



RESEARCH ARTICLE

EFFECTIVE TECHNIQUES USED BY TEACHERS TO IMPROVE ENGLISH ORAL COMMUNICATION SKILLS IN SUDANESE SECONDARY SCHOOLS

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ARTICLE INFO

Article History:

Received 30th August, 2018
Received in revised form
28th September, 2018
Accepted 20th October, 2018
Published online 30th November, 2018

Keywords:

Effective Techniques, Oral
Communication, Language
Performance, Positive Attitudes, Needs
and Expectations, Task-Based
Approach.

ABSTRACT

This paper aims at identifying the best techniques followed by EFL teachers to improve English oral communication skills. The study is descriptive in nature. It uses a sample of closely related group members; formed of teachers of English from Sudanese secondary schools. That group is made up of 30 teachers. The data collection tool used is a 5-point Likert scale questionnaire for the teachers. The data from the questionnaire are treated statistically using SPSS program. The weighted means for the individual items and for the whole aspects of the tool are calculated. The results are used to answer the study questions and to verify the hypotheses. The study comes out with some important results that include (a) using some specific techniques to develop oral communication have a significant positive impact on the students' language performance, (b) the effective techniques followed by teachers to develop English oral communication skills result in positive attitudes towards learning English language, and (c) teachers are aware of the importance of oral communication in teaching and learning English. The paper offers four recommendations concerning the training of students to transform their positive attitudes into action and the training of teachers to employ techniques effectively in order to match the needs and expectations of the students. The paper also suggests four areas for further research. These include (a) teaching oral communication skill through task-based approach (b) The importance of effective techniques to develop English oral communication in primary schools (c). Effective communication skills are necessary for Co-teachers in classrooms. (d) Investigating the role of communication and interaction strategies in the development of this skill.

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INTRODUCTION

Oral Communication is the core of language. People who know a language are identified as the speakers of the language. Hence, many students equate being able to communicate in a language as knowing the language. Therefore; if they do not learn how to be competent in communication, they many soon get motivated and lost interest in learning the language. Winddowson (1978, p. 87) claims that communication is a process that allows people to exchange information by several methods and that exchange required feedback this feedback may be missed as the speaker or listener might face problems. The researcher observed that Sudanese secondary school's students lack the skills of English listening and speaking more than the other language skills. Through listening and speaking student learn about the other world. If the students learn how to express their thoughts, ideas, and feelings, they will be interested in learning the language and be able to participate successfully in English classes. As the Sudanese students develop their oral language through these language skills, they

can use the process of exploring language, thinking critically and processing information. So, oral communication is a very important link in the processes of student learning and thinking development. It provides a foundation for the development of other language skills.

Statement of the problem

English oral communication is difficult for foreign language learners specially among Sudanese secondary school students because effective oral communication requires the ability to use the language appropriately in social contexts. Oral communication involves not only verbal communication but also paralinguistic elements of speeches such as pitch, stress and intonation. Non-Linguistic elements like gestures, body language and facial expressions may also accompany the speech to convey messages. Due to little exposure to the target language and lack of contact with the native source; students in Sudanese secondary schools are relatively poor in English oral communications especially regarding fluency, control of idiomatic expressions and understanding of cultural background. Few can achieve native-like proficiency in oral communication.

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The problem of searching for language sources to express ideas and concepts has resulted in pauses and hesitation. Pronunciation is generally a clear weakness in their performance. Accordingly, the problem which this study attempts to investigate is twofold:

- The weakness of Sudanese secondary school students in oral communication, and
- The need for employing effective techniques to improve the students' oral communication skills.

Therefore, the searcher will focus on oral communication techniques such as pair work, group work cooperative learning, gap activities, and problem solving activities, and discussion, trying to find answer to the study questions.

Questions of the Study:

- What are the techniques that teachers can use with secondary school students to develop their oral communication?
- What is the effect of teaching the students English through speaking technique or strategies to develop their oral communication?

Hypotheses:

- There are some techniques that teachers can use with secondary schools 'students to develop their oral communication.
- Teaching students English oral communication techniques can help to develop their oral communication.

Objectives

This study aims to achieve the following objectives:

- To know the common techniques Sudanese English teachers can use when teaching speaking and listening skills.
- To know the effect of teaching some specific listening techniques to develop English oral communication.
- To suggest ways to enhance the command of spoken English so that Sudanese secondary school students can be competent in oral communication.

Significance of the study:

English oral communication courses consist of several important components with particular areas of focus. The important focus for developing communication core listening and speaking skills besides supra segmental features; stress, pitch, and intonation and how they can be used in individual sounds. The big challenge, however, lies in the lack of providing meaningful and productive speaking and listening grids when learners can observe and adjust their oral communication. According to the researcher's experience in teaching in Sudanese secondary schools, the area of listening and speaking and the ways of communication in English are generally the most difficult for Sudanese students. Many students lose interest in learning English language due to their disability to communicate. Others claim that they like the language, but they do not know how to be competent

communicators. This research will investigate these difficulties trying to suggest some suitable solutions for them.

