



**Sudan University of Science and Technology**  
**College of Graduate Studies**



## **The Role of Speaking Skill on Developing EFL Learners' Pronunciation and Fluency**

**دور مهارة المخاطبة في تطور دارسي الانجليزية لغة أجنبية نطقاً وطلاقة**

A thesis Submitted in Partial Fulfillment of the Requirements of M.A.  
degree in English language (Applied linguistics)

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# **Dedication**

My family

Brothers and sisters

## **Acknowledgements**

The researcher would like to acknowledge this sincerest and most heartfelt grateful to his mentor, Dr. Ayman Hamd Elneil for his meticulous supervision over this study guidance encouragement constructive insights criticism were spirit under which the researcher was able to conduct this study much thanks are going to my family who stood at my side they were a real source of inspiration to me.

I would like to appreciate the very considerable contribution from resources that support me during period of collect this research.

Last but not least, my thanks to the College of graduate studies, Sudan University of science and Technology.

Finally, thanks are due to all friends and colleagues and with sense of firstly thanks extended to who cannot replace my spirit with others spirit.

## **Abstract**

This study aims to illustrate the role of speaking skill on developing EFL learners' pronunciation and fluency. The main purpose of this study is to reflect the developing of EFL learners in pronunciation and fluency. The data analysis of this study was collected through a questionnaire that was designed and distributed to (30) students to university students. The respondent to participate in this study, this sample was selected randomly at Sudan University of Science & Technology – College of Education. The researcher used a descriptive – analytical method. The study finds out that the findings show that speaking skill improves pronunciation in addition to that speaking provides EFL learners with new words. And also speaking helps EFL learners in fluency of language and to improve skills of learners need to confidence in their ability speaking for more attention. Speaking skill receives less consideration in classroom and to improve pronunciation to promote listening skill.

## مستخلص الدراسة

تقصت هذه الدراسة دور مهارة الخطابة في تطوير دارسي الإنجليزيه كلغة أجنبييه نطقاً وطلاقة" الهدف من هذه الدراسة عكس ترقية مهارات الكتابة لطلاب الجامعات وجمعت البيانات الخاصة بهذه الدراسة باستخدام وسيلة الإستبانة فقد إختار الباحث (30) للعلوم والتكنولوجيا - كلية التربية - المستوى الثاني وتم إختيار العينة المشاركة في الدراسة عشوائياً واستخدم الباحث الطريقة الوصفية التحليلية. حيث أظهرت نتائج البحث لتدريس مهارات الخطابة التي تعتبر من وسائل الإتصال المهمة وخلصت الي النتائج الاتيه يحسن النطق الصحيح مهارة الخطابة خطابة دارسي الإنجليزية لغة اجنبيه بالمفردات الجديده وايضا تساعد الخطابة دارسي الإنجليزية لغة اجنبيه في طلاقة اللغة تحسين المهارة للدارسين تحتاج للصغة في قدرتهم علي ال مهارة ال خطابة لها أقل الإعتيار في فصل الدراسة تحسين النطق يرقى مهارة السمع

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# Chapter One

## 1.0 Introduction

No doubt, speak, speaking is an important skill in language learning, however, in a situation where English is taught as a foreign language speaking receives less attention and writing, many people around the world have begun to devote much time and efforts in speaking so that they could reach stages at which they might be described as fluent speakers.

A method of teaching which is particularly designed with an aim of achieving accuracy in language learning, scarcely appeals to students' needs in developing an appropriate fluency level in speech. As a result, many students believe that, there is no need to speak freely before they are assured that, every error and negative ways have already been corrected. For example, it is best to produce a whole sentence at a time than emphasizing individual words in isolation. This may tend to show down learners' ability to speak fluently. Some learners sometimes are discouraged to speak by their need to focus much on grammatical rules and spelling rather than the actual use of words in speech.

Psychologically, some students are reluctant to speak in classroom trying to escape the risk of being laughed at by their classmates.

Other elements that contribute to the development of speaking, include both reading and listening. Basically, reading and listening, are the major receptive skills whereby new language words and their sounds could be acquired. The fact is that encountering new words or structures in reading or listening and practicing the same forms in speaking, develop competency in language. Thus the more the exposure to language elements through reading or listening, the more likely to



develop a better speaking skill. listen when there and opportunity to do so but when you listen does not 'think a lot about and present tenses.

Listening is the easiest way to speak. In reading students has to start with topics he likes best and try to incorporate reading with speaking whether right or wrong in this way students can speak much better. While it is true to say that, the four language skills usually work cooperatively together within an integrated framework which makes language learning more possible.

### **1.1. The Statement of the Problem**

Despite the fact that, many students want to learn to express themselves orally in a second language they are often reluctant to participate in activities that will enhance their facility in oral expression. why does this happen? First, speaking practice is more difficult than sitting back and listening to the teacher. Second, many students feel uncomfortable in their first hesitant attempts at speech in the second language. Third, many students are self-conscious and do not like to make mistakes or to appear stupid in front of their peers. Last, they are afraid of failure, laughter and ridicule. Thus, the desire to speak is real but the psychological and social obstacle to speaking are as just as real.

The writer in his limited experience observed that, despite the great role, the speaking skill plays in language learning, it hardly receives the adequate care it not have in the classroom. This study, therefore, tries to investigate the role of speaking skill in language college of languages in the Sudan University of Science and Technology.

## **1.2. The Objectives of the Study**

1. To investigate the effect of speaking skill in language learning.
2. To boost the development of English language learning research at the Sudan University of Science and Technology.

## **1.3. Questions of the Study**

1. To what extent does speaking improves pronunciation and develops fluency in language?
2. Why does speaking skill receive less consideration in the study program?

## **1.4. Hypotheses of the Study**

1. Speaking improves pronunciation and develop fluency in language.
2. Speaking skill receives less consideration in the general teaching program.

## **1.5. Methodology of the Study**

The method used for this study is descriptive and analytical method in addition to writers own observation. Data collection tools composed of one questionnaire to gather the data required. The treatment of the raw data is based on the application of the statistical method known as SPSS (Statistical Package for Social Science).

Eventually, study hypothesis were carefully tested against the findings available.

## **1.6. Limitation of the Study**

The study is only limited to the investigation of the role of speaking skills in language learning. It targeted first year students studying English language at college of languages in the Sudan University of Science and Technology in year (2016) Khartoum.

# **Chapter Two**

## **Literature Review**

### **2.0. Introduction:**

This chapter contains the review of relevant literature related to the study. Thus, any information written here is dealt with through a recognized technique of documentation: quotation, summary or paraphrasing.

### **2.1. What is speaking?**

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chancy, 1998, p. 13).

### **2.2. The Difficulty of speaking**

Spoken interaction involves producing and negotiating language differently from the way used in writing. Speakers and listeners are involved simultaneously in both producing and processing spoken interactions. There are under time constraints which mean that they must process language as they go with no opportunities to go back and make changes Schmitt. N, (2002).

### **2.3. Improving Speaking Skill**

To improve speaking level, Learners need to gain confidence in their ability to speak and understand and to monitor and control their own production by paying attention to their own speech. Goodwin. J (2001) specifies those abilities that can be practiced; intonation, rhythm. Reduced speech linking words, consonant and vowel sounds, word stress etc. These are the concrete speaking aspects in which learners should get trained at in order improve speaking skill.

## **2.4. Dimensions of Oral Communication**

Oral communication is based on four dimensions or competencies:

- a) Grammatical competence: phonology, vocabulary, word and sentence formations.
- b) Sociolinguistic competence: rules for interaction and social meanings.
- c) Discourse competence: cohesion and how sentences are linked together.
- d) Strategic competence: compensatory strategies to use in difficult situations.

