The Role of Classroom Activities in Developing EFL University Learners' Speaking Skills

Omer Elsheikh Hago Elmahdi[*]   Associate Professor Open University of the Sudan, Khartoum

Israa Hussein Idris Shareef   MA, Open University of the Sudan

Abstract: Class room activity is the fundamental solution to develop speech problem by one way or another. Speech production among EFL University learners and how to perform an effective and well-formed speech poses have been investigated in the current study. It is noticed that students face problems when they want to speak in English. The researchers designed two questionnaires for both the students of Neelain University Faculty of Arts, the Department of English Language and Sudanese university teachers as data collecting tools. Also, the researchers performed three lessons to EFL learners evaluation. Thereafter, the questionnaires were analyzed statistically. This paper has pointed out some practical findings of the study, and some recommendations. These findings and recommendations will be helpful if they are considered seriously by teachers, curriculum designers and planners.
Keywords: Classroom activities; Speaking Skills; EFL Learners.

1. Introduction

It is noticed that class activities play an important role in developing the four skills of EFL learners. One can see that when a class is warm and full of competition, students achieve more than when they only receive the information from the instructor directly without students participations. For well over a decade, the focus of the university classroom has steadily shifted from a teaching-centric approach to a learning-centric approach (Robert and John, 1995). This shift calls for a rethinking of the traditional classroom, replacing the standard lecture with new approaches that more regularly involve the student in the learning process. There is now strong empirical evidence that active involvement in the learning process is vitally important for the mastery of skills, such as critical thinking and speech problem-solving in EFL classes.

Research comparing the effectiveness of lectures and discussions indicates that, although both techniques are similarly effective for knowledge-level learning, the results consistently favor discussion methods over lecture on a number of measures: problem-solving, transfer of knowledge to new situations, and motivation for further learning (Bligh, 2000). There are many small group techniques that may be used in almost any course with very little effort. The primary focus is getting students to really think about the material so they are able to vocalize what it is they are thinking about.

2. Statement of the Problem

Students need to develop speech problem by one way or another; class activity is the fundamental solution of this problem. The problem investigated in the current study is that of speech production among EFL University learners; how to perform an effective and well-formed speech poses problems. It is noticed that students face problems when they want to speak in English. And sometimes when they are speaking English, they have a sentence in mind, but they misuse two or three important vocabulary words – and then it becomes difficult to group what they are thinking such type of problem is considered a vocabulary problem. English words can be difficult to pronounce – and when speaking English, one has to consider not only the pronunciation of the individual words, but also the connection between the words in the sentence, which students have not mastered. It is also noticed that students feel nervous and afraid when they want to speak because they lack of confidence. All of the above mentioned problems will be solved throughout class activities.

3. The Objectives of the Study

The study aims:
1. To find out how class activities play a great role in developing EFL university learners' speaking skills.
2. To develop Sudanese EFL university learners' speaking skills.

*Corresponding Author

3. To identify the problems that students face when speaking English.
4. To provide suitable strategies for the students which help them to be capable of performing effective speech (class activities).
5. To solve the problems of EFL University learners when speaking English language.

4. Research Questions

1. Why teachers do not always use class activities as a part of their lesson plan?
2. Do class activities play an important role in developing EFL university learners' speaking skills?
3. Why students feel nervous and afraid when they want to speak in English language and how this fear can be reduced?

5. Research Hypotheses

1. Teachers do not always use class activities as a part of their lesson plan.
2. Evidently, class activities play an important role in developing EFL university learners' speaking skills.
3. Students feel nervous and afraid when they want to speak in English language due to their lack of confidence, but by more participation in class activities they may reduce or even remove the problem totally.

6. Methodology of the Study

The researcher decides to design two questionnaires for both the students of Neelain University Faculty of Arts, the Department of English Language for collecting the data and Sudanese university teachers. Also the researcher will perform three lessons in some topics to EFL learners for evaluation. Thereafter the questionnaires are analyzed statistically. Concerning the classroom activities the researcher will report about the students' performance during the class.

6.1. The Questionnaire

The rationale behind the questionnaire is to make sure that the data which is collected for the current study are valid; leading to reliable results. The questionnaire is the tool which the researcher uses to collect data for the present study. Questionnaire involves the participants' perception and evaluation of their own views of the role of classroom activities in developing EFL university learners' speaking skills, which consists of 25 items. Teachers' questionnaire contains 10 items, while the students' one contains 15 items.

6.2. The Participants

The participants in this study are EFL students at Al-neelain University and teachers. Students are chosen randomly due to the nature of the research questions and hypotheses which address the role of classroom activities in developing EFL university learners' speaking skills. Both teachers and students represent the future practitioners of the English language in the Sudanese society.

The focus of the study includes 70 participants; 20 teachers from Bahri, SUST, OIU, and Al-neelain Universities and 50 4th level students who are all EFL students who belong to Al-neelain University.

6.3. Instruments

The data of this research are collected through two questionnaires: one for teachers and the second for the students. Students' questionnaire contains 15 items, while teachers' questionnaire contains ten items (see appendices). The procedures through which the research data have been obtained are as follows:

6.4. Procedures

The questionnaires are designed for both teachers and students. Each questionnaire is distributed to specific participants. 70 questionnaire papers are collected from both teachers and students; 20 from teachers and 50 from the students.

7. Theoretical Framework and Literature Review
7.1. Speaking Skills

Wallace *et al.* (2004) stated that learners need to know how speakers differ from one another and how particular circumstances call for different forms of speech. They can learn how speaking styles affect listeners. Thus, the rate at which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another. It is useful for students to know that speech should differ in formality, such as when speaking to a judge, a teacher, a parent or a playmate. They may also benefit from learning about the differences among various dialects. The subjects in the curriculum and examples from the media may provide occasions for different forms of speech. Oral presentations can be derived from poems, stories, newspaper and magazine articles, as well as scientific reports. Dramatic acting and watching skits and plays may provide the richest opportunity to see how character and circumstance affect speech.

7.1.1. Function of Speech

Within a given setting, verbal discourse may vary in function. We use "function" to refer to the effect on the sender of his actions. Language may be viewed as operant (rewarded or punished) behavior in its social uses, which affects the speaker through the mediation of a hearer. The distinction between topic and function is similar to the one between manifest and latent content, as employed in content analysis. A difference is that since in many speech situations the addressee is known, and sub-sequent behavior of the sender is known, it is more often possible to delineate functions in ordinary speech than in the texts for which content analysis often is employed. The following system was developed to account for the initiation of dyadic interactions. It is not intended to cover continuous discourse, but merely initiations. The criterion of classification was the hearer response which could terminate the interaction to the satisfaction of the initiator.