Literature Review

Definition of oral communication skills: Generally, communication can be defined as a process of exchanging information, from the person giving the information through verbal and non-verbal methods, to the person receiving the information. The most common method of communication is verbal, using a specific language where it is a two-way process, with feedback on the message received. Communication also involves the exchange of ideas, opinions and information with a specific objective. Apart from oral communication, information can also be exchanged using symbols or signals. Communication has also been defined as sharing and giving meaning occurring at the same time through symbolic interactions (Seiler & Beall, 2005). Communication has been said to start when a message or information is transferred from the sender (the speaker, writer) to the receiver (listener and reader) through an instrument or channel, and followed by the receiver giving feedback (coding and interpreting the information; Sulaiman Masri, 1997). Based on these definitions, elements of communication include the person giving the information, the information and feedback from the receiver, and the repetition of these processes creates knowledge development.

There are many types of communication skills, but generally it involves oral and written skills. Mohd Helmi (2005) proposes that there are essentially three types of communication, which are interpersonal communication, management communication (communication in a group), and public communication (speech making). The process of communication generally involves four elements, which are the speaker, the receiver, the communication channel and feedback. A few researchers have defined communication as verbal communication, written communication, non-verbal communication, listening and giving feedback (Nur'ashiqin Najmuddin, 2010). At the same time, Rodiah Idris (2010) proposes that communication is a verbal skill, giving feedback, presenting ideas verbally and in written form, doing presentations and negotiating to achieve a goal and getting support/agreement. In our globalized world, university students need to master communication skills in different cultural contexts (Penbek, Yurdakul, & Cerit, 2009).

Three Main Types of Communication: When communication occurs, it typically happens in one of three ways: verbal, nonverbal and visual. People very often take communication for granted. Communicators constantly exchange information whereby people always seem to be either receiving or giving information. Understanding the different methods of exchanging information is especially important in business and professional settings. Many adults have chosen to go back to school and pursue a communication degree online to ensure they have strong communication skills in a competitive job market. Rajendra Mahajan (2015)

Verbal Communication: Verbal communication seems like the most obvious of the different types of communication. It utilizes the spoken word, either face-to-face or remotely. Verbal communication is essential to most interactions, but there are other nonverbal cues that help provide additional context to the words themselves. Pairing nonverbal communication with the spoken word provides a more nuanced message (Wenbin Nah, 2008)

Nonverbal Communication: According to McConnell, (2003), nonverbal communication is behavior, other than spoken or written communication, that creates or represent meaning. In other words, it includes facial expressions, body movements, and gestures. Nonverbal communication is talking without speaking a word. It is very effective, maybe even more so than speech. As the saying goes, Speech contains nonverbal elements known as Paralanguage, including voice quality, rate, pitch, volume, and speaking style, as well prosodic features such as rhythm, intonation, and stress.

Visual Communication: Visual types of communication include signs, maps or drawings as well as color or graphic design. These typically reinforce verbal communication, and they help to make a point. Visual aids can help a speaker remember important topics, give the audience something to look at, and generally help convey the message being presented.

Listening Skills: Effective communication is heavily dependent on effective listening, something many of us may not be fully proficient at. An additional purpose of effective listening is to convey interest and respect for the other person. This is crucial if we are to have any ability to help solve problems and satisfy the other person's needs and goals as well as our own. Giving constructive feedback depends on a wide range of skills including listening skills and feedback skills. Devito, (2009). Developing effective listening skills involves two specific steps (Hartley & Bruckman, 2002). These are:

- To develop the ability to recognize and deal with barriers that prevents you listening with full attention.
- To develop and use behaviors which help you to listen. Such behaviors can also serve to let the other person know that you are giving them your full attention.

Barriers to Listening

There are some barriers that can affect listening. Some of these are:

- Forming a judgment or evaluation before we understand what is being said, or 'jumping to conclusions'.
- Hearing what we want to hear.
- Tuning out a point of view that differs from our own.
- Formulating and rehearsing our response.
- Being inattentive - thinking about something else entirely.
- Having a closed mind- you do not want to hear what the person has to say.
- Feeling anxious or self-conscious.
- Judging the person, either positively or negatively.
- Subjective Biases based on ignorance or prejudice.
- Cultural issues, e.g. listening to the differences in Pronunciation of a different accent, rather than the content of the message.
- Excessive and incessant talking or interrupting.

According to (Hartley & Bruckman, 2002)it is important that such barriers to listening are recognized and dealt with. With developing awareness, we can have more control over those barriers that are internal to ourselves, and can adopt and use more helpful listening behaviors.

Active Listening Skills: (Adler and Elmhurst, 1999) also, some skills are necessary for active listening. Listeners need to:

- Stop talking- listen openly to the other person.
- Remove distractions.
- Be receptive to the other person. Demonstrate that you are prepared to listen and accept what they are saying (without automatically agreeing with it). Non-Verbal cues can be particularly important here, e.g maintaining an open posture, appropriate / comfortable eye-contact, leaning slightly forward. These are sometimes known as attending skills.
- Delay evaluation of what you have heard until you fully understand it.
- Try not to be defensive. Try to relax as any tension or impatience is likely to transmit via non-verbal leakage.
- Maintain attention. Respond through your own facial expressions or body gestures such as a nod or a smile without interrupting the other person's flow. This indicates that you are listening, interested and seeking to understand what they are saying and feeling (again, using attending skills).
- Be patient.
- Ask the other person for as much detail as he/she can provide; reflect back or paraphrase what the other is saying to make sure you understand it and check for understanding.
- Paraphrase by asking short non-interrogative questions, using some of what the speaker has said to check your understanding; such as 'so your main concern is...' or 'so what you are saying is...'