## **2.5. Activities to promote speaking**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose. Female, students can become involved in agree/disagree discussions. In this type of discussion, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. At the end, the class decides on the writing group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the Others.

## **2.6. Phonetics and Pronunciation**

In order to learn any language, a person must be aware of its different skills, because this helps in understanding the language.

Mastering phonetics is of great importance for a person who is , seeking success in learning English language or any other language. Knowing the production of

sounds, and their places of production, and how these sounds combine and function etc helps the learner a lot to progress and develop in his pronunciation. (Roach, 2003) reported that, “people who are going to work with language at advanced level as teachers or researchers need the deeper understanding provided by the study of grammatical theory and related areas of linguistics”. So to understand the principles and the systems that organize and rule the sounds in spoken English, the learner needs to study and master phonetics. In order to expect a good English pronunciation from the learners, they must be able to identify the different English sounds (orthography and phonology) and these small units of sounds (vowels and consonants) are known as (phonemes).

The learner should be able to differentiate between the vowels in *pin* and *pen* and the consonants at the beginning of the words **pet** and **bet**; because this is something confusing, it is very important for the learner to think of English pronunciation in terms of phonemes rather than letters. The learner must know that words such as *enough* and **inept** begin with the same vowel phoneme /i /, and the word *enough* **ends** with the same phoneme as in **stuff**. The learner, who is aware of phonetics and transcription, transcribes it and pronounces it correctly.

Many of the students suffer from this problem, because of their lack of knowledge of phonetics and phonology (O’connor, 2003) showed that in the learning of pronunciation there are two stages, which the learner must know to be unworried when dealing with English sounds. The first one is that the learner should be able to pronounce different 44 vowels and consonants, so that the words and other longer utterances, do not sound the same, so *feel* /fi:l/ is different from **fill** /fil/ and *heat* /hi:t/ is different from *eat* /i:t/. In the second stage, the learner must be able to use as many different sounds so as to represent a particular phoneme. If the learner has a good mastery of phonetics, then he will be able to transcribe words and pronounce them or check their pronunciation on the dictionary.

This chapter has discussed some related literature concerning English pronunciation problems e.g. interference , sound system differences , inconsistency and spelling . The next chapter will examine the methodology of the study , procedures which were followed and tools which were used for collecting the data in addition to population and sample of the study, Validity and reliability also will be discussed.

are expected to be committed by the Sudanese students of English unless they are already taught and trained in their different pronunciations. Each of the letters we use to show pronunciation may stand for more than one sound for instance in banana **/bana:nɔ/**, bather **/beioʊ3(r)/**, man **/maen/**, many **/meni** , the letter (a) stands for five different vowel sounds; if the learner has no knowledge about this inconsistency, this will lead him to wrong pronunciation ( O'Connor, 2003).

### **2.6.1 Influence of Spelling on Pronunciation**

According to the observations and notes on the Sudanese students at Sudan University of Science and Technology (SUST) it was found :that, the (SSEs) have some difficulty in the pronunciation of some words from a written text. This problem is due to the spelling system in English language, because in Arabic language student can easily pronounce a word from a written text just by looking at it; so each letter represents one sound, so the relationship between the orthography and the phonology is very easy to distinguish, in addition that there is no silent letter in Arabic language as it is found in English. Many words in English have letters, which are not pronounced. (Yule 2001) noted that the sounds of spoken English do not match **up**, a lot of time, with letters of written English. So if we can not use the letters of the

alphabet in a consistent way to represent the sounds we make, it is difficult to describe the sounds of a language

like English. In English, there are twenty-four consonants and twenty vowels; if we give to each of these forty-four units a special letter, in that way undoubtedly we can show what the student should say. If the learner knows that each letter represents a certain sound (e.g. equal number of sounds to the letters), then simply avoid the difficulty of spelling on pronunciation.

Some words which are ordinarily spelt in the same way, are different in their pronunciation, for example **lead** which is pronounced /li:d/ in a phrase like, lead the way, but **led**/ in another phrase **lead** pipe. Also there are some words spelt differently, but sound the same e.g. rain, rein, reign, all of them are pronounced /**rein**/. The learner who still doesn't have the mastery of pronunciation of such words, pronounces each of them by looking at its spelling, and he is expected to mispronounce them (O'Connor, 2003).

The explanatory potential of sound-spelling relationships (Carter; Nunan, 2001) reported; is something teachers should be aware of, since correspondences between orthography and phonology enables the students to predict the pronunciation of words from their spelling. So if the learner doesn't know such relationship between sound and spelling, he mispronounces words by just looking at their spellings e.g. before the **n** the **k** is silent; knee, know, knot, knight a student who didn't learn their pronunciation correctly, pronounces them with the /k / sound. Also (Easton, 2005) showed that there are some words with silent letters which cause problems for the learners for instance, silent / and pronounced / e.g. campaign, reign, sign, gnash in these



words the /g/ is silent, but most of the students pronounce it. On the other hand, words like signal, signature resignation the /g/ here is pronounced; unless the learner has a good knowledge of pronunciation of / in such words, he will confuse its pronunciation, the same problem of pronunciation as a result of spelling (Easton, 2005) noted that in silent /gh/ the learners may face problem because written /gh/ has no sound of its own, so it is never pronounced as it is written e.g. /gh/, but it is pronounced as /g/ in some words as, **Afghanistan, Ghana, ghost**, and in other words pronounced as /f/ e.g. cough, **trough, enough** and silent in some other words such as light, night, **high, weigh, weight, thorough, bough, plough**. Any time the **student** meets such words he will be confused to pronounce **them correctly** he just guesses the pronunciation by looking at the spelling of the word unless he has previous background. So it is very important to consult the dictionary, from time to time to check the pronunciation of such words until he possesses a good mastery of their pronunciation. One of the problems other language learners of English face is the (r) which is very weak in its pronunciation in English (Crittenden, 1994; Ladefoged, 2001) noted that in most forms of British English (r) can occur only before a vowel e.g. in words **like red, ruler, ride, but** foreign learner should notice that it is very weak and it is not pronounced like the Arabic one. All the **above notes** show that in many cases the spelling of English words lead the learners to guess the wrong pronunciation- from the spelling of the words unless they have a good knowledge of English sounds and letters relationships and the

## 2.7. The Problems and the Reasons

According to the results of the previous research, it can be said that many of Sudanese learners mispronounce the above problems in the pronunciation of /p/ , /θ/ , /s/ , / ð/ , /tʃ/ / v/ originally the researcher assumed that some Sudanese

learners mispronounce the above consonant , because they do not exist in their L1(Sudanese learners). The findings support the view and go in the same way with the theory that Sudanese learners mispronounce the above consonant, because they do not exist in Sudanese spoken Arabic L1 language e.g. sound like / θ /, / ð/ are found in Arabic, so Arab learners do not find a problem to pronounce them .on other hand these sounds are not present in Sudanese spoken Arabic so the learners tend to produce the sounds nearest to them e.g. /z/ for /ð/ and /s/for /θ/ ,/b/ for /p/ this is because their tongue accustomed to pronounce such sounds, or their tongue are not able to achieve the exact movements to utter such sounds, on the other hand their tongues get stiff from pronouncing particular sound of their L2.that's why many speakers of other language mispronounce the sounds that do not exist in their L1(O'Connor,2003:85)

## **2.8. Phonetics and Pronunciation**

In order to learn any language, a person must be aware of its different skills; because this helps in understanding the language mastering phonetics is great importance for a person who is seeking success in learning English language or any other language. Knowing the production of sounds combines and function . . .etc help the learner a lot to progress and develop in his pronunciation reported that “people who are going to work with language at advanced level as teachers or researchers need the deeper understanding provided by the study of grammatical theory and related areas of linguistic”. So to understand the principles and the system that organizes and rules the sounds in spoken English, the learner need to master phonetics, in order to expect a good English pronunciation from the learners, they must be able to identify the different English sounds (orthography and phonology) and these small units of sound (vowels and consonants) are known as (phonemes).