7.1.2. Requests for Goods, Services, or Information

The overt behavior of the hearer is manipulated. E.g., "What time is it?" "Please pass the potatoes." "Slow down!"

7.1.3. Requests for Social Responses

The desired hearer reactions are often not explicit or even consciously known to the speaker. The subcategories often used are those derived from Murray's need system (1938: Wikipedia.org) which includes recognition, dominance, self-abasement, nurturance, affiliation. Behaviorally, overt hearer responses which might be elicited are applause, sympathetic words, laughter, a hug, or an angry retort; but often hearer reactions are covert. E.g., "What a gorgeous dress you're wearing!" "A weird thing happened to me today." "You're a fool."

7.1.4. Offering Information or Interpretation

Spontaneous instruction evidently based on the belief that the hearer would be gratified to learn. Analogous to spontaneous offer of goods or services. E.g., "That's Orion."

7.1.5. Expressive Monologues

Expressions of joy, sorrow, anger; talking to oneself, muttering. The sender reacts to an external stimulus, a feeling, or a problem without at-tending to the hearer's comments, which may be minimal or absent.

7.1.6. Routines

Greetings, thanks, apologies, offers of service by waitresses and salespeople, where the alternatives are extremely restricted, and hence predictable.

7.1.7. Avoidance conversations

Conversation is started only because the alternative activity is unpleasant or the sender is satiated; any hearer will do, and topics are highly variable. Water-cooler conversations in an office, coffee breaks during study sessions, bus-stop discourse.

A somewhat similar system was developed by Soskin and John (1963) to classify all the utterances in natural conversations. Their system, for instance, differentiates "signones," in which the speaker describes his own state or opinions, from "regnones," in which he tries to influence another's behavior. They point out that "signones" such as "I'm still thirsty" or "that tasted good" may in a benign and nurturant environment be used "as a consciously manipulative act." In purely functional terms, such "signones" are requests for goods, services, or information. Thus Soskin and John's classification seems in part to be formal. It is important to treat form separately from function just because there may be systematic discrepancies between manifest and latent function, as indicated in these examples. Tripp (1964).

7.2. The Conversation Class

The conversation class occupies a unique place in the process of learning English as a second or foreign language. Acy (1969) figured out a number of simple but important guidelines, some of which may provide helpful suggestions for the teacher of English who conducts "conversation" sessions as part of the regular classroom procedure or as an extra-curricular activity. The guidelines are as follows:

7.3. Cultivate a Relaxed Atmosphere

A relaxed atmosphere is conducive to free expression. The skillful teacher can create an atmosphere in which the student feels enough at ease to struggle through a situation to find the words to express himself. The following approaches help to develop the desired relaxed atmosphere:

7.3.1. Learn the Student's Name

In a conversation class, it is especially important for the teacher to know the name of each student. This indication of personal interest puts the student at ease and helps him overcome inhibitions about speaking out in a

group. Remembering the names of the students is an art that the teacher can master. The following suggestions will help:

a) *Concentrate on the Student.* When a student introduces himself, the teacher should repeat the name at least once aloud and twice to himself. At the same time, he should concentrate on some distinguishing feature about the student and associate it with the name, making a careful mental note of the two. While talking to the student, the teacher should focus his attention primarily on the student's eyes, and he should give the student his full attention.

b) *Take Notes.* The teacher should ask the student to write his name on the notepad (which the teacher should always carry to class). This will add visual reinforcement to the teacher's effort to remember the student's name.

c) *Identify the Seats and Use the Students' Names.* The teacher may write the students' names on slips of paper and attach these to the students' chairs or desks, to help everyone learn everybody else's name. Participants in a conversation class should never point or nod at each other. Instead, each person should politely address another as Miss X, Mr. Y, Mrs. Z.

7.4. Give Praise When it is Deserved

The teacher should compliment a student when he does well. He should make it a practice to reinforce a good performance with encouraging comments. He should be careful, however, to be discreet along this line, setting high standards for the class.

I often remind my students that my compliments are "expensive" and go only to a student reaching high standards—though I do not require perfection. Perfection is something that is *out there*. What we must do is constantly strive toward that magic point *out there*.

7.4.1. Smile

A smile generates warmth and response. The teacher should not be afraid to smile—or even to give a hearty laugh if a situation warrants it.

7.4.2. Speak Naturally

There is a tendency on the part of some teachers, in their efforts to make the students understand, to speak very slowly, increase the volume of their voice, and over-enunciate words or use artificially emphasized intonation patterns. What such teachers fail to realize is that the student will *learn* these strange practices and carry them over into his own conversation. The teacher should speak as *naturally* as possible in a conversation class.

7.4.3. The Student Should Talk, Not Take Notes

A conversation class should give each student the maximum opportunity to *talk*, and to that end everything should be subordinated. The student should not take notes. A person does not usually carry on a conversation with a note pad and pen in hand.

7.4.4. Everyone Should Use English

The teacher should discourage the use of the student's mother tongue and should confine his own remarks to English, even if at first the students miss much that is said. He should allow the translation of words and phrases only when the conversation cannot continue without it. And these times should be few in number. Their recurrence would suggest that the teacher is not exercising sufficient control over the conversation as to sentence structure and vocabulary.

8. The Teacher should be Patient

Patience, necessary in any encounter with students, is especially important in a conversation class. The teacher should put himself in the place of the student. He should think of how he himself had to struggle to express his ideas when he was first learning a new language. He should think of those frustrating "plateaus" in his own learning, when his ability to learn more seemed to have come to a standstill. He should remember the times when he himself has been afraid or ashamed to speak and someone gave him the encouragement that helped him find the proper words. The teacher should keep in mind, too, that there is a varying gestation period involved in learning words and the ideas behind them. The teacher must, therefore, give the student the time that he needs. At the same time, he must monitor class participation, to see that no individual monopolizes the time by talking too much or hesitating too often and too long.

The most beautiful moment in the film *The Miracle Worker* occurred when the blind child Helen Keller, through the untiring efforts of her teacher Anne Sullivan, was able to understand the relationship between a word and the idea behind the word. This was the moment when Helen understood not only the word *water* but the idea water. Helping the student to such an understanding as this takes both time and patience.

8.1. The Teacher should be Sensitive

Each session of a conversation class is different. At each session the teacher must grasp the mood of the class and consider the external factors affecting his own feelings as a teacher.

The teacher must be sensitive to the subtleties of speech, gesture, and facial expressions of the students, for these reveal the way in which a student is thinking or reacting to the situation.