The Importance of Speaking Skill

Speaking in the communicative approach was given more importance so oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers' talk will be reduced; that is to say learners are having the occasion to speak / talk more and more in the classroom. Ur (2000) 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 (p.12). In recent times, most learners of EFL/SL give the priority to the speaking skill in their learning because if they master/ develop this skill. Then they will be considered as if they have mastered all of the other language skills. In addition to, the principle question often given to EFL Learners is "do you speak English?" but not "do you write English?" We understand that most of the learners take speaking and knowing a language as synonyms. 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" as in Celce-Murcia (2001, p. 103). Communication skills are important to everyone – they are how we give and receive information and convey our ideas and opinions with those around us. Communication comes in many forms:

- Verbal (sounds, language, and tone of voice)
- Aural (listening and hearing)
- Nonverbal (facial expressions, body language, and posture)

- Written (journals, emails, blogs, and text messages)
- Visual (signs, symbols, and pictures)

Techniques Followed by teachers on developing English oral communication skills

Use of technology: From audio books to language apps, there is a multitude of technological resources teachers can use for improving student communication skills. Students can listen and read along with audio books and use multimedia in order to see pictures and recognition to enhance their hearing and listening skills, furthermore it enables a student to hear how the speaker pronounces and produces sounds for different words or phrases. Some great free apps that improve students' communication skills are Voice Thread (which is suitable for kindergartners through adults) and Paper Telephone.

Watching films that model conversation skills: Conversation is one of the most basic and important communication skills. It enables people to share thoughts, opinions, and ideas, and enables giving feedback with proper commands of the language skills. Although it may appear simple on the surface, effective conversations include a give-and-take exchange that consists of elements such as:

- Nonverbal communication
- Connecting- using eye contact
- Understanding
- Rephrasing
- Replying

Students can learn the fundamental elements of conversation by watching films or videos and reinforce these interactions taking place.

Reinforcing active listening: Communication is not just about verbal expression; it is also about listening. By reading a section of text aloud teacher can help their students develop listening skills, thereafter have the class deliberate and reflect on the content. Active listening also means listening with understanding rather than responses. Reinforce building good listening skills by encouraging students to practice by asking illustrative questions to fully understand the speaker's intended message. Active listening enhances the creativity in students and this allows them to use imagination thus bringing about the skill of writing.

Offering group presentations and assignments: Cooperative learning exercises can also help students improve both oral and written communication skills. Not only does it offer students the chance to work in small groups, thereby reducing some of the pressure, but it also gives them the opportunity to discuss and debate their opinions, taking turns, and work together towards a common goal. This sharing idea of presentations allows students to feel comfortable and gives growth to language skills.

Asking open-ended questions: Students require more than a one- or two-word response, open-ended questions are vital for stirring discussion and indicating that there are multiple ways to perceive and answer a question. The teacher might set a timer for short informal conversations and challenge students to use open-ended questions. For example, the teacher might show the students the difference in how much more information they can obtain by asking "what did you like best

about the song?" rather than simply "did you like the song?" Open-ended questions bring about a sense of curiosity and students learn from making conclusions and linking answers.

Using tasks and activities that foster critical thinking: Another task-based method for improving student communication skills is through critical thinking exercises. These can be done vocally or through written assignments that give students the chance to answer questions creatively using their own words and expressions.

Offering reflective learning opportunities: Use technology voice recording systems to record students reading selected text or videotaping group presentations is an excellent method for evaluating their communication strengths and weaknesses. Students can reflect on their oral performance in small groups. Then, the teacher can ask each student to review the others so that they can get used to receiving constructive criticism.

Finding teachable moments: Whatever the age group the teacher is working with, s/he must capitalize on the everyday happenings in the classroom environment. For example, if a student answers a question in a complex way, you might ask that they restate what they said, or challenge the class to ask clarifying questions. If an unfamiliar word pops up in a text or on a film, the teacher must pause in order to the class to search for the word in the dictionary. This increasing the student's understanding and makes learning fun by making shifting focus to understanding the material taught.

Pair Work: Pair-work activities foster collaborative and Cooperative Learning. Dillenbourg (1999) explores various aspects of collaborative learning. He claims: "collaborative learning is a situation in which two or more people learn or attempt to learn something together." In this kind of learning students develop and share ideas to achieve a specific objective in an activity or class and also give more participation to use the English. Each student empowers the others to participate and give their point of view to build knowledge in the group. After using this group strategy to learn in communities as teachers need to set up goals, the teacher must define what and how students will communicate, evaluate progress, listen them to make decisions and resolve conflicts. Learners will use a particular strategy with their partners using collaborative learning to face problems such as to remember a new word to communicate the idea during the activities. Regarding Cooperative Learning, Millis (1999) states that it is a "generic term used to describe a situation where students work together in small groups to help themselves and others to learn." Pair work oral activities are fun activities for students, but teacher need to research some different techniques to put students into pairs and negotiate. There might be some problems because some students might not want to work with some student. Teachers could foster the work between girls and boys by category taking a paper, asking students to work with the person next to them, low level students with high level students, with a game (rock, paper and scissors) or pick up a number, this like a recommendation at the moment of getting pairs. Also, it could be an excellent tool to teachers at the moment of evaluates to use pair work oral activities for two reasons. Firstly, this activity is more practice and secondly, you can see the production that students are having. It is true that teachers required an extra effort because they become a facilitator of the communication process and have to move around the classroom all the time to listen.

