0
Rarely	7	35.0
Total	**20**	**100**
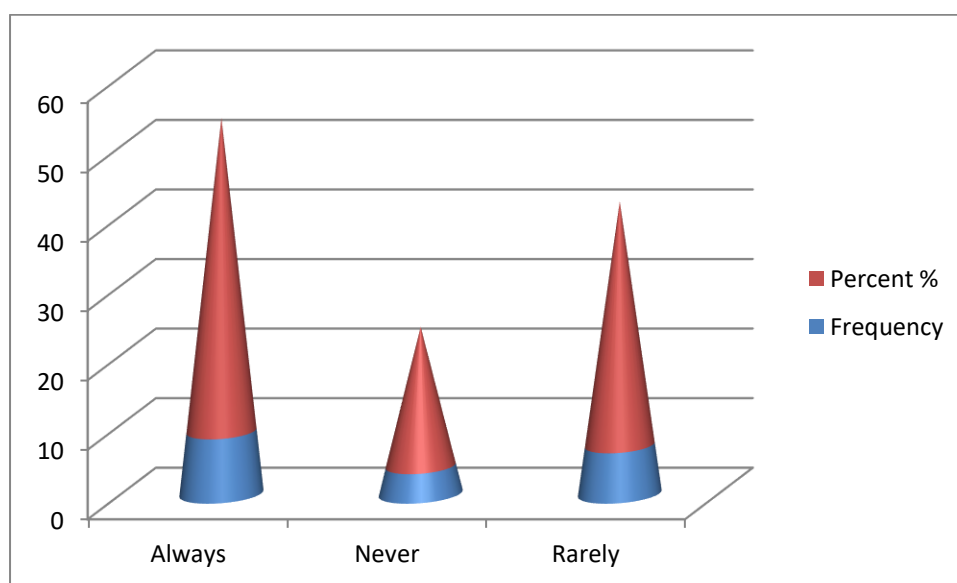
Figure (4.35) Has a good command over the syllabus

It is clear from the table and figure above that most secondary schools Teachers did that always with percentage **(45**.0%**)** that means Sudanese secondary schools Teacher always has a good command over the syllabus

Item (12) Teacher is competent in using teaching materials (audio – visual aids).

Table (4.39) Using teaching materials

Valid	Frequency	Percent %
Always	4	20.0
Never	9	45.0
Rarely	7	35.0
Total	**20**	**100**

Figure (4.36) Using teaching materials

It is clear from the table and figure above that most secondary schools Teachers did that never with percentage **(45**.0%**)** that means Sudanese secondary schools Teacher never competent in using teaching materials (audio – visual aids).

Item (13) Teacher interrupts students while speaking

Table (4.40) Interrupting students while speaking

Valid	Frequency	Percent %
Always	3	15.0
Never	6	30.0
Rarely	11	55.0
Total	**20**	**100**

Figure (4.37) Interrupting while speaking

It is clear from the table and figure above that most secondary schools Teachers did that rarely with percentage **(55**.0%**)** that means Sudanese secondary schools Teacher rarely interrupts students while speaking.

Item (14) Students are highly motivated

Table (4.41) Students are highly motivated

Valid	Frequency	Percent %
Always	5	25.0
Never	10	50.0
Rarely	5	25.0
Total	**20**	**100**
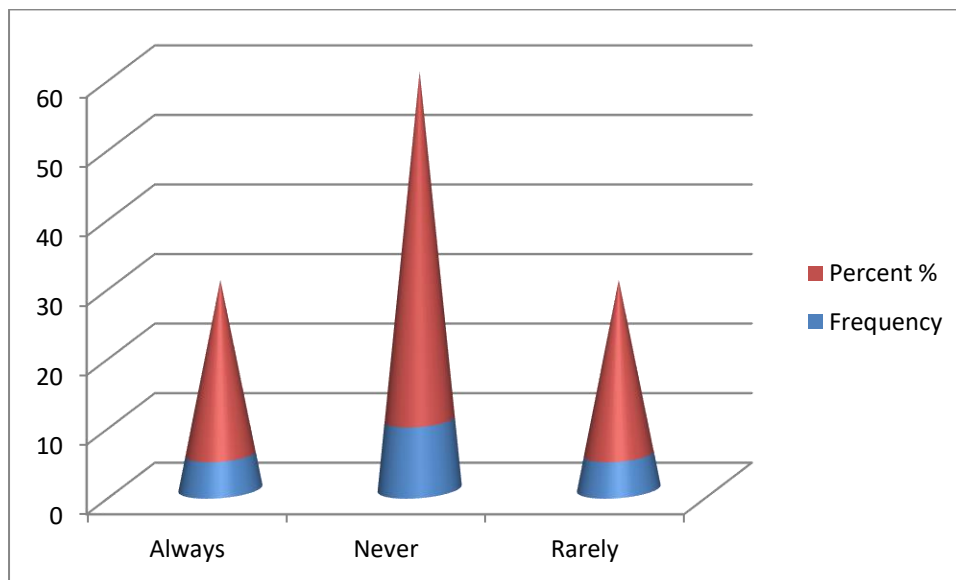
Figure (4.38) highly motivated