Some students are especially sensitive about making mistakes. The teacher therefore never laughs at a student's mistakes or allows other students to do so. Serious harm can be done to a student whose honest struggles with the language call forth ridicule. Each student must always be taken seriously. There is a time for laughing. *But be discreet and sensitive to the feelings of the student.*

8.2. Using of Term "Think" is not Allowed

The word *think* should be the watchword for all conversation classes. The teacher should never accept the idea that practicing English must be limited to *talking* alone. He should encourage the students to try to come to grips with ideas, with issues. Some will make the classic statement *I can explain my idea in Persian*. The teacher should not accept this evasion. For the point at which a student begins to master a second language is the point at which he begins to *think* in the language. The conversation class is most successful when the students are thinking in English.

8.3. The Teacher Should Listento the Students

The teacher should not dominate the conversation! He should try to get the students to speak as much as possible. With some classes, the teacher's role is merely to be a critical listener. With others, he must play a more active role in order to keep the conversation moving.

8.4. The Teacher Should Use the Strategy Making Corrections

What should the teacher do about mistakes in pronunciation and grammar? This is an especially delicate area in a conversation class. Students tend to insist that they *want* to be corrected. It seems important, however, not to interrupt the train of thought of a student or the flow of the conversation with continuous minor corrections. If, for example, a student mispronounces a word, the teacher may use it later in a sentence. Near the end of the class he may point out the way that word and others from the conversation should be pronounced.

However, the teacher should always correct flagrant violations the moment they are made. He should not let them pass. But he should keep in mind the feelings of the one who made the mistake and make the correction as tactfully as possible. He should always avoid embarrassing the student. Still, he should not overlook the value of an attention getting comment that might prevent a repetition of the mistake.

8.5. Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

8.6. Using minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

8.7. Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

8.8. Using language to Talk about Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type

of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom. Grace Stovall Burkart (1998).

8.9. Sample Activities for Teaching English to Speakers of Other Languages

The following activities may be used by the regular classroom teacher to teach English to limited English proficient students who are learning English and is in the mainstream classroom. Michael and Pasternak (1986).

1. *Songs and games* are very effective in teaching vocabulary. All the students are interacting together in songs such as "The Alphabet song," "Simon Says," "Chutes and Ladders," "Old McDonald Had a Farm," etc.

2. A *Picture dictionary or index card file* using magazines newspaper and catalog pictures as well as the students' own drawings provide references for English and native language words. As the dictionary grows and the students become more skilled in reading and writing English these can be used in the following ways:

- label pictures with words and then form descriptive sentences
- alphabetize all labels or group them by subject
- classify objects pictured by size, color, shape, etc.
- create main categories and subdivisions within them (e.g., likes and dislikes, groups, common in U.S.A., common in native country, cooked, raw, served at what meal, source, etc.)

3. Have the students *name anything and everything* when able, write labels. *Label objects* in the classroom in both English and the student's native language (if possible).

4. Listening practice is important. *Read aloud to students prose, poetry and rhymes*. Use colorfully illustrated books, records and tapes (Dr.Seuss, folk tales, myths, fables).

5. Have students *trace an outline of a friend* on a large sheet of paper. Orally or in writing, *name the various body parts*. Clothing can be colored in and labeled.

6. *Use a calendar to teach days of the week, months, numbers, seasons and holidays*. The calendar can be used to introduce the past, futuretense and place (e.g. "Monday is after Tuesday." "The five is abovethe twelve.") Ask questions in sentences.

7. Provide students with opportunities to *teach the class portions of their native language.* They could start with numbers, alphabet and bodyparts. Then students could graduate to sentences and songs.

8. *Introduce students to school staff and tour the building.* Follow up the tour by having students name staff people and identify the job they do. Use photos of the staff for identification exercises.

9. Ask the students to *draw a family picture or bring a photo* to class. Use it to *teach names of family relationships (father, son, sister,brother),* pronouns and as a basis for discussing life roles.

10. To teach the students the *alphabet and beginning sounds* have the students make a booklet and put a letter on each page. Then have the students record words as they learn them on the correct page and perhaps draw a picture.

11. Use *peer tutors or "help mates"* to work withstudents who will alsobenefit from "teaching"the limited EnglishProficient student.

8.10. Teaching by Asking

Rather than 'teaching by telling', start the topic by asking students a question which leads to what you want to teach Carroll (1994). For example:

- *"What methods are used to market food products? Think of as many as you can."*
- *"Why do you think managers value staff training?"*
- *"Who would have supported Cromwell, who would not, and why?"*
- *"Here is a maths problem you can't solve with the methods we have seen so far - how would you solve it?"*

Students work in pairs or small groups (buzz groups) to answer a question or series of questions using common sense, experience, and prior learning. Students can all have the same questions, or they can be given different questions on the same topic. This group discussion can last for literally a minute or less, or for 20 minutes or longer.

Ensure each group has a scribe, and check their attention to task, and the quality of their work, by checking what the scribes have written down. Ask them if they need more time, and if they have finished, ask each pair or group for one idea they have had, ensuring that each group offers something. Write the strong ideas on the board saying a little in support of each idea if you wish. Allow the class to discuss any points of disagreement until they have agreed a common answer.

When the class has its common answer, 'top up' the answer with any additional points the class has missed, and correct any misunderstandings. If students get half of the answer, it saves half of the teacher talk, and generates interest and thinking skills.

8.11. How to Use the Activities

Friederike (1984) figured out important points which deal with the importance of the atmosphere within the class or group, and use of the activities in class.

8.12. Atmosphere

Many of the activities in Friederike's book are focused on the individual learner. Students are asked to tell the others about their feelings, likes or dislikes. They are also asked to judge their own feelings and let themselves be interviewed by others. Speaking about oneself is not something that everyone does with ease. It becomes impossible, even for the most extrovert person, if the atmosphere in the group is hostile and the learner concerned is afraid of being ridiculed or mocked. The first essential requirement for the use of learner-centered activities is a relaxed and friendly atmosphere in the group.

Only then can the aims of these activities be achieved: cooperation and the growth of understanding. Groups or classes that have just been formed or are being taught by a new teacher may not develop this pleasant kind of group feeling immediately. In that case activities dealing with very personal topics should be avoided. The teacher may stimulate a good atmosphere by introducing both warming up exercises. Even in a class where the students know each other well, certain activities may take on threatening features for individual students. In order to avoid any kind of embarrassment or ill feeling, the teacher should say that anyone may refuse to answer a personal question without having to give any reason or explanation. The class has to accept this refusal without discussion or comment. Although I have tried to steer clear of threatening activities, there may still be a few which fall into this category for very shy students. In any case teachers should be able to select activities which their students will feel at ease with. As a rough guideline teachers might ask themselves whether they would be prepared to participate fully in the activity themselves.