Teachers should be during the production, but they cannot participate in the interaction that students are having, only if students ask teacher for help. Of course, teacher needs to correct mistake after students finish the dialogue in order to allow a fluency speech during the interaction.

Model conversational skills: The most natural form of communication is conversation. Get your students to watch or listen to programs, movies, audio books, debates and engage in active conversation. This will enable students to learn skills, such as body language, questioning, responding, and eye contact and so on. Students can create their own conversational projects. For example, students can make their own news segment, in order to practice discussing, interviewing and debating topics learned in class. They can also create their own stories or movies to record over, and share on multimedia-sharing platforms, like Creatubbles, to compare inflections and intonations. Using all types of multimedia enhances communication and makes learning fun.

Assign activities that allow students to think creatively: An integral part of communication is for students to problem-solve creatively and naturally. There will be times when students aren't completely prepared for a specific question or task, and they must "think on their feet." For example, perhaps a class of students is tasked to complete a book report. A group of students might create a talk show scenario, where the moderator asks the character questions regarding the story, and the assignment is carried out through constructive, conversational communication.

Educational games: Digital games are also a fun and engaging way for students to hone in on their natural communication skills. For example, students can work collaboratively to create Mine craft worlds, based on current lessons, events and so on. With the Creatubbles mine craft Mod, students can even insert their own original creations into their mine craft builds. For instance, if math students were tasked to create their own city's infrastructure, students could create images of their neighborhood's billboards to add into their Minecraft builds.

In planning, designing and creating, students can share the learning experience, ask each other questions, provide their own point of view and, together, construct creative solutions from their collective knowledge. Another language skill game is Story Book Weaver, where a student must create her own story and use pictures, vocabulary and grammar are enhanced by making their own creative stories this can be printed and shared in class and read as a reading assignment, and furthermore it can be edited by other students in reinforcing group work.

Discussion/debate: This core activity runs every week. The students are engaged in a formal/informal discussion/debate activity on an assigned topic. This activity is completely student-led, i.e., students play all the roles (conductor, observer, group presenter, and participating members). It is more fitting to call this activity a "discussion/debate" activity because it includes both group discussions and debates, including a little bit of oral presentation. After the recital, students are given feedback individually. They are also informed about the errors they committed. And they take care of the errors committed in the next performance. In this way they improve a lot progressively.

Oral presentations: In between the discussion/debate activity, the students are asked to prepare a topic assigned to them and present in the class. This activity is less stressed because we have a full-fledged course in Oral Presentation Skills. Students make formal oral presentations. Each presentation is followed by a question/answer period, and concluded with the teacher's comment.

Role Play: Role-Playing are communicative activities planned and conducted during the class by the teacher, in which students must take a specific role, fulfilling various tasks according to the assigned role similar to what they do in real life. According to Qing, X. (2011), role play is defined as "the projection in real-life situations with social activities". Similarly, Ments, V. (1999) states, in a role-play "each player acts as a part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviors or study the interacting behavior of the group". Role-play activities give students the opportunity to practice by interacting with others in certain roles and regarding purpose of roleplaying Ments said, "their aim is to feel, react and behave as closely as possible to the way someone placed that particular situation would do". Since role-play deals "primarily with aspects of communication" Ments stated, "it is therefore ideally suited to those subjects that deal with linguistic ability, namely languages, literacy and social skills training" According to Celce-Murcia, M & Hilles, S (1988), using role playing in the classroom has many benefits. It helps to build empathy among learners since they are likely to accept their partners by putting themselves in situations which they get different perspectives and points of view, creating an atmosphere in which they support each other. Similarly, role-play activities increase students' confidence when practice communicating in authentic ways and real-life situations beyond the classroom.

Previous Studies: Harlak et al. (2008) proposes that university students be exposed to activities that can develop their communication skills starting from their first year at university. Hence, universities must provide many more activities to develop the students' communication skills in order to meet the challenges of the globalized world. Therefore, the aim of this study was to investigate the level of communication skills (oral, written and social skills) among local university students. Ihmeideh, Ahmad and Dababneh (2010) and Cleland, Foster and Moffat (2005). They found that a positive communication environment provides opportunities for students to learn how to communicate, and thus, have better communication skills. Therefore, university students need to be given opportunities to communicate in order to be better prepared for the job market after their studies. Communication is more effective if the receiver (of the information) can understand and practice the skills. Further, communication will be more meaningful if the physical, spiritual and social factors are taken into account during the communication process. Batite Taous (2013) the role of classroom Interaction in Improving the Students' Speaking Skill. The objectives of this study are encouraging students to talk freely in classrooms, Make teachers create a good classroom atmosphere during interaction and suggest some pedagogical recommendations for both students and teachers. The results of this study generally speaking, both results of classroom observation and teachers' interviews have revealed that classroom interaction is an important strategy that the students should follow in order to improve their speaking skill.

The analysis of students' classroom observation revealed that classroom interaction is an important strategy for learners in order to improve their speaking skill, and the analysis of the teachers' interview indicates that the teachers of oral expression are considered that classroom interaction plays an important role in making students more aware of improving their speaking abilities in classrooms. These results also have shown that classroom interaction did not depend only on the Students' themselves, but also it depends on the teachers' use of some effective teaching strategies that will make all the students participate as a way to enhance their speaking proficiency, so classroom interaction with all opportunities it offers can stand as a key for both students and teachers in the learning teaching processes.

