

**STRATEGIES FOR DEVELOPING ENGLISH VERBAL COMMUNICATION:
CASE STUDY OF SECONDARY SCHOOL STUDENTS AT GEZIRA STATE -
SUDAN**

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ABSTRACT: *This research paper investigates the efficiency of applying some strategies to improve English verbal communication in Sudanese secondary schools besides the strategies teachers and learners are using now. To achieve this goal, the researchers assign some English language teachers and third grade secondary school students as a target population. The researchers use different questionnaires and pre and post tests as most appropriate methods for collecting the data. Then, they utilise the descriptive approach to analyse the data. Moreover, they use the SPSS programme to compute it. One of the results is that the abuse and lack of strategies of teaching and learning the target language leads to the deterioration of verbal communication. The most important researchers' recommendation is that, Sudanese English language teachers in secondary schools should apply all recommended listening strategies and train their students to listen more effectively to native listening materials.*

KEYWORDS: Strategies, verbal communication, pre-tests, post-tests, descriptive approach, the SPSS programme

INTRODUCTION

Language is a structure between people when they use it to interact with each other, convey messages in conceivable way, share thinking, feeling and thoughts. On the contrary language is a barrier between people when they couldn't use it to achieve its only function which is communication.

"Language is a bridge between people, but it is also a wall that divides people. Perhaps as noticeable as the colour of one's skin, the noises one makes to communicate with other human beings is an obvious indicator of

‘difference’. Language... serves to identify its users as belonging to particular cultural groups. Indeed, to the extent that a language is only intelligible to those who use it, language is exclusive." (Holliday, A., Hyde, M. & Kullman, J. 2004, p.184).

Our experience in teaching English in Sudanese secondary schools makes us notice the depression of the students when they couldn't express themselves in English. When they look everywhere to get words to convey what they want to say. Sometimes they could understand some of what they listen to. Occasionally their faces appeal you either to repeat or to translate what you say. A student studies English for three years nevertheless, he or she cannot say a single sentence; soon he loses the motive for learning the language.

Teaching and learning English like any other sciences have pillars and axes on which they are based, these axes are the proper skills and strategies that lead to the main aim of learning a language which is communication. Oral language competence in school is not just making learners to speak so much as providing them with the skills and opportunities to communicate more effectively. “Holbrook (1983) sets out three criteria for oral language competence: fluency, clarity, and sensitivity. To help children achieve these levels of development is our responsibility as educators.” (Cited in Hong, Zhang & Alex, Nola Kortner, 1995, P.2)

There is no doubt that, in Sudanese secondary schools, there is plenty of oral language used in the classroom. However, much of that talking is either done by the teacher, rather than by the students, or done by the students in their mother tongue. Dawood A. M. (2015), stated that “due to various reasons, for example a lack of practice, low English proficiency, lack of confidence, anxiety, shyness, personality, and the fear of losing face, more than two-thirds of the students remain reluctant to respond to the teacher and keep quiet until singled out to answer questions.” (P.163) Therefore, the researchers will try to investigate the strategies used in Sudanese secondary schools to enable the students to solve the problem of learning the target language. Then, they need to help them to utilize the proper strategies for commanding the language. They, also, aim to encourage the English language teachers to explore the effective skills and strategies for developing students’ oral communication via this study. Once the researchers achieve the above goals, then teachers of English language - in Sudanese secondary schools- will be able to teach their students how to utilise oral communication skills effectively in their personal and professional life. Nancy A. Mead, (1980) stated clearly that “oral communication skills have an important impact on an individual's personal and professional life. It is the gap between the highly skilled and the minimally skilled that has led to a growing interest in developing communication skills.” (P.2)

Statement of the Problem

Owing to the researchers' experience of teaching- more than ten years- at secondary schools in the Sudan, they notice that the areas of listening and speaking, vocabulary building and how to communicate using English language are generally the difficulties Sudanese

students face. In fact, many students lose their interest in learning English language due to their disability to communicate. While others claim that they like the language but they don't know how to be competent communicators. Being that the case, this research paper will investigate these difficulties and try to suggest suitable solutions for them; this is on the one hand. At the same time, the problem of this study is a searchable as it can be tackled through empirical methods. In other words, it is possible for the researchers to gather data that answer the underneath study question. Considered as a whole, it is a problem that creates the following question that the researchers will set off to answer: "What are the strategies that secondary school students, at Gezira State, should be trained on in order to develop their verbal communication?"

