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Faculty of Education-EL Hasahiesa

Department of Foreign Languages

Using Speaking Techniques for Promoting Classroom Interaction:

A Case Study of Secondary Schools East of Gezira Locality, Gezira State, Sudan

By

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B.E.d in English Language Teaching
Alzaiem Alazhari University (2008)

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Examination Committee

<table>
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<th>Name</th>
<th>Position</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ahmed Gasm Alseed Ahmed</td>
<td>Chairperson</td>
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<td>Dr. Yousif Abdul Galil Nugud</td>
<td>Internal Examiner</td>
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</table>

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<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ahmed Gasm Alseed Ahmed</td>
<td>Main Supervisor</td>
<td></td>
</tr>
<tr>
<td>Dr. Abdul Galil Abdallah Salih</td>
<td>Co-supervisor</td>
<td></td>
</tr>
</tbody>
</table>
Dedication

To my parents,

Teachers

And friends
Acknowledgements

I would like to express my gratitude to those who helped me in this study; for their valuable advice, encouragement and constructive criticism. In particular, I would like to thank Dr. Ahmed GasmAseed Ahmed and DR. Abd Algaleel Abd Allah Salih for their advice, encouragement, well treatment and help.

I also would like to thank my family for their continuous support and encouragement.

I would like to thank my father for his patience and encouragement, and my friends in Rufo'a.

Finally I would like to thank all the staff of English department – Faculty of Education – Hasaheisa, especially Amel Yousif.
ABSTRACT

Using speaking are variety of methods that leads to the development of students interaction in the classroom, which increases their understanding. This study aims to enable students at secondary schools improving their speaking skills, with focusing on the techniques of teaching speaking skills English language classes. It Highlights the importance of the interaction process inside the class which leads to developing learners’ performance. The study clarifies the reflection of the interaction process in teaching and learning process, focuses on the role of learners inside the class. It also investigates dominant styles of interaction. The study followed the descriptive method and the tools which are used to collect data are questionnaire for English language teachers of secondary schools east of Gezira locality. It also used SPSS program for analyzing statistically. According to the statistical results, the study found that the speaking skill was weak in many classrooms. Where the emphasis was mainly on reading and writing. We find that students worried about making mistakes or fear criticism during speaking skill. Finally the study found that teachers don't give students enough time to speak because of their poor abilities. The study recommended teachers by using different methods and techniques to encourage students and increase interaction and strengthen the relationship between teacher and student to facilitate the process of interaction.
استخدام أساليب المخاطبة المتنوعة لتشجيع تفاعل الطلاب داخل الفصل.

محمد أبراهيم عبد الله علي

ماجستير آداب تدريس اللغة الإنجليزية فبراير (2013)
قسم اللغات الأجنبية
كلية التربية – الحصصيضا
جامعة الجزيرة

ملخص البحث

تعتبر أساليب المخاطبة المتنوعة من الأساليب التي تؤدي إلى تطوير تفاعل الطلاب داخل الفصل مما يزيد من مدى استيعابهم. تهدف الدراسة إلى تطوير مهارات المخاطبة لدى طلاب المرحلة الثانوية في فصول اللغة الإنجليزية، وتسليط الضوء على أهمية عملية التفاعل داخل الفصل التي تساعد في تطوير أداء الطلاب. كما تهدف الدراسة لاختيار أفضل أساليب التفاعل داخل الفصل. استخدمت الدراسة منهج الوصفي التحليلي، كما استخدمت الاستبانه لجمع البيانات لمعلم اللغة الإنجليزية في مدارس المرحلة الثانوية في محلية شرق الجزيرة، واستخدم برنامج (SPSS) لتحليل البيانات. بناءً على النتائج وجدت الدراسة أن مهارة المخاطبة ضعيفة في الفصول بينما التركيز الرئيسي على القراءة والكتابة. نجد الطلاب قلقين من ارتكاب الأخطاء أو الخوف من النقد أثناء استخدام مهارة المخاطبة. وأخيراً وجدت الدراسة أن المعلمين لا يعطون الطلاب الوقت الكافي للمخاطبة ولذلك بسبب ضعف مقدراتهم في المخاطبة، أوصت الدراسة المعلمين بتشجيع مهارة المخاطبة لدى الطلاب باستخدام طرق مختلفة لزيادة التفاعل في الفصل وتوطيد العلاقة بين المعلم والطالب لتسهيل عملية التفاعل.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedication</td>
<td>I</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>ii</td>
</tr>
<tr>
<td>Abstract English</td>
<td>iii</td>
</tr>
<tr>
<td>Abstract Arabic</td>
<td>iv</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>V</td>
</tr>
<tr>
<td>List of Tables</td>
<td>Vi</td>
</tr>
<tr>
<td>List of figures</td>
<td>Vi</td>
</tr>
</tbody>
</table>

## Chapter One

### Introduction

1.0 Background                 | 1    |
1.1 Statement of the Problem   | 1    |
1.2 Objectives of the study    | 1    |
1.3 Significance of the Study  | 1    |
1.4 Questions of the study     | 2    |
1.5 Hypotheses of the Study    | 2    |
1.6 Methodology of the Study   | 2    |
1.7 Delimitation of the Study  | 2    |