It is clear from the table and figure above that most secondary schools Teachers did that never with percentage **(50**.0%**)** that means Sudanese secondary schools Teacher never motivates secondary school students

Item (15) Students participate effectively

Table (4.42): Students participate effectively

Valid	Frequency	Percent %
Always	6	30.0
Never	6	30.0
Rarely	8	40.0
Total	**20**	**100**

Figure (4.39) Participating effectively

It is clear from the table and figure above that most secondary schools Teachers did that rarely with percentage **(40**.0%**)** that means Sudanese secondary schools' students rarely participate effectively.

Item (16) Students understand the lesson easily

Table (4.43) Understanding the lesson easily

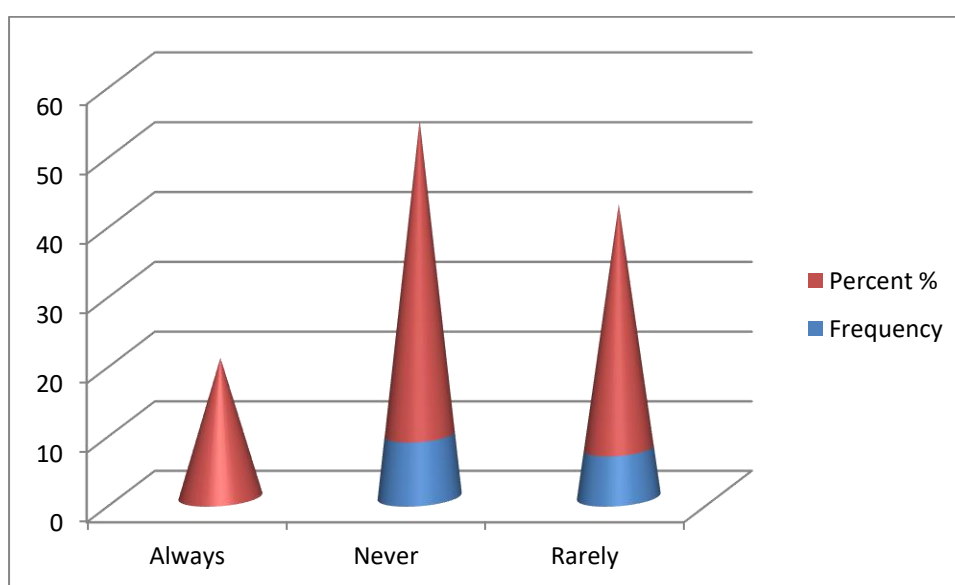| Valid	Frequency	Percent %
Always	10	50.0
Never	5	25.0
Rarely	5	25.0
Total	**20**	**100**

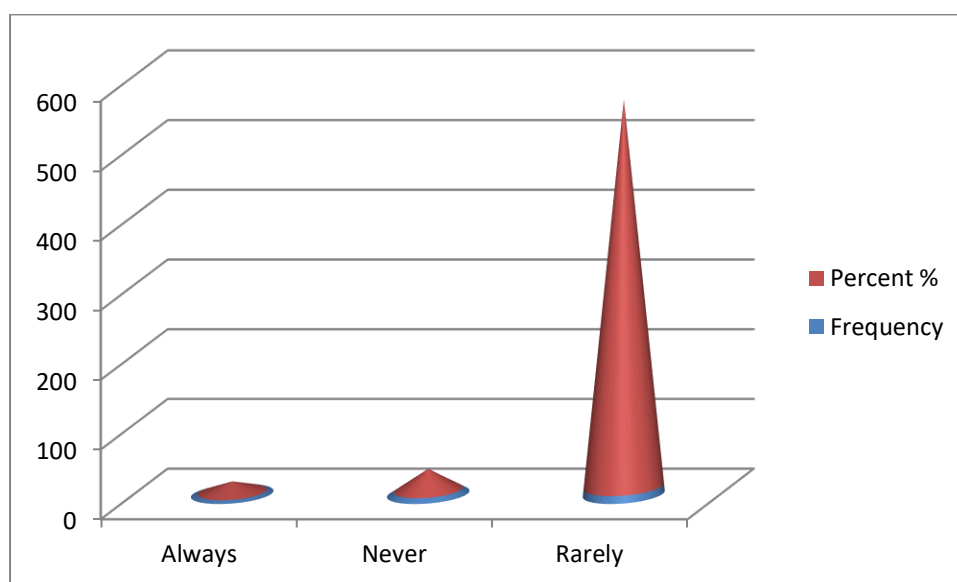**Figure (4.40) Understanding easily**.