Questions of the Study

To answer the above stated question that the researchers want to tackle, the below sub-questions are presented; these questions are descriptive since the researcher uses quantitative and qualitative methods- questionnaires and pre / post tests - to investigate them:

1. How is it effective to teach students, at secondary schools of Gezira State, some vocabulary learning strategies in order to develop their English verbal communication?
2. Do secondary schools students, at Gezira State, have opportunity to use English inside and outside their classrooms?
3. Can students, at Gezira State secondary schools, develop verbal communication if they have trained on listening strategies?

Hypotheses of the Study

For the hypotheses to have considerable bearing on their work, the researchers think about the problem statement, review the literature for help, make observations, and then submit the underneath hypotheses that will provide a solution to the study problem. These predictive hypotheses are as follows:

1. Students' English verbal communication, at secondary schools of Gezira State, can be developed if the students use some vocabulary learning strategies.
2. Secondary schools Students, at Gezira State, can promote verbal communication if they have opportunity to use English inside and outside their classrooms.
3. Secondary schools Students, at Gezira State, can develop verbal communication if they have trained on listening strategies before practicing listening skills.

Significance of the Study

In the literatures review, the researchers have sited many examples of researches that have tackled the area of communication strategies. Most of these researches discuss the issues of either the strategies learners used to avoid oral communication in English or the techniques used in learning oral communication. Most of these researches are done on university students. Being that the case, this study is going to be the pioneer in trying to find strategies to develop oral communication in secondary schools level at the preceding setting. Besides the preceding information there is something worth mentioning that, the

problem of this study suits the researchers. First, they are interested in it. Second, it is a problem whose solution is personally important to them since it will contribute to their own knowledge or to improving their performance as EFL teachers. Third, this problem is in the area in which they have both knowledge and some experience.

Limitations and Delimitations of the Study

This study is designed to investigate the efficiency of applying some strategies to develop English oral communication in Sudanese secondary schools besides the strategies teachers and learners have already used. Regarding the limitations, the questionnaires are not flexible and their usefulness is restricted to issues concerning the respondents. Moreover, in questionnaires the ‘sense of responsibility’ among the subjects is not certain, the fullness of response is limited and the proportion of returns is mostly low. With reference to pre- and post- tests, validity is difficult to be achieved but strategies such as use of randomization, limiting internal and external bias, and appropriate application of basic statistics allow the researchers to make associations in outcome measures with this popular study design.

LITERATURE REVIEW

Here in this section, the researchers will identify the relationship of some works in the field of the study to the topic of this research paper and to other works, and then they will make a case for why further studies are needed. Abdul-Gayoum M., Abdulrahman M., Al-Rafeea S. (2020) declared that, “this section will cover all important points of the previous researches on the study topic. It will survey scholarly journal articles, books, government reports, web sites and other sources on the subject of this research, that is to say it will describe, summarize, evaluate and clarify the researches that existing in the field before this study. ” (p.53).

What Is Verbal Communication?

In its simplest meaning, communication is the manner of sending information from one area, human or group to another. Without exception, communication needs (in any case) a sender, a message and a receiver. Yuliya G. (2021) in FluentU Blog claims that “communication is a connection between people sharing information with each other. It’s important in everyday life, at work and nearly any time you interact with other people.” He provides eight essential tips for clear communication in English, as follows: “1) Keep talking. 2) Find a good speaking rhythm. 3) Make sure you are understood. 4) Repeat what you are told. 5) Ask clarifying questions. 6) Watch your body language. 7) Use appropriate language. 8) Practice empathy.” (n. p.). Yet, verbal communication is connected with language whether written or spoken. Mostly, verbal communication relates to the use of words whereas nonverbal communication associates with connection that happens via means rather than words; like gestures, silence and body language. Dom Barnard (2021) indicated that “verbal communication skills are more important than ever. Countless meetings, presentations, code reviews, conferences and networking events mean that clear and assertive verbal communication are essential for current and future jobs. ” (n. p.).