## Chapter Two

### Literature Review

2.0 Introduction               | 3    |
2.1 The Skill of Speaking       | 3    |
2.2 Definition of Speaking      | 3    |
2.3 The Importance of Speaking  | 3    |
2.4 Integration between Listening and Speaking | 4    |
2.5 Characteristics of Speaking Performance | 5    |
2.6 Speaking Techniques         | 8    |
2.7 Speaking Difficulties in Foreign Language Learning | 9    |
2.8 Practicing Speaking skill in Classroom | 11   |
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-9</td>
<td>Classroom Interaction</td>
<td>13</td>
</tr>
<tr>
<td>2-10</td>
<td>Types of Classroom Interaction</td>
<td>14</td>
</tr>
<tr>
<td>2-10-11</td>
<td>Previous studies</td>
<td>15</td>
</tr>
<tr>
<td><strong>CHAPTER THREE</strong></td>
<td><strong>RESEARCH METHODOLOGY</strong></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Introduction</td>
<td>18</td>
</tr>
<tr>
<td>3.1</td>
<td>Subjects of the study</td>
<td>18</td>
</tr>
<tr>
<td>3.2</td>
<td>The sample</td>
<td>18</td>
</tr>
<tr>
<td>3.3</td>
<td>Tools of data collection and Procedures</td>
<td>18</td>
</tr>
<tr>
<td>3.4</td>
<td>The Questionnaire</td>
<td>18</td>
</tr>
<tr>
<td>3.5</td>
<td>The statistical procedures</td>
<td>18</td>
</tr>
<tr>
<td>3.6</td>
<td>Reliability and Validity of the Questionnaire</td>
<td>18</td>
</tr>
<tr>
<td><strong>CHAPTER FOUR</strong></td>
<td><strong>DATA ANALYSIS AND DISCITION</strong></td>
<td></td>
</tr>
<tr>
<td>4.0</td>
<td>Introduction</td>
<td>20</td>
</tr>
<tr>
<td>4.1</td>
<td>Analysis of the Questionnaire</td>
<td>20</td>
</tr>
<tr>
<td>4.2</td>
<td>Testing the Research Hypotheses</td>
<td>31</td>
</tr>
<tr>
<td><strong>CHAPTER FIVE</strong></td>
<td><strong>CONCLUSION, FINDINGS AND RECOMMENDATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>Introduction</td>
<td>32</td>
</tr>
<tr>
<td>5.1</td>
<td>Conclusion</td>
<td>32</td>
</tr>
<tr>
<td>5.2</td>
<td>Findings of the study</td>
<td>32</td>
</tr>
<tr>
<td>5.3</td>
<td>Recommendations of the study</td>
<td>32</td>
</tr>
<tr>
<td>References</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Appendix</td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>
## LISTS OF Figures

<table>
<thead>
<tr>
<th>NO</th>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Fluency in English language depends on the student’s practice.</td>
<td>24</td>
</tr>
<tr>
<td>4.2</td>
<td>Oral production should be evaluated in all meaningful aspects:</td>
<td>25</td>
</tr>
<tr>
<td>4.3</td>
<td>Students are shy to speak English language in front of the classroom.</td>
<td>26</td>
</tr>
<tr>
<td>4.4</td>
<td>Too much correction in the early stages of the language learning make worried learners and reluctant to speak English.</td>
<td>27</td>
</tr>
<tr>
<td>4.5</td>
<td>When students speak English language they face problems.</td>
<td>28</td>
</tr>
<tr>
<td>4.6</td>
<td>There is not quite enough coverage during speaking classes.</td>
<td>29</td>
</tr>
<tr>
<td>4.7</td>
<td>Students don’t speak during the lessons</td>
<td>30</td>
</tr>
<tr>
<td>4.8</td>
<td>During the speaking activities the students may communicate with each other using English.</td>
<td>31</td>
</tr>
<tr>
<td>4.9</td>
<td>Role plays provide a good opportunity for the students</td>
<td>32</td>
</tr>
<tr>
<td>4.10</td>
<td>Hesitation in pronunciation of certain words might cause incorrect pronunciation which would lead tin comprehensibility of the text.</td>
<td>33</td>
</tr>
<tr>
<td>4.11</td>
<td>Learner-learner interaction during group work is easier and better than learner-teacher interaction.</td>
<td>34</td>
</tr>
<tr>
<td>NO</td>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>4.1</td>
<td>Fluency in English language depends on the student’s practice.</td>
<td>24</td>
</tr>
<tr>
<td>4.2</td>
<td>Oral production should be evaluated in all meaningful aspects:</td>
<td>25</td>
</tr>
<tr>
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<td>26</td>
</tr>
<tr>
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<td>27</td>
</tr>
<tr>
<td>4.5</td>
<td>When students speak English language they face problems.</td>
<td>28</td>
</tr>
<tr>
<td>4.6</td>
<td>There is not quite enough coverage during speaking classes.</td>
<td>29</td>
</tr>
<tr>
<td>4.7</td>
<td>Students don’t speak during the lessons</td>
<td>30</td>
</tr>
<tr>
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<td>During the speaking activities the students may communicate with each other using English.</td>
<td>31</td>
</tr>
<tr>
<td>4.9</td>
<td>Role plays provide a good opportunity for the students</td>
<td>32</td>
</tr>
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<td>33</td>
</tr>
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<td>Learner-learner interaction during group work is easier and better than learner-teacher interaction.</td>
<td>34</td>
</tr>
</tbody>
</table>
Chapter One
INTRODUCTION