8.13. The Teacher's Role

A lot of the activities will run themselves as soon as they get under way. The teacher then has to decide whether to join in the activity as an equal member (this may sometimes be unavoidable for pair work in classes with an odd number of students) or remain in the background to help and observe.The first alternative has a number of advantages: for example the psychological distance between teacher and students may be reduced when students get to know their teacher better. Of course, the teacher has to refrain from continually correcting the students or using her greater skill in the foreign language to her advantage. If the teacher joins in the activity, shawill then no longer be able to judge independently and give advice and help to other groups, which is the teacher's major role if she does not participate directly. A further advantage of non-participation is that the teacher may unobtrusively observe the performance of several students in the foreign language and note common mistakes for revision at a later stage. A few activities, mainly jigsaw *tasks,* require the teacher to withdraw completely from the scene.

Whatever method is chosen, the teacher should be careful not to correct students' errors too frequently. Being interrupted and corrected makes the students hesitant and insecure in their speech when they should really be practicing communication. It seems far better for the teacher to use the activities for observation and to help only when help is demanded by the students themselves; even then they should be encouraged to overcome their difficulties by finding alternative ways of expressing what they want to say.

8.14. Cooperative Learning

Group work can be an extremely useful addition to a large class. Not only does peer discussion help students understand and retain material, but it helps them develop better communication skills. Students also become aware of the degree to which other students can be a valuable resource in learning. As many students will say, they know they really understand the subject matter when they must explain it or teach it to a peer.

Some instructors break up a lecture by having students divide themselves into groups of three or four and answer specific questions, or solve specific problems. Each group appoints a spokesperson who may have to report on the group's progress, once the larger class reconvenes. It's not necessary to call on every group for a response–a general sense of the class's understanding can be gained by quickly polling several groups for their questions or comments.

Group work can also be used on a more formal scale. Students can be divided into groups early in the quarter, and encouraged to share phone numbers and addresses. Then specific group projects can be assigned that require groups to meet outside of class.

Groups might be responsible for starting discussion, for presenting important concepts, or reporting on research. To generate discussion, groups can be told to research a complex issue and in class be asked to represent a specific position in an impromptu debate.

8.15. Using the Activities

Once you have found a suitable activity for your class you should do the following:
1. 1 Prepare your materials in sufficient quantity.
2. Read through the 'procedure' section and if necessary note down the main steps. Think about how you are going to introduce the activity and whether your students will need any extra help.

3. Decide which role you are going to adopt (joining, helping, observing?) and stick to it throughout the activity.
4. Let the students give you feedback on the activity when it is finished.
5. Make a note of any problems arising as well as your own comments and those of your students. You can then modify the activity when you use it again.

9. Studies on Group Work Activities

Group teaching strategy provides a better ground for implementing a more effective teaching which comprises all the necessary requirements based on the children's unique nature and traits. Rahman and Haqshenas (2012) conducted a study on group teaching strategy a new model for teaching young kids in an EFL setting. The study stated that group teaching strategy brings more fun to the classroom and it helps execution of play and drama which are the lifeblood of a child's class. Moreover, a more energetic teaching, a better supervision and easier correction of children can be achieved through this model which can lead to a more effective teaching. In general, the presence and cooperation of three teachers facilitates the presentation and execution of the games and creation of joy and fun among young children. That is the main purpose for incorporating Group Teaching Strategy. It should be noted that the Group Teaching Model is proposed as a theoretical Model which can be beneficially used in young children classes. Yet the outcomes should be experimentally examined in different teaching environments. In order to achieve better results, the following limitations should be addressed in designing and implementing an experiment. First, having three teachers taking the helm of teaching process, a rather more spacious class will be needed. Second, it will be rather costly for an institute to afford a group of three teachers for each class, so more children can be enrolled in one class to make it cost effective. Third, the harmony and preparation of all three teachers is rather hard to achieve. Therefore, more time should be devoted to co-planning to get them into the same wavelength. Last but not the least, the current books taught in institutes may not fit the situational needs of Iranian children at ages of 3-6, i.e. the content of books are viewed not to be complying with the environmental encountering of a child (Rahman and Haqshenas, 2012) so group teaching demands its own instructional book which should be carefully designed. Both, the above mentioned study and the current one concern the classroom activities and how they help students to develop their standard in speech. The difference between the two studies is that, Haqshenas andRahmanian's studies purely are about group work, while the current one is about the role of classroom activities in developing the students' speaking skills.

Hamzah *et al.* (2010) conducted a study on teaching speaking skills through group work activities. The study generally attempted to look at some issues of students' speaking in an ESL classroom. Students' perspectives with regards to their involvement in oral group activities were identified. Besides, the potential implications of group work activities on the students' individual performance in speaking assessment were also determined. To achieve these objectives, 33 Form 2 students of SMK Damai Jaya were involved. The data were obtained through the analysis of students' questionnaire, interviews with three language teachers as well as the observations in class during group work activities. The findings show students' positive attitude towards group work activities in class. This contributes to a significant increase in students' participation in their groups. The general results obtained also indicate some improvements in students' speaking when they are assessed individually. Hence, group work activities could have significant pedagogical implications and could be a practical technique if they are carefully planned to teach speaking skills among the students. The current study concerns the role of classroom activities in developing EFL learners speaking skills, while Hamzah's et al study studies teaching speaking skills through group work activities. Group work activities are part of the current study, since group work activities are strategies that teachers may follow to develop their studentss speaking skills.

Deng (2011) also conducted a study but this time the study is on Communicativeness of activities in EFL primary school classrooms in Nanhai Guangdong, China: teachers' interpretations of task-based language teaching. The study aims to fill this gap by exploring how four teachers in two primary schools in Nanhai, Guangdong implement communicative activities in a top-down national innovation. The study involves three areas of investigation. The first area describes classroom practice. A particular focus is on activity types and the degree of communicativeness of activities. The second area analyzes how the practice reflects the general understanding of task-based pedagogy: the extent to which classroom activities are congruent with features of task? The third area concerns factors influencing communicativeness of lessons. Extensive data are drawn over a period of an academic year with four selected teachers (Betty, Rose, Paul and Jane). A total of 55 observations were conducted. Methods of documenting classroom data include a quantitative instrument based on COLT observation scheme (Communicative Orientation of Language Teaching) and qualitative field notes. The tool used to analyze the degree of communicativeness is derived from a well-recognized framework proposed by Littlewood. 64 semi-structured interviews were conducted to gauge participants' perception of task-based teaching. Teachers, school principals and focused-group students were interviewed. The main findings are as follows. It is found that Betty and Rose use mainly focus-on-forms activities, Paul uses meaning-form-focused and Jane meaning-focused activities, suggesting, respectively, a low, medium and medium-high degree of communicativeness. Further analysis of activity features indicates that Betty and Rose's teaching are teacher-centered, de-contextualized and without a clear communicative goal and outcome, and thus not congruent with task features. Paul's activities share features of non-communicative teaching and TBLT. Paul tried to integrate some communicative elements in his approach, although the majority of Paul's activities still focus on the practice of language form. Jane's activities, message-focused, student-centered and

contextualized, reflect general features of tasks. Three sets of contextual and participant factors are found to influence TBLT implementation in the two case schools: 1) contextual, 2) teacher factors and 3) those related to pedagogical practice, including planning and instructional factors. The significance of this study is threefold. Firstly, I propose an adapted version of Littlewood's communicative framework. Lastly, this study adds insights into character teachers cope with changes in the new English curriculum and the kind of classroom activities in Nanhai primary schools. It is hoped that these findings carry some resonances in other EFL contexts in East Asian Region. This method may be used to strengthen Sudanese EFL university learners' activities, which may be used in classroom to develop their speaking skills.