Zhanli Yang (2014) argued that “in today's modern world, learning spoken English has many advantages. English is fast becoming the international language of many fields, including politics, business and education. Not only is English used between native speakers and non-native speakers, but it is also used increasingly as a common language in interactions between non-native speakers...Spoken English also provides the chances for you to communicate socially with people from many other countries. It gives you a window into other cultures, and other perspectives of the world. It also gives you access to foreign films, TV programs, music and news. Therefore, spoken English is an important and fundamental tool in today's global village.” (p. 335).

Verbal versus Non-verbal Communication

Shraddha B. (2018) indicates that “communication is the process of transferring message which happens with or without words.” She goes further to define verbal communication as; “an auditory communication with words. It is mostly face-to-face or written with the use of language as a means. Nowadays, technologies like phone and internet have allowed oral communication to take place without being in the same place or writing. ” Then, she clarifies non-verbal communication as; “wordless communications. It is conveyed as visual cues. Body language, gestures, facial expressions, touch, etc. are few examples of non-verbal communication. It is noticed and interpreted more than words. It also communicates more messages. It is used to interpret whether verbal communication is true and authentic, or not. Non- verbal communication can be different according to place, culture and individual differences. There is no specific interpretation, rather the interpretations are open. ” (n. p.).

UKEssays. (2015) declared that, “verbal communication is divided into written and oral communication. The oral communication refers to speaking words in the communication process. Oral communication can be face-to-face communication or a conversation over the phone or on the messenger chat over the Internet. Spoken conversations or dialogs are affecting by voice modulation, volume and even the speed and clarity of speaking. The other type of verbal communication is written communication. Written communication can be via letters, newspaper, mail, or email. The effectiveness of written communication depends on the style of writing, grammar, vocabulary used, clarity and precision of language.” UKEssays. (2015), also, argued that “Non-verbal communication is includes the body language or expressive behaviors of the person who is doing, which will include the body posture, overall body movements, and the hand gestures. The facial expressions are also play a major role while communication since the expressions on a person’s face say a lot about his/her mood. On the other hand gestures like a handshake, wave hand to say hello or goodbye, a smile or a hug can independently convey emotions.” (n. p.).

Strategies for Developing English Verbal Communication

Dewi Kencanawati (2014) claimed that “in this globalization era, the teacher needs to be innovative in developing not only the materials but also the way of teaching appropriate with the curriculum. To make the learners able to use the target language is the ultimate

goal of teaching speaking at university. To meet this goal, it needs much practice and experience in speaking. The teacher should use various techniques and speaking strategies, consider the principles of designing speaking techniques as well as designing communication strategy well in order to reach the teaching objective maximally.” (p. 512)

Sofyan A., Dian F., Rizaldy H. (2015) stated that, “learning strategies can be seen as special ways of processing information that are used by learners to improve comprehension, learning, or retention of the information. Learning strategies are used by learners to help them understand new information better and to help them solve language problems. Learners have to recognize the power of consciously using language learning strategies in order to make learning quicker, easier, more effective, more efficient, and more fun.” (p. 20)

Qutbi A., Ayesha B. (2013) declared that “oral proficiency must be improved by taking fluency as first step because it encourages learners using English as medium of instruction Students should be provided specific learning opportunities of oral communication skills in the classroom through activity-based teaching in which students should be given tasks in groups and pairs...It was found that using teaching strategies such as demonstrations, role plays and discussions were effective ways to improve students’ oral proficiency.” (p. 31)