1.0 Background

As a productive skill, speaking is a very important process that helps to evaluate learners' proficiency in the target language. It should be one of the basic curriculum designs of second or foreign language teaching, in addition to other skills. Learning to speak entails learner’s engagement in communicative situations so that they will activate their speaking capacity. So, the development of oral skill requires students to make active use of the language that is correct in its grammar and pronunciation. That is to say fluency and accuracy are two essential aspects to be developed in classroom interaction.

Interaction is at the heart of the current theories of communicative competence; it involves learners in face to face or teacher-learners encounters in the classroom. Pairs or group interaction provides a basis for language learning in general;

Teachers talking time must be reduced in classroom interaction as apposed to learners who should increase their talking time because their teachers need to take other roles.

1.1 Statement of the problem

the researcher has noticed that the students at secondary school are unable to speak English language fluently and also the techniques which teachers use as the method of teaching are in sufficient to meet for still full future needs therefore this stand as problem need to be solved and also the researcher found out the activities in the syllabus are very little.

1.2 Objectives of the study

The study aims to improve learners communicative skills and encourage .
To help learners to learn English language effectively and reduce
boredom. To remind syllabus designers to include different activities in the curriculum.

1.3 Significance of study

As an English language teachers, in secondary level schools the researcher observed that speaking stands as the most problematic issue facing many students. The results of this study are expected to benefit Sudanese Secondary Schools students, teachers as well as syllabus designers.

1.4 Questions of the study

1. Does classroom interaction encourage students to speak English in the classroom?
2. Does the use of group work develop learners to concentrate on producing the language?
3. Does the syllabus activities help learners to focus on producing the language?
4. Can the lack of listening impede learning correct pronunciation?
5. Does Correcting all pronunciation mistakes discourages students and minimizes their participation?

1.5 Hypotheses of the study

1. Classroom interaction may encourage students to speak English fluently in the classroom.
2. Group work may develop learners interest and reduce tension.
3. Syllabus activities may help to focus on producing the language
4. Lack of listening may impede learning correct pronunciation.
5. Correcting all pronunciation mistakes discourages students and minimizes their participation.

1.6 Methodology of the study

The researcher used tool to obtain data for the study, one is questionnaire. Fifty teachers of secondary schools filled in a questionnaire.
1.7 Delimitation of the study

This study is to the teachers of secondary schools in East of Gezira locality. The study is conceded with the using speaking techniques for promoting classroom interactio

Chapter Two

LITERATURE REVIEW

2-0 Introduction

In this chapter, light will be shed on the speaking skills with more details, including the main characteristics of speaking performance, speaking techniques, with some focus on speaking difficulties, how to practice the speaking skill in the classroom, classroom interaction and types of classroom.

2-1 The Skill of Speaking

Second Language Learners' speech is characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma(2004: 1) argues that “speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop.” The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing. Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury 2005).

2-2 Definition of Speaking
Speaking is a basic skill that Language Learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non-verbal symbols such as gestures and facial expressions. Hedge (2000: 261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed.

” That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

### 2-3 The Importance of Speaking

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar translation method is one example, Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on, however, little or no attention is paid to the skill of speaking and listening. In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teacher's talk will be reduced; that is to say learners are supported to talk more in the classroom.

Ur (2000: 12) declares that:

> Of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of the language, as if speaking included all other kinds of knowing."

Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other Skills. Furthermore,
the main question often given to foreign language learners is “do you speak English?” or “do you speak French?” but not “do you write English?” We understand that most of people take speaking and knowing a language as synonyms. Celce-Murcia (2001: 103) argues that for most people “the ability to speak a language is synonymous with knowing that language since Speech is the most basic means of human communication.” The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. Baker, J. and Westrup, H. (2003) support that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.”

2-4 Integration between Listening and Speaking

In discussing aural skills, speaking and listening are two basic skills and are essential in acquiring communicative competence in language learning. So, part of being a proficient speaker is listening to oral language and understanding what is said so that the responses will be accurate. A speaker has necessity to a listener because speaking is rarely carried in isolation, as put by Redmond and Vrchota (2007:120) “speakers are at the mercy of listeners.” Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation,
retaining, recalling, and reaction to the speakers (Ibid.). Therefore, listening will not occur in isolation as well, there must be a speech to listen to. Finally, for communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output, and the listener pays attention and then tries to process these output effectively.