Another study was conducted by Rizza *et al.* (2002) on Students' Perceptions of Classroom Activities. The study investigated whether differences existed in perceptions of class activities for students in Grades 3–8 and between genders. Specifically, the frequency that students perceived opportunities for interest, challenge, choice, and enjoyment in their classrooms was assessed using the affective instrument. Significant main effects existed for grade level and gender, with no interaction of the 2 variables. In general, middle school students found their classroom activities less frequently interesting and enjoyable, with fewer opportunities for choice, than did elementary students. These variables declined steadily from lower to upper grades. Girls indicated that their class activities were more frequently interesting and enjoyable than did boys, which contributed to the significant gender differences.

There has been tremendous interest in student motivation, specifically concerning changes in motivation, as students progress from elementary school to middle school. Well documented are the challenges related to educating adolescents, which must take into account the developmental needs for this age group. Adolescent achievement and motivation can be highly influenced by peer group, self-esteem, and self-image (Anderman and Maehr, 1994; Eccles and Midgley, 1989). Further, there are often negative changes in achievement, attitude, motivation, and behavior as students progress from elementary to middle grades, with such changes influenced by classroom environments, peer groups, and teachers found that middle school students viewed their teachers as more controlling and allowed fewer student decision-making opportunities.

Efficacy levels and motivation decreased for these students as they progressed through middle school. (Anderman and Midgley, 1997) contended that teachers hold great influence over the students they encounter each day and the classroom environment plays a significant role in the attitudes adopted by students in middle school.

Michaelsen *et al.* (1997) conducted a study on designing effective group activities: lessons for classroom teaching and faculty development. The primary objective of the study is to provide learners with guidance for designing effective group assignments and activities for classes and workshops. In doing so, the study examined the forces that foster social loafing in learning groups and identify four key variables that must be managed in order to create a group environment that is conducive for broad-based member participation and learning. Then the research discussed the impact of various types of activities and assignments on learning and group cohesiveness. Finally, the research presented a checklist that has been designed to evaluate the effectiveness of group assignments in a wide variety of instructional settings and subject areas.Both, the above mentioned studies and the current one concern the classroom activities and how they help students to develop their standard in speech. The difference between the current and above mentioned studies is that, the previous conducted studies purely are about group work in teaching speaking skills, while the current one is about the role of classroom activities in developing the students' speaking skills.

Chandra (2008) made a study onteaching speaking skill through language games. One of the language skills that must be mastered by any foreign language learner is the ability to speak or communicate in the target language fluently. However most of the research finding has shown that most of the students of the English as a Foreign Language are quite difficult to improve their English speaking ability since they are accustomed to use their native language in their daily life. Based on that condition, thr writer in this article tries to solve the problem by offering one teaching strategy which is language games. Language games is believed can give the positive effect and joyful learning to the students in developing their speaking skill. Language game is a part of classroom activities that teachers may follow to develop their students speaking skills. This study can be used as a part of speaking skills at Sudanese universities. Mariyana's research (1999) showed that by using games, the students became more interested, actively involved and motivated in the learning activities. Games also helps the students in building a good relationship with their friends as well as increasing their achievement in learning English.

While Nurisnaini (2000) on her research, found out that games and songs are effective strategies in improving the students' participation in the classroom activities. Furthermore, Huyen and Nga (2003) in their research, stated that games have been shown to have more advantages and effectiveness in learning vocabulary in various ways. First, games bring relaxation and fun for the students, thus help them to learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested in the activities. These create the motivation for learners of English to get involved and participated actively in the learning activities. Third, vocabulary games bring real world context into the classroom and enhance students in using English language in a flexible and communicative way.

We can notice that the above mentioned studies also concern the methods in which speech can be developed, but this time the studies concentrate on the role of using games in teaching speaking skills. The current study concerns the role of classroom activities in developing students' speaking skills. The conducted studies and the current one share in the mean; all of them concern the ways in which speech can be developed. While the difference between the current and above mentioned studies is that, the previous conducted studies purely are about the role of games in

teaching speaking skills, while the current one is about the role of classroom activities in developing the students' speaking skills.

10. Hypotheses Analysis

10.1. Hypothesis One

Teachers do not always use class activities as a part of their lesson plan.

Co-works is always a motivating method teachers use to bring up more of their students. The trust, confidents rate in class activities or other partnership tasks is always high for students, it simply eliminate the fears and worries that affect their progresses. Above all some teachers prefer to take close look at their students' abilities individually, using class activity rarely from time to time. Whether teachers adopt class room activity or not working in a group or pairs remains a process of improving skills rather than a judging method.

10.2. Hypothesis Two

Evidently, class activities play an important role in developing EFL university learners' speaking skills.

When it relates with speaking skills, class room activity plays a vital role in developing EFL University's learner that paves the way for students to carry on their improvements. Speaking is a communicative way people use to exchange ideas and information, since it is a social method for expressing, speaking skills need from students to engage more with themselves. It clear that– according to many studies - more the students work together, much better they improve.

10.3. Hypothesis Three

Students feel nervous and afraid when they want to speak in English language due to their lack of confidence, but by more participation in class activities they may reduce or even remove the problem totally.

The fear of failure always reduces students' ability to express their ideas, moreover, to force them commit unnecessary mistakes letting the problem to exacerbate. Confidence is a key factor that guarantees the brain will remain stable, and ensures preventing someone's mind from committing any unwanted mistakes. Working with partners acquires confidence, quietness, and help overcome all the problems.Proper solutions demand teachers to adopt class room activities in their teaching plans, not just in improving students' skills but in measuring how they are progressing.