“The learner should be able to differentiate between the vowels in pen and bet and the consonants at the beginning of the words like pet and bet because this is something confusing, it is very important for the learner to think of English pronunciation in terms of phoneme rather than letters. The learner must know that the words such as enough and inept begin with the same phoneme /ɪ/, and the word enough ends with the same phoneme as in stuff. The Learner, who is aware of phonetics transcription, transcribes it and pronounces it correctly. Many of the students suffer from this problem, because of their lack of knowledge of phonetics and phonology” (O’Connor, 2003:79) showed that in the learning of pronunciation there are two stages, which the learner must know to be unworried when dealing with English sounds. The first one is that the learner should be able to pronounce different 44 vowels and consonant, so that the words and other longer utterances do not sound the same, so feel /fi:l/ is different from fill /fil/ and heat /hi:t/ is different from eat /i:t/ in the second stage, the learner must be able to use as many different sound so as to represent particular phoneme. If the learner has go mastery of phonetics, then he

## **2.9.Aspect of the speaking skill**

(Gower et al, 1995) illustrates that Speaking has many different aspects. It is useful to look at them under the following headings:

### **2.9.1. Accuracy:**

Accuracy involves the correct use of vocabulary, grammar and pronunCiati01 in controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important. Ongoing correction is often appropriate during accuracy activities. In freer activities the teacher is hoping for the correct use of language but is also keen to encourage the students’ attempts to use the language they have in order to communicate.

### **2.9.2. Fluency:**

Fluency can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently, students should be able to get the message across with whatever resources and abilities they have got regardless of grammatical and other mistakes. Normally, students should not be corrected during fluency activities.

However, in feedback afterwards you can comment favorably on any strategies the students used to increase their fluency. For example, the use of natural sounding incomplete sentence; when did you go? On Tuesday (not I went on Tuesday). The use of common expressions like .I see what you mean, never mind, what's the matter.

### **2.9.3. Pronunciation**

Pronunciation is an important factor or aspect during the development of the speaking skills student's abilities to pronounce well show that they have stepped forward for learning English and this is what teacher should be given emphasis (Gower, et al & /Adam,2005).

Elsagheer (2001) said that too much attention should be given to proper pronunciation. Many students will not be able to make all the sounds, especially at first stage, and constant correction may discourage them. So it is recommended that pronunciation should be taught to the students. The goal of teaching pronunciation to non- native students is not necessarily to make them sound like native speakers of English. With the exception of a few highly gifted and motivated individuals, such a goal is quite unrealistic. The more modest and realistic goal that we have in mind is that of enabling learners to get above their level so that the quality of their pronunciation will not detract significantly from their ability to communication (Elsagheer, 2001)

## **2.10. Qualities of a Good Speaker**

A speaker's skills and speech habits have an impact on the success of any exchange (Duzer, 1997) speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn- taking, rephrasing, providing feedback, or redirecting (Burns & Joyce, 1997 ). For example, a learner involved in the exchange with the salesperson previously described must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses. The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction might address include the following (Burns & Joyce, 1997):

- Producing the sounds, stress patterns, rhythmic structures, and intonations of the language.
- Using grammar structures accurately.
- Assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives.
- Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs.

- Applying strategies to enhance comprehensibility such as emphasizing key words, rephrasing, or checking for listener comprehension.
- Using gestures or body language.
- Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Brown, 1994).

Teachers should monitor learners' speech production to determine what skills and knowledge they already have and what areas need development. Bailey and Safage (1994) and Lewis (1997) offer suggestions for activities that can address different skill

## **2.11 Methods used for the Speaking Skills**

Every teacher who teaches English as a second language should follow some strategies and methods according to the nature of the lessons he is teaching. He may, for example, have a grammar lesson, so his lesson will be different from a reading lesson or a communicative lesson. A good lesson must be well prepared before he comes to his class. This means he puts in his mind what and how he will teach the lesson material

### **2.11.1 The Direct Method**

Students learn to understand the language by listening to a great deal of it; they learn to speak a language by speaking it and associating speech. This is the way children learn their native language, and this is the way children living in different linguistic environment acquire a second language. There is no translation. Students make a bond between the printed word and their understanding of it. There is no way or place for the native language (China, 1999).

### **2.11.1.1. Procedures for using the direct method in teaching speaking skills**

The use of the target language inside the classroom means the use of the correct pronunciation which is the important goal in teaching. Students learn words and phrases inside the classroom.

When the students learn enough expressions, their learning moves outside the classroom to common situations and settings of everyday life. Teachers who use the direct method believe that students need to associate meaning and the target language directly. In order to do this, when demonstrating its meaning through the use of media, pictures, or pantomime, the teacher never translates it into the students' native language.

Students speak in the target language a great deal and communicate as if they were in real situations. In fact the syllabus used in the direct method is based upon language that people would use at the bank, or going shopping. Language is primarily spoken not written. Therefore students study common everyday speech in the target language. They also study the culture consisting of the history of the people who speak the target language, the geography of the countries where the language is spoken, and information about the daily lives of the speakers of the language (Elsagheer, 2000).

Students work on all four skills from the beginning just as oral communication is seen to take place through negotiation between speaker and Listener.

### **2.11.1.2. The role of the student's native language**

The students' native language has no particular role in the communicative approach. The target language should be used not only during communication activities, but also for example, in explaining the activities to the students or in assigning homework.

The students learn from this classroom management, too, and realize that the target language is a vehicle for communication, not just an object to be studied.

### **2.11.1.3. Disadvantages of the direct method**

This method requires clever students only to profit much from this method. It requires endless demands on the energy of teachers. Teachers have to be fluent in the language. Students may suffer from language shock.

### **2.11.2. The communicative approach**

A communicative activity is an activity in which the student uses the language they have at his command to provide or to elicit from other student's information or an opinion. The communicative language teaching began in Britain in the 1960s as a placement to the situational language teaching called situational language teaching. It depends on the theory that the functional view of language is the primary line behind the communicative method (Lewis, M, 1997).

The teacher is a facilitator of his students Learning. He has many roles to fulfill. He is the manager of classroom activities. In this role, one of his major responsibilities is to establish situation Likely to promote communication. During the activities he acts as an advisor, answering students questions and monitoring their performance at other times he might be a commUflicat0 engaging in the commufliCat1 activity along with the students (Elsagheer, 2000).

Students are, above all, communicators. They are actively engaged in negotiating meaning and trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating. The most obvious characteristic of the communicative approach is that almost everything that is done with a communicative intent. Students use the language a great deal through communicative activities such as games role play, and problem solving tasks. Thus, through what is mentioned above about the way the



communicative approach is used for teaching the speaking skill. The researcher can conclude that it is suitable for developing the speaking skill especially that it transported students to use English outside the classroom.

### **2.11.3. The Audio Lingual Method**

Teachers want their students to be able to use the target language communicatively. In order to do this, they believe students need to over learn the target language, to learn to use it automatically without stopping to think. Their students achieve this by forming new habits in the target language and overcoming the old habits of the irnative language. The teacher is like an orchestra leader, directing and controlling the language behavior. of his students. He is also responsible for providing his students with a good model for imitation. Students are imitators of the teacher's model or tapes he supplies of model speakers. Students follow the teacher's directions and respond as accurately as possible (Allen.1977).

New vocabulary and structures are presented through dialogues. The dialogues are learned through imitation and repetition, drills (such as repetition, backward building, chains substitution Transformation and question and answer) are conducted based upon the patterns presented in the dialogues. Students' successful responses are positively reinforced. Grammar is induced from examples given, explicit grammar rules are not provided. Cultural information is contextualized in the dialogues or presented by the teacher. Students' reading and written work is based upon the oral work they did earlier (Elsagheer, 2000).