2-5 Characteristics of Speaking Performance

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon the assessment of the oral skills. In the communicative approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although Richards and Rodgers (2001: 157) mention that “fluency and acceptable language is the primary goal, Accuracy is judged not in the abstract but in context” and this is an obvious point since the emphasis of CLT is on the communicative process between learners or teachers-learners, rather than mastery of the language forms. Many questions have been raised about the role of accuracy in CLT theory. Hedge (2000: 61) makes the important point that:

"The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, Pronunciation, and vocabulary."

Learners then should develop a communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way.

2-5-1 Fluency
The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. Hughes, R. (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 listeners will lose their interest".

To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. Tricia (2000: 54) adds also that:

*The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation.*

One can say, it is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. Hughes, R. (2002) supports that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicators of coherence. Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. Thornbury, (2005) argues that speed is an important factor in fluency and pausing, too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking. In such cases, Thornburg suggests what is called "tricks" or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as "short of" and "I mean". Another
device for filling the pauses is the repetition of one word when there is a pause.

2-5-2 Accuracy

Most second language teachers nowadays emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency Skehan (1996 b: 23), cited in Ellis and Barkhuizen 2005: 139) define accuracy as referring “to how well the target language is produced in relation to the rule system of the target language.” Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

2-5-3 Grammar

According to (IELTS, 2001: 15)cited in Hughes (2002), the grammatical accuracy refers to the range and the appropriate use of the learners’ grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005) lists the following features of spoken grammar:
- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompletion, syntactic blends).

2-5-4 Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

2-5-5 Pronunciation

English language has been long considered by either native speakers or non-native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. Redmond and vrchota (2007: 104) argue 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."

However, if the pronunciation is not correct, the speakers then will not be understood and therefore Accuracy is not achieved.
2-6 Speaking Techniques

Lewis and Hill (1985:36) view speaking as intuitively the most important skills. People who know a language are referred to as speakers of that language, as if speaking includes all other kinds of knowing. So, classroom activities that develop learners ability to express themselves through speech would therefore, seem an important component of language course. A successful speaking activity has certain characteristics first, as far as possible, the time allotted to the activity should be occupied by learners talk second classroom discussion should not be dominated by a minority of talkative participants and contributions should fairly be distributed third, the topics should be interesting and so listeners have to be eager to speak. Fourth, language should be at an acceptable level, learners express themselves in utterances that are relevant , easily comprehensible to each other and of acceptable level of language accuracy however few classroom activities succeed in satisfying the aforementioned criteria, because of many problems .

2-6-1 The Problem of Speaking Activities

The most common problem is learners are often reluctant about trying to say anything in a foreign language in the classroom because they are worried about making mistakes. They may also fear criticism or may be shy of the attention that their speech attracts. In addition that even if the students are encouraged, they may complain that they cannot think of anything to say. Moreover, in a large group there may be no adequate chance for every student to speak this problem is related to the tendency of some learners to dominate. Furthermore, in classes, where all, or a number of, the learners share the same mother tongue , they may tend to use it either because it is easier or it seems unnatural to speak to one another in a foreign language.
Being aware of all these problems will help teachers to think about the optimal remedies there are many ways to solve such problems:

1- Group work as an activity will increase the sheer amount of learner talk going on a limited period of time in such activities; learners also cannot be worried of making mistakes because the teacher cannot supervise all learners' speech, so not all utterances will be corrected.

2- Basing the activity in easy language, in general, the discussion within the classroom needs simple and understandable language which can be easily recalled and produced by the participants.

3- Selecting carefully a topic and task to stimulate interest: no doubt that a successful choice of simple clear and interesting communicative topics, will have a great effect on motivating students to practice this skills. Keeping students speaking the target language: since it is not possible for the teacher to control all the groups, he/she can appoint one of the students as a monitor whose job is to remind participants to use the target language.

4- Some effective communicative activities there are many kinds of communicative activities but the most important are: Role play the term Role play is used to refer to all sorts of activities where learner imagine themselves in a situation outside the classroom. It can also be used in a narrower sense to denote only those activities

5- where each learner is allotted a specific chapter role participants are to be given individual roles which can be written out on cards.

2-6-2 Dialogues
They are a traditional language learning technique. They can be considered as a kind of role play activities because learners often have been given a brief dialogue, and ask to perform it privately in pairs publicly in different ways for example, in different mood (happy, sad, irritated, bored) in different role relationship (a parent and child, wife and husband, tourist and tourist guide, etc). The teacher should vary the roles until the practice becomes satisfied. In other words, learning by heart increases the learner vocabulary of readymade combinations of words or formulation. Plays: there are an expansion of dialogues. The suitable time for this kind of activities is at the end of a course or years study; may be at a final party or celebration. Plays can be based on something the students have read. It can be composed by them or the teacher or an actual play from the literature of the target language.

2-7 Speaking Difficulties in Foreign Language Learning

Practicing the speaking skill of the foreign language is not as knowing about this language. Echevarria et al. (2008) support that the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. Learners often find some difficulties when practicing the speaking skill, even those who know about the system of the foreign language. Parrott (1993) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantages of the classroom opportunities in order to speak English effectively. According to Ur (2000) there are four main problems in getting students speak in the foreign language in the classroom.