11. Questionnaires Analysis

Table-1. Students' Questionnaire

No	Item	Agree	Not sure	Disagree	Mean
1	Group work affects the way I express myself positively	50	-	-	100%
		100%	-	-	
2	I feel confident when I participate with partners in classroom activities	30	15	5	33%
		60%	30%	10%	
3	I feel released when speak during the lessons	25	10	15	33%
		50%	20%	30%	
4	Gaming and sketches are effective tools for developing speaking skills.	37	-	13	70%
		74%	-	26%	
5	I feel happy when I speak in English during the class	25	15	10	65%
		50%	30%	20%	
6	I express my ideas and thoughts with the right vocabulary/phrases.	15	-	35	30%
		30%	-	70%	
7	Speaking in English is frustrating.	20	25	5	65%
		40%	50%	10%	
8	English is an important world language; therefore I should speak in English.	40	10	-	90%
		80%	20%	-	
9	It is necessary to have good English in order to excel in study.	30	5	15	25%
		60%	10%	30%	
10	English language is an important language for employment.	20	15	15	35%
		40%	30%	30%	
11	I want to be a good speaker since I want to be a translator	5	3	2	65%
		65%	35%	-	
12	I am able to use alternative methods to express when I encounter difficulty in expressing meaning in class discussions.	5	5	40	10%
		10%	10%	80%	

13	I express ideas or arguments in class discussions fluently.	16	10	24	85%
		32%	20%	48%	
14	I can speak with the right kinds of English in different situations.	10	10	30	100%
		20%	20%	60%	
15	I want to be able to communicate freely in English with people from different countries	45	5	0	50%
		90%	10%	-	

Table (1) contains students' evaluation of the use of class activities in learning. As it is shown, each item-row consists of three attributes: 'Agree, Not sure and Disagree' split into two sub-rows for number of answers and the associated percentages. The last column represents the mean measurement, which is obtained from the percentages. Each item will be discussed separately.

11.1. Analysis
1. "*Group workaffects the way I express myself positively*"

The first item, "*Group workaffects the way I express myself positively*", shows clearly the opinion of the students about group working, or class activity working. Totally all of them agree with the fact, as they get 100%, giving a clear evidence of class activity method superior over its parallels. The mean of the result is 100%. Of course group work help students overcomes all odds, they may encounter when they do the same task separately.

2. "*I feel confident when I participate with partners in classroom activities*"

In the second item, "*I feel confident when I participate with partners in classroom activities*", students 30 of the students agree, 15 are not sure while 5 of them disagree, the percentages are: 60%, 30% and 10% respectively.Students overcome their fears when they participate with partners, because they think, working together with familiar persons frees them from and worry of making mistake, for they share them the same work.

3. "*I feel released when speak during the lessons*"

In this item, half of the students agree with this fact, 10 of them are not sure, the other 15 are disagree, the associated percentages are: 50%, 20% and 30% respectively, the mean is 33%.

The students, who have the gut to speak during the lesson, are those who have more confidence in showing their skills. Here, teacher should take an instant solution to encourage the other to participate positively with their partners; possible examples will be establishing dialogues between the students, and more co-works.

4. "*Gaming and sketches are effective tools for developing speaking skills*"

In the fourth item, "*Gaming and sketches are effective tools for developing speaking skills*", 37 of students agree with percentage 74% while the rest of them disagree and the percentage is 26%. Students think that visual sketches that are attached to their lesson are totally helpful, and effective. People tend to do the things that give them more fun than those force them to do regular works, memories store the things that someone feel as priority, and the games and sketches among those things.

"*I feel happy when I speak in English during the class*"

The fifth item, "*I feel happy when I speak in English during the class*", shows half of the students agree, and 15 not sure and 10 disagree, related percentages are: 50%, 30% and 20%. Taking into account the aforementioned results, students are doing well in class. As a result of students' ambition to master their English language, they feel that happiness when they success to speak well. Even with few mistakes, students take the matter positively, when they speak.

5. "*I express my ideas and thoughts with the right vocabulary/phrases*".

This item reveals the problem clearly, the lack of vocabulary *and the challenge of sentences building. The problem is related directly to speech* production or speaking skills the student should have; for speaking with the right words, phrases and sentences means that the listener receives the desired information delivered. The majority of the students disagree with fact, as they get 70%, while just 30% agree with that. Possible reason for such problems is that, students' lack confidence in addition to their vocabulary problems.

6. "*Speaking in English is frustrating*"

In, "*Speaking in English is frustrating*", students are nearly divided into two halves, some of them is not totally sure about the matter, and the other think about it positively or negatively. 20 of the students agree, 25 are not sure and 5 disagree, the percentages are 40%, 50% and 10% respectively. English is not that big deal of hard task, though students think it is frustrating, more proper solution and extensive works will increase their desire to speak English.

7. "*English is an important world language; therefore I should speak in English*".

In the eighth item, "*English is an important world language; therefore I should speak in English*", 40 of the students agree with percentage 80%, and 10 disagree with percentage 20% while no one disagree. For many students, English language is important not just as a communication language, but from being an international language that that is spoken everywhere. For them speaking is a demanded task to do and improve. These thoughts can be positive points teachers can use to strengthen students' capabilities in speaking process, via class activities that conduct more speaking tasks.

8. "*It is necessary to have good English in order to excel in study*".

In the item, "*It is necessary to have good English in order to excel in study*", 30 of the students agree with percentage 60%, 5 not sure and 15 disagree with percentages 10% and 30% respectively. English is a key factor for

many students to advance successfully in their study; the matter reaches a necessity degree for them. Speaking English is a one way of many ways for students to achieve their desire.

9. *"English language is an important language for employment"*.

The tenth item, *"English language is an important language for employment"*, shows 20 students agree, 15 are not sure and 15 disagree the percentages are as follow: 40%, 30% and 30% respectively. It is expected that majority of the students accept this fact; for the universality of English is always playing big role in preference for job applicants, and those who master it excellently.

10. *"I want to be a good speaker since I want to be a translator"*

The results of the eleventh item, *"I want to be a good speaker since I want to be a translator"* strengthen the opinion that says a good speaker is a good translator; since translating is like transferring information into two opposite directions, that requires good skills. Class activities help students improve their speaking skills, and then their translation ambitions.

11. *"I am able to use alternative methods to express when I encounter difficulty in expressing meaning in class discussions"*.

In the twelfth item, *"I am able to use alternative methods to express when I encounter difficulty in expressing meaning in class discussions", we see that nearly most of the students disagree,* 5 of them just agree, while 5 are not sure, the percentages are 10%, 10% and 80% respectively. This results show the difficulty that students face in speaking, especially when using alternatives to express meanings in class discussion.

12. *"I express ideas or arguments in class discussions fluently"*.

The results in the item, *"I express ideas or arguments in class discussions fluently"* shows 16 agree, 10 not sure and 24 disagree, and it is clear that, the issue of fluency which is one of many requirements to master speaking skills is important. The percentage of students disagree 48% proves that students need more class activities to help them improve their speaking skills.