It is clear from the table and figure above that most secondary schools Teachers did that always with percentage (**50**.0%) that means Sudanese secondary schools Student always understands the lesson easily.

Item (17) Students enjoy group and pair work activities

Table (4.44) Group and pair work activities

Valid	Frequency	Percent %
Always	18	90.0
Never	1	5.0
Rarely	1	5.0
Total	**20**	**100**

Figure (4.41) Group and pair work activities.

It is clear from the table and figure above that most secondary schools Teachers did that always with percentage (**90**.0%) that means Sudanese secondary schools Student always enjoys group and pair work activities

93

Item (18) Students afraid to make mistakes

Table (4.45) Afraid making mistakes

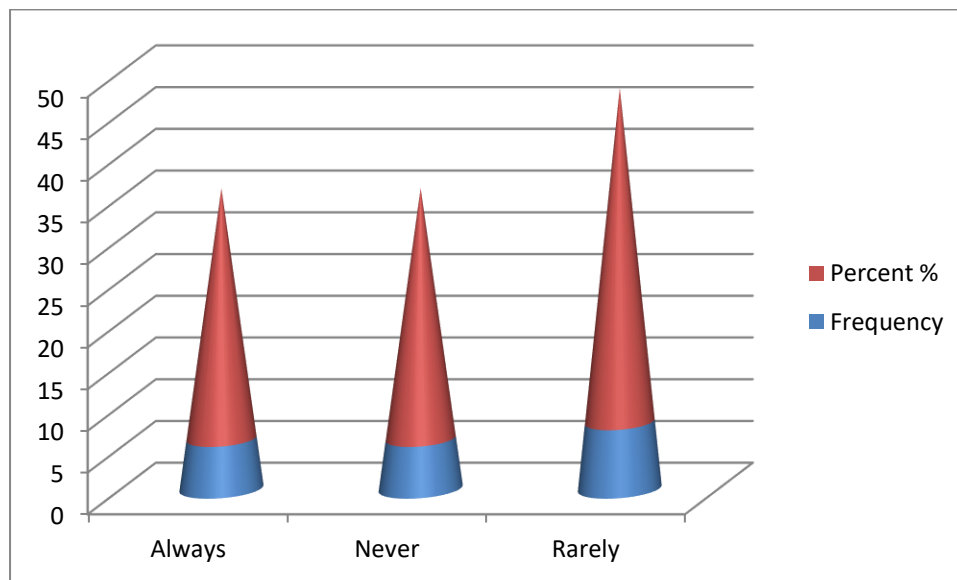| Valid	Frequency	Percent %
Always	19	95.0
Never	0	0.0
Rarely	1	5.0
Total	**20**	**100**

Figure (4.42) afraid making mistakes

It is clear from the table and figure above that most secondary schools Teachers did that always with percentage **(95**.0%**)** that means Sudanese secondary schools Student always afraid to make mistakes.

Item (19) Students lack of vocabulary

Table (4.46) Students lack of vocabulary

Valid	Frequency	Percent %
Always	10	50.0
Never	5	25.0
Rarely	5	25.0
Total	**20**	**100**

Figure (4.43) Students Lack of vocabulary

It is clear from the table and figure above that most secondary schools Teachers did that always with percentage (**50**.0%) that means Sudanese secondary schools Student always has lack of vocabulary.

Item (20) Students hesitate while speaking orally

Table (4.47) Hesitating orally.

