

Sudan University of Science and Technology

College of Graduate Studies

English Language Department

## **Importance of Speaking Interactive Activities in Developing Speaking Skills**

(A case study of Ombada Locality – Secondary School)

**أهمية النشاطات التفاعلية في تطوير مهارات التحدث**

A thesis submitted in partial fulfillment of the requirements  
for the MA in English Language(Applied Linguistics)

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Nov. (2016)

I am the signing here under, declare that I am the sole author of the (M.S) This entitled" Importance of Speaking Integrative Activities in Developing Speaking skills.

(A case Study Omada Locality-Secondary School)

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إقرار

أنا الموقع أدناه أقر بأنني الوحيد لرسالة الماجستير المعنونة "أهمية النشاطات التفاعلية في تطوير مهارات التحدث" وهي منتج فكري أصيل وبإختياري أعطي حقوق طبع ونشر هذا العمل لكلية الدراسات العليا – جامعة السودان للعلوم والتكنولوجيا , عليه يحق للجامعة نشر هذا العمل للأغراض العلمية .

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# **Dedication**

**To my family and friends with love and respect.**

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## **Abstract**

This study aims at investigating the importance of speaking interactive activities in developing speaking for Sudanese secondary school learners. The researcher hypothesizes that; the proper interactive activities will help to develop speaking skill; as well as laboratories will help to develop students' abilities to speak English fluently. The study is very important for students, teachers and syllabus designers, because it deals with speaking interactive activities to develop speaking skills faced by secondary school levels who study English as the foreign language. The descriptive method has been adopted in this research and the data will be obtained by using a questionnaire for the learners as a tool for data collection. The total population of the study is about three hundred secondary school learners and the sample that has been chosen from them is ninety nine students who participated in this study. The findings of this study show that, Listening and speaking are neglected by teachers. There are no enough educational interactive activities for the students to practice English. Lack of language lab affects negatively in developing speaking skill. Finally, the researcher recommended that, teachers should concentrate on listening and speaking skills because, these skills play fundamental role in language communication. Teachers should focus on various interactive activities and involve students in communicative activities rather than vocabulary building.

## المستخلص

تهدف هذه الدراسة للتقصي عن أهمية النشاطات التفاعلية في تطوير مهارة التحدث بالنسبة لطلاب المرحلة الثانوية. يفترض الباحث أن النشاطات التفاعلية الجيدة تساعد في تطوير مهارة التخاطب، إضافة إلى أن معامل اللغة تساعد على تطوير مقدرات الطلاب التخاطبية. تأتي أهمية هذه الدراسة بالنسبة للطلاب، المعلمين ومصممي المناهج لأنها تتناول أهمية النشاطات التفاعلية لتطوير مهارة التخاطب بالنسبة لمتعلمي اللغة الإنجليزية في هذا المستوى الذين يدرسون اللغة الإنجليزية باعتبارها لغة أجنبية. إتبعنا هذه الدراسة الطريقة الوصفية. واستعمل الباحث الإستبانة لجمع المعلومات واختار الباحث تسع وتسعون طالبا وطالبة من جملة حوالي ثلاثمائة. وجد الباحث أن هنالك بعض القصور في تدريس مهارتي الاستماع والتحدث من قبل الأساتذة وأنه لا توجد نشاطات تعليمية تفاعلية كافية لكي يمارس الطلاب مهارة التخاطب كما أن عدم وجود معامل لغات لها تأثير سالب في تطوير مهارة المخاطبة. أخيرا أوصى الباحث بالاتي: على الأساتذة التركيز أكثر على مهارتي الاستماع والتحدث لأن لهما دورا أساسيا في عملية التواصل، على الأساتذة التركيز على النشاطات التعليمية التفاعلية المختلفة ودمج التلاميذ فيها أكثر من التركيز على بناء الذخيرة اللغوية.

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# **Chapter One**

## **Introduction**

### **1.1. Overview**

A person in any society needs language to communicate with others.

There are many languages in the world. English become a language that is used by people in the world. It has popularity all over the world. People should master and speak it fluently. Actually, many researchers have been conducted discussing English problems especially speaking skills because most of the students face a great difficulty to say even a single sentence correctly, accurately and fluently. Therefore, the researcher is going to investigate the "Importance using Speaking Techniques inDeveloping Speaking Skills". Speaking any language is expected to involve some difficulties such as pronunciation, structure, grammar and vocabulary. Lacking ability to language is not a natural phenomenon that is to say thereare many factors affect student's abilities to speak correctly. Speaking is one of the most essential skills in the language, without which we cannot express our thoughts. It is a skill that small children acquire it in the family. As of all the four skills of the language, speaking seems to be the most important as people who know a language are referred to as "speakers" of that language as if speaking includes all the other kinds of knowing a language. The importance of speaking has always been recognized but the various methods put different degrees of the emphasis on it.

### **1.2. Statement of the problem**

The researcher is going to investigate the importance of using speaking teaching interactive activities to develop speaking skills because without speaking how someone expresses himself.

### **1.3. The objective of the study**

This study aims at finding out

1. The importance of interactive activities for speaking at secondary school.
2. The proper interactive speaking activities will develop speaking skills.
3. The role thatlaboratories play in order to develop student's abilities to speak English fluently

#### **1.4. Questions of the study**

1. To what extent do secondary school teachers teach speaking interactive activities to develop their spoken language in English?
2. To what extent do teachers neglect teaching speaking techniques in the classroom to develop speaking?
3. To what extent does the lack of language laboratories affect secondary school abilities to speak English fluently?

#### **1.5. Hypotheses of the study**

2. The secondary schools use teaching for learning the available interactive activities to develop speaking skill.
3. Secondary school teachers neglect teaching speaking techniques in the classroom to develop speaking
4. The lack of language laboratories affects negatively on secondary student's abilities to speak English fluently.

#### **1.6. Significance of the study**

The study is very important for students, teachers and syllabus designers because it deals with interactive activities to develop speaking skill for secondary school students who study English as foreign language

#### **1.7. Methodology of study**

The method applied in this study is descriptive and the data will be obtained by using a questionnaire for the students of the secondary school classes.

#### **1.8. The limits of the study**

This study is limited to Khartoum state Ombada locality; during the academic year 2016-2017. The researcher is going to collect data from ninety nine students in Elmortaga secondary school for boys and girls.

## **Chapter Two**

### **Literature Review and Previous Studies**

#### **2.1- Introduction**

This chapter consists of two parts: theoretical frame work and previous studies, in the first part the researcher presents some definitions of speaking and techniques to develop speaking skills. As well as theoretical frame work, the researcher tries to show some relevant previous studies which are carried out by some researchers?

#### **2.2-Literture Review**

##### **2.2.1- The Importance of English Language**

English language is the global language in the present time and language of technology and information .It is clear that, it becomes more dominant around the world. In some countries used as the mother tongue, and in the other used as the second language. There is no doubt English is a language of communication between people in different cultures and a universal language has become the key tool of globalization .The importance for international business, depends on the number of people who speak it and for what purpose the language is spoken. Today as the global world requires a global teaching speaking should improve students communicative skills, because, only in away those students can express themselves and learn how to follow the social and cultural rules appreciate in each communicative

##### **2.2.2- Definitions of Speaking**

Shrouf ( 2001:2-3) mentioned that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in variety of contexts and is interactive process of constructing meaning and processing information, it is crucial part of the second language learning and teaching. Today world requires that the goal of teaching speaking should improve student's communicative skill, because only in that way, students can express themselves and learn how to follow the social and

cultural rules appropriate in each communicative circumstances. Elsagheer (2001:15). Pointed out that every opportunity for speaking in classrooms should be taken, it is by trying to communicate that students realize their needs for language and by speaking they increase their fluency and confidence.