So, the researcher can conclude that the audio lingual method can be used effectively in teaching the speaking skill and in developing this skill among students.

### **2.11.3.1. Goals and Techniques for Teaching Speaking skills**

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation of grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output (<http://www.nclrc.org>, 1).

Language input comes in the form of teachers talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves. Language input may be content oriented or form oriented. Content oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-Oriented input may also include descriptions of learning strategies and examples of their use. Form-oriented input focuses on how to use the language: guidance from the teacher or another source on vocabulary,

pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length turn taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence). In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an

explanation in English may be more appropriate than one in the target language. in everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different. Categories of input and output. Learners at all proficiency levels, including beginners, benefit

### **2.11.3.2. Songs and video as an example**

Listen to the words of English language- songs that you like, and then repeat them to yourself and with the music. Repeat the words as many times as possible until they become automatic. Soon sing the whole song, or listen to one of your favorite actors on video and repeat one or two that you like. Do it until it becomes automatic. It's good practice for your memory and for the skill that you need for English (<http://www.Englishclub.Org>).

Above all, don't be afraid to speak. You must try to speak, even if you make mistakes. You cannot go on without mistakes. There is a saying: "the person who never made a mistake never made anything". So make of your mistakes as something positive and useful.

Speak as much as possible! Make as many mistakes as possible! When you know that you have no mistake, you know that you have made progress. Moreover, teaching aids may be useful in teaching the speaking skill for the following justifications:

- 1) The use of pictures may stimulate students to speak.
- 2) The use of language lab is a good way to improve students' pronunciation.

- 3) The use of tapes, slides and videos help students to improve their listening and correct some mistakes in their pronunciation .
- 4) Some teaching aids such as maps and drawings help students to use the second language for communication without using their native tongue.
- 5) Some teaching aids may be effective inside the classroom in using every day language.

At the end of chapter, 1 introduce a model lesson as an example for teaching the speaking skill which may be a guide to secondary school teachers who are to teach the speaking skill inside the classroom.

The following is an example of the way English teachers should teach a speaking lesson following the steps mentioned as follows.

## **2.12. Previous Studies about Pronunciation:**

There are many studies in different countries that have been done in this field of Phonetics especially in pronunciation. The problem of English pronunciation has become as phenomena to second language learners, or EFL. There are many researches concentrated on pronunciation problems to second language learners. Here are some international and local studies about pronunciation problems to Second language Learners or FEL.

**(Jalal Ahmed , 2011 , Saudi Arabia) In his topic (Pronunciation Problems among Saudi Learners. Najran University Preparatory Year).**

The researcher used An Experimental Method (Microphone and Recorder) to a chief the goals of his study. Eight student had been chosen randomly from Najran University Preparatory year. The researcher arrived to conclusion that:

- 1- Certain English consonant sounds are difficult to pronounce for Saudi learners. Most of the participants faced problems while pronouncing the consonant sounds. /p/. /d/. /v/, /tf ) , 3, and /rj/.

2-They pronounce /p/ as /b/ when it appears in the initial and final positions of a word. They pronounce /p/ as /b / when it appears in the medial or final positions.

3-According to his data /v/ is replaced by /f/ when it appears in the medial and final positions.

4-Most of the participants pronounce /t/) as /f/ when it appears in all three positions.

5-The /3/ sound is sometimes replaced by /f/, /s/ or /z/, when it is in medial position, and when it is in final position it is pronounced as /g/.

6-The /1/ sound is sometimes replaced by /n-k/, and sometimes it is replaced by the /n-g/ sound when it appears in the final position of a word.

**(Abbas Pourhosein Gilakjani, 2012, Islamic Azad University ,Iran) In his topic (A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction)**

He used A descriptive Statistic Method and arrived to the following conclusion:

1- Pronunciation can be one of the most difficult parts of a language for EFL learners to master and one of the least favorite topics for teachers to address in the EFL classroom.

2- All learners can do well in learning the pronunciation of a foreign language if the teacher and learner participate together in the total learning process.

3- Success can be achieved if each has set individual teaching and learning goals. Pronunciation must be viewed as more than correct production of phonemes: it must be viewed in the same light as grammar, syntax, and discourse that is an important part of communication.

4- Pronunciation is an essential component of communicative competence. With this in mind, the teacher must then set obtainable aims that are applicable and suitable for the communication needs of the learner.

5- The learner must also become part of the learning process, actively involved in their own learning.

6- The content of the course should be integrated into the communication class, with the content emphasizing the teaching of suprasegmentals, linking pronunciation with listening comprehension, and allowing for meaningful pronunciation practice.

**(Mona Wahbey, 2006, Tanta University ,Egypt) In her research (Pronunciation problems that face Egyptian Students as ESL)**

In her research she used A descriptive Statistic Method and arrived to the following results:

1-Egyptian students face problem when they pronounce English bilabial sounds. /b/ and /p/.

2-Egyptian students mispronounce fricative sounds /f/ and /v/.

3-There is a problem in pronouncing English affricate sounds /tʃ/ and /dʒ/.

4-There are difficulties face Egyptian students when pronounce English dental fricative sounds, /θ/ and /ð/.

5-Egyptian students do not mastering English plato alveolar sounds /S/ and /ʒ/ and they cause many problems to them.

6-Egyptian student do not pay attention to suprasegmentals feature in general stress, and intonation.

**(Fachun Zhang, 2009, China, Foreign Languages School, Ludong University)**

The researcher used an experimental method (Microphone and Recorder) to a chief the goals of his study. Groups of student are randomly selected from Chittagong University. The researcher arrived to conclusion that:

In order to learn English well, the second language learners should pay attention of the importance of the English pronunciation learning. The factors mentioned above influencing Chinese students pronounce English, which is the first language interference by interference of mother tongue in learning English pronunciation, learners' age, attitude, psychological factor and prior pronunciation instruction and the learners' insufficient knowledge of phonology and phonetics to a large extent affecting the acquisition of the English pronunciation. On the other hand, the

presentations of distinctions between Chinese and English phonological systems may raise our awareness of the differences of the two sound systems to avoid errors in pronunciation. Imitation, listening and speaking, Reading aloud are good suggestions for pronunciation improvement of English learners. Certainly, there's a long way for learners of English pronunciation to go.

**(Sanna Hassan 2007, Sudan University of Science and technology, Sudan)  
(Pronunciation problems of Sudanese learners of English)**

In her research she used A descriptive Statistic Method and arrived to the following results:

- (1) Sudanese learners “have problems in the pronunciation of the voiceless bilabial / p/ and the voiced bilabial / b / According to the results, many Sudanese learners substitute / p/ with / b/in words such as „pen „map”, „happy and rarely replace /b/ with /p/.
- (2) Sudanese learners mispronounced dental fricative / θ/ and the alveolar fricative / s I, so in words such as think”, „math, „mathematics the Sudanese learners of English replace / θ/ with s.
- (3) Sudanese learners also have problem with the voiced dental fricatives / ð /and /z/ , so many of the Sudanese learners pronounce / θ/in the place of / z/.
- (4) Sudanese learners are mispronounced consonant contrast sounds like / f/ and /v/,/f/ and /tf/ .
- (5) Sudanese learners are mispronounced some English sounds like the soft “C” /s/ and hard “C”/k/ In some words like “concern” come Sudanese learners pronounce /k/ instead of / s / Also soft” g” /dʒ/ and hard are problematic for the learners, so they sometimes pronounce /g/ it instead of /dʒ/ as in” engagement ”.