2-7-1 Inhibition
This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. Little wood (1999: 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. Ur (2000:111) states that

*Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making Mistakes, fearful of criticism or losing face, or simply shy The attention that their speech attracts.*

This view is supported also by Bowman et al. (1989) who argue that in teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

**2-7-2 Nothing to Say**

The common expressions SL Learners use when they are imposed to participate in a given topic is “I have nothing to talk about”, “I don't know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Rivers (1968: 192) says that:

“The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language.”
Moreover, the poor practice of the SL can contribute to create this problem. Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, students could not carry out the discussion on topics that are not interesting for them.

2-7-3 Low Uneven Participation

This problem refers to the amount of each student's talking time Rivers (1968) claims that some personality factors can affect participation in a FL and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students' talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Harmer (2001) suggests streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman et al. (1989: 40) support the idea by saying that “traditional classroom seating arrangements often work against you in your interactive teaching.” Low participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher's responsibilities.
2-7-4 Mother Tongue Use

SL students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003: 12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a 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 the vocabulary of the target language usually leads learners to borrow words from their native language.

2-8 Practicing Speaking Skill in Classroom

Practicing the speaking skill outside the classroom is the role of listening. In a foreign country, the students will hear the spoken language regularly and then without any conscious efforts they will imitate and perform their own utterances on the basis of what they have heard. Progressively, they will come at a stage where they can speak like people around them. In the mother country, SL students need to practice the language regularly inside the Classroom through performing different activities. O'Malley and Pierce (1996: 59) assert the American Council of Teachers of Foreign Language (ACTFL) suggests that “different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency.” So, learners should be given ample practice in classroom at all levels to express themselves in situations where they can use spontaneous language. Practice activities may serve the learning/teaching goal of speaking proficiency. Richards and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of a given model. For example, dialogues may be used to perform sentence patterns.
Richards, Platt and Weber (1985: 289) add that:

> “the use of variety of different tasks in language teaching is said to make language teaching more communicative [...] since it provides a purpose for classroom activity”

(cited in Lee, 2000:31). Tasks, then, are also used to achieve communication beyond that of practicing the language itself. If we assume that speaking the SL is an essential part of language learning, teachers must provide activities that involve interaction between learners.

Scrivener (2005: 152) makes the important point that:

> “the aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways. Usually involving exchanges of Information or opinion.”

Among these activities are the following:

- Communication games: teachers design such games to encourage and involve the students in a verbal interaction. According to Bybate (1987) such activities include first, “Describe and Draw” in which one student describes a given picture and the other one draws it. Second, “Describe and Arrange”; one student describes a particular structure using oral language and the other reconstructs it without seeing the original one. Third, “Find the difference”, two students have two similar pictures but with some differences, they must extract these differences through describing their pictures, i.e. without seeing each other's pictures. O'Malley and Pierce (1996) call these activities “information gap activities”; they define them as

> “the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner.”
• Drama, simulations and role-plays: These three types of oral activities are very important – according to Bygate (1987) - they are not performed for audiences, the participants work together within an imaginary setting. O'Malley and Pierce (1996) say that such activities are more authentic because they provide a format for using the real life conversation such as repetitions, interruptions, recitations, facial expressions and gestures. Students often engage in another identity in role-plays, drama and simulations activities, where their anxiety is reduced, motivation is increased and their language acquisition enhanced.

• Discussion activities:

These activities are often employed for advanced language learners; they can serve as the basis of spontaneous interaction. Lindsay and Knight (2006) point out that in such activities, students are supposed to give their opinions or receive others opinions, they can speak freely without being told what to say or not by the teacher, the students should be only informed what to talk about and given the enough time to structure what they wish to say. However, Thornbury (2005 : 153) says that:

many teachers agree that the best discussions are those that arise spontaneously either because one learner reports something personal or because the topic of the course book a arises discussion.

• Presentations and Talks:

The best way to make students gain their self-confidence is through making them present oral works in front of their classmates. Thornbury (2005) asserts that the students act of standing up in front of their colleagues and speaking is an excellent preparation for authentic speaking. A prepared talk is when students make the presentation on a given topic of their choice, and this talk is not planned for an informal spontaneous conversations; it is more writing-like.
2-9 Classroom interaction

The term classroom interaction refers to the interaction between teacher and learners in the classrooms. L2 classroom interaction research began in 1960s with the aim of evaluating the effectiveness of interaction in language acquisition. According to Brown (2001), interaction is at the heart of communicative competence. When a learner interacts with another learner he/she receives input and produces output. Nunan (1991) stated that language is acquired as learners actively engage and interact with each other to communicate in target language.

Social–interactionists see language as rule-governed cultural activity learned in interaction with others. According to Vygotsky (1978, as cited in Shannon, 2005), social-interaction plays an important role in the learning process. Ellis (2004) stated that "integrationists view language learning as an outcome of participating in discourse, in particular face-to-face interaction" (p. 78). Students don’t know instinctively how to interact with each other. In addition, much training time is devoted to help teachers, arrange appropriate interactions between students and materials. How students should interact with one another is relatively ignored and is a neglected aspect of instruction. In this research, three basic ways are introduced to help L2 learners to interact with each other appropriately.