According to Widdowson, (1998:40). Speaking is the active production skill and use of oral production. It is capability of someone to communicate orally with others in all of four keys language skills.

Khamkien,(2010:23). Also believed that, speaking is considered to be the most important in a second language. It is ability that requires the process communicative competence, pronunciation, grammar and vocabulary improving.

English learning in Sudan is not very successful because the most students lack the opportunities to learn and practice English in English environments.

As Noor (2002:14). Pointed out that, the students lack confidence to English with their teachers and classmates because of the effect from their mother tongue, particular in pronunciation .They also lack of opportunity to use English skills effectively, specially listening and speaking. Most of the students find that difficult to learn English because they find the subject matter boring and teaching methods in the class rooms are not interesting in addition there are not enough interesting textbooks and material in English which can encourage them to study. He adds development of the students communication skills, reading writing, listening and speaking are equally important to be emphasized.

The study intended to find out the reasons of students reluctance in improving English speaking skills and evaluate their suffering at the primary and secondary levels, give less emphasis on these skills. The institutions and the syllabuses do not provide students much scope to improve these skills. The text provided by the board and exercises for providing these skills; however the teachers and the students remain reluctant to work on them. Students and teachers want to give priority to complete the syllabus instead of improving skills. Furthermore, students do not have opportunity to communicate in English, because their parents, friends and families lack these

abilities. As the result after completing secondary education students have to suffer, when they reach university levels.

English teachers have continued to speak just as repetition of drills or memorization of dialogue, whereas speaking refers to the human creation, when a child acquires it from the environment. Therefore a child can learn language and speaks from his/her environment where he lives Paul (2000:82) notes that speaking in front of the large groups of people is a kind of making or producing errors. This is especially true in foreign language.

**Informative Speaking in Everyday Life:** As Julia Twood (2009:327) pointed out that informative speaking: It is likely that you will give a number of informative speeches in your life some will be short; some will be longer. Some will be formal; others will be informal. All of them will have the goal of conveying information to others. Considered these examples of every day informative speaking:

- a. Explaining a medical procedure to a patient.
- b. Telling a civic group about traditions in your culture.

### **2.2.3- Speaking Activities Communicative**

Shrouf(2010:3) pointed out that, Shystudents may take long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English. It is a matter of quantity versus quality. So how should we prioritize the clearly important speaker goals of accurate (clear, accurate grammatically and phonologically correct) long and flowing natural language). However, the aim of speaking is communication and that does not require perfect English than it makes sense to encourage quantity in classroom. Break the silence and students' communicating with whatever English they can use, correct or not and selectively address errors. Speaking lessons often tie in pronunciation and grammar which are necessary for effective oral communication.

Students will need some preparation before speaking task. This includes introducing topics and providing model of speech they are to produce. Model may not apply to discussion type activities, in which case students will clear and specific instruction about the task to be accomplished. Then the students will practice with actual speaking activities. These may include imitating (repeating) answering verbal cues, interactive conversation or an oral presentation. Here are ideas to keep in mind as teaching the speaking activities:

### **2.2.3.1- Content or Topic**

As much as possible the content should be practical and visible in real life situations, avoid too much new vocabulary or grammar, and focus on speaking with language the students have.

### **2.2. 3.2- Correcting Errors**

Teachers need to provide appropriate feedback and correction, but they do not interrupt the process of communication.

Take notes while pairs or groups are talking and address problems to the class after the activity without embarrassing the students who make errors. You can write the errors on the board and ask who can correct it.

### **2.2.3.3- Quantity Verses Quality**

Address both interactive fluency and accuracy, striving for most for communication. Get to know each learner's personality and encourage the weaker ones to take more risks.

### **2.2. 3.4- Conversation Strategies**

Encourage strategies like asking for clarifications, paraphrasing, gestures initiating.

### **2.2. 3.5- Teacher Intervention**

If speaking activity loses steam, you may need to jump in to role play, ask more discussions, or stop an activity.

Speaking activities need to be very carefully structured at first especially at lower levels they need something to speak about e.g.: pictures, maps etc. One of the aim of

communication activities are to encourage purposeful and meaningful interaction between students, a purpose is to bridge the gap between information, opinions, they are ask for or give ready information. Tony & Kenneth(2012).pointed out that, if you want to involve in speaking in a wide range of situation ,chatting with friends , buying things in shops, discussing a problem in a tutorial consulting Supervisors or giving seminar presentation and so on. To speak effectively in another language we need a variety of tools.

The researcher will explore some of them and suggesting ways in which we can practice and improve using them in English.

## **2. 2.4- Tools for Speaking**

As speaker you may not remember the exact word or expression for what you want to say. In this case, you need to adopt one set of communication strategies, which involve finding another way of expressing the desired meaning in different form.

When listener are listening, you may not understand or hear the speaker and you can negotiate a way of resolving it, we refer to this as conversational repair .The researcher is going to look at these two aspects of speaking:

## **2.2.5- Communication strategies**

(Thomas and et al, 2005:1-5) mentioned that sometimes speakers do not know, or cannot remember, the precise word that they need. This can happen in our first language too, but we are probably more aware of it when speaking another language. Here are five common strategies for dealing with kind of problem:

### **2.2.5.1- Approximation**

The teacher uses more general related word instead of using the specific word, he can use animal instead of saying" rabbit".

### **2.2. 5.2- Paraphrase**

Describe the appearance or function of the word "he cleans the house with a.....it is the thing that sucks in air.



### **2.2.5.3- Invention**

Invent a word made from a second language e.g.: picture, place, instead of "art gallery".

Demonstrate the meaning with your hands, e.g. clapping to show (applause), appeal for help, and ask another person for help e.g. "what do you call"?

### **2.2.5.4- Conversational Repair**

Different sort of problems can occur when you are talking to someone and you use a word which they do not know or understand. The term covering the various ways in which this sort of difficulty can be resolve is conversational repair.

### **2.2.5.5-Clarification Request:**

When you say so-somewhat do you mean or pardon? Here the listener needs more explanations or paraphrases listener asks speaker to repeat, explain or rephrase.

### **2.2.5.6-Repetition:**

Listener or speaker repeats or stress the key words of their own (or the others) words.

### **2.2.5.7- Reformulation:**

Use this strategy to make interactive conversation e.g."So-so-in others, not very good, what they have said?

### **2.2.5.8- Completion:**

Listener completes speaker's utterance when speaker needs help

Speaker returns to appoint in conversation, up to which they believe that the listener has understood.

In order to teach learners how to speak in a good way,there are some speaking activities can be applied to EFL classroom settings.

When we take apart in an interaction, we do not only speak but also we listen. If we use wrong English, we fail to communicate properly and get an instant feedback of

this failure. The first impression of person's language skills depends on his or her ability to speak fluently and comprehensively.

Brown and Yule mentioned that language has two functions: transferring information (transactional function).

Interactional spoken language depends not on accuracy and clarity, rather it is characterized by shift of topics and short clear topics effective transference of data is the goal of transactional spoken language and therefore, interlocutor are engaged for negotiation of meaning.

Oral English also plays an important role for developing reading and writing skills. As River says "when we read and write, we call upon what we know of language orally.