# **Chapter Three**

## **Methodology of study**

### **3.0. Introduction**

This chapter is devoted to the methodology of research, the researcher adopts descriptive, statistical and analytical approach; thus the researcher designs one questionnaire for students in order to reflect good result, these can help in developing or enhances the problems encountering students in promoting writing skills. The questionnaire is designed for Sudan University Students College of languages who are specialized in English language.

### **3.1. Tools of stud**

The data needed for the study is collected through the use of questionnaire.

### **3.2. The questionnaire:**

The Questionnaire is designed for Sudan universally students college of languages , for student at Sudan university of science and technology –college of languages – first year.

### **3.3. The validity of questionnaire**

Judged to be valid because it is distribute to Sudan University –College of Languages students .they made useful changes and addition and participate in final form of the questionnaire. By their advice and comments finally they agree on the face, content and structure validity of the questionnaire

### **3.4. The Reliability of students' questionnaire**

:The questionnaire was distributed to thirty students and they understand is easily and responded to it.

The population of the student's questionnaire:



### **3.5. The population of students' questionnaire**

is students of English language at Sudanese university of science and technology- college of languages first level.

### **3.6. The sample of student's questionnaire**

:The sample is thirty students from Sudan University of science and Technology- College of languages

### **3.7. The application of the questionnaire**

.The questionnaire had been distributed to Sudan University students and gathered after they have answered it.

### **3.8. Summary:**

In this chapter the researchers have given full description of the research tools which were used in the study.

The next chapter will be devoted to data analysis, results and discussions.

# Chapter Four

## Data Analysis and Result Discussion

### 4.0. Introduction

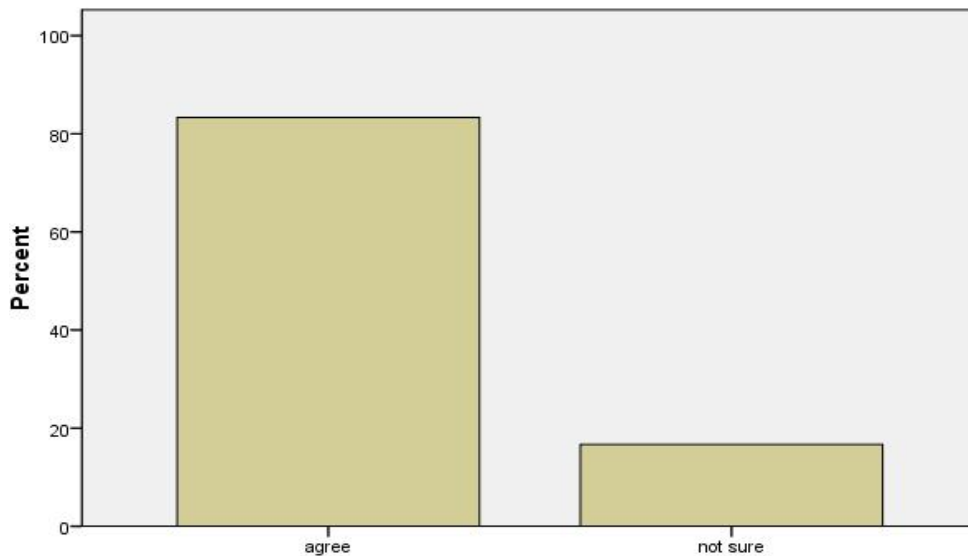
This chapter deals with present analysis and discussion of the results of data with their interpretation. the information followed by testing hypotheses and the researcher adopts the descriptive, and analytical method to analysis questionnaire.

1- Speaking improves pronunciation

**Table (4-1)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	25	83.3	83.3	83.3
not sure	5	16.7	16.7	100.0
Total	30	100.0	100.0	

**Figure (4-1)**



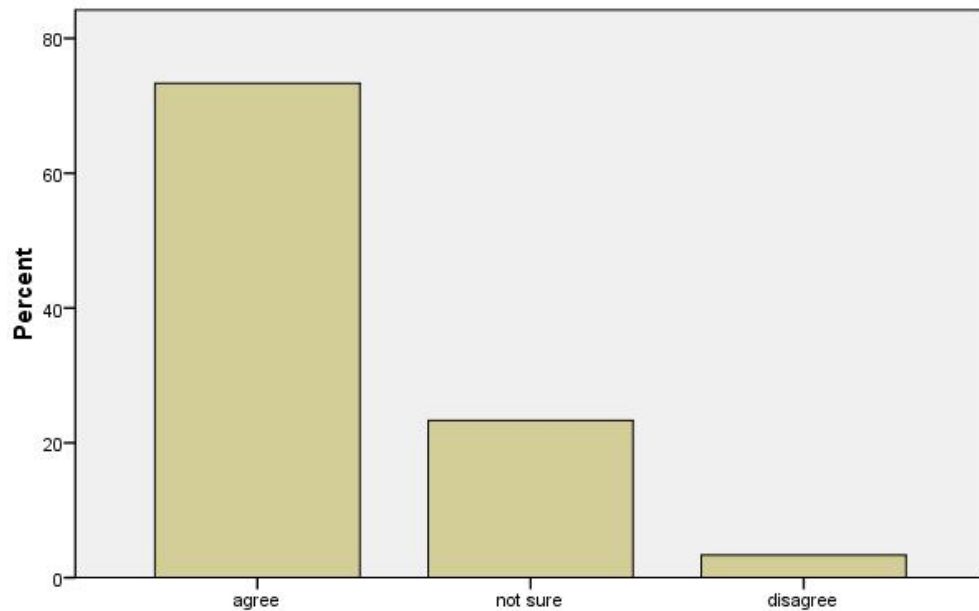
From the table and the figure above, we note that the most answer of the individuals of the study is agree which by frequency (25) and percentage (83.3%) followed by not sure which is by frequency (5) and percentage (16.7).

2- Speaking provide basic means for learning new words.

**Table (4-2)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	22	73.3	73.3	73.3
	not sure	7	23.3	23.3	96.7
	disagree	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

**Figure (4-2)**



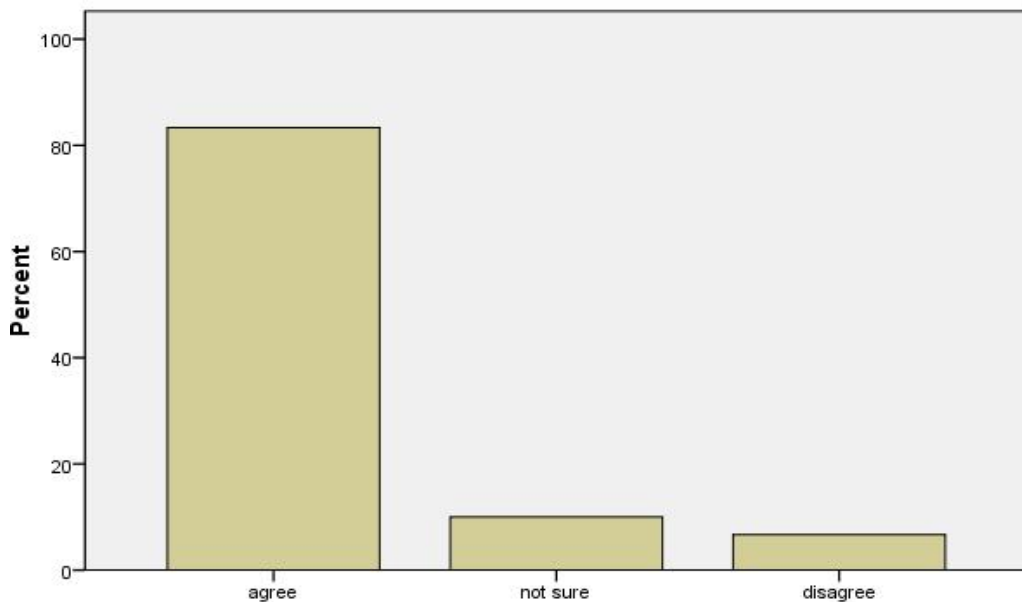
From the table and the figure above, we note that the most answer of the individuals of the study is agree which by frequency (22) and percentage (73.3%) followed by not sure which is by frequency (7) and percentage (23.3%)

3- Speaking helps develop fluency in language.