As a matter of fact, effective listening enhances and improves the concentration as well as the level of comprehension. Abbas P. G. and Mohammad R. A. (2011) argued that, “due to the fact that the communicative approach is increasingly used in EFL situation, we, therefore, stress the importance of students’ communicative competence. The need for competence in listening in EFL English language learners is increasing, so that listening teaching has attracted considerable attention. Unfortunately, the teaching of listening skills is still neglected in the English language teaching process ... Listening and speaking skills are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons.” (p. 977)

Juni B. S. and Wargianto, S. (2015) stated that, “a large number of language learners throughout the world study English for the sake of proficiency in speaking skills. And this is only because speaking is the first in importance than the other English language skills and should be learnt by people if they need to communicate with each other around the world and gain benefit out of that communication. ” (p. 1).

MATERIALS AND METHODS

The researchers make use of the descriptive approach to arrange, describe and show the most important facts or ideas about the data. The process of gathering and using the data (empirical examination) is a significant part in this study.

Instruments

For this experimental study, the researchers will use different affairs to secure data. Then, they will follow steadily the above method to investigate and summarize the data by making use of the following instrument:

- three questionnaires,
- two pre and post speaking and listening tests, and
- observation.

The researchers employ the above instruments to benefit from qualitative and quantitative data in different ways: exploiting one as a base for the other, utilising one to compare the findings of the other, and applying them collectively to determine different features of the same research question. These collective methods are more dependable and offer a complete explanation than either method alone.

Population and Sample

This research is carried out at Al- Kamleen locality in Gezira State. The researchers choose this locality for three reasons:

- There is a large number of schools in the locality.
- Most of the schools in the locality are governmental school with variations in students' levels.
- Most of the staff in this locality used to be the researchers' colleagues, which will facilitate many problems in the way of the research.

The research population comprises two categories:

- Third Secondary school students at Al-Kamleen Locality.
- Secondary school English teachers at Al-Kamleen Locality.

A randomly chosen sample is consisted of 60 male and 60 female students. All these participants are third class students. In term of teachers' sample, the researchers choose a total of forty English language teachers as respondents to the questionnaires.

Actions of Conducting the Questionnaire and Pre and Post Tests

A teachers' questionnaire of thirty four questions is distributed to forty English teachers in twelve boys and girls secondary schools in (Al- Kamleen locality). The questionnaire aims at identifying the strategies English teachers use when they teach English vocabulary, listening and speaking skills.

This teachers' questionnaire is set in the study as the third one since there are other two questionnaires concerning the students. The questionnaire consists of three domains that have direct relationship with the three hypotheses of the study. The three domains are as follows:

1. Teaching Vocabulary,
2. Teaching Listening Skills, and

3. Teaching Speaking Skills.

The other two questionnaires are distributed to 120 third class students at secondary schools of Gezira State

(boys & girls). The first questionnaire aims at identifying the strategies students use when they learn speaking skills. The other one describes the strategies used in learning English listening skills. The researchers design two pre and post speaking and listening tests to determine the efficiency of the application of the target strategies for developing English speaking and listening skills. The results of both speaking and listening tests have been collected and analyzed using T-test scale. Analysis and discussion of all data which is done by making use of the SPSS programme have been tackled in ‘results and discussion’ section underneath. (See the questionnaires below).

Students’ Questionnaire-1

This questionnaire is designed to investigate the strategies which Sudanese secondary school students used while they are listening in the class.

Name:..... (optional)

Sex: Male Female

Would you please, note that the purpose of these questionnaires is merely to help in writing a research paper, and that there are no right or wrong answers. Please, respond to each of the questions below, immediately, by making a (✓) in the appropriate box as an immediate response is generally best. **With Regards**

No.	Questions	Always	Frequently	Sometimes	Never
1	How often do you maintain eye contact with the speaker when you listen?				
2	While you are listening, how often do you focus on content?				
3	Do you emotionally involve?				
4	Do you let your mind absent while you are listening?				
5	How often do you take listening as a challenge task?				
6	While listening, how often do you ask questions?				
7	While listening, how often do you stay active?				
8	While listening, how often do you anticipate what will be said?				
9	While listening, how often do you take notes?				
10	While listening, how often do you pay attention?				
11	While listening, how often do you preview mentally what you already know?				
12	Do you listen to English native sources outside the class?				
13	Do you listen to English native sources inside the class?				
14	While listening, how often do you distract yourself with other things?				