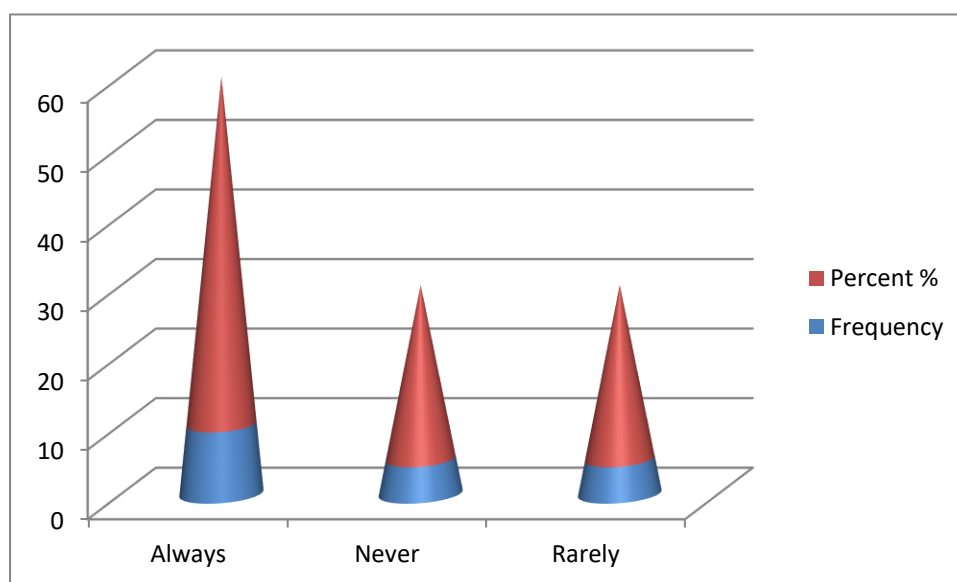| Valid	Frequency	Percent %
Always	11	55.0
Never	3	20.0
Rarely	5	25.0
Total	**20**	**100**