**Table (4-3)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	25	83.3	83.3	83.3
not sure	3	10.0	10.0	93.3
Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

**Figure (4-3)**



From the table and the figure above, we note that the most answer of the individuals of the study is agree which by frequency (25) and percentage (83.3%)

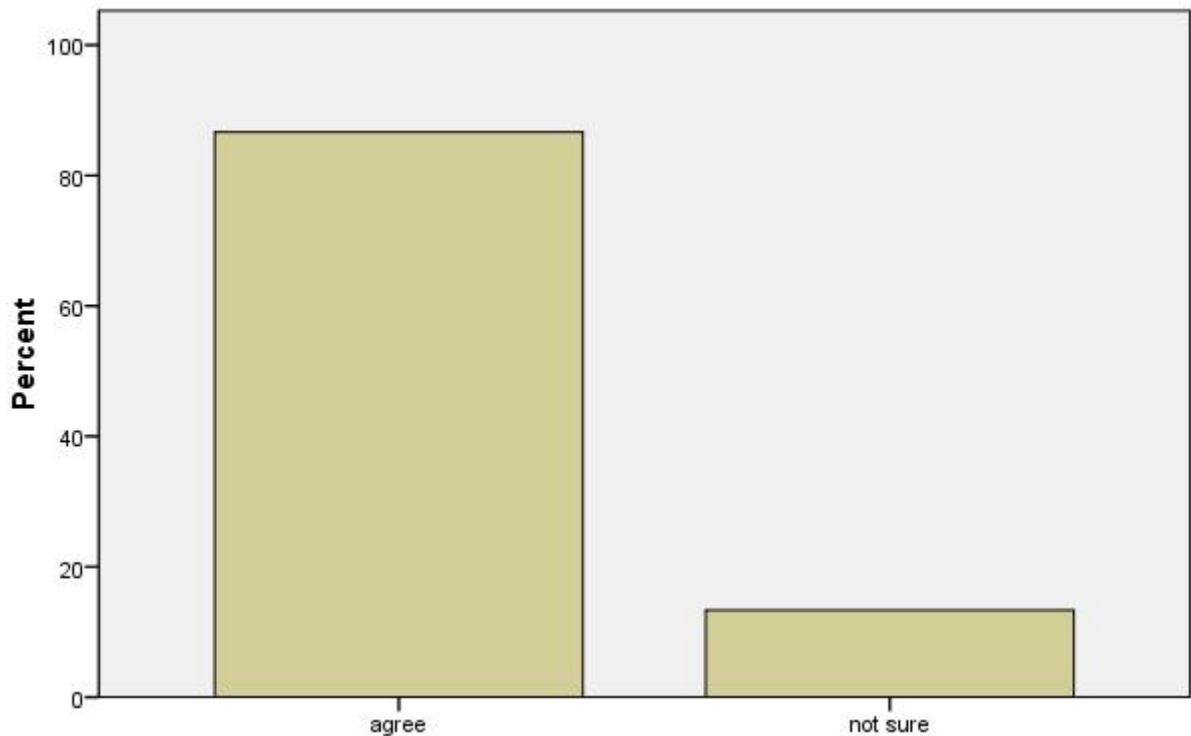
followed by not sure which is by frequency (3) and percentage (10%) and total percentage of disagree is 6.7%

4- To improve skill, learners need to gain confidence in their ability to speak.

**Table (4-4)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	26	86.7	86.7	86.7
not sure	4	13.3	13.3	100.0
Total	30	100.0	100.0	

**Figure (4-4)**



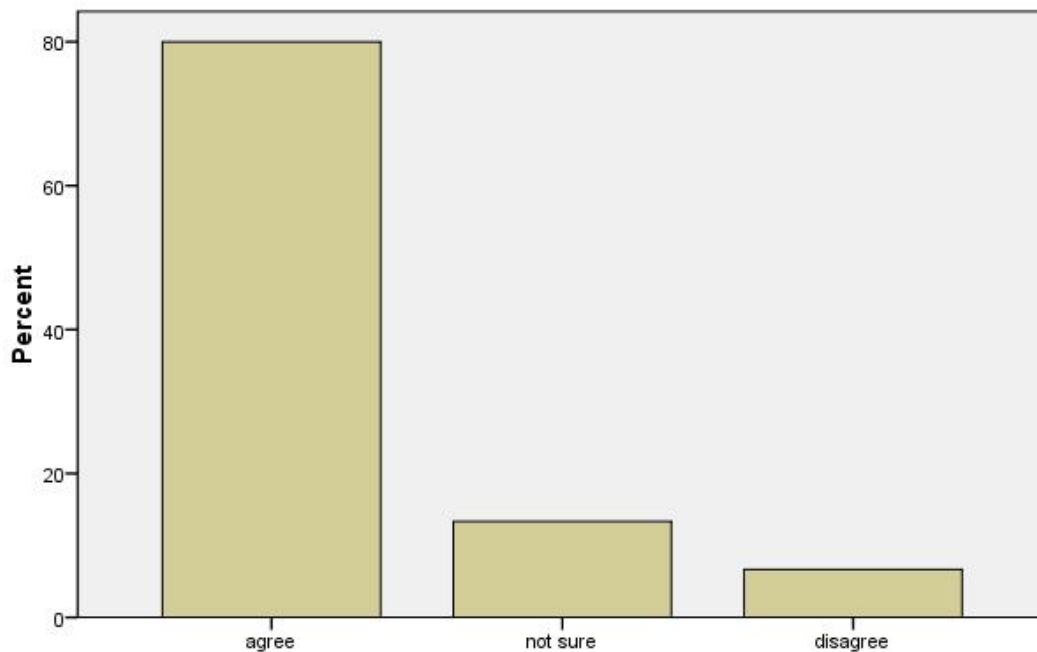
From the table and the figure above, we note that the most answer of the individuals of the study is agree which by frequency (26) and percentage (86.7%) followed by not sure which is by frequency (4) and percentage (13.3%).

5- To improve speaking you have to promote listening skill.

**Table (4-5)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	24	80.0	80.0	80.0
not sure	4	13.3	13.3	93.3
Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

**Figure (4-5)**



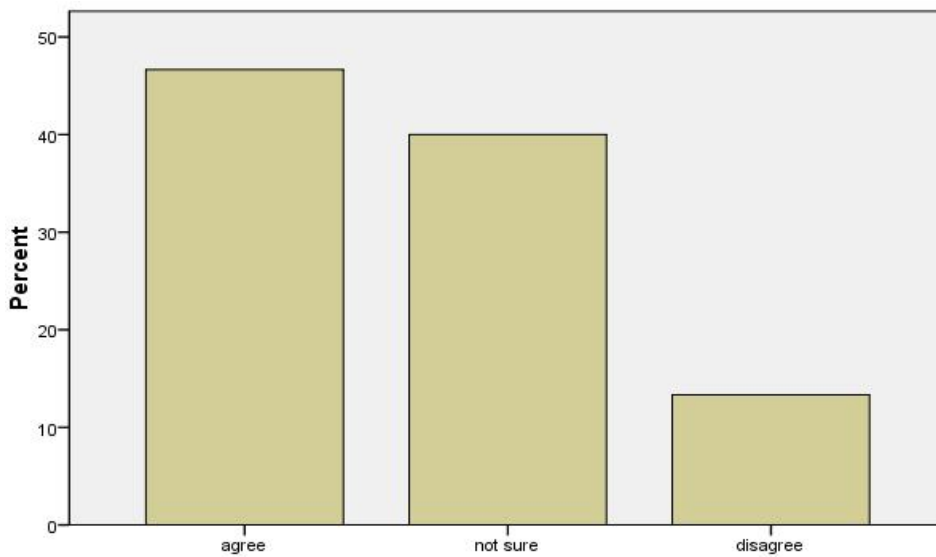
From the table and the figure above, we note that the most answer of the individuals of the study is agree which by frequency (24) and percentage (80%) followed by not sure which is by frequency (4) and percentage (13.3%) and the total percentage of disagree is (6.7%).