The Methodology: This study followed a descriptive method. The researcher designed a questionnaire which has been distributed among secondary school teachers. The aim of the questionnaire is to investigate data concerning the techniques they used when they teach listening and speaking skills.

Samples of the Study: The study was conducted in Khartoum locality. A purposive sample was used for this study includes (30) respondents from different Sudanese Secondary Schools' teachers in Khartoum locality.

Data collection tool: The researcher used a questionnaire as the instrument for data collection and relevant information for this study. The questionnaire was designed to the best techniques followed by teachers in developing English oral communication skills. The questionnaire was distributed to (30) participants of Sudanese Secondary School teachers to gather their perceptions and views on the English language teaching.

RESULTS AND DISCUSSION

Statement (1) Computer technology helps teachers use suitable teaching techniques

Table (1) Computer Technology Helps Teachers

| Valid | Frequency | Percent |
|----------------|-----------|---------|
| Strongly agree | 25 | 83.3% |
| Agree | 5 | 16.7% |
| Neutral | 0 | 0.0% |
| Total | 30 | 100.0 |

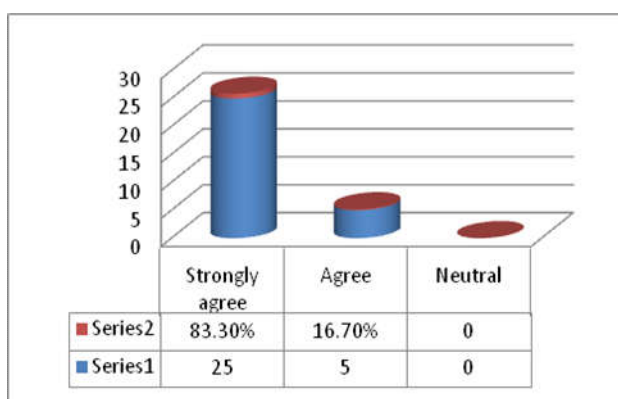


Figure (1) Computer Technology Helps Teachers

The table and figure above reveal the following:

- The respondents who strongly agree with the statement represent 83.3% of the sample.

- The respondents who agree with the statement represent 16.7% of the sample.
- No respondents disagree or strongly disagree with the statement.
- No respondents are neutral.

These results indicate that Computer technology helps teachers use suitable teaching techniques.

Statement (2) Oral presentation creates a good atmosphere for oral communication during English lessons.

Table (2) Oral Presentation creates a good atmosphere.

| Valid | Frequency | Percent |
|----------------|-----------|---------|
| Strongly agree | 19 | 63.3% |
| Agree | 10 | 33.3% |
| Neutral | 1 | 3.3% |
| Total | 30 | 100.0 |

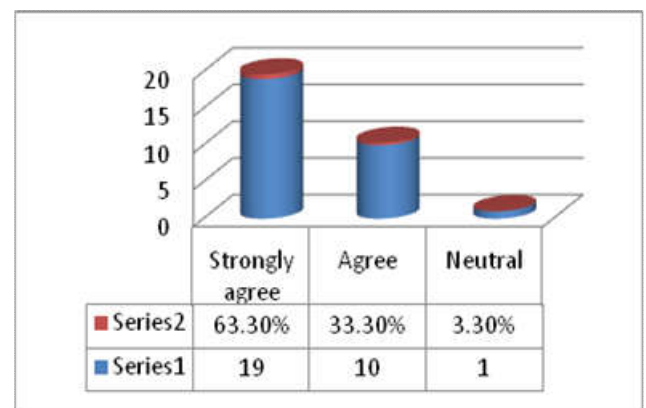


Figure (2) Oral Presentation creates a good atmosphere.

The table and figure above show the following:

- The percent of those who strongly agree with the statement is 63.3% of the sample.
- The percent of those who agree with the statement is 33.3% of the sample.
- The percent of those who are neutral is 3.3% of the sample.

It is very clear from these results that oral presentation creates a good atmosphere for oral communication during English lessons.

Statement (3) Pair work activity can improve students' speaking ability

Table (3) Pair work Activity

| Valid | Frequency | Percent |
|----------------|-----------|---------|
| Strongly agree | 20 | 66.7% |
| Agree | 4 | 13.3% |
| Neutral | 6 | 20.0% |
| Total | 30 | 100.0 |

The table and figure above show that:

- Those who strongly agree with the statement are 66.7% of the sample.
- Those who agree with the statement are 13.3% of the sample.
- Those who are neutral are 20.0% of the sample.

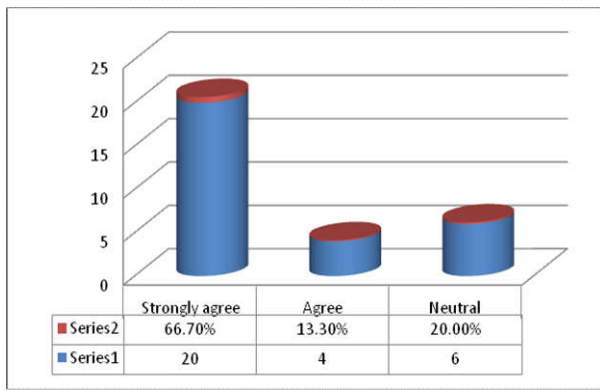


Figure 3. Pair work Activity

These results indicate that Pair work activity can improve students' speaking ability.

Statement (4) Discussion decreases students' hesitation and difficulty of expressing themselves.