"I can speak with the right kinds of English in different situations".

The fourteenth item, *"I can speak with the right kinds of English in different situations"*, 30 of the students disagree, 10 not sure and 10 agree, the high percentage 60% shows the role that class activities can play in enriching students' vocabulary and then speaking skills. Choosing the right words which means the right English depends on a rich background of vocabulary and more practices. Teachers should adopt the methods that help improving their students' skills and the class activities is one of them.

13. *"I want to be able to communicate freely in English with people from different countries"*

The last item, *"I want to be able to communicate freely in English with people from different countries"*, reflect the desires and wishes of students to master their speaking skills. 45 of the 50 students find this is a targeted task they prefer to do in the future, though 5 of them are not quite sure. The percentages are as follow: 90% and 10% for both agree and not sure, but no one disagrees. For the current study, it is one of its objectives to help students develop their speaking skill as one of many skills required to learn English. Using class activities and other co-works is vital in achieving such goal.

Table-2. Teachers' Questionnaire

No	Item	agree	Not sure	disagree	Mean
1	I cultivate a good speaking atmosphere for my students	15	3	2	84.9
		75%	15%	10%	
2	Speaking should be part of all lessons even if it is not speaking skills class	17	3	-	70%
		85%	15%	-	
3	I motivate my students to speak in English	15	5	-	79.8%
		75%	25%	-	
4	When the lesson contains group work activities some students get motivated	18	-	2	75.1%
		90%	-	10%	
5	I prefer to teach my students in groups and ask them to take part in the lesson.	12	3	5	63.4%
		60%	15%	25%	
6	Classroom activities result to good outcome at the end of the lesson.	13	4	3	60%
		65%	20%	15%	
7	I suggest for teachers to use games and sketches to help their students to develop their speaking skills.	14	4	2	60%
		70%	20%	10%	
8	Speaking activities waste part of lectures' time	10	4	6	61.7%
		50%	20%	30%	
9	I don't prefer to have speaking activities in my class, since my class is not a speaking class.	11	7	2	25%
		55%	35%	10%	
10	Speaking activity is not role of teachers; students should manage it themselves.	8	-	12	40%
		40%	-	60%	

Table (2) shows the teachers' response to learning via class activities- as good tool, and they evaluate the method and how it helps students in developing and understanding English.

Teachers' opinions about class activities vary according to many factors, including their desire to adopt class activities in their teaching process. The table is consists of item-rows and columns, each item-row consists of three attributes: 'Agree, Not sure and Disagree' split into two sub-rows for number of answers and the associated percentages. The last column represents the mean measurement, which is obtained from the percentages.

1. *"I cultivate a good speaking atmosphere for my students".*

In the first item, *"I cultivate a good speaking atmosphere for my students",* teachers response positively to the statement. Since establishing a good atmosphere means a beneficial outcome will be obtained. The teaching process requires special factors that can be able to persuade students' minds to engage into the learning tasks. Sketches, jokes, games are examples that teachers use to achieve their goal.

The results show that 15 of the teachers agree, 3 are not sure and 2 disagree. The percentages are 75%, 15% and 10% respectively.

2. *"Speaking should be part of all lessons even if it is not speaking skills class".*

The second item, *"Speaking should be part of all lessons even if it is not speaking skills class",* proves clearly how speaking is a very vital tool for many teachers when improving their students' abilities regard to language skills, so they think it should be part of all lessons.

Speaking reflects more weaknesses to teachers about their students, and shows how they turn what they study into a spoken language. The results show 17 teachers agree, 3 are not sure with percentage 85% and 15% respectively.

3. *"I motivate my students to speak in English".*

The third item, *"I motivate my students to speak in English"*, most teachers – with percentages 85% for agree and 15% for disagree- think they motivate their students by a way or another. They believe that students should have desires to do their speaking tasks within the learning process, and this is difficult without motivation. Most of the teachers adopt special way to achieve their target, but among all that group work and class activity remain possible.

4. *"When the lesson contains group work activities some students get motivated".*

This item, *"When the lesson contains group work activities some students get motivated",* supports the opinion students give about co-work and working with partners. Group work activities grant students great confidence and gut to do works that they can't do if there is no partnerships. This is a fact that teachers notice during teaching process, especially for those students who lack confidence to work alone by themselves.

5. *"I prefer to teach my students in groups and ask them to take part in the lesson".*

Although working-in-group method proves itself as an effective tool, some teachers have another preference over it. The results show 12 teachers agree, 3 remain not sure and 5 disagree, the percentages are 60%, 15%, and 25%.

Teachers, who adopt working-in-group method, help their students to overcome all the fears and come up with their best. Moreover, the teachers discover more things –weaknesses, lack of confidence, lack of vocabulary - about their students, and then design an appropriate method to meet that.

6. *"Classroom activities result to good outcome at the end of the lesson".*

This item, *Classroom activities result to good outcome at the end of the lesson, support the* teachers' opinion about working-in-group method preference; for the outcome is worthy.

The results are as follow: 13of the teachers agree, 4 are not sure and 3 disagree, the percentages are as follow, 65%, 20% and 15% respectively.Classroom activities' good outcome is not just limited to teacher's evaluation about his/her students, but act as a helper tool that paves the way for students to eliminate all the odds and obstacles they encounter, and come up with their best. Another good outcome class activity can provide is to enrich students' background in speaking and communication skills.

7. *"I suggest for teachers to use games and sketches to help their students to develop their speaking skills".*

The seventh item, *"I suggest for teachers to use games and sketches to help their students to develop their speaking skills"*, strengthens the fact that students response positively to sketches and games in learning process. Games free students from the pressure of regular works, and sketches help their memories to save a lot of information with help of the images, charts that are used during the activities. The results are: 14 of the teachers agree, 4 are not sure and 2 disagree, the percentages are, 70%, 20% and 10%.

8. *"Speaking activities waste part of lectures' time".*

In the eighth item, *"Speaking activities waste part of lectures' time",* 10 of the teachers agree,4 are not sure and 6 disagree, the respective percentage are50%, 20% and 30%.

Although speaking activities help a lot in developing English language skills; nearly half of the teachers think of it as a time-consuming tool that waste most of the times needed in teaching process. In addition to that, teachers prefer not to include speaking activities in their lectures, if necessary, as a quest to save much time.

9. *"I don't prefer to have speaking activities in my class, since my class is not a speaking class".*

The ninth item, *"I don't prefer to have speaking activities in my class, since my class is not a speaking class",* 11of the teachers do not prefer to have speaking activities, since no necessity for that, 7 of them are not sure while just 2 of them disagree. The percentages are: 55%, 35% 10% respectively. Many teachers believe that speaking activities is a stand-alone task that is applied separately to students, not to be included into other tasks. Teachers should look at class activity as an assistant tool that helps them to achieve their objectives.