6- Speaking skill receive less consideration in classroom.

**Table (4-6)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	14	46.7	46.7	46.7
not sure	12	40.0	40.0	86.7
Disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

**Figure (4-6)**



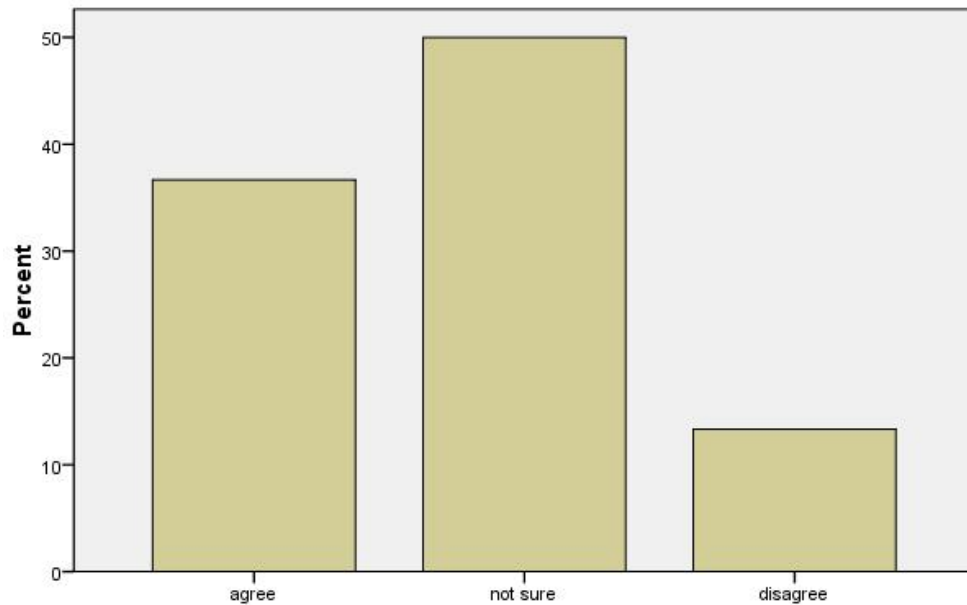
From the table and the figure above, we note that the most answer of the individuals of the study is agree which by frequency (14) and percentage (46.7%) followed by not sure which is by frequency (12) and percentage (40%) and the total percentage of disagree is (13.3%).

7- Untrained teachers are the main reason behind student's low level of speaking.

**Table (4-7)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	11	36.7	36.7	36.7
not sure	15	50.0	50.0	86.7
disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

**Figure (4-7)**





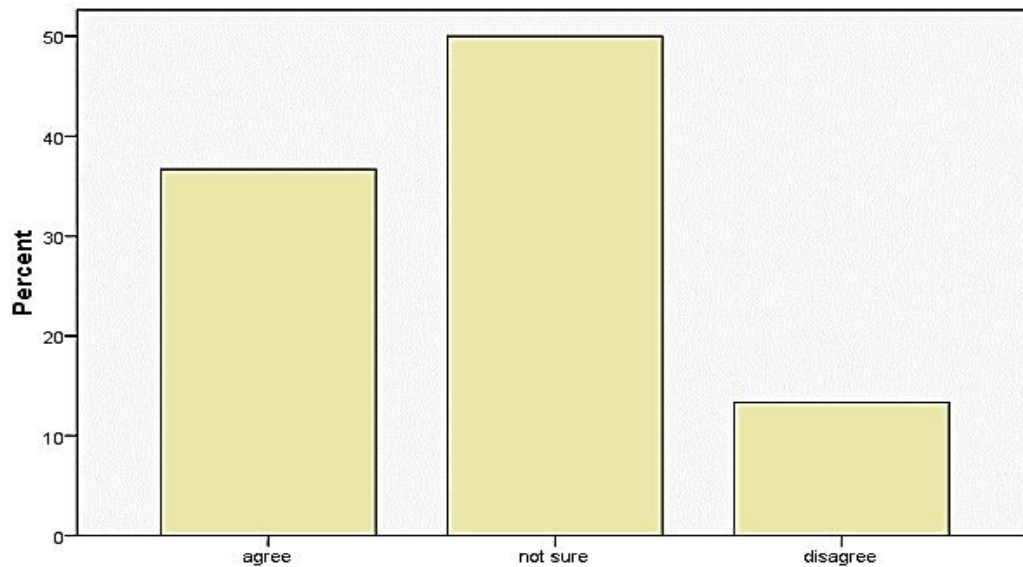
From the table and the figure above, we note that the most answer of the individuals of the study is not sure which by frequency (15) and percentage (50%) followed by agree which is by frequency (11) and percentage (36.7%) and the total percentage of disagree is (13.3%).

8- Speaking is difficult as it involves producing and processing simultaneously.

**Table (4-8)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	11	36.7	36.7	36.7
	not sure	15	50.0	50.0	86.7
	disagree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

**Figure (4-8)**



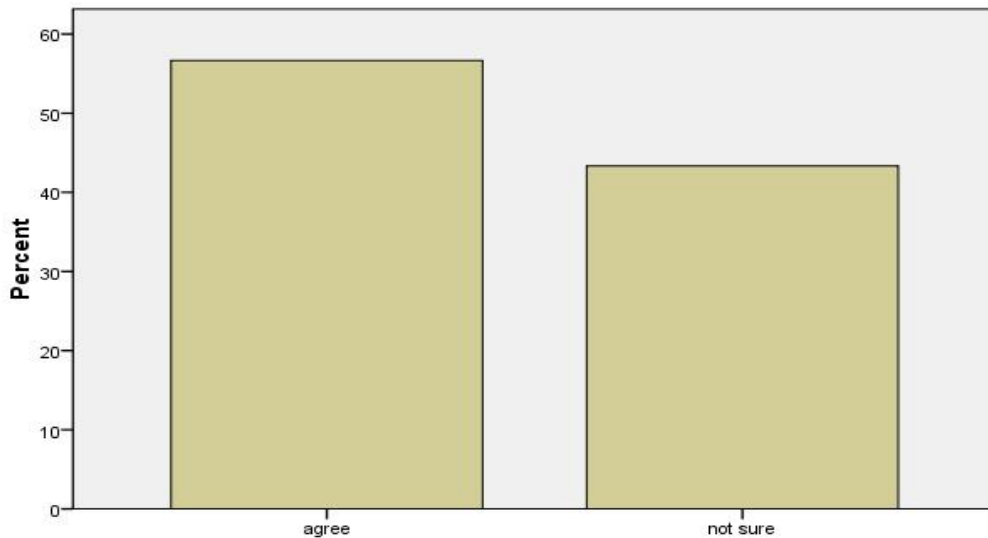
From the table and the figure above, we note that the most answer of the individuals of the study is not sure which by frequency (15) and percentage (50%) followed by agree which is by frequency (11) and percentage (36.7%) and the total percentage of disagree is (13.3%).

9- Role play in the other method to improve speaking.