Students' Questionnaire-2

This questionnaire is designed to investigate the strategies which Sudanese secondary school students use when they communicate in English. .Make a (✓) in the appropriate box as an immediate response is generally best. *With Regards*

No.	<i>Questions</i>	<i>Always</i>	<i>Frequently</i>	<i>Sometimes</i>	<i>Never</i>
1	I decide my goal for speaking by thinking about what I want to communicate.				
2	I think about what information is important to the listener so I can focus on it.				
3	Before speaking, I think of what I know about the topic.				
4	Before I start speaking, I think about the words and phrases I can use.				
5	I try to understand if I'm not making sense to the listener so I can correct myself.				
6	I use language I am familiar with, so that others can understand me.				
7	I practice talking about things that relate to my life and personal experiences.				
8	I draw a situation that I want to talk about to guide me when I'm speaking.				
9	I act out the situation to illustrate and put into context what I am talking about.				
10	I increase my confidence level by encouraging myself.				
11	I work with classmates to practice speaking English.				
12	If I don't know how to say something, I substitute it with what I know.				
13	If I don't know how to say something, I ask a more proficient speaker to help me.				
14	If I don't know how to say something, I look it up in reference materials.				
15	After speaking, I think if the words I use helped the listener to understand me.				
16	I mentally or verbally summarize what I've just said to see if it makes sense.				
17	I assess whether the strategies I used for speaking helped me or not.				
18	I check whether I have accomplished my goal in communication.				
19	I repeat what the speaker say to gain time for thinking about the answer.				
20	Before I answer, I ask for clarification.				
21	I use fillers such as (oah and you know) to gain time.				
22	I memorize some language patterns to help me speak fluently.				
23	I try to use English outside the class to help me practice speaking.				

Teachers' Questionnaire-3

Name: Is not required.

Would you please, note that the purpose of this questionnaire is merely to help in writing a research paper, and that there are no right or wrong answers. Please, respond to each of the statements below, immediately, by making a (✓) in the appropriate box as an

immediate response is generally best. If you use other strategies, please write them down on the lines provided.

With Regards

No.	Questions	Always	Frequently	Sometimes	Never
First Domain: Teaching Vocabulary:					
1	You use objects, flashcards, pictures, etc. when you teach vocabulary.				
2	Devote special time to explain new words.				
3	Teach words of one family together.				
4	Immediately translate words into L ₁ .				
5	Give students a time to guess the meaning of new words.				
6	Teach collocated words together.				
7	Ask students to use the new words in meaningful sentences.				
8	Teach words in matching synonyms or opposites.				
9	Teach words in isolation.				
10	Teach words in contexts.				
11	Teach all the meanings of polysemous (multi-meaning) words.				
Second Domain: Teaching Listening Skills:					
12	Devote classes for listening activities.				
13	Use native recorded listening materials.				
14	Guide your listening activities by giving questions.				
15	Give general background before start listening.				
16	Tell the students the objectives and what to expect from the lesson.				
17	Ask the students about what they already.				
18	Provide waiting time for the students before they answer the questions.				
19	Ask the students to answer the questions in pair or group works.				
Third Domain: Teaching Speaking Skills:					
20	Hold group discussion to give students chance to speak.				
21	You speak all the time in a class and students listen.				
22	Go around the class to check students discussion.				
23	You speak in English during the class.				
24	You speak in Arabic almost all the time.				
25	Correct students' mistakes.				
26	Using questions to encourage students to speak.				
27	Give students roles to play.				
28	Give students imitation (simulation) role to play.				
29	Give students pair work activities.				
30	Ask students to memorize and act conversation.				
31	Give students playing cards game.				
32	Give students related words before asking them to speak.				
33	Talk to them in English outside the class.				