10. *"Speaking activity is not role of teachers; students should manage it themselves".*

In this item, *"Speaking activity is not role of teachers; students should manage it themselves"* 8 of the teachers agree with that with percentage 40% and 12 of the students disagree with percentage 60%. Some of the teachers link the speaking-related tasks to the students, letting them to improve in their own ability. They think that teachers are not asked to apply any speaking activity since that is not part of their role in teaching process. The fact is that, speaking is not a separate part among learning process; rather it is a vital to tool that is used to express thoughts, ideas and information, so improving that skill means improving the other skills as well.

12. Conclusion

Class room activity is the fundamental solution to develop speech problem by one way or another. Speech production among EFL University learners and how to perform an effective and well-formed speech poses have been investigated in the current study. It is noticed that students face problems when they want to speak in English. The researchers designed two questionnaires for both the students of Neelain University Faculty of Arts, the Department of English Language and Sudanese university teachers as data collecting tools. Also, the researchers performed three lessons to EFL learners evaluation. Thereafter, the questionnaires were analyzed statistically. This paper has pointed out some practical findings of the study, and some recommendations. These findings and recommendations will be helpful if they are considered seriously by teachers, curriculum designers and planners.

13. Findings

1. 100% of the students agreed that group work affects the way they express themselves positively.
2. Students can overcome their fears when they participate with partners, because they think, working together with familiar persons frees them from and worry of making mistake, for they share them the same work.
3. The students, who have the gut to speak during the lesson, are those who have more confidence in showing their skills.
4. Students think that visual sketches that are attached to their lesson are totally helpful and effective strategies for developing speaking skills.
5. Students feel happy when they success to speak well. Even with few mistakes, students take the matter positively, when they speak.
6. For many students, English language is important not just as a communication language, but from being an international language that is spoken everywhere. For them speaking is a demanded task to do and improve. These thoughts can be positive points teachers can use to strengthen students' capabilities in speaking process, via class activities that conduct more speaking tasks.
7. English is a key factor for many students to advance successfully in their study; the matter reaches a necessity degree for them. Speaking English is a one way of many ways for students to achieve their desire.
8. Class activities help students improve their speaking skills, and then their translation ambitions.
9. Choosing the right words which means the right English depends on a rich background of vocabulary and more practices. Teachers should adopt the methods that help improving their students' skills and the class activities is one of them.
10. Speaking reflects more weaknesses to teachers about their students, and shows how they turn what they study into a spoken language.
11. Most of the teachers adopt special way to achieve their target, but among all that group work and class activity remain possible.
12. Group work activities grant students great confidence and gut to do works that they can't do if there is no partnerships. This is a fact that teachers notice during teaching process, especially for those students who lack confidence to work alone by themselves.
13. Teachers, who adopt working-in-group method, help their students to overcome all the fears and come up with their best. Moreover, the teachers discover more things –weaknesses, lack of confidence, lack of vocabulary - about their students, and then design an appropriate method to meet that.
14. Classroom activities' good outcome is not just limited to teacher's evaluation about his/her students, but act as a helper tool that paves the way for students to eliminate all the odds and obstacles they encounter, and come up with their best.
15. Some teachers prefer not to include speaking activities in their lectures, if necessary, as a quest to save much time.
16. Many teachers believe that speaking activities is a stand-alone task that is applied separately to students, not to be included into other tasks. Teachers should look at class activity as an assistant tool that helps them to achieve their objectives.

14. Recommendations

1. Studentsshould find a suitable way to increase their vocabulary, since rich vocabulary help students to speak well. Having rich vocabulary will be by reading more texts, stories and new words related to their studies; since vocabulary is considered as a bone of knowing any language; the researcher recommends students to read more and more. As it is seen on the result and discussion students' serious problem is

related to vocabulary. The teaching materials should contain more exercises that increase students' vocabulary to help them to communicate well.

2. Students should work hard and join speaking activities in order to overcome the problem of having poor vocabulary, and that will be done by reading and saving a lot of words, and finding the correct pronunciation for them; because vocabulary is considered one of the most important parts of communicating and expressing one's thoughts and ideas; when one has rich vocabulary he can well communicate well.

3. Students should take the significance of speaking under consideration and participate in lectures of communication and English clubs conducted by teachers and other educationists in the campus.

4. Teachers should encourage and help students through working in groups and ask them to speak more and more.

5. Students should not be panic the time they want to speak. Students can start by speaking to themselves and pretend that as they are speaking to others. And this will happen gradually by training the students how to perform speeches in an environment where students never feel any frustration.

6. Students should listen to more sound clips so as to gain the ability of well performance.

7. Teachers should not to keep on correcting a student's faulty speech behaviors. This may develop a fear of talking.

8. Students should learn grammar and practice much more exercises of tenses so as to overcome the syntactic problem.

9. Teacher should take an instant solution to encourage the other to participate positively with their partners; possible examples will be establishing dialogues between the students, and more co-works.

10. Teachers should adopt the methods that help improving their students' skills and the class activities is one of them.

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Appendices

Students Questionnaire

No	Item	Agree	Neutral	disagree
1.	Group work effects the way I express myself positively			
2.	I feel confident when I participate with partners in classroom activities			
3.	I feel released when speak during the lessons			
4.	Gaming and sketches are effective tools for developing speaking skills.			
5.	I feel happy when I speak in English during the class			
6.	I express my ideas and thoughts with the right vocabulary/phrases.			
7.	Speaking in English is frustrating.			
8.	English is an important world language; therefore I should speak in English.			
9.	It is necessary to have good English in order to excel in study.			
10.	English language is an important language for employment.			
11.	I want to be a good speaker since I want to be a translator			
12.	I am able to use alternative methods to express when I encounter difficulty in expressing meaning in class discussions.			
13.	I express ideas or arguments in class discussions fluently.			
14.	I can speak with the right kinds of English in different situations.			
15.	I want to be able to communicate freely in English with people from different countries			

Teachers' Questionnaire

No	Item	Agree	Neutral	Disagree
1.	I cultivate a good speaking atmosphere for my students			
2.	Speaking should be part of all lessons even if it is not speaking skills class			
3.	I motivate my students to speak in English			
4.	When the lesson contains group work activities some students get motivated			
5.	I prefer to teach my students in groups and ask them to take part in the lesson			
6.	Classroom activities result to good outcome at the end of the lesson			
7.	I suggest for teachers to use games and sketches to help their students to develop their speaking skills			
8.	Speaking activities waste part of lectures' time			
9.	I don't prefer to have speaking activities in my class, since my class is not a speaking class.			
10.	Speaking activity is not role of teachers; students should manage it themselves.			