

Chapter one

Introduction

1-1 Overview:

The art of teaching English as a second language or a foreign language to young learners , and more particular , the speaking skill, which is the principle concern of this study, needs training and practice with effective. So, it may be clear that such a task is not an easy one that it may apparently seem. One reason behind this is the diversity of people`s cultures and their attitudes towards learning these second languages, as well as other circumstances that affect the teaching and learning processes of these languages. For example teaching a language to adults is different from teaching it to young learners, not only because of their differing intellectual ability and other obvious elements but also because of their physical growth and their abilities to think and act with others in communication (manana, 2003).

Moreover, teaching English as a foreign language requires learning how to develop skills among students these skills are reading, writing, speaking, and listening. Speaking and writing are called the productive skills, while listening and reading are called the receptive skills. Although these four skills are interrelated, they may be separated into two distinct parts. For example, some native English speakers can speak well enough but they never learn to read or write some students often learn to read and write but they unable to speak. The same idea is often true for students of foreign languages in non-English speaking countries. The aim of this research is to investigate teaching speaking skills into the secondary school students in krari locality. The receptive skills have a number of things in common. The classroom techniques for reading and listening are

often similar. In the same way, there are a number of similarities between lessons that practice the productive skills of speaking and writing within the skill areas; there is a number of micron skills, or strategies which language learners use to communicate with others (Gower, et al, 1995).

In real life, the language skills of speaking, listening, reading, and writing are generally integrated rather than occurring in isolation. When taking part in a conversation, for example, we read and write, and taking notes from a lecture involves listening and writing. Often the use of one skill leads naturally to another. (eb id, 1995).

However, many language learners consider speaking as the mother of all skills. On this scope, Nicolas(2007:3) states that:" many language learners regard speaking ability as the measure of knowing a language, these learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication".

According to Faerch and Kasper (1983:13)."Oral mastery depends on practicing and repeating the patterns produced by a native speaker of the foreign language. It is the most economical way of thoroughly learning a language. When one has such a control of the essential of a language, he can almost automatically produce the usual patterns of that language".

1-2 Statement of the problem:

Speaking is an important language skill. Students find it difficult but interesting. They may contact people, to express their needs, ideas, wishes and impressions. This research tries to investigate the problems at

some secondary schools in Krari locality. It has been largely perceived that students who learn English as a foreign language face a lot of difficulties, especially, those who are related to (speaking, reading, writing, and listening), however, the most difficult one is speaking because there is a big difference between the native learners of the language and learners of the second language (El. Sagheer, 2001).

Bluer (2005: 3) also states that "Learners form a specific first language usually produces many similar mistakes, resulting from the influence of their mother tongue. They try, for example, to use the second language the same way they pronounce the first language."

He added that most of the difficulties that learners face in learning English are the effect of the degree to which their first language is different from the second language, a Chinese or Arabic speaker faces more difficulties than a German speaker to learn English.

In this context, it is very important to give an account about the educational system in Sudan which follows the form of 2, 8, and 3. That means the first stage, which is called pre-school which lasts in two years. The second stage is called elementary school that lasts in eight years. The third stage is called higher education which lasts in three years.

English language is taught in Sudan at elementary school in the fifth grade. Then teaching English is continued in the preparatory school until the last school year of higher education.

Secondary school students consider speaking the most difficult skill to learn. This may be due to the lack of conducive environment, some teaching problems and may be the students' negative attitudes towards learning English language. Students feel uncomfortable when they speak English inside the classroom and also struggle to understand spoken English and they make a big effort to express their thoughts, views, and attitudes clearly.

1-3 Research Questions:

This study seeks to answer the following questions:

- 1- To what extent are the speaking activities provided in the textbook enough to help in developing speaking?
- 2-To what extent do the students motivated to speak English?
- 3-What are the teaching techniques, methods and aids used by teachers to teach speaking skill?
- 4-What are the students' attitudes towards learning speaking skill?

1-4 Objectives of the study:

Objectives of this study are as follows:

- 1- To investigate how speaking skill is taught in some of the secondary schools in Krari, as well as teaching aids and facilities used.
- 2- To identify the shortcomings and the problems faced in teaching speaking skills in Sudan secondary schools.
- 3- To investigate the best teaching and strategies that should be used in teaching speaking skills.

1-5 Significance of the study:

This research is very important because it aims to investigate the problems of teaching speaking skill at some of secondary schools in Karari locality, as well as students' attitudes towards this skill. Therefore, the findings of this study are expected to be useful to the students, teachers and syllabus designers in Sudan.

1-6 Methodology of the study:

The research methodology that will be used in this study is qualitative (descriptive approach) which is necessary here to collect and analyze data about teaching the speaking skills in some of secondary schools in Krari. The quantitative approach will also be used during the practice of the field study to measure the scales of the questionnaires in order to help the researcher to translate the statistics and figures of the items into understandable method, to collect and analyze data.

Primary data will be collected from the teachers and the students in some of Krari's secondary schools by using questionnaire and interview to achieve the goals.

Classroom observation will be conducted to explore how speaking is taught. This observation will be carried out from the third year students. Questionnaire to both students and teachers will be conducted. Teachers will also be interviewed about teaching speaking skill. Moreover, textbooks will also be analyzed.

1-7 Hypotheses of the study:

Since English language is consider to be a foreign language in Sudan, speaking English for secondary school students is not an easy task, due to the following reasons:

- 1- Speaking activities are not enough as it should be.
- 2- The majority of students are not motivated to speak English language.
- 3- Teachers do not use the proper teaching techniques, methods, and aids in teaching speaking skills.
- 4-Students do not have positive attitudes to speak English.

1-8 limits of the study:

The present study will not cover all secondary schools level, because of time limit and other factors. This study will be limited to some secondary schools in Krari's locality, about students and teachers attitudes regarding speaking difficulties encountered by third year students in particular.

Chapter two

Literature review

2-1 Introduction:

The ability to speak and communicate is the only difference between animals and human beings. It's due to effective communications skills that humans interact with one another as a social being. Person has powerful communication skills so that he can put across to others what he wants them to do. It's all fine about communications skills but the question is how to improve these skills. Thus communication skills are the ability to use language and express information. Communication skills are the set of skills that enables a person to convey information. In context we have to take an account about types of communication skills:

The first communication type is Para communication skills; this type of communication includes communicating with the divine and with spirits in the form incantation and ritual. Secondly, we have interpersonal communication skills. This is direct, face –to-face communication that occurs between two persons. It is essentially a dialogue or a conversation between two or more people. This type of communication involves maximum interaction through words and gestures. Thirdly, we have non verbal communication skills. This includes aspects such as body language, gesture, facial expressions, eye contact, t e c. (neoenglish)

2-2 important aspect in improving speaking skills:

English is not our language. English is a foreign language for Sudanese people, so we have to give attention in pronounces that language. Most problems when we learn other language is we got difficulties in pronounce that language. Sudanese students said that

English is very difficult, because the students have no motivation to learn for English, the teacher must have a good strategy in teaching learning process.(Grugean.2005:84) said that some aspects to improve student speaking skill :-

2-2-1 Taking opportunities to use talk in the classroom:

Talk in the classroom is crucial to learning. It is where answers to puzzling questions can be found. It is where thoughtful argument and discussion make way for the understanding of new skills and difficult concepts. It is where students listen to and respects the views of each other. It is where they can be supported in raising their own questions about their learning.

2-2-2 Questioning:

Where teacher speak to students about their work, asking question is the most commonly used strategy to assess their learning and