## **2.6- Necessity of Spoken Fluency**

From our perspective of our country, fluency in speaking is needed for professional purpose, like doing business and diplomatic job, and for high studies. At the private sector, various local and multinational companies have created large job field for our young generation. The most important required qualities of candidates are presentation skills and fluency in speaking which can be noted from the job advertisements in newspapers.

Candidate's speaking skills makes him or her confident at the interview board, because he can easily makes the answer On the hand, students who are going abroad for pursuing higher studies must have spoken fluency.

As today work places in communication abilities are becoming more important with the advancement of technology.

Grammar based language study traditionally teaches spoken language as though speech is primarily a function of memory. Consequently, grammar based instruction has emphasized non verbal (written) studies of grammar, writing, reading, and listening. All of these activities may increase recall memory for written examination, but they have a little benefit in teaching students to speak anew language.

## **2.7- Four rules for learning Spoken language**

As Wade, (1998:9) mentioned that before these rules, important things to consider (I.e.) your vocal cords are instruments of communication. Your brain provides the score from which they will play .In your speaking, even before worrying about what you are going to say, the care of your voice and how you use it is of paramount importance.

These rules must be followed in order to learn a second language as Lundquist, (2002:25.27).

**2.7.1- To learn speak the language correctly you must speak it aloud:**It is important that you speak loudly and clearly when you are learning your target language .You may always use spoken exercise. You are retraining your mind to respond to new pattern of proprioceptive and auditory stimuli. This can only be done when you are speaking aloud of a full volume.

**2.7.2. To learn Speak language fluently, you must think in that language:**

The proprioceptive sense is not all you are retraining when you learn new language. There is cognitive learning to the exclusion of retraining the proprioceptive sense .Cognitive learning is an important part of the language process.

For speech to occur, the mind must be actively involved in the syntax development. The more quickly you learn the mind is involved, the more effective the learning process becomes.

You must force your mind to think in the target language by using your recall memory, when you are studying spoken exercise.

Making your mind work to create the answer is an important part of learning to speak anew language.

**2.7.3. The more you speak the language aloud, the more quickly you will learn to speak fluently:**

Proprioceptive re training is not instantaneous. It will require much repetition to build the new patterns in your mind.

When any of us speak our first language, we do so with no conscious awareness of tongue or mouth position and the air flow through the vocal cords. In contrast, when we first attempt to make an unknown discrete sound called phoneme.

## **2.8. Necessity of Speaking Assessment**

As Noor,( 2008 :237). Pointed that, proper testing is necessary in skills development because without testing the process of achievement competence remain incomplete. Testing makes students sincere enough to learn things properly.

In country where English is the second or foreign language, students do not get that much opportunity to use their English skills. And even if they get any chance to use, they do not get proper feedback of whether they are using correct English or not.

Institutions are the best places to implement what have learned and where can be assessed or corrected.

In our common psychology students learn language to achieve good score in examinations, not to develop skills.

Speaking assessment is equally important like other skills.

Most teachers would accept that "if you want encourage oral ability, then test oral ability"(Hugas: 44).

If students know that they have to present something or give an oral test in English at the exam and their success in language use will depend on their performance they will be serious enough to develop speaking skills.

Although through writing and reading test, speaking and listening abilities can be judge indirectly, this test provide no comprehensive assessment of learner's communication ability.

In fact speaking is the most difficult to assess, because there are not definite answer to question about the criteria for testing this skill.

Another difficulty it is hard to assess a number of students with in short time because the examiner under pressure, also is the most difficult as assessment includes grammar, pronunciations and fluency.

Teachers some time have to face problems with students who are not good at listening and speaking. Ryan (2005:3-5).pointed out that, interactive techniques have multiple benefits, the teachers can easily and quickly assess if students have mastered the material, the process of measuring students understanding in many cases, is also practice for the material. These techniques are often perceived as "fun and your teaching style and personality influencing which choices may be right for the students as follow:

### **2.8.1-Picture Promotes**

Show students an image with no explanations, and ask them to identify or explain it and justify their answer. Do not give the answer until they have explored all options first.

### **2.8.2-Think Break**

Ask rhetorical question, and then allows enough time for the students to think about the problem before to go on to explain, this technique encourage students to take part in the problem, solving process even when discussion is not feasible(possible).Having students write something down (while you write an answer)this can help work on the problem.

### **2.8.3- Choral Response**

Ask one word answer to the class at large; volume of answers will suggest degree comprehension. Very useful to drill new vocabulary words for the students.

### **2.8.4- Teacher Story Telling**

Teacher illustrates a concept, idea or real life application, model or case study.

### **2.8.5- Teacher Passes the Pointer**

Place complex, intricate, or detailed image on the blackboard and ask for volunteer to temporarily borrow the pointer to identify key features or ask questions about items they do not understand.

### **2.8.6- Hand Held Response Card**

Distributes (or ask students to create) standardized card that can be held as visual responses to teacher questions .Example: green card for true, red card for false.

### **2.8.7- Self Assessment of Ways of Learning**

Prepare questionnaire for the students that propose what kind of learning style they use. Make them guess for awhile before giving the answer to build curiosity.Speaking has usually been compared with writing, both being considered "productive skills" as opposed to the "receptive skills" of reading and writing. Speaking is closely related to listening as two interrelated ways of accomplishing communication .Every speaker is simultaneously listener and every listener is at least potentially a speaker (Oprandy,(1994:153) and Elmenaufy,(1997:9).

## **2.9-Teaching Speaking**

Wade,(1988 :8) As you rise to speak you must have in your mind a clearly a defined purpose –that is to inform your audiences according to your subject and the subject of the event. Your material should be appropriate to that theme and humor. Now linguists and ESL teachers agree on that students learn to speak in a second language by interacting.

(CLT) Communicative language teaching and collaborative learning serve best for this aim.

Communicative language teaching is based on real life situations that require communication by using the methods in ESL classes, students will have the opportunity of communicating with each other in the target language.

Teaching listening and speaking from theory to practice, as C.Richard(2008:23) pointed out that, the mastery of speaking skills in English is apriority for many second or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how they feel has improve in their spoken language proficiency. Oral skills have hardly been neglected in EFL, ESL course, though how best to approach the teaching

of oral skills have long been the focus of methodological debate. Teachers and textbooks make use of variety of approaches ranging, from direct approaches focusing on specific features of oral interaction e.g. turn-taking, topic management and questioning strategies.

## **2.11- Classroom speaking activities**

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities .Harmer (2001:348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talk, questionnaire, simulation and role play.

### **2.11.1 -Acting from Script**

Playing script and acting out the dialogue are two kinds of acting script that should be considered by the teacher in the teaching and learning process. In the playing script, it is important for the students to teach it as the real acting. The role of the teacher in this activity is as theatre director, drawing attention to appropriate stress, intonation and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performance, the teacher insures that acting out is both a learning and language producing activity .In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogue before the performance, the students will gain much more from the whole experience in the process.

### **2.11.2- Communication Games**

Games are design to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to partner in order to solve puzzle ,draw picture, put a thing in the right order or find contrastive pictures. Television and radio games, imported in to the classroom, often provide good fluency activities.

### **2.11.3- C-Discussion**

Discussion is the commonly used activity in the oral skill class. Here the students are allowed to express their oral opinions, before discussion the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. Lastly, in a class or group discussions, whatever the aim is the should always be encourage to ask questions ,paraphrasing ideas express support, check for clarification, and so on.