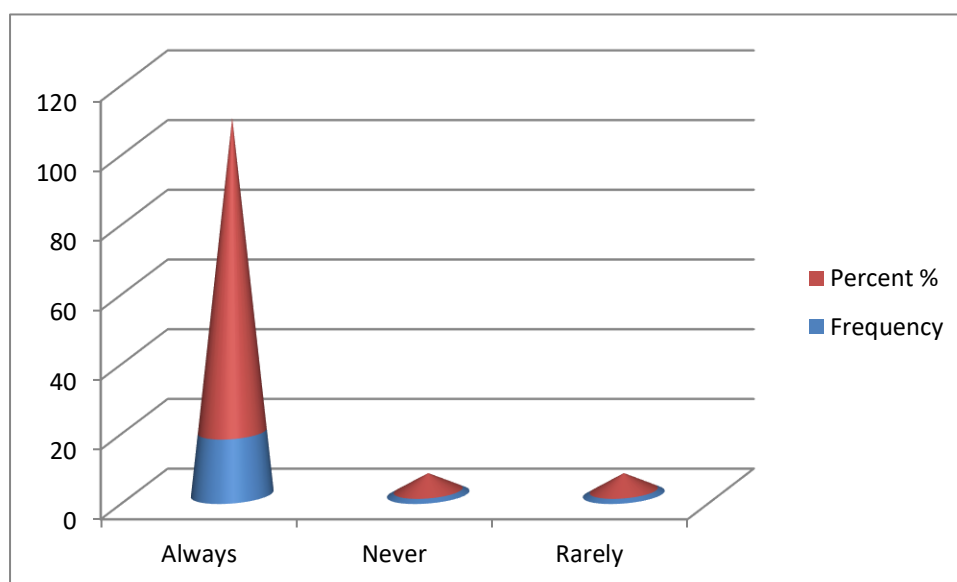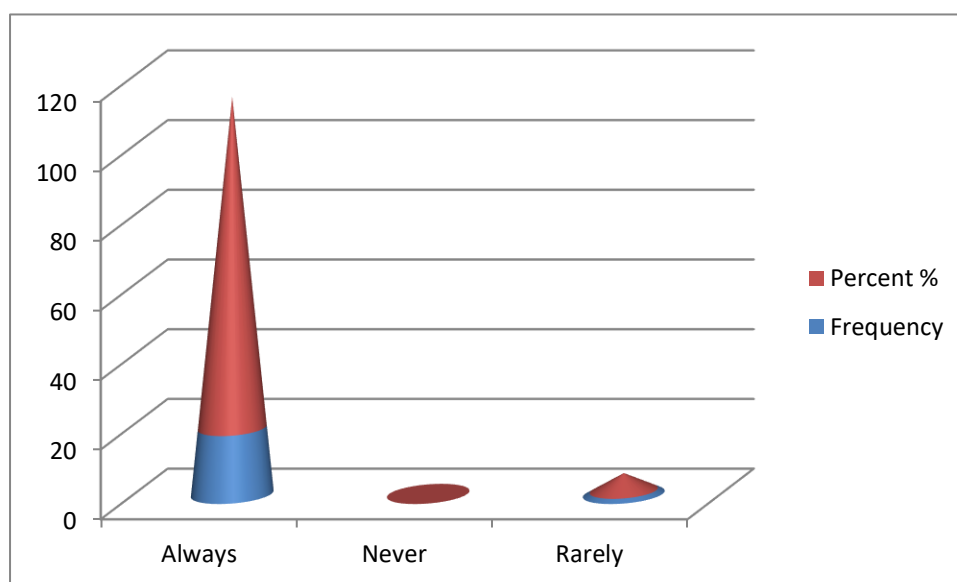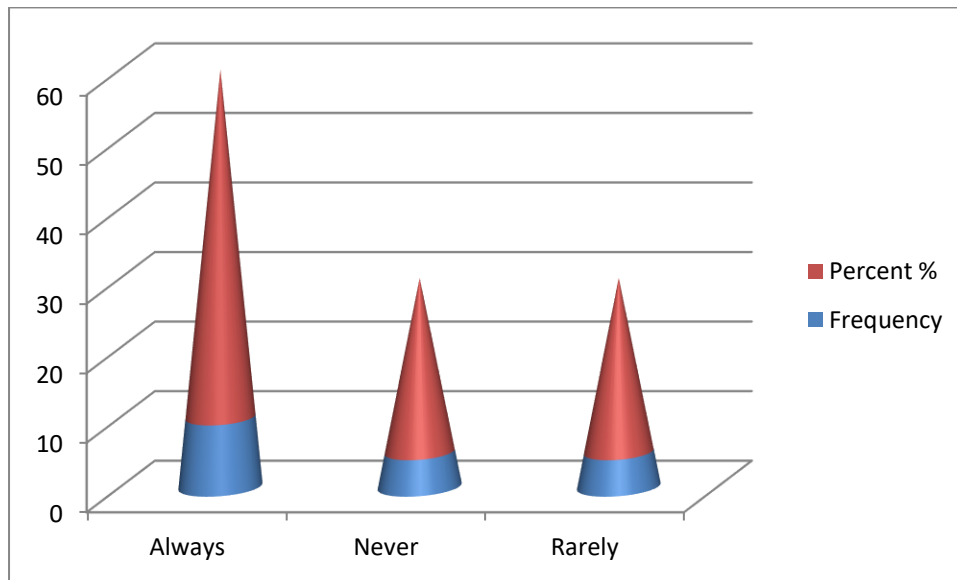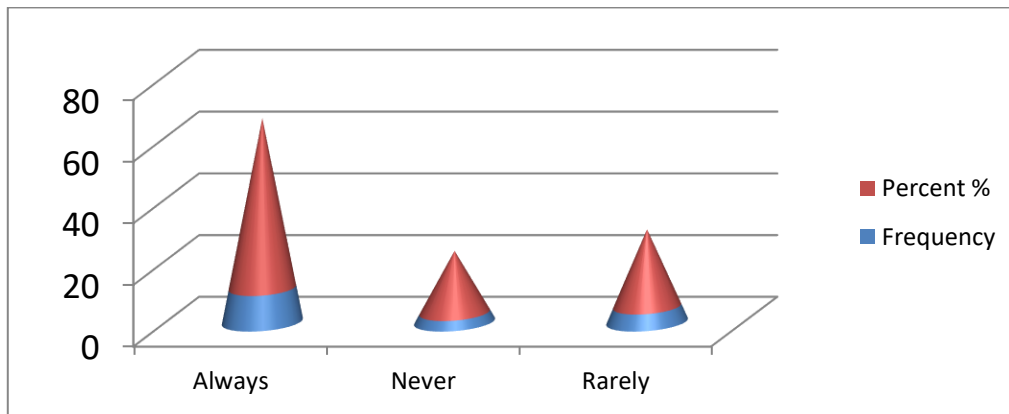**Figure (4.44) Hesitating orally.**

It is clear from the table and figure above that most secondary schools Teachers did that always with percentage (**55**.0%) that means Sudanese secondary schools Student always hesitates while speaking orally.