Results of the analysis in table 1 and 1.1 reveal that Sudanese English teachers do not use the recommended strategies with the total mean of 1.93. The two strategies teachers use are:

- Immediately translate words into L₁, with the mean of (3.7 out of 4).
- Teaching words into isolation, with the mean of (3.4 out of 4).

Communication is based mainly on words therefore, if English words had been taught properly, students would not have found difficulty in verbal communication. One should say that the two strategies used, participate in deteriorating the standard of language production, mainly because students are not exposed to real English language environment.

These results do not support the first hypothesis: “Students' English verbal communication, at secondary schools of Gezira State, can be developed if the students use some vocabulary learning strategies.” Even so, this hypothesis is confirmed to be valid, since students do not use some vocabulary learning strategies to develop verbal communication.

Restating of the Second Hypothesis

	N	Mean	Std. Deviation
Speaking in Arabic almost all the time.	40	2.07	1.163
Speaking all the time in the class and students listen.	40	2.07	1.163

Table: (2). Speaking Strategies

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std Deviation
MM Valid (listwise)	40	1	4	1.51	.492

Table: (2.1).

Tables 2 and 2.1 show that, teachers agree on the point that, they use only two strategies when they teach speaking. These strategies are as follows:

- Speaking in Arabic almost all the time; with the mean of (2.07 out of 4).
- Speaking all the time in the class and students listen. (Mean of 2.07 out of 4).

These results reflect the poor standard of teachers in teaching verbal communication lessons. Results also show that, teachers do not use the other effective strategies with the total mean of 1.51. Moreover, results show that it is teacher – centered class because teachers speak all the time and students listen.

	N	Mean	Std. Deviation
Focus on topics already known.	120	3.53	.995
Using real objects.	120	2.78	1.146

Table: (3)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std Deviation
MQ Valid N (list wise)	120	1.00	4.00	1.5703	.29837

Table: (3.1)

Tables 3 and 3.1 show the responses of the students about using strategies when they try to speak. The total mean 1.57 indicates that students do not use these strategies. The only two strategies they use out of eighteen effective strategies are as follows:

- Focus on topics already known (with the mean of 3.53 out of 4).
- Using real objects. (with the mean of 2.78 out of 4).

Both strategies indicate the poor standard of students in verbal communication. All the other strategies are used when students are willing to speak or are interested in verbal communication.

These results do not prove the second hypothesis: “Secondary schools Students, at Gezira State, can promote verbal communication if they have opportunity to use English inside and outside their classrooms.” However, this hypothesis is confirmed to be credible, as students do not have opportunity to use English inside and outside their classrooms in order to promote verbal communication.

Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std Error Mean	95% Confidence Interval of the Differences				
				Lower	Upper			
Pair 1 Pre-test- Post-test	-1.0488	.31235	.04878	-1.1474	-.9502	-21.500	40	.000

Table: (4). Pre and Post Tests results of English Speaking Strategies.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std Error Mean
Pair 1	Pre-test-	8.8780	40	.33129	.05174
	Post-test	9.9268	40	.34571	.05399

Table: (4.1)

Paired Samples Correlations

	N	Correlation	Sig
Pair 1 Pre-test- & Post-test	40	.575	.000

Table: (4.2)

Tables 4.1 and 4.2 show that, there are statistically significant differences between the averages of the sample members' degrees in the pre and post application test of the speaking strategies. The difference is for the benefit of the post test, as the value of (T is 21:500), which is a function at the level of .01. This result indicates that, if we divide speaking teaching into sections or situations and assign strategies for each, and then train the students on these strategies before we ask them to practice speaking, this will definitely improve their speaking skills and develop their verbal communication. These results agree to what has been mentioned in the literature review by Juni B. S. and Wargianto, S. (2015: p. 1) when he argues that "a large number of language learners throughout the world study English for the sake of proficiency in speaking skills. And this is only because speaking is the first in importance than the other

English language skills and should be learnt by people if they need to communicate with each other around the world and gain benefit out of that communication.”