### **2.11.4-Simulations**

Are very similar to role play but what make simulation different than role play, is that they are more elaborate. In simulation students can bring item to the class to create realistic environment .For instance, if student is acting as a singer, she or he will bring a microphone to sing and so on.

### **2.11.5-Information Gap**

In this activity, students are supposed to be working in pairs. One student have information that the partner does have and the partner will share their information, also each partner plays an important role, because the task cannot be completed if the partner does not provide the information the other need.

### **2.11.6- Prepared Talks:**

Students make a presentation on a topic of their own choice.

**2.12- Brown (2004:271) describes six categories of speaking skills area these six categories are as follows:**

#### **2.12.1- Imitative:**

This category include the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating words, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. Students get opportunities to listen and to orally repeat some words.



### **2.12.2- Intensive:**

This is the student's speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs or group work.

### **2.12.3- Response:**

Response performance includes interaction and test comprehension but at somewhat limited level of very short conversation, standard greeting, small talk, simple request and comment.

### **2.12.4 -Transactional (dialogue):**

It is carried out for the purpose of conveying or exchanging specific information.

### **2.12.5- Interpersonal (dialogue):**

It is carried out more for the purpose maintaining social relationship than for transmission of facts and information. The form of interpersonal speaking performance is interview, role play, discussion, conversation and games.

### **2.12.6- Extensive (monologue):**

Teacher gives students extended monologues in the form of oral report, summaries, and short telling and short speech. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking, the students need to know at least the pronunciation, vocabularies and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

The mastery of speaking skill in English is apriority for many second or foreign language learners .Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how they feel they have improve in their spoken language proficiency .Oral skills have hardly been neglected in EFL and ESL courses, how best to approach the teaching of oral skills have long been the focus of methodological debates. Teachers and text books

make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (Jack Richard) E.g. turn-taking topic management and questioning strategies. Understanding the subtle differences between written and spoken discourse helps in planning instruction in the light of these distinction. It helps also to overcome the problems with traditional approaches to teaching speaking overlooking such differences. Basically, spoken discourse is different from written discourse in three main parameter: planning contextualization and formality. Speech is more commonly unplanned, contextualized and informal than writing. In addition, speech reciprocal than is writing. Specifically, speaking can be distinguished from writing in many areas these include:

### **2.13- Discourse Structure**

The discourse structure is characterized by: Reciprocal openings and closing , interactive negotiation of meaning and conversation structure ,besides ,its characterized by the use of simple linking devices (discourse devices)such ,but and , anyway , rather than complicated ones used in written discourse typical features of the speech stream e.g. segmental and supra segmental features , pauses, hesitation , interruptions and false start(Bygate,1998:21).

### **2.14- Features Related to the Cultural Nature of Speaking**

The spoken discourse contains numerous social and contextual factors as well as pragmatics presuppositions (Carter and Maccarthy1997:13)

### **2.15-Grammatical and Lexical Features**

As for grammar, the spoken language characterized by contractions and elliptical constructions lacking subject or rejoinders e.g. (sure, me, too) Widdowson (1989:170). Incomplete sentences called "utterances "Yule (1989:170).As for lexis, spoken English has lower lexical density than written English, using more grammar words an more verbs phrases than noun phrases .Furthermore, spoken language is characterized by what is called( vague language) which refer to objects and events in general terms specially when speakers are uncertain or do not want to sound to particular. Spoken

language is characterized by fixed expressions that play an important role in enhancing fluency during speaking.

### **2.3 -Previous Studies**

Many researchers have been conducted and investigating problems face L2 learners in speaking skills.

#### **2.3.1-The First Study:**

Conducted by El-Rashid Abdullah Muhammad (2011)"Deficiency ofinvestigated the problematic areas of Sudanese secondary school learner's deficiency in English language oral communication skills. The researcher hypothesized that, students face difficulties to speak English language fluently although they spend six years studying English language, his objective to find out appropriate solutions for it. The researcher adapted a questionnaire as the tool for data collection .The finding of his study showed that secondary school teachers concentrate on building up learner's vocabulary and understanding grammatical rules more than engaging them in communicative activities: lack of using techniques is the one of the reasons behind students' speaking skills deficiency. He conducted that speaking and listening skills are neglected by teachers.

The researcher recommends that, teachers should be very keen about teaching English in general and developing speaking in particular. School should be provided with language labs or at least with some educational techniques.

#### **2.3.2-The Second Study:**

Conducted by MohammadAbdalah" Deterioration of peaking skills among students of Sudanese secondary schools, he explains the important of speaking skills, at the same time; he investigates the main causes behind the deterioration of these skills among students. The researcher found that the factors contributed in declined of oral English partially attributed to inefficient teaching process as a result of inexperienced teacher's lack of teaching aids, and general the deterioration of school environment. The

researcher recommends that, the teachers should be given a chance of teaching training courses, either in or outside the country.

### **2.3.3-The Third Study:**

Carried out by Thai researcher "Developing Digital story telling is powerful Technology tool in education which integrate computer technologies and the art of telling story together it combine texts, image and audio in to creative media of storytelling .Digital story telling can be used in multimedia tool in language teaching to help students improve their English speaking skill by using technology to tell the story in their own words and voice .The purpose of the study to investigates implementation of the story telling in developing speaking skills and satisfaction towards learning from digital

Before creating digital storytelling, students had to take pre test to identify their speaking ability ,after that the students were encourage to create their own story telling ,by telling the story along with the picture through window movie through window marker. After wards all of the digital story telling were presented and published through their friends in the classroom. After presenting the post test was used to compared for finding of how well students English speaking skills wee develop .In addition, the student were interviewed how digital story help them improve their speaking abilities.

The effect of the implementation digital story in the classroom have developed and helped the students "English speaking skill". Moreover can help teacher to design their curricula with digital story telling in the instruction so that students can be active and self directed learners.

### **2.3.4- The Fourth Study:**

Carried out by Mustafa Ahmad Eljack (2008),effect of using second language communication strategies by Sudanese undergraduates.

The main finding showed that learners were of low English proficiency and were not smooth in their oral delivery. Most of the Sudanese students have problems in

speaking and shyness and fear of making mistake are behind students' hesitation to participate in oral interaction in classroom he recommends teachers should encourage students to speak English in pair work and group work should be encouraged.

### **2.3.5-The Fifth Study:**

Carried out by Abed Elwhab Abed Elraheem Hassan,(2005):Analysis of Listening and speaking skills in Sudan Practical Integrated National English (SPINE) Book Three.

The main finding and recommendations the methods that the researcher follows is descriptive method. The main finding of the study (SPINE THREE) has its advantages and disadvantages, it's strong in reading and writing skills but weak in speaking and listening skills. The defect of this book, there is no realia aids accompanied with the book, the game is inside or outside classroom is neglected, there are not available visual aids and the text book is not accompanied by separate work book or activity book. Then he recommended tape recorders can be very effective and practical for the teaching of both listening and speaking. Teacher should be versed, knowledge and up to date in the new methods and techniques.

## **Chapter Three**

### **Methodology**

#### **3.0 Introduction**

This chapter presents the procedures of data collection from the sample of the study, which is about three ninety nine secondary school students, by using a questionnaire striving to get answer.

#### **3.1 The Population of the Study**

Choosing a sample for a research is one of the salient procedures, for providing answer for the questions raised by the study. Moreover, it helps in establishing evidence which is necessary for validating the hypotheses of the study. The research sample is chosen from Sudanese secondary schools students were in Khartoum state. These populations consist of three hundred learners who are male and female students are in the same level of the schools and similar age ranged between 17-20.