**Table (4-9)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	17	56.7	56.7	56.7
not sure	13	43.3	43.3	100.0
Total	30	100.0	100.0	

**Figure (4-9)**



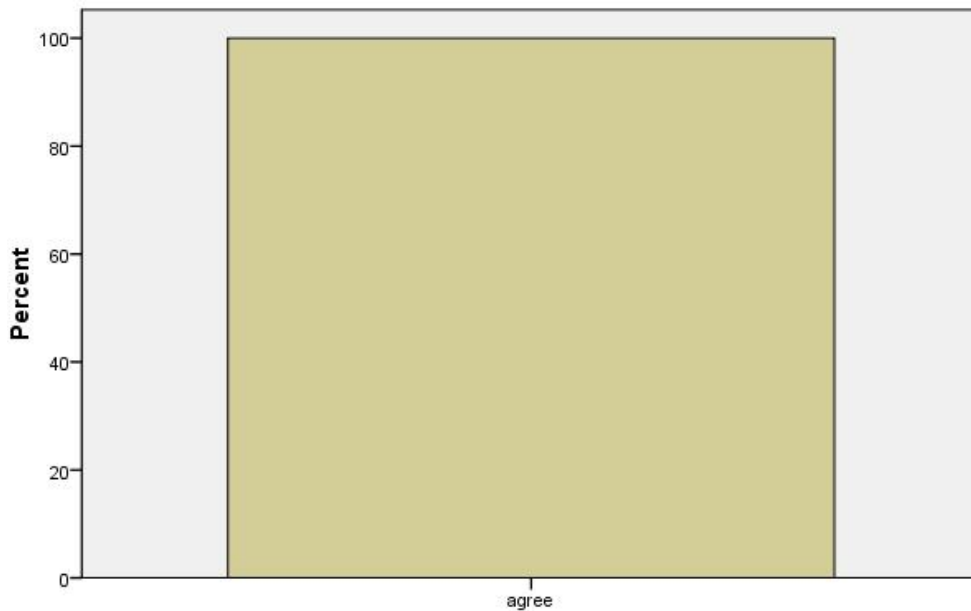
From the table and the figure above, we note that the most answer of the individuals of the study is agree which by frequency (17) and percentage (56.7%) followed by not sure which is by frequency (13) and percentage (43.3%).

10- In order to improve speaking and pronunciation you have to talk to yourself and record your voice.

**Table (4-10)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	30	100.0	100.0	100.0

**Figure (4-10)**



From the table and the figure above, we note that the most answer of the individuals of the study is agree which by frequency (30) and percentage (100%).

### Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Q1	30	1.1667	.37905	1.00	2.00
Q2	30	1.6333	2.02541	1.00	12.00
Q3	30	1.2333	.56832	1.00	3.00
Q4	30	1.1333	.34575	1.00	2.00
Q5	30	1.2667	.58329	1.00	3.00
Q6	30	1.6667	.71116	1.00	3.00
Q7	30	1.7667	.67891	1.00	3.00
Q8	30	1.7667	.67891	1.00	3.00
Q9	30	1.4333	.50401	1.00	2.00
Q10	30	1.0000	.00000	1.00	1.00

### Test Statistics

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Chi-Square	13.333 <sup>a</sup>	39.600 <sup>b</sup>	33.800 <sup>c</sup>	16.133 <sup>a</sup>	29.600 <sup>c</sup>	5.600 <sup>c</sup>	6.200 <sup>c</sup>	6.200 <sup>c</sup>	.533 <sup>a</sup>
df	1	3	2	1	2	2	2	2	1
Asymp. Sig.	.000	.000	.000	.000	.000	.061	.045	.045	.465

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 15.0.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 7.5.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.0.

### Reliability Statistics

Cronbach's Alpha <sup>a</sup>	Cronbach's Alpha Based on Standardized Items	N of Items
-.149	.168	9

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

# Chapter Five

## 5.0. Introduction

The present study has found some significant results concerning strategies of promoting writing skills that improve the mentality of students.

## 5.1. Findings

- 1- Speaking skill improve the pronunciation.
- 2- Speaking provide the EFL learners with new words.
- 3- Speaking helps the EFL learners in fluency of language
- 4- To improve skills of learners need to confidence in their ability speaking
- 5- speaking skill receive less consideration in classroom
- 6- to improve pronunciation to promote listening skill

## 5.2. Recommendations

In the following subsection number of the recommendations of the will be made for the teaching of perception and pronunciation of English in the context of the English curriculum taught in the Sudanese universities. Focus on sound production in isolation and context priority should be give to the production of English speech which represents a major learning problem for Sudanese EFL learners in this respect the emphasis in production should be in getting the sounds right at the word in level dealing with words in isolation and with word in controlled sentence environments this ways of production enables learners instructors to recognize which sound are the most difficult to distinguish e.g. in minimal pairs negative impact on intelligibility when not properly distinguished moreover production instructions should

place more effect on language as communication as this will motivate successful production pronunciation must be as necessary component of the intelligibility in which the learners should surpass the hold level so that their production does not hinder their communicative abilities the articulator system of the target language is also important since it offers the learners an opportunity to develop the explicit knowledge about the perceptual representation of L2 sound . this is because the learners cannot produce the speeches sound correctly unless they acquire correct perceptual information about the L2

Future researchers should pay more attention to speech intelligibility problems teaching pronunciation perception listening skills etc as issues that receive relatively little attention. Their investigation should use the experimental evidence to account for the learning problems concerned rather than using impressionistic views recommendation as follows

- 1- To be fluent in language you have to develop speaking skill.
- 2- Teachers should receive more training seminars in order to able to teach speaking in the classroom.
- 3- Speaking should give more consideration in the class.
- 4- Listening skill should also give more consideration in the class because it is key to develop speaking skill.

### **5.3. The researcher proposes some further studies to be beneficial for students:**

Taking cues from the findings further large scale and comprehensive investigations should be conducted to cover other areas that have to do with intelligibility issues.

1.the difficulties that encounter university students in speaking skills accuracy of pronunciation.

2- The problems that encounter universities students in acquiring correct pronunciation of words.



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Fachun Zhang. 2009, China, Foreign Languages School, Ludong University)

Sanna Hassan 2007, Sudan University of Science and technology, Sudan)  
(Pronunciation problems of Sudanese learners of English)

# Appendix

## Sample of the questionnaire

Dear Student,

You are hereby kindly requested to answer the questions contained in this questionnaire to provide information for the study about the role of speaking English in language learning at first year, College of Languages, Sudan University of Science and Technology. Be assured that the information you give will be used only for the purpose of this study.

Thank you for your cooperation

### (1) Section One: general information

Colleague: .....

Year: .....

Sex: .....

### (2) Section Two:

**Draw circle round the letter a, b, or c that best suits your opinion in each case.**

**1- Speaking improves pronunciation.**

a- agree   b- not sure   c- disagree

**2- Speaking provide basic means for learning new words.**

a- agree   b- not sure   c- disagree

**3- Speaking helps develop fluency in language.**

a- agree b- not sure c- disagree

**4- To improve speaking level, learners need to gain confidence in their ability to speak.**

a- agree b- not sure c- disagree

**5- To improve speaking you have to promote listening skill.**

a- agree b- not sure c- disagree

**6- Speaking skill receives less consideration in classroom.**

a- agree b- not sure c- disagree

**7- Teachers are the reason behind students' low level of speech.**

a- agree b- not sure c- disagree

**8- Speaking is difficult as it involves producing and processing simultaneously.**

a- agree b- not sure c- disagree

**9- Role play is the other method to improve speaking.**

a- agree b- not sure c- disagree

**10- In order to improve speaking and pronunciation you have to talk to yourself and record your voice.**

a- agree b- not sure c- disagree