Table (4.48) test of hypothesis for the observation (1) by using t-test

Nom.	Statement	Mean	SD	t-test	p-value
1	Teacher uses " improving questioning strategies when interacting with students inside the classroom	2.0	2.8	21	0.000
2	Teacher speaks clearly	2.4	0.5	26	0.000
3	Teacher uses" controlling strategies" during teaching process	2.3	0.7	23	0.006
4	Teacher uses cooperative strategies" when interacting with students in oral activities	2.5	3.8	15	0.046
5	Teacher uses teaching materials effectively	2.4	2.5	22	0.000
6	Teacher talking time is more than learners talking time	2.0	1.7	12	0.000
7	The teacher is skillful in classroom interaction	2.9	4.8	34	0.000
8	Teacher gives equal chance for all students.	2.7	0.5	22	0.000
9	Teacher focuses on fluency rather than accuracy.	2.0	0.7	32	0.023
10	Teacher focuses on accuracy more than fluency.	2.6	0.5	27	0.036

We observe that the calculated values of t-test for the significance of the differences for the respondents in all observation was greater than the tabulated value of t-test at the degree of freedom (4) and the significant value level (5%) which was (4.1). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents,

Table (4.49) test of hypothesis for the observation   (2) by using t-test

Nom.	Statement	mean	SD	Chi square	p-value
1	Teacher has a good command over the syllabus	3.4	0.5	35	0.008
2	Teacher is competent in using teaching materials (audio – visual aids).	4.5	0.8	33	0.00
3	Teacher interrupts students while speaking	4	0.9	19	0.00
4	Students are highly motivated	4.2	0.5	21	0.001
5	Students participate effectively	3.7	1.4	19	0.00
6	Students understand the lesson easily	4.0	0.7	27	0.00
7	Students enjoy group and pair work activities	3.7	0.6	24	0.00
8	Students afraid to make mistakes	3.5	0.4	22	0.00
9	Students lack of vocabulary	4.5	0.8	23	0.00
10	Students hesitate while speaking orally	4	0.7	23	0.00

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

4.3 Verification of the Study Hypotheses

After analyzing and the collected data statistically and comments on each results of the table for teachers questionnaire and classroom observation for both teachers and students , the results of the research hypotheses come out as follow.

The first hypothesis stated that secondary school teachers do not use classroom interaction strategies in teaching oral skill. According to table

(4.4) which concern teacher use questioning strategies, the majority respondents (59 -2%) gave positive respondents strongly agree. Which means teacher uses questioning strategies when interacting with students? Table (4.5) using" controlling strategies" (47.5) agreed that using controlling strategies when interacting with students orally. Table (4.6) asked teachers to give their opinions about the use of "cooperative strategies" during teaching process. The majority responses (75.8 %) agreed this indicates that some of English teachers use "cooperative strategies" during teaching process. Table (4.7) English teachers are aware of classroom oral interaction. The majority responds (55.8) gave responds agree. Table (4.8) teachers use " scaffolding (dialogue technique in teaching students' oral skill a majority responds (55.9) gave a positive responds (strongly agree).

According to table (4.9) teachers use pair work techniques in teaching students' oral skill (41.7 %) agreed that used pair work in teaching oral skill. Table (4.10) syllabus does not estimate oral skill (75.8) percent this result ensures that Sudanese secondary school English language syllabus does not estimates oral skill. Table (4.11) asked teachers to give their opinions about the use of group work techniques in teaching oral skill (47.5) strongly agree.

Second hypothesis stated that teachers have a positive attitude towards using classroom interaction strategies to enhance students' oral skills. According to table (4.12) teachers encourage students to participate inside the classroom (44.3%) agreed. Table (4.13) oral test should be part of testing English language. (73.3 %) strongly agree with the statement.

Table (4.14) teachers are well trained the majority respondents (36.7) percent gave a negative responds (strongly disagree) this means secondary school teachers are not well trained well in teaching oral skills.

According to table (4.15) teachers have strong desire to use classroom interaction the majority of responds (39.7 %) strongly disagree with the statement. Table (4.16) teacher motivate students to be more active. Majority of responds that (63.4) strongly disagree with the teacher motivate students to be more active through classroom interaction in improving students oral skill. Table (4.17) teachers support students to participate in oral discussion the majority of respondent (65%) strongly disagree. Table (4.18) teachers make students to make conversations; the majority of respondents (62.5 %) strongly disagree. According to table (4.19) teachers help students to overcome anxiety through using classroom interaction strategies to enhance students' oral skill. The majority respondents (45.8%) strongly disagree.