#### **3.2 The Sample of the Study**

Ninety nine, both male and female students they have all participated in the study. All of them are secondary school students, their ages arrange from 17-20 years. They had similar educational background. They were randomly selected.

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

The researcher uses a questionnaire to collect data.

#### **3.4- Students' Questionnaire**

The questionnaire is for secondary school students at Khartoum state, Ombada locality. This section includes four categories; each of one consists of five items represent one question (hypothesis) of the research. The students' questionnaire has twenty items reflect the opinions and ideas of Sudanese secondary school learners concerning the problem of the research. In The questionnaire students were asked to answer according to the following options :( always, often, sometimes, rarely and never). The respondents answer by choosing the response that suits their views by making (✓) in front of the choice which is in to the category. The researcher used The Kicker types of the choices. So the questionnaire contains closed-questions.

### **3.5- Validity and Reliability Procedures**

Validity and reliability of the questionnaire, the following steps were taken:

The questionnaire was viewed by five referees who are university lecturers with long experience in the field of teaching English language as a foreign language.

They are: Dr. TagElsir Hassan Bashum, Dr. Hassan Mahil Abdallah, Dr.Hillary M. Pitia, and Teacher. Ahmed Hassan Abaker, Teacher.Assad. The final draft of the questionnaire is distributed to the students.

The questionnaire was distributed and collected personally by the researcher to the subject study.

All necessary oral and written explanations are provided by the researcher.

The total number of the questionnaire that the researcher has received from the participants was ninety nine school students. The statistical analysis (SPSS) used for calculation besides table for illustration.

## Chapter Four

### Data Analysis and Discussion of the Results

#### 4.1- Introduction

The researcher carries out analysis and obtains data from students' questionnaire. As the questionnaire covers the four hypotheses of the study, each hypothesis is analyzed (frequencies, descriptive statistics and Chi-square value test). Brief comments will be provided.

#### 4.2 The First Hypothesis

Speaking is the most essential skill in the language

##### 4.1- Table

Statements	Always	Often	Some-times	Rarely	Never
Speaking refers to human creation; therefore, a child can learn a language of his or her parents	80	9	8	3	
	80.0%	9.0%	8.0%	3.0%	
The first impression of a person's language skills depend on his or her ability to speak	31	28	34	6	1
	31.0%	28.0%	34.0%	6.0%	1.0%
Students need to use language during English activities such as in games, role-play and so on	27	20	25	19	9
	27.0%	20.0%	25.0%	19.0%	9.0%
While using the language, the emphasis should be on the process of oral communication rather than mastering it	19	23	18	11	28



	19.2%	23.2%	18.2%	11.1%	28.3%
Listening comes as the first passive activity followed by speaking as productive activity	59	10	17	9	5
	59.0%	10.0%	17.0%	9.0%	5.0%

Table (4.1) above shows the frequencies of the statement in first hypothesis “*Speaking is the most essential skill in the language*”.

As it can be seen in the table, in the first statement of the hypothesis( Speaking refers to human creation therefore, a child can learn a language of his or her parents) (80) participants respond with “Always”, (9) respond with “often” , 8 respond with “sometimes” (3) respond with “rarely”.

The maximum which represents (Always), the majority of the students share the researcher this point

In the second statement of the hypothesis (The first impression of a person's language skills depend on his or her ability to speak), (31) participants respond with “Always” and, (28) respond with “often”, 34 respond with “sometimes” with, 6 respond with rarely and (1) responds with “never”. The maximum which represents (sometimes) and the minimum which represents (never).The average of the students agree that, and the researcher think the reason behind that is, the students now are unable to practice this hypothesis, while the minimum suppose that ,this kind of high level it is difficult to achieve.

In the third statement of the hypothesis “*Students need to use language during English activities such as games, role-play and so on*”, (27) participants respond with “Always” , (20) respond with “often”, 25 respond with “sometimes”, 19 respond with rarely and (9) responds with “never”. The maximum which represents (always),this indicate that, the majority of the students learn much and very interesting in these activities.

In the fourth statement of the hypothesis “While using the language, the emphasis should be on the process of oral communication rather than mastering it”, (19) participants respond with “Always), (23) respond with “often” and , 18 respond with “sometimes” , 11 respond with rarely and (28) responds with “never” . As it noticed

by the researcher, the maximum which represents ‘Never’. This indicates that most of the participants never emphasize on the process of oral communication.

In the fifth statement of the hypothesis “Listening comes as the first passive activity followed by speaking as productive activity”, (59) participants respond with “Always”, (10) respond with “often” ,17 respond with “sometimes”, 9 respond with rarely (5) responds with “never” . The maximum proves that participants think that always listening comes as the first passive activity followed by speaking as productive activity.

### **Descriptivestatistic:**

**Table (4.2) Speaking is the most essential skill in the language**

	Mean	Mode	Std. Deviation
Speaking refers to human creation; therefore, a child can learn a language of his or her parents	4.6600	5.00	.75505
The first impression of a person's language skills depend on his or her ability to speak	3.8200	3.00	.97835
Students need to use language while English activities such as games, role-play and so on	3.3700	5.00	1.30775
While using the language, the emphasis should be on the process of oral communication rather than mastering it	2.9394	1.00	1.50386
Listening comes as the first passive activity followed by speaking as productive activity	4.0900	5.00	1.25606

The above table shows the descriptive analysis results of the statements of the first hypothesis “*Speaking is the most essential skill in the language*”. The table shows the mean value of each statement which is around (4) with mode (the most frequent response) is (5) while the standard deviation of the variables is not more than (1). This result indicates that most of the participants tend to respond with ‘Always’.

## Chi-square Value Test

**Table (4.3) Speaking is the most essential skill in the language**

	Chi-Square	df	Asymp. Sig.
Speaking refers to human creation; therefore, a child can learn a language of his or her parents	162.160	3	.000
The first impression of a person's language skills depend on his or her ability to speak	46.900	4	.000
Students need to use language while English activities such as games, role-play and so on	9.800	4	.044
While using the language, the emphasis should be on the process of oral communication rather than mastering it	8.020	4	.091
Listening comes as the first passive activity followed by speaking as productive activity	98.800	4	.000

The above table shows the Chi-square value Test Analysis for the first hypothesis “*Speaking is the most essential skill in the language*”. The first column shows the values of Chi-square as follows (162.160, 46.900, 9.800, 8.020 and 98.800), the second column represents the degree of freedom (N-1) which is calculated as number of

choices selected minus (1), its values are (3, 4, 4, 4 and 4) while the last column shows the significance values of the statements which are as follows: (.000, .000, .004, .091 and .000). As it can be noticed in the values except the 4<sup>th</sup> one are less than the standard significance value (.05). This result indicates that the statements of the hypothesis “” are accepted so the hypothesis is valid and accepted.

### 4.3- The second Hypothesis

**Table (4.4): The secondary school students are applying the available techniques to develop the speaking skill**

	Always	Often	Some-times	Rarely	Never
Some students use approximation (i.e.) using more general related words, e.g. animal instead of rabbit	31	19	40	7	3
	31.0%	19.0%	40.0%	7.0%	3.0%
Most of the students are able to speak when teachers provide them with various techniques such as maps, picture etc.	37	24	20	13	6
	37.0%	24.0%	20.0%	13.0%	6.0%
During the English lessons students practice English through the role play.	10	16	27	31	16
	10.0%	16.0%	27.0%	31.0%	16.0%
Students enjoy practicing the conversation which brought by teachers.	28	26	20	19	7
	28.0%	26.0%	20.0%	19.0%	7.0%
Students are capable to understand the topics, films and other activities which are introduced by teachers	21	17	22	17	23
	21.0%	17.0%	22.0%	17.0%	23.0%

Table () above shows the frequencies and of the statements in second hypothesis “*The secondary school students are applying the available techniques to develop the speaking skill*”.