2-10 Types of Classroom Interaction

Thurmond (2003) defines interaction as:

"The learners' engagement with the course content, Other learners, the instructor and the technological medium Used in the course. True interactions with other learners, the Instructor and technology results in a reciprocal exchange of Information. The exchange of information intended to enhance knowledge development in the learning environment."

29
From this quote we understand that there are two types of interaction: learner-learner interaction, learner-teacher interaction and learner-technology interaction. We shall focus in this research work only on two main types.

2-10-1 Teacher-Learner Interaction

This type of interaction as Coulthard (1977) mentions has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He negotiates with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective. Scrivener (2005: 85). During teacher-learner interaction, the students seek to demonstrate their speaking and Listening skills in front of their teachers that is why latter should consider his way of interacting which is very crucial in learning and teaching. According to Harmer (2009) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

2-10-2 Learner-Learner Interaction

Many theories of learning maintain that knowledge is actively constructed and skills improved through interactions between learners. Johnson (1995) supports that if learner-learner interaction is well
structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners' capacities through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom.

Naegle Paula (2002: 128) adds also that “talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned.” The teachers, then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

2.10.11 Previous studies

Majdi Eltayeb Elbashir (2010) "Promoting Learner's Communicative Competence Through Effective Teaching" M.A ; University of Gezira.

This study focuses on the use of better techniques to promote the teaching process in Sudan, at the basic level, to help teachers to teach English language communicatively, draw teacher's attention to use better techniques, and to attempt to come up with a remedy for the limitation of using specific techniques.

Findings of the study

The study finds that:

1. One of the main data analysis, the majority of teachers agree on pair/group work and games develop communicative competence of learners.

2. The use of collaborative work and games is a suitable way to reduce boredom from learners.
3. The syllabus (the spine series) doesn't include sufficient activities and give much concern to teaching games and using pair and group work.

4. Pair and group work promote and facilitate teaching and learning process, because learners can co-operate with each other, participate and make good friendship.

5. Most of the teachers neglect the use fullness of collaborative work and games.

**Recommendations of the study:**

1. The pair/group work and games must be used as a main techniques in teaching communicative competence.

2. The learners should be encouraged by teachers to participate to play games and participate the language in high spirit.

3. The use of pair/group work and games should not be considered as a matter of wasting time.

4. Teachers should motivate learners to exchange their ideas and know each other to establish strong friendship.

5. Teachers should consider that the use of pair/group work games has a great value in all skills of language.

Fatheya Abdalla Ahmed Hussien (2009)" Toward a more Effective Form of Interaction in Large Classes at Secondary Level". M.A university of Gezira.

This study aims at promoting interaction in large classes. The main problem that the time is not enough to interact adequately in these classes. The questionnaire has been used to collect data from English language teachers of secondary school in Hasahisa locality. The study leads to the fact that pair and group work are good technique for large classes.
Findings of the study:
the following findings are the result of the analysis in chapter four:

- a. Shyness and hesitation are the factors that lead to poor interaction in large classes.
- b. Effective classroom interaction happens in a relax and healthy atmosphere.
- c. Conversations, discussions and dialogues promote listening and speaking skills.
- d. Teachers don't need to correct every mistake or error done by students.
- e. There is not enough pair and group work in an English classroom.

Recommendations of the study:
In the light of the results obtained in chapter four the following recommendations are suggested:

- a. Much more effort and time should be devoted to the interaction in large classes.
- b. There should be enough pair and group work in language classroom to create real interaction.
- c. Teachers need to use their own experience in managing and controlling the classroom by using special techniques to deal with large classes.
- d. Teachers need to activate all the language skills to interact effectively with their learners.
Chapter Three
RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the study subjects, the sample, the tools of data collection, (questionnaire) statistical procedures, reliability and validity.

3.1 Subjects of the study

The population of the study consisted of about (50) teachers' of English language at secondary schools in east of Gazira locality.

3.2 The Sample

The sample consists of (50) teachers from different secondary schools in east of Gazira locality.

3.3 Tools of Data Collection and Procedures

The data was collected using a questionnaire.

3.4 The Questionnaire

A questionnaire has been designed to collect data from the teachers of English language at secondary schools in east of Gazira locality. It consists of eleven items.