Restating of the Third Hypothesis

	N	Mean	Std. Deviation
Provide waiting time for the students before they answer questions.	40	3.53	.995

Table: (5). Listening Strategies

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std Deviation
MM Valid N (listwise)	40	1	4	1.62	.436

Table: (5.1)

Tables 5 and 5.1 show that, teachers do not use strategies when they teach listening skills with the total mean of 1.62 . The results also, show that teachers use only one strategy which is:

Providing waiting time for the students before they answer questions; with the mean of 3.53 out of 4.

Concerning listening skills, teachers do not use strategies since they do not teach listening itself although listening is an essential part of the verbal communication process.

Descriptive Statistics

	Mean	Std Deviation
Taking listening as a challenge task.	1.65	.907
Taking notes while listening.	1.90	.964
Paying attention to non verbal speech.	1.83	.997
Previewing mentally what is already known about the subject.	1.73	.923
While listening, anticipate what will be said.	1.65	.907
Stay active while listening.	1.57	.717
Focus on content while listening.	1.45	.630
Absenting mid while listening.	1.53	.676
Involved emotionally when listening to teacher.	1.36	.564
Total Mean	1.63	.809

Table: (6)

Descriptive Statistics

	N	Mean	Std Deviation
MQ	12	1.5951	.31834
Valid N (list wise)	0 12 0		

Table: (6.1)

Tables 6 and 6.1 show that, students do not use strategies when they learn listening skills with the total mean of 1.63.

Table 2 and 2.1 above reflect that teachers do not use listening strategies because they do not teach listening, this justifies why students do not use listening strategies; simply because they do not learn listening.

These results do not agree with the third hypothesis: "Secondary schools Students, at Gezira State, can develop verbal communication if they have trained on listening strategies before practicing listening skills." Nevertheless, this hypothesis is recognized to be authentic, since students have not trained on listening strategies before practicing listening skills, so as to develop verbal communication.

Paired Sample Test

	Paired Differences					t	df	Sig. (2- tailed)
	Mean	Std. Deviation	Std Error Mean	95% Confidence Interval of the Differences				
				Lower	Upper			
Pair 1 Pre- test- Post-test	- 4.725 0	2.25306	.3562 4	- 5.445 6	- 4.004 4	- 13.26 4	40	.000

Table: (7). Pre and Post Tests results of English Listening Strategies.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std Error Mean
Pair 1 Pre- test-	12.2500	40	2.96778	.46925
Post- test	16.9750	40	1.79011	.28304

Table: (7.1)

Paired Samples Correlations

	N	Correlation	Sig
Pair 1 Pre-test- & Post-test	40	.653	.000

Table: (7.2)

Tables 7.1 and 7.2 shows that, there are statistically significant differences between the averages of the sample members' degrees in the pre and post application test of the listening strategies. The difference is for the benefit of the post test, as the value of (T is 13:26), which is a function at the level of .01. This result indicates that, if we divide listening teaching into sections or situations and assign strategies for each, and then train the students on these strategies before we ask them to practice listening, this will definitely improve their listening skills and develop their verbal communication. The above results comply with what has been mentioned in the literature review by Abbas P. G. and Mohammad R. A. (2011) who argued that, "the need for competence in listening in EFL English language learners is increasing, so that listening teaching has attracted considerable attention. Unfortunately, the teaching of listening skills is still neglected in the English language teaching process. EFL learners have serious problems in English listening comprehension ... Listening and speaking skills are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons. EFL English language learners have limited listening comprehension. Listening levels of learners are different from each other, because listening is affected by crucial factors. The most important factors that should be emphasized are: the significance of listening, the study of listening teaching theory and use of the most advanced listening teaching methods." (pp. 977-978)