As it is shown in the table, in the first statement of the hypothesis “Some students use approximation (i.e.) using more general related words, e.g. animal instead of rabbit”, (31) participants respond with “Always”, (19) respond with “often”, 40 respond with “sometimes”, (7) respond with “rarely”, (3) respond with never.

The maximum is (Always) which indicates that participants pick always the most.

In the second statement of the hypothesis "**Most of the students are able to speak when teachers provide them with various techniques such as maps, pictures and so on**" (37) participants respond with “Always”, (24) respond with “often”, 20 respond with “sometimes”, 13 respond with rarely and (6) respond with “never”. The maximum is" always" which indicate that participants capable to apply the techniques.

In the third statement of the hypothesis “During the English lessons students practice English through the role play.”, (10) participants respond with “Always” , (16) respond with “often”, 27 respond with “sometimes”, 31 respond with rarely and (16) responds with “never”.

The maximum "rarely" which indicate that the participants lack of this kind of techniques, they need to be encourage to use this kind.

In the fourth statement of the hypothesis “Students enjoy practicing the conversation which brought by teachers.”, (28) participants respond with “Always” , (26) respond with “often” and , 20 respond with “sometimes”, 19 respond with rarely, (7) responds with “never”. As it noticed by the researcher, the maximum which represents ‘Always’. This indicates that most of the participants always enjoy practicing the conversation which brought by teachers.

In the fifth statement of the hypothesis “Students are capable to understand the topics, films and other activities which are introduce by teachers”, (21) of participants respond with “Always”, (17) respond with “often”, 22 respond with “sometimes”, 17 respond with rarely (23) responds with “never”. The maximum proves that participants think that students are never capable to understand the topics, films and other activities which are introduce by teachers.

**Table (4.5): The secondary school students are applying the available activities to develop the speaking skill**

	Mean	Mode	Std. Deviation
Some students use approximation (i.e.) using more general related words, e.g. animal instead of rabbit	3.6800	3.00	1.08134
Most of the students are able to speak when teachers provide term with various techniques such as maps, picture etc.	3.7300	5.00	1.25412
During the English lessons students practice English through the role play.	2.7300	2.00	1.20483
Students enjoy practicing the conversation which brought by teachers.	3.4900	5.00	1.27521
Students are capable to understand the topics, films and other activities which are introduce by teachers	2.9600	1.00	1.45588

The above table shows the descriptive analysis results of the statement of the second hypothesis "*The secondary school students are applying the available techniques to develop the speaking skill*". The table shows the mean value of each statement which is around (3) with mode (the most frequent response) is (5) while the standard deviation of the variables is not more than (1) in total. This result indicates that most of the participants tend to respond with 'Always'.

**Table (4.6) the secondary school students are applying the available techniques to develop the speaking skill**

	<b>Chi-Square</b>	<b>df</b>	<b>Asymp. Sig.</b>
Some students use approximation (i.e.) using more general related words, e.g. animal instead of rabbit	49.000	4	.000
Most of the students are able to speak when teachers provide term with various techniques such as maps, picture etc.	27.500	4	.000
During the English lessons students practice English through the role play.	15.100	4	.004
Students enjoy practicing the conversation which brought by teachers.	13.500	4	.009
Students are capable to understand the topics, films and other activities which are introduce by teachers	1.600	4	.809

The table shows the Chi-square value test done for validating the second hypothesis “*The secondary school students are applying the available techniques to develop the speaking skill*”. The second column represents Chi-square values as follows (49.000, 27.500, 15.100, 13.500 and 1.600) while the degree of freedom (DF) values which can be calculated as (N-1) are as follows (4, 4, 4, 4 and 4). The last column represents the values of significance value (Sig.) which are as follows: (.000, .000, .004, 009 and .809) and it is noticed that the values, except the last one are less that the Standard significance (.05) which means that the hypothesis statements are accepted and hence the hypothesis “*The secondary school students are applying the available techniques to develop the speaking skill*” is also accepted and valid.

#### 4.4- The third hypothesis

The Secondary school teachers neglect teaching speaking techniques in the classroom to develop speaking Frequencies.

**Table (4.7): Secondary school teachers neglect teaching speaking activities in the classroom to develop speaking**

	Always	Often	Some-times	Rarely	Never
Some teachers use approximation (i.e.) use more general related words e.g. use animal instead of rabbits	23	17	43	13	4
	23.0%	17.0%	43.0%	13.0%	4.0%
Teachers are able to use various techniques, such as maps, pictures to make students practice through them	53	14	19	7	7
	53.0%	14.0%	19.0%	7.0%	7.0%
During English lesson, teachers direct students to practice through role play	9	16	32	15	28
	9.0%	16.0%	32.0%	15.0%	28.0%
Teachers return to point in conversation up to which they believe that the students understood that point	38	26	18	15	3
	38.0%	26.0%	18.0%	15.0%	3.0%
Teachers provide students with interesting topics that help them to speak English well	21	14	21	9	35
	21.0%	14.0%	21.0%	9.0%	35.0%

Table () above shows the frequencies of the statements in third hypothesis “*The secondary school students are applying the available techniques to develop the speaking skill*”.

As it is shown in the table, the first statement of the hypothesis “Some students use approximation (i.e.) using more general related words, e.g. animal instead of rabbit”, (23) participants respond with “Always” , (17) respond with “often”, 43 respond with “sometimes”, (13) respond with “rarely” and (4) respond with never.

The maximum which represents (sometimes) indicates that participants think that students sometimes use approximation (i.e.) using more general related words, e.g. animal instead of rabbit.



In the second statement “Teachers are able to use various techniques, such as maps, pictures to make students practice through them” , (53) participants respond with “Always”, (14) respond with “often”, 19 respond with “sometimes”, 7 respond with rarely and (7) respond with “never”.

In the third statement of the hypothesis “During English lesson, teachers direct students to practice through role play”, (9) participants respond with “Always”, (16) respond with “often”, 32 respond with “sometimes”, 15 respond with rarely and (28) responds with “never”. The maximum indicates that participants think that, teachers rarely direct students to practice through role play.

In the fourth statement of the hypothesis “Teachers return to point in conversation up to which they believe that the students understood that point”, (38) participants respond with “Always”, (26) respond with “often”, 18 respond with “sometimes” , 15 respond with rarely and (3) responds with “never”. As it noticed by the researcher, the maximum which represents ‘Always’. This indicates that most of the participants always see teachers return to point in conversation up to which they believe that the students did not understand that point.

In the fifth statement of the hypothesis “Teachers provide students with interesting topics that help them to speak English well”, (21) of participants respond with “Always” , (14) respond with “often”, 21 respond with “sometimes”( 9)respond with rarely and (35) responds with “never” . The maximum proves that participants think that teachers never provide students with interesting topics that help them to speak English well.