Table (4) Students' Hesitation

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 14 | 46.7% |
| Agree | 10 | 33.3% |
| Disagree | 4 | 13.3% |
| Strongly Disagree | 2 | 6.7% |
| Total | 30 | 100.0 |

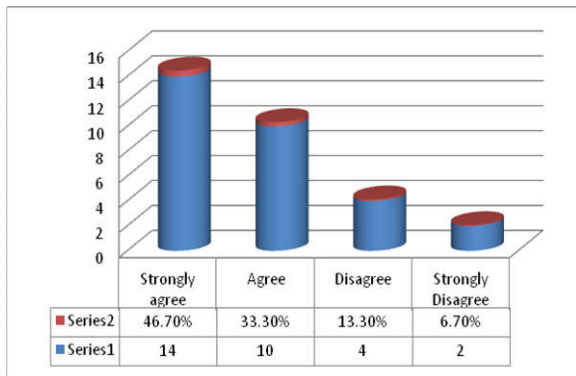


Figure (4) Students' Hesitation.

The table and figure above show the following

- 46.7% of the subjects strongly agree with the statement.
- 33.3% of the subjects agree with the statement.
- 13.3% disagree with the statement.
- 6.7% strongly disagree with the statement.

These results indicate that discussion decreases students' hesitation and difficulty of expressing themselves.

Statement (5) Educational games help students to develop their speaking proficiency.

Table (5) Education Games

| Valid | Frequency | Percent |
|----------------|-----------|---------|
| Strongly agree | 14 | 46.7% |
| Agree | 14 | 46.7% |
| Neutral | 2 | 6.7% |
| Total | 30 | 100.0 |

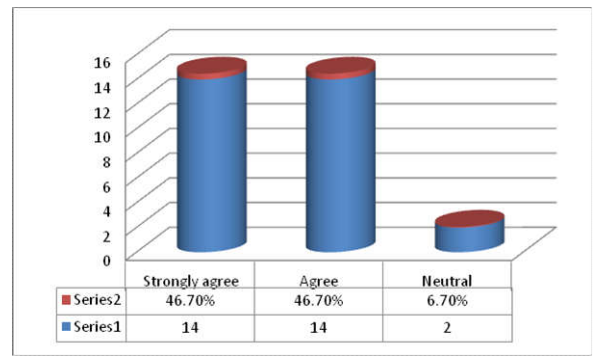


Figure (5) Education Games

The table and figure above indicate that:

- The respondents who strongly agree are 46.7% of the sample.
- The respondents who agree are 46.7% of the sample.
- Those who are neutral represent 6.7% of the sample.
- The results show that Educational games help students to develop their speaking proficiency.

Test of Hypothesis (1) Teachers can use techniques for secondary schools' students to develop their oral communication.

The above table shows the mean, standard deviation, Chi-Square, degree of freedom and p. Value . Regarding the answers of respondents of the study sample about the above statements. It can be seen that:

- All the means are greater than the mean stated as the hypothesized mean which is about (4). This implies that all means of these statements are in the positive direction, and
- The standard deviation ranges from (0.379 to 1.287), and
- The p. value of all statements is less than 0.05.

This show that the answers are in the positive direction .This is in line with what has been stated in the hypothesis.

Statement (6) Watching films encourages students' communication and raises their awareness.

Table 6. Watching Film.

| Valid | Frequency | Percent |
|----------------|-----------|---------|
| Strongly agree | 13 | 43.3% |
| Agree | 12 | 40.0% |
| Neutral | 5 | 16.7% |
| Total | 30 | 100.0 |

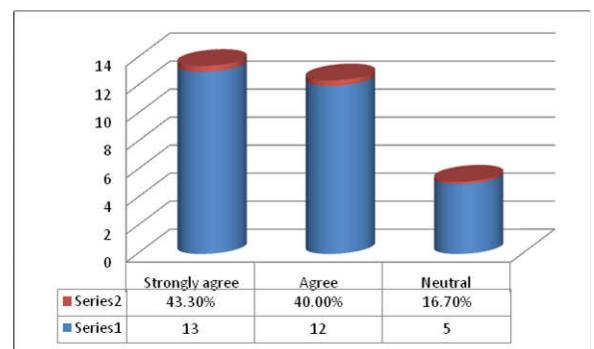


Figure (6) Watching Film.

| Statement | Mean | STD | Ch2 | DF | p.value |
|--|------|-------|-------|----|---------|
| 1.Computer technology helps teachers use suitable teaching techniques. | 1.17 | .379 | 66.57 | 2 | 0.00 |
| 2.Oral presentation creates a good atmosphere for oral communication during English lessons. | 1.40 | .563 | 25.34 | 2 | 0.00 |
| 3.Pair work activity can improve students' speaking ability. | 1.53 | .819 | 80.00 | 3 | 0.00 |
| 4.Discussion decreases students' hesitation and difficulty of expressing themselves. | 2.00 | 1.287 | 30.08 | 2 | 0.00 |
| 5.Educational games help students to develop their speaking proficiency. | 1.60 | .621 | 22.05 | 2 | 0.00 |

The table and figure above reveal the following:

- 43.3% of the sample strongly agrees with the statement.
- 40.0% of the sample agrees with the statement.
- 16.7% of the sample is neutral.

The result indicates that watching film encourages students' communication and raises their awareness.

Statement (7) Teachers build student's confidence in trying out whatever language they know.