CONCLUSION, RECOMMENDATIONS AND A CLUE FOR FUTURE RESEARCH

Conclusion

In this study the researchers set off to collect data and conduct an empirical research that answer the question: "What are the strategies that secondary school students, at Gezira State, should be trained on in order to develop their verbal communication?" It is vital that researches put it clearly and assertively that verbal communication is an essential part of life. Bearing this in their minds, they have concluded their study by presenting the following results:

- According to teachers' questionnaires for using speaking strategies, only two strategies are used out of thirteen effective strategies. Lack of using proper strategies for teaching English speaking skills is obviously reflected in the students' disability to say even a single correct English sentence. It also provides reasons for the poor standard of the students' verbal communication which is the general assumption of the research.

- As stated in teachers' questionnaires for using listening strategies, only one strategy is used out of seven effective strategies. Teachers do not use the effective listening strategies because they do not teach listening lessons. This result justifies the poor standard of the students' verbal communication, since listening is essential part of it.
- Conforming to students' questionnaires for using speaking strategies, only two strategies are used out of eighteen effective strategies. Most of the neglected strategies are really effective in enriching the students' knowledge of English vocabulary which is the base of oral communication.
- In agreement with students' questionnaires for using listening strategies, no strategy is used out of nine effective strategies. Sudanese secondary school students do not use listening strategies because they do not learn listening. Listening is neglected from both sides; teachers and students which negatively affected the whole process of verbal communication.
- There is a clear difference in the listening pre and post tests performance, which has clearly demonstrated the efficiency of training students on some strategies of listening skills before asking them to participate in that skill.
- Teachers do not use the proper strategies when they introduce new English words. Overuse of L₁ negatively affected the process of English verbal communication.

Recommendations

According to the above-stated results and to make the process of learning EFL- in secondary schools at Gezira State, Sudan- a more motivating and effective experience, researchers suggest the following recommendations:

- Teachers should use the recommended methods for teaching:
 - speaking strategies which are explained throughout the research.
 - listening strategies that are demonstrated during the research.
 - vocabulary, since words are the skeleton on which language is built.
- Students should be trained to use the recommended strategies before they are asked to use the language.
- Teachers should consider the principles of designing:
 - speaking techniques.
 - verbal communication strategies.
- Students should be encouraged to use the target language in and outside the classroom.
- Teachers should use various techniques and speaking strategies such as demonstrations, role plays and discussions.
- Students should keep:
 - talking and find a good speaking rhythm.
 - using technologies like phone and internet for verbal communication.
- Students should be provided with learning opportunities of verbal communication.
- Students should be given tasks in groups and pairs.

- Secondary schools should be provided with equipped language labs and audio-visual aids.
- English libraries with native listening materials should be available.
- More time should be given for more practice and exercises in verbal communication.
- CALL (Computer Assisted Language Learning) should be introduced in secondary schools.

A Clue for Future Research

The researchers long for this study to be a true help- for teachers and academic developers- in enriching successive research activities in its field. In other words, researchers claim that three benefits can be gained from this study. Firstly, this research paper will be of value to community since it is about a common field of knowledge. Moreover, it may help in giving teachers academic information that effective verbal communication skills increase the ability of the individuals to share ideas, thoughts and concerns with each other. Thirdly, researchers have good reasons to think that this paper will be a test to discover how effective to utilize verbal communication as an important and fundamental tool in today's global village.

It is recognized that, a large number of English language teachers, in Sudan, who teach EFL treat a number of problems namely: the lack of available and suitable teaching materials, the lack of using proper strategies for teaching English speaking skills, the lack of teaching and learning listening, the lack of using the proper strategies for teaching and learning vocabulary, etc. Being that the situation, the researchers have good reasons to think that this paper will be an attempt by which they can help the specialized audiences particularly in their native country in which English language is taught as a FL. In addition to, interested readers, teachers who are concerned with EFL, and those whose career is LT and applied linguistics- to carry on further researches in this field of knowledge.

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