## Descriptive Analysis Third hypothesis

**Secondary school teachers neglect teaching speaking techniques in the classroom to develop speaking.**

**Table(4.8):**

	Mean	Mode	Std. Deviation
Some teachers use approximation (i.e.) use more general related words e.g. use animal instead of rabbits	3.4200	3.00	1.10261
Teachers are able to use various techniques, such as maps, pictures to make students practice through them	3.9900	5.00	1.28311
During English lesson, teachers direct students to practice through role play	2.6300	3.00	1.29221
Teachers return to point in conversation up to which they believe that the students understood that point	3.8100	5.00	1.18658
Teachers provide students with interesting topics that help them to speak English well	2.7700	1.00	1.56253

The above table shows the descriptive analysis results of the statement of the third hypothesis “*Secondary school teachers neglect teaching speaking techniques in the classroom to develop speaking*”. As shown in the table, the mean value of each statement which is around (3) with mode (the most frequent response) is (3) while the standard deviation of the variables is not more than (2) in total. This result indicates that most of the participants tend to respond with ‘sometimes’.

## Chi-square Analysis Third Hypothesis

**Secondary school teachers neglect teaching speaking activities in the classroom to develop speaking.**

**Table(4.9):**

	<b>Chi-Square</b>	<b>df</b>	<b>Asymp. Sig.</b>
Some teachers use approximation (i.e.) use more general related words e.g. use animal instead of rabbits	42.600	4	.000
Teachers are able to use various techniques, such as maps, pictures to make students practice through them	73.200	4	.000
During English lesson, teachers direct students to practice through role play	18.500	4	.001
Teachers return to point in conversation up to which they believe that the students understood that point	33.900	4	.000
Teachers provide students with interesting topics that help them to speak English well	19.200	4	.001

The table shows the Chi-square value test done for validating the third hypothesis “*Secondary school teachers neglect teaching speaking techniques in the classroom to develop speaking*”. The second column represents Chi-square values as follows (42.600, 73.200, 18.500, 33.900 and 19.200) while the degree of freedom (df) values which can be calculated as (N-1) are as follows (4, 4, 4, 4 and 4). The last column represents the values of significance value (Sig.) which are as follows: (.000, .000,

.001, .000 and .809) and it is noticed that the values are less than the Standard significance (.05) which means that the hypothesis statements are accepted and hence the hypothesis “*Secondary school teachers neglect teaching speaking techniques in the classroom to develop speaking*” is also accepted and valid.

#### 4.5- Hypothesis Four

**How the lack of language laboratories does affected secondary students' ability to speak English?**

**Table (4.10):**

	Always	Often	Sometimes	Rarely	Never
Supplying secondary school with language labs help students to speak English fluently	35	23	21	11	10
	35.0%	23.0%	21.0%	11.0%	10.0%
Teachers who are successful in teaching use technology, on their activities	13	19	16	24	27
	13.1%	19.2%	16.2%	24.2%	27.3%
Students like using smart phone to develop speaking skill	15	22	29	20	14
	15.0%	22.0%	29.0%	20.0%	14.0%
Students like to use technology while learning English in their own with the help of specialized lab	13	17	24	33	13
	13.0%	17.0%	24.0%	33.0%	13.0%
Teachers use multimedia to teach students English words pronunciation	8	8	11	15	58
	8.0%	8.0%	11.0%	15.0%	58.0%

Table (4.10) above shows the frequencies of the statements in fourth hypothesis “**How does the lack of language laboratories affected secondary students' ability to speak English?**”.

As it is shown in the table the first statement of the hypothesis “Supplying secondary school with language labs help students to speak English fluently”, (35) participants respond with “Always”, (23) respond with “often”, 21 respond with “sometime, (11) respond with “rarely” and (10) respond with never.

The maximum (Always) indicates that participants think that always Supplying secondary school with language labs help students to speak English fluently.

In the second statement “Teachers who are successful in teaching use technology, on their activities” of the hypothesis , (13) participants respond with “Always”, (19) respond with “often”, 16 respond with “sometimes”, 24 respond with rarely and (27) respond with “never”.

The maximum (never) indicates that the most participants think that using technology on the activities doesn't play great role in teaching process.

In the third statement of the hypothesis “Students like using smart phone to develop speaking skill”, (15) participants respond with “Always” , (22) respond with “often” , 29 respond with “sometimes”, 20 respond with rarely and (14) responds with “never” . The maximum (sometimes) indicates that participants sometimes see that students like using smart phone to develop speaking skill

In the fourth statement of the hypothesis “Students like to use technology while learning English in their own with the help of specialized lab”, (13) participants respond with “Always” , (17) respond with “often”, 24 respond with “sometimes” , 33 respond with rarely and (13) responds with “never”. As it noticed by the researcher, the maximum which represents (rarely). This indicates that most of the participants think that students rarely like to use technology while learning English in their own with the help of specialized lab.

In the fifth statement of the hypothesis “Teachers use multimedia to teach students English words pronunciation”, (8) of participants respond with “Always” , (8) respond with “often”, 11 respond with “sometimes”, 15 respond with rarely and (58) responds with “never”. The maximum proves that participants think that teachers never use multimedia to teach students English words pronunciation.

## Descriptive Analysis:

### Hypothesis Four:

**How the lack of language laboratories does affected secondary students' ability to speak English?**

**Table(4.11):**

Statements	Mean	Mode	Std. Deviation
Supplying secondary school with language labs help students to speak English fluently	3.6200	5.00	1.33167
Teachers who are successful in teaching use technology, on their activities	2.6667	1.00	1.39971
Students like using smart phone to develop speaking skill	3.0400	3.00	1.26267
Students like to use technology while learning English in their own with the help of specialized lab	2.8400	2.00	1.23681
Teachers use multimedia to teach students English words pronunciation	1.9300	1.00	1.32005

The above table shows the descriptive analysis results of the statement of the fourth hypothesis "*How does the lack of language laboratories affected secondary students' ability to speak English?*". As shown in the table, the mean value of each statement which is around (2) with mode (the most frequent response) is (1) while the standard deviation of the variables is not more than (2) in total. This result indicates that most of the participants tend to respond with 'never'.

## Chi-square Analysis

**How the lack of language laboratories does affected secondary students' ability to speak English?**

**Table(4.12):**

	Chi-Square	Df	Asymp. Sig.
Supplying secondary school with language labs help students to speak English fluently	20.800	4	.000
Teachers who are successful in teaching use technology, on their activities	6.606	4	.158
Students like using smart phone to develop speaking skill	7.300	4	.121
Students like to use technology while learning English in their own with the help of specialized lab	14.600	4	.006
Teachers use multimedia to teach students English words pronunciation	91.900	4	.000

The table shows the Chi-square value test done for validating the fourth hypothesis “*How the lack of language laboratories does affect secondary students' ability to speak English?*” The second column represents Chi-square values as follows (20.800, 6.606, 7.300, 14.600 and 91.900) while the degree of freedom (DF) values which can be calculated as (N-1) are as follows (4, 4, 4, 4 and 4). The last column represents the values of significance value (Sig.) which are as follows: (.000, .158, .121, 006 and .000) and it is noticed that the values are less than the Standard significance (.05) which means that the hypothesis statements are accepted and hence the hypothesis “*How does the lack of language laboratories affected secondary students' ability to speak English?*” is also accepted and valid.

## **Overall Result:**

Looking at the previous tables of frequencies the researcher notices that most of the responses of the participants vary differently across the statements of the first, second, third and the fourth hypothesis. The Chi-square value test analysis proves that hypotheses claims are valid; for the values of (Sig) falls under the standard significance value (0.05). The research can confirm that all the hypotheses of the study are accepted statistically. The descriptive analysis strengthens the Chi-square value test and vice versa.