Table (7) Students' Confidence

| Valid | Frequency | Percent |
|----------------|-----------|---------|
| Strongly agree | 8 | 26.7% |
| Agree | 16 | 53.3% |
| Neutral | 6 | 20.0% |
| Total | 30 | 100.0 |

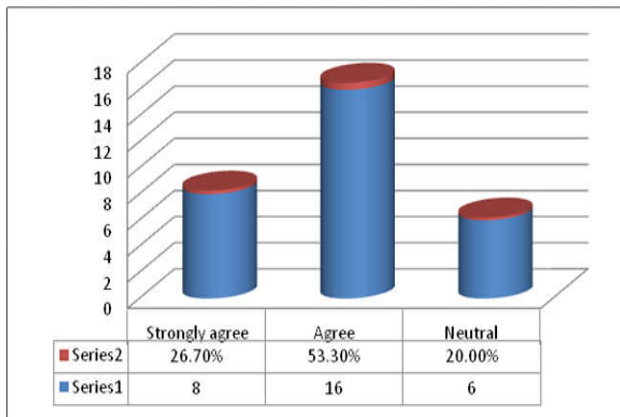


Figure 7. Students' Confidence

The table and figure above show that:

- Those who strongly agree with the statement represent 26.7% of the sample.
- Those who agree with the statement represent 53.3% of the sample.
- Those who are neutral represent 20.0% of the sample.

The result indicates that Teachers build student's confidence in trying out whatever language they know.

Statement (8) the students' language in High secondary schools is good enough to create communicating ideas

Table (8) Students' Language

| Valid | Frequency | Percent |
|----------------|-----------|---------|
| Strongly agree | 8 | 26.7% |
| Agree | 5 | 16.7% |
| Neutral | 12 | 40.0% |
| Disagree | 5 | 16.7% |
| Total | 30 | 100.0 |

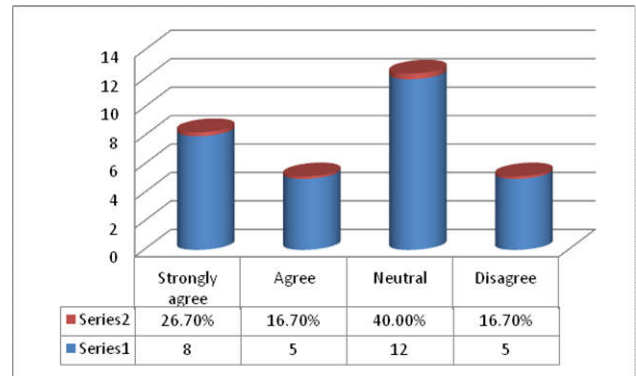


Figure (8) Students' Language

The table and figure above show that:

- The percent of those who strongly agree is 26.7%.
- The percent of those who agree is 16.7%.
- The percent of those who are neutral 40.0%.
- The percent of those who disagree is 16.7%.

The majority of the responds is neutral. However, the percent of those who but strongly agree plus the percent of those who agree amounts to (43.4%). This means that the students' language in High secondary schools is good enough to create communicating ideas.

Statement (9) Students-centered approach is useful for English Oral communication classroom.

Table (9) Students-centered Approach.

| Valid | Frequency | Percent |
|----------------|-----------|---------|
| Strongly agree | 15 | 50.0% |
| Agree | 10 | 33.3% |
| Neutral | 5 | 16.7% |
| Total | 30 | 100.0 |

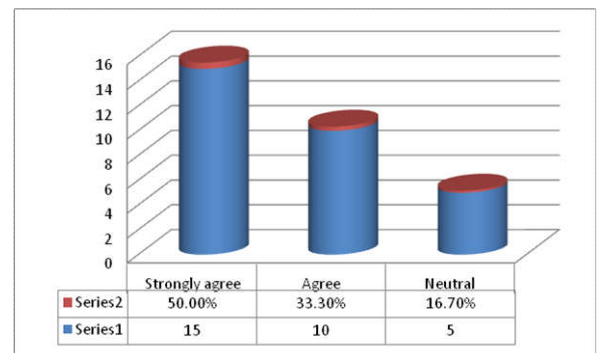


Figure (9) Students-centered Approach.

The table and figure above show that:

- 50.0% of the respondents strongly agree with the statement.
- 33.3% of the respondents agree with the statement.
- 16.7% of the respondents are neutral.

| Statement | Mean | STD | Ch2 | DF | p.value |
|--|------|-------|-------|----|---------|
| 1.Watching film encourages students' communication and raises their awareness | 1.37 | .740 | 68.57 | 1 | 0.00 |
| 2.Teachers build students confidence in trying out whatever language they know. | 1.93 | .691 | 30.34 | 2 | 0.00 |
| 3.The students' language at high secondary schools is good enough to create communicating ideas. | 2.47 | 1.074 | 77.00 | 4 | 0.00 |
| 4.Students-centered approach is useful for English oral communication classroom. | 1.67 | .758 | 22.08 | 2 | 0.00 |
| 5.Teachers give students chances for negotiating turns to speak. | 1.57 | .971 | 20.03 | 2 | 0.00 |

These results indicate that Students-centered approach is useful for English oral communication classroom.

Statement (10) Teachers give students chances for negotiating turns to speak.

Table (10) Negotiating Turns.