A third hypothesis stated that secondary school students face difficulties in interact orally. According to table (4.20) students feel shy while communicating. Majority of respondents (82.5 %) gave positive respondent (strongly agree). Table (4.21) lack of vocabulary hinders secondary school students to speak. (61.3 %) strongly agree. Table (4.22) students lack of self-confidence when interacting with peers inside the classroom. (60. 8 %) strongly agreed with this statement. Table (4.23) students are afraid to make mistakes when speaking. (48. 3%) respondent with strongly agree. According to table (4.24) students are not given enough time to practice orally. Majority of respondents (74.0 %) gave positive responds strongly agree which means that teachers not given enough time to students to speak orally. Table (4.25) students have poor listening practice inside the classroom. The majority of respondents (88.3

%) gave positive responds strongly agree. According to table (4.26) lack of teacher's motivation make the students feel uncomfortable the majority respondents (65.8 %) gave positive responds strongly agree.

According to table (4.27) students are interested in teaching process .the majority respondents (69.2%) gave a positive strongly agree. The table (4.31) using questioning strategies when interacting with students inside the classroom did that always with percentage (85.0%). According to table (4.32) secondary school teachers always speak clearly with percentage (90.0 %). Table (4.33) secondary school teacher rarely uses controlling strategies during teaching process with (50.0) percentage. According to table (4.34) teacher rarely uses cooperative strategies when interacting in oral activities with percentage (40.0). Table (4.35) teacher never uses teaching materials effectively (55.0%) . according to table (4.36) with percentage (75.0%) teacher always talking time more than the learners talking time. Table (4.37) teacher never skillful in classroom interaction (60%). according to table (4. 38) teacher always gives equal chance for students. (65%). From table (4.39) with percentage (75.0 %) teacher never focuses on fluency. According to table (4.40) teacher always focuses on accuracy more than fluency with percentage (75%).

According to table (4.41) teacher always has a good command over the syllabus with percentage (45%). Table (4.42)teacher never using teaching materials (45%)   , according to table (4.43) teacher rarely interrupt students while speaking (55%).table (4.44) teacher never motivate students (50%).according to table (4.45) students rarely participate effectively with percentage (40) according to table (4.46) students always understanding the lesson easily (50%).

According to table (4.47) students always enjoy group and pair work activities. (90%). Table (4.48) students always afraid of make mistakes (95 %).according to table (4.49) students always lack of vocabulary (50%).table (4.50)students always hesitate while speaking orally (55%).

4.4 Summary of the chapter

This chapter presented the analysis of the data collected through the classroom observation and teachers' questionnaire the chapter highlighted the general results of the study presented in analyzing the data statistically by mentioning frequencies and percentage clearly. This will be used in the following chapter to answer the research questions and to verify the hypotheses of the study.

CHAPTER FIVE

Main Findings, Recommendations,
Conclusion and Suggestions for Further Studies

CHAPTER FIVE

Main Findings, Recommendations, Conclusion and Suggestions for Further Studies

5.0 Introduction

This chapter focuses on a summary of the research study, draws conclusions and gives recommendations and suggestion for further studies.

5.1 Main Findings

After analyzing the teachers' questionnaire and classroom observation checklist the researcher came out with the following findings:

1- Using questioning and controlling strategies in teaching improve students' oral skills.

2- Using dialogue technique in teaching improves students' oral skill.

3- Using pair and group work techniques in teaching improve students' oral skills.

4- Using cooperative strategies during teaching process improve students' oral skills.

5- Teachers talking time are more than learners talking time.

6- Lack of vocabulary and self -confidence hinders secondary school students to speak.

7- English language syllabus does not stimulate oral skills.

8- Secondary school students do not interact orally and have poor listening practice.

5.2 Recommendations

In the light of findings, the researcher recommends the following:

1. Teachers should use classroom interaction strategies to enhance students' oral skill.
2. Teachers should be well trained in using strategies for teaching oral skill.
3. Teachers talking should be less than the learners talking in the class.
4. Teachers should be encouraged in using teaching materials effectively.
5. Social interaction activities (Role play, dialogue, discussion, stimulation) should mainly be utilized for classroom interaction.
6. Syllabus Designers should involve the four skills of English language.
7. Teachers should use different techniques in teaching oral skills.
8. Oral test should be part of testing English language.
9. Teachers should use proper techniques audio visual aids and sufficient materials that assist in language learning at secondary schools.

5.3 Conclusion

The main aim of the research was to investigate using of classroom interaction strategies in improving student's oral skill. From the background of the study, it has been indicated that students face problems in oral skill. The researcher used descriptive analytical methods for this study. The researcher attended the lessons for teachers at different secondary schools at Karri locality to observe the interaction between teacher and students of using the different strategies in teaching oral skill during learning process.

In analyzing the data the researcher used (SPSS) statistical package programme for social science to analyzed and test the hypothesis. The study revealed that they are many factors that hinder secondary school students in speaking orally and there are some strategies that help students in improving oral skill.