# **Chapter Five**

## **Findings, Recommendations and Further of the Study**

### **5.1- Introduction**

This chapter provides summary of the study and also includes findings, recommendations and suggestions for further studies.

### **5.2-Findings**

Since, the aim of the study is to investigate "The Importance of Techniques to Develop Speaking Skill" Sudanese secondary school students, the researcher reached the following findings after the analysis and the discussion of the obtained data:

1. Listening and speaking skills are neglected by teachers.
2. One of the reasons of speaking skill problems is lack of using educational techniques, such as audio visual aids.
3. Students are not motivated and encouraged Practicing speaking the language through role play.
4. One of the reasons of learners' speaking problem is lack of language lab in secondary school because, it plays very important role in teaching English language in general and speaking in particular.
5. There is no enough time inside the classrooms that activate and motivate students to speak the language.
6. Students are learning language in using approximation, and its useful way to develop their speaking.
7. Technology plays great role in teaching speaking and pronunciation.

### **5.3- Recommendations**

1. Teachers should provide students with enough time to practice speaking skills by involving them in communicative activities.
2. Secondary schools should be provided at least with some visual aids and should be equipped with language lab to be used in teaching English language.
3. Teachers should concentrate on various techniques and communicative activities rather than building vocabulary.

#### **5.4- Suggestions for further Studies**

Due to the limitation of this study, the researcher recommended that the following researchers should conduct further studies in the same area.

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## Appendices

### Dear students:

This questionnaire is a part of M.A. study on Sudanese secondary school learners, under the title "The Importance of Techniques in Developing speaking skills ".I would be highly appreciative if you could answer all questions appropriately and honesty .I assure you that, the information of this questionnaire will be treated as confidential for research purpose only.

Please tick (✓) in the box which represent your opinion.

### Category (1)

#### 1-To what extent is speaking the one of the most important skills?

Statements	always	often	Some-times	rarely	never
a -Speaking refers to human creation; therefore, a child can learn a language of his or her parents.					
b-The first impression of a person's language skills depend on his or her ability to speak.					
C -Students need to use language during English activities such as in games, role-play and so on.					
d – While using the language, the emphasis should be on the process of oral communication rather than mastering it.					
e -Listening comes as the first passive activity followed by speaking as productive activity.					

### Category (2)

**1-To what extent do secondary school students applying speaking strategies in the classrooms to develop their spoken English?**

<b>Statements</b>	<b>always</b>	<b>often</b>	<b>someti mes</b>	<b>Rarel y</b>	<b>never</b>
a-Some students use approximation (i.e.) using more general related words, e.g. animal instead of rabbit.					
b- Most of the students are able to speak when teachers provide them with various techniques such as maps, picture etc.					
c-During the English lessons students practice English through the role play.					
d- Students enjoy practicing the conversation which brought by the teachers.					
e- Students are capable to understand the topics, films and other activities which are introduce by teachers.					

### Category (3)

**To what extent do secondary school teachers neglect teaching speaking techniques in the classroom to develop students spoken English?**

<b>Statements</b>	<b>always</b>	<b>often</b>	<b>Some- times</b>	<b>rarely</b>	<b>never</b>
a-Some teachers use approximation (i.e.) use more general related words e.g. use animal instead of rabbits.					
b- Teachers are able to use various techniques, such as maps, pictures to make students practice through them.					
c-During English lesson, teachers' direct students to practice speaking through t role play.					
d- Teachers return to a point in conversation up to which they believe that the students did understand that point.					
e- Teachers provide students with interesting topics that help them to speak English well.					

#### Category (4)

**To what extent the lack of language laboratories affect secondary students' abilities to speak English fluently?**

Statements	always	often	Some-times	rarely	Never
a- Supplying secondary school with language labs help students to speak English fluently.					
b- Teachers who are successful in teaching use technology, on their activities.					
C -Students like using smart phone to develop speaking skill.					
d- Students like to use technology while learning English in their own with the help of specialized labs.					
e- Teachers use multimedia to teach students English words pronunciation.					



## Reliability Analysis

\*\*\*\*\* Method 2 (covariance matrix) will be used for this analysis \*\*\*\*\*

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### RELIABILITY ANALYSIS - SCALE (ALPHA)

#### Correlation Matrix

	X1	X2	X3	X4	X5
X1	1.0000				
X2	-.1636	1.0000			
X3	-.1049	.0113	1.0000		
X4	-.2426	-.1319	-.0662	1.0000	
X5	.1105	.0343	-.2178	-.0890	1.0000
Y1	-.0053	.0878	-.1248	.0206	.1078
Y2	-.0716	.0553	.0338	-.0839	.1184
Y3	-.0318	.0056	-.0087	.0821	-.1709
Y4	-.0284	.1233	-.0962	-.1491	-.0692
Y5	.0118	-.0207	.1778	.0831	-.0535
M1	.1002	-.1779	.0744	-.0030	.1785
M2	.0352	-.0392	-.0267	.0162	-.0329
M3	.1612	-.1225	.0458	.0460	-.0736
M4	-.0254	.0865	-.1130	-.1717	.1329
M5	-.1046	.1109	.1858	.0237	.1498
N1	-.0154	.0939	.0635	-.1051	.0404
N2	-.1334	-.1712	.1169	.0970	-.0109
N3	-.1380	-.0122	.1042	.0385	-.0805

N4	-.0065	-.0710	-.1786	.0270	.2321
N5	-.1924	-.0662	-.0213	.2308	.0354

	Y1	Y2	Y3	Y4	Y5
Y1	1.0000				
Y2	-.1218	1.0000			
Y3	.0881	-.0621	1.0000		
Y4	.0870	.0126	.2795	1.0000	
Y5	-.0577	-.0409	.2387	.2174	1.0000
M1	-.0216	-.0113	.0393	.0457	.1219
M2	.0328	.0777	.1797	.0655	.2812
M3	-.0981	.1680	.3079	.1062	.1370
M4	.0944	.2691	.3260	.3193	.2616
M5	.1138	-.0243	-.3460	-.0388	-.0288
N1	.0148	.2168	-.1905	.1667	-.0641
N2	-.0309	.0952	-.2058	-.1242	-.1811
N3	.1925	-.1171	-.0349	-.1162	.0232
N4	.1460	.0077	.1581	.0793	.1625
N5	.1946	-.1026	-.0124	.0424	-.0867

—

#### RELIABILITY ANALYSIS - SCALE (ALPHA)

##### Correlation Matrix

	M1	M2	M3	M4	M5
M1	1.0000				
M2	-.1398	1.0000			

M3	.1926	.1066	1.0000		
M4	-.0347	.2154	.2010	1.0000	
M5	.1661	-.1785	-.2721	-.2590	1.0000
N1	.0429	.1121	-.1461	-.0435	.0982
N2	-.0383	-.1752	-.2739	-.3032	.3026
N3	.0273	.0753	-.1486	-.1115	.1187
N4	.1815	.0078	.0906	.2783	-.0219
N5	.1017	-.1557	-.1077	-.2914	.3772

N1      N2      N3      N4      N5

N1	1.0000				
N2	.1320	1.0000			
N3	-.1168	.0465	1.0000		
N4	-.1283	-.0216	.0039	1.0000	
N5	-.0148	.0682	.3003	.0044	1.0000

N of Cases = 98.0

Reliability Coefficients 20 items

Alpha = .2582      Standardized item alpha = .2421