3.5 The Statistical Procedures

The data collected from English language teachers of secondary schools. The questionnaire was organized, tabulated and analyzed using (SPSS).
3.6 Reliability and Validity of the Questionnaire

The reliability of the questionnaire can be calculated by SPSS program and computes the correlation according to the following formula:

\[ r_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{N(\Sigma X^2) - (\Sigma X)^2} \sqrt{N(\Sigma Y^2) - (\Sigma Y)^2}} \]

Where

- \( r \) = correlation
- \( R \): Reliability of the test
- \( N \): number of all items in the test
- \( X \): odd number
- \( Y \): even number
- \( \Sigma \): Sum

\[ R = \frac{2 \times r}{1 + r} \]

Val = \( \sqrt{\text{reliability}} \)

Correlation = 0.79

Reliability = 0.88

The validity of testing is very important; Leeman (1981: 116) states that "a questionnaire is valid if it measures what it is supposed to measure". The researcher resorted to experienced ELT teachers in order to measure the validity of the tool. The comments of these teachers were taken into consideration before the distribution of the questionnaire, so as to give their comments on its content, i.e. whether it covers what it ought to be tested. In this study the researcher uses the comments as a criterion for the testing validity, since they can be considered as an indication for the content validity of the testing.

Val = \( \sqrt{0.88} \)

Validity = 0.94
Chapter Four
DATA ANALYSIS AND DISCITION

4.0 Introduction

This chapter explains and analyzes the results. It also tests the hypotheses of the study. The following tables show the results obtained.

4.1 Analysis of the Questionnaire

Statement (1) Fluency in English language depends on the student’s practice.

Table 4.1 Fluency in English language depends on the student’s practice

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>24</td>
<td>48.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4-1 Fluency in English language depends on the student’s practice.

Table (4-1) and Figure (4-1) show that (4%) strongly disagree with the item in question, as well as (12%) disagree, (36%) agree of respondents.
Believe that fluency in the language depends on practice because makes perfect.

Statement (2) Oral production should be evaluated in all meaningful aspects: Fluency, accuracy, adherence to the topic, choice of vocabulary, grammar, pronunciation and intonation.

Table 4.2 Oral production should be evaluated in all meaningful aspects:

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Not sure</td>
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<td>2.0</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>46.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4-2 Oral production should be evaluated in all meaningful aspects: Fluency, accuracy, adherence to the topic, choice of vocabulary, grammar, pronunciation and intonation.
Table (4.2) and figure( 4.2) show that (2%) strongly disagree with the idea, (8%) disagree, (2%) not sure. As (88%) of the respondents believe that oral production should be evaluated in all meaningful aspects in their articulation of the target language, mainly the grammatical structure.

Statement (3) Students are shy to speak English language in front of the classroom.

Table 4.3 Students are shy to speak English language

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
figure 4.3 Students are shy to speak English language in front of the classroom.

Table (4.3) and figure (4.3) show that (8%) of the participants strongly disagree that students are shy to speak English language in front of classroom because they afraid of making mistakes.

Statement (4) Too much correction in the early stages of the language learning make worried learners and reluctant to speak English

Table 4.4 Too much correction in the early stages of the language learning make worried learners and reluctant to speak English

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>52.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

figure4.4 Too much correction in the early stages of the language learning make worried learners and reluctant to speak English

Table (4.4) and figure (4.4) show that (34%) of the participants strongly disagree that worried learners and reluctant to speak English more than
half of them (55%) believe that worried learners and reluctant may not able to speak English in front of their friends.

Statement (5) When students speak English language they face problems.

Table 4.5 When students speak English language

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Agree</td>
<td>27</td>
<td>54.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.5 When students speak English language they face problems.

Table (4.5) and figure (4.5) show that (89%) of the respondents believe that students have problems in speaking because speaking is very difficult and complex process.
Statement (6) there is not quite enough coverage during speaking classes.

Table 4.6 there is not quite enough coverage during speaking classes.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>50.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.6 there is not quite enough coverage during speaking classes.
Table (4.6) and figure (4.6) show that (80%) of the respondents believe that they is not Statement (6) there is not quite enough coverage during speaking Classes because some difficulties such as time.

**Statement (7) students don’t speak during the lessons.**

**Table 4.7 students don’t speak during the lessons.**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>26.0</td>
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<tr>
<td>Not sure</td>
<td>7</td>
<td>14.0</td>
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<tr>
<td>Agree</td>
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<tr>
<td>Strongly agree</td>
<td>10</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**figure4.7 students don’t speak during the lessons.**

Table (4.7) and figure (4.7) show that (48%) of the respondents believe that students don’t speak during the lessons because they are afraid to speak and worried about making mistakes.
Statement (8) During the speaking activities the students may communicate with each other using English.

Table 4.8 During the speaking activities the students may communicate with each other using English.

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
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<td>10.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.8) and figure (4.8) show that (85%) of the respondents believe that...
During the speaking activities the students may communicate with each other using English. It is very important the students participate in the speaking activities in the classroom.

**Statement (9) Role plays provide a good opportunity for the students to express themselves in English language.**

**Table 4.9 Role plays provide a good opportunity for the students**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>2</td>
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</tr>
<tr>
<td>Not sure</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>44.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>24</td>
<td>48.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**figure 4.9 Role plays provide a good opportunity for the students to express themselves in English language.**

Table (4.9) and figure (4.9) show that (87%) of the respondents believe that role plays provide a good opportunity for the students because
compete with each other to provide a good English performance in terms of expressing themselves and good pronunciation of words.

**Statement (10)** Hesitation in pronunciation of certain words might cause incorrect pronunciation which would lead in comprehensibility of the text.