5.4 Suggestions for Further Studies

1. The Impact of Using Videos in Developing Classroom Interaction in enhance students" speaking skills.
2. Investigating strategies for Stimulating classroom interaction.

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Appendices

Appendices

Appendix (1): Teachers' Questionnaire

Sudan University of Science and Technology

College Of Graduates Studies

College of Education

Dear Teacher,

First of all I would like to thank you answering the following questionnaire as one of the tools of data collection of my PhD research in English language teaching titled: (Investigating The Use of Classroom Interaction Strategies In Improving Students' Oral skill) please tick(√) in the correct option in the following boxes, then tick the best answer in the choices in front of any of the statements: strongly agree, agree, Neutral, strongly disagree, disagree.

1. Name   : .. ……………………………………………….(optional)

2. Sex

Male ☐   Female ☐

3- years of experience

1-5 ☐

6-10 ☐

11-15 ☐

More than15 ☐

4- Qualification

1- BA   ( )
2- MA   ( )
3- PHD ( )
   Others (specify)………………

Statements	Strongly agree	agree	Neutral	Strongly disagree	Disagree
1. Secondary school teachers use " questioning strategies" when interacting with students inside the classroom					
2. Secondary school teachers use" controlling strategies " when interacting with students orally.					
3. Some of the English language teachers use "cooperative strategies" during teaching process.					
4. Some of the English language teachers are aware of classroom oral interaction strategies.					
5. Secondary school teachers use" scaffolding (dialogue technique) in teaching students' oral skill.					
6. Secondary school teachers use "pair work techniques" in teaching students oral skill.					
7. Sudanese secondary school English language syllabus does not estimate oral skill.					
8.Secondary school teachers use " Group work techniques " in teaching students' oral skill.					
9. Teachers encourage students to participate inside the classroom.					
10. Oral test should be part of testing English language.					
11. Sudanese secondary school teachers are well trained in teaching oral skill.					
12.Teacher have strong desire to use classroom interaction inside the classroom.					
13- Teacher motivate students to be more active through classroom interaction in developing oral skill.					
14- Secondary school teachers support students to participate in oral discussion.					
15. Secondary school teachers encourage students to make conversations through pair work activities.					

16. Secondary school teachers help students to overcome the anxiety through using classroom interaction strategies to enhance students' oral skill.					
17. Secondary school students fell shy while communicating.					
18. Lack of vocabulary hinders secondary school students to speak orally.					
19. Secondary school students lack self-confidence when interacting with peers inside the classroom.					
20. Secondary school students are afraid of making mistakes when speaking.					
21. Secondary school students are not given enough time to practice orally.					
22. Secondary school students have poor listening practice inside the classroom.					
23. Lack of teachers' motivation make the students feel uncomfortable to speak orally inside the classroom.					
24. Secondary school students are interested when a teacher interacts with them during teaching process.					

Appendix (2) Classroom Observation

School …………………. Class………………..

Gender: Male :…………………. Female: …………………….

Items	Always	Never	Rarely
1. Teacher uses " improving questioning strategies when interacting with students inside the classroom.			
2. Teacher speaks clearly.			
3. Teacher uses "controlling strategies" during teaching process.			
4. Teacher uses cooperative strategies" when interacting with students in oral activities.			
5. Teacher uses teaching materials effectively.			
6. Teacher talking time is more than learners talking time.			
7. The teacher is skillful in classroom interaction.			
8. Teacher gives equal chance for all students.			
9. Teacher focuses on fluency rather than accuracy.			
10. Teacher focuses on accuracy more than fluency.			
11. Teacher has a good command over the syllabus.			
12. Teacher is competent in using teaching materials (audio – visual aids).			
13. Teacher interrupts students while speaking.			
14. Students are highly motivated.			
15. students participate effectively.			
16. students understand the lesson easily.			
17. students enjoy group and pair work activities.			
18. students afraid to make mistakes.			
19. students lack self confidence .			
20. students hesitate while speaking orally.			

Appendix (3) List of Referees – their jobs and places of work.

No	Name	job	Place of work
1	Dr. Mohamed El Amin El Shingeety	English language associate professor	National Ribat University college of language
2	Dr. Amna Mohammed Badri	English language Associate professor	Ahfad University for women / school
3	Dr. Hilliary Marino Pitati	English language Assistance professor	Sudan University
4	Dr. Sabri Mohamed Abdullah	English language Associate professor	Omdurman Islamic University
5	Dr. Abuelgassim Abdalrahman Adam	English language Assistance professor	Ahfad University for women / school of languages