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 19 | 63.3% |
| Agree | 8 | 26.7% |
| Neutral | 1 | 3.3% |
| Disagree | 1 | 3.3% |
| Strongly Disagree | 1 | 3.3% |
| Total | 30 | 100.0 |

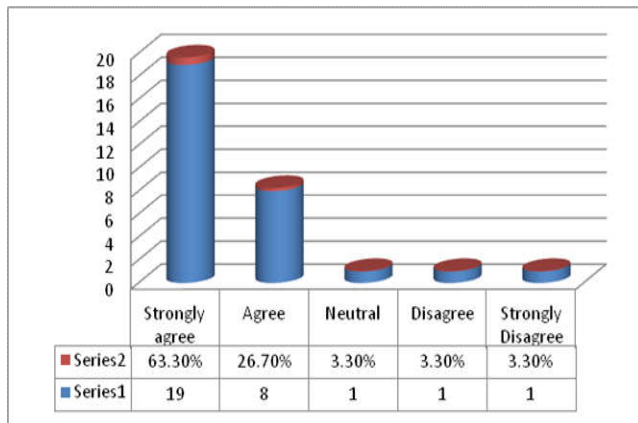


Figure 10. Negotiating Turns

The table and figure above show the following

- Those who strongly agree amounts to (63.3%).
- Those who agree amounts to (26.7%).
- Those whom are neutral are (3.3%).
- Those who disagree are (3.3%).
- Those who strongly disagree are (3.3%).

The majorities (63.3%) of the respondents support the statement which claims that Teachers give students chances for negotiating turns to speak.

Test of Hypothesis (2): Teaching students English oral communication techniques can help to develop their oral communication..

The above table indicates the mean , standard deviation, Chi-Square ,degree of freedom and p. value .regarding the answers of respondents of the study sample about the above Statements it has been noticed that all means are greater than mean stated in hypothesized mean which is about (4) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (0.691 to 1.074) and the answers made by respondents which pointed that the p. value of all Statements is less than 0.05 this show that the answers are in the positive direction .this is in line with what has been stated in the hypothesis

Conclusion

The results obtained by analyzing the responses of the subjects included in our sample had showed that groups of teachers have the same opinions regarding the effective techniques of communication. The research findings come in agreement with recent studies, confirming that without the effective techniques in English oral communication, the teaching and learning process will not take place. Therefore, teachers with good communication skills will create a more successful teaching and learning ambience for the students. On the other hand, someone with great communication skills has the potential to influence others and effective communication strategies will lead to success.

Communication skills and work motivation have a high influence in the teaching aspect. The teacher's technique and communication style can influence the interest and attitude of the students in creating fun and learning atmosphere. An effective technique followed by teacher's communication needs experience, determination and interest towards the profession that has been entrusted to the teachers. It is important to note that these techniques followed by teachers in developing English oral communication skills are not the only techniques to introduce effective and meaningful learning activities in the classroom. These tools are just some of the kinds of modern innovatives pedagogy that needs to be explored to achieve the revitalization of teaching practice and to realize the Sudanese secondary schools' policy of modernizing its educational system, so that teachers can develop new skills, to acquire and to use new methods and strategies of teaching - learning - assessment etc.

Recommendation

Based on the study above, the researcher offers the following:

- It is necessary for EFL teachers to find strategies and techniques to help their students overcome their oral communication skills.
- Students can be encouraged to carry out effective oral communication activities in their classrooms. These activities can enable them to have a high confidence level and present themselves orally in public.
- Teachers of English are recommended to create an encouraging atmosphere in the English oral communication classes to promote the students' attitudes towards English language learning in relation to their behavioral attitudes.
- They are also recommended to teach the English curriculum as it is supposed to be taught, focusing on the communicative approach.

Suggestions for further research

Throughout this study, the researcher has noticed that the following areas need to be researched:

- Teaching oral communication skill: a task based approach.
- The role of techniques to develop English oral communication in primary schools.
- Effective communication skills for co-teachers in inclusion classroom.
- Investigating the role of communication and interaction strategies.

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Appendix

Teachers' Questionnaire

Dear Teachers,

The following questionnaire is part of a scientific paper that effective techniques used by teachers to improve English oral communication skills in Sudanese secondary schools. Kindly, bear in mind that your responses will be treated confidentially, and used only for this study. Your contribution is highly appreciated.

The researcher

Please choose the appropriate response for your opinion.

SA= strongly agree, A = Agree, N = Neutral, DA= Disagree, SDA = strongly disagree

| Aspect | NO | Statements | SA | A | N | DA | SDA |
|---|----|--|----|---|---|----|-----|
| There are some techniques that teachers can use with secondary schools 'students to develop their oral communication. | 1 | Computer technology helps teachers use suitable teaching techniques. | | | | | |
| | 2 | Oral presentation creates a good atmosphere for oral communication during English lessons. | | | | | |
| | 3 | Pair work activity can improve students' speaking ability. | | | | | |
| | 4 | Discussion decreases students' hesitation and difficulty of expressing themselves. | | | | | |
| | 5 | Educational games help students to develop their speaking proficiency. | | | | | |
| Teaching students English oral communication techniques can help to develop their oral communication. | 6 | Watching film encourages students' communication and raises their awareness | | | | | |
| | 7 | Teachers build students confidence in trying out whatever language they know. | | | | | |
| | 8 | The students' language at high secondary schools is good enough to create communicating ideas. | | | | | |
| | 9 | Students-centered approach is useful for English oral communication classroom. | | | | | |
| | 10 | Teachers give students chances for negotiating turns to speak. | | | | | |