**Table 4.10** Hesitation in pronunciation of certain words might

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>29</td>
<td>58.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Figure 4.10** Hesitation in pronunciation of certain words might cause incorrect pronunciation which would lead in comprehensibility of the text.
Table (4.10) and figure (4.10) show that (88%) of the respondents believe that hesitation in pronunciation of certain words, because mispronunciation minimizes listener interest and distracted his thinking.

Statement (11) Learner-learner interaction during group work is easier and better than learner-teacher interaction.

Table 4.11 Learner-learner interaction during group work

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>17</td>
<td>34.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

![Bar chart showing learner-learner interaction options](chart.png)

Figure 4.1 Learner-learner interaction during group work is easier and better than learner-teacher interaction.
Table (4.11) and figure (4.11) show that (35%) of the participants strongly disagree that Learner-learner interaction during group work is easier whereas more than half of them (55%) believe that learner interaction is an important method because it depends on the level of the students and their abilities.

4.2 Testing the Research Hypotheses

The hypotheses of the results of field work are tested and seen if there are similarities and differences between the results and the hypotheses.

1. **Hypothesis one:**
   
   Classroom interaction may encourage students to speak English fluently in the classroom.
   
   According to the statistical analysis in table (4.1) (48.0%) of the respondents strongly agree and (36.0%) agree. This result proves that this hypothesis is accepted.

2. **Hypothesis two:**

   Group work may develop learners interest and reduce tension.
   
   According to the statistical results in table (4.11) (42.0%) of the respondents agree and (8%) not sure. This result has proved that the hypothesis is accepted.

3. **Hypothesis three:**

   Syllabus activities may help to focus on producing the language.
   
   According to the statistical results in table (4.8) (36.0%) agree and (30.0%) strongly agree and support the hypothesis. This result has proved that the hypothesis is accepted.

4. **Hypothesis four:**

   Lack of listening may impede learning correct pronunciation.
   
   According to statistical results in table (4.10) (58.0%) of the respondents strongly agree and (32.0%) agree and support the hypothesis. This result has proved that the hypothesis is accepted.
5. **Hypothesis five:**

5. Correcting all pronunciation mistakes discourages students and minimizes their participation.

According to the statistical results in table (4.4) (52.0%) of the respondents agree and (28.0%) strongly agree. This result has proved that the hypothesis is accepted.
Chapter Five

CONCLUSION, FINDINGS AND RECOMMENDATIONS

5.0 Introduction

This chapter concludes the study, summarizes the findings and suggests recommendations.

5.1 Conclusion

The study is about using speaking techniques for promoting classroom interaction. A questionnaire has been designed to collect data from the teachers of English language at secondary schools in east of Gezira locality. The questionnaire was organized, tabulated and analyzed using (SPSS). It consists of eleven items. All the results of this study are proved.

5.2 Findings of the Study

a) The speaking skill was weak in many classrooms where the emphasis was mainly on reading and writing.

b) Students worried about making mistakes or fear criticism during speaking skill.

c) Pair and group work promote and facilitate teaching and learning process.

d) The majority of teachers agreed on classroom interaction and role play develop speaking skill.

5.3 Recommendations of the Study

a) Teachers by using different methods and techniques to encourage students and increase interaction.
b) Teachers should use group and pair work techniques to give more opportunities for learner to practice English language and to enable shy ones to speak in English.

c) The learners should be encouraged by teachers to participate to play games and practice the language in high spirit.

d) Much more effort and time should be devoted to the interaction in large classes.
REFERENCES


Thurmond, V. & Wambach, K. (2003-2006). *Understanding Interaction in Distance Education*.


### Appendix

**University of Gezira**

**Faculty of Education – Hasahisa**

**Department of Foreign languages**

**Questionnaire**

Dear teachers

I would be grateful to receive your responses for the following statements that are intended to collect data for the study under the title (using speaking techniques for promoting classroom interaction).

**Please tick (✓) your choice:**

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fluency in English language depends on the students’ practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Oral productions should be evaluated in all meaningful aspects: fluency, accuracy, adherence to the topic, choice of vocabulary, grammar, pronunciation and intonation.</td>
<td></td>
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<tr>
<td>3</td>
<td>Students are shy to speak English language in front of the classroom.</td>
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<tr>
<td>4</td>
<td>Too much correction in the early stages of the language learning make worried learners and reluctant to speak English.</td>
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<tr>
<td>5</td>
<td>When students speak English language they face problems in speaking.</td>
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<tr>
<td>6</td>
<td>There is not quite enough coverage during speaking classes.</td>
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<tr>
<td>7</td>
<td>Students don’t speak during the lessons.</td>
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<tr>
<td>8</td>
<td>During the speaking activities the students may communicate with each other using English.</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Role plays provide a good opportunity for the students to express themselves in English language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Hesitation in pronunciation of certain words might cause incorrect pronunciation which would lead to incomprehensibility of the text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Learner-learner interaction during group work is easier and better than learner-teacher interaction.</td>
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<td></td>
<td></td>
</tr>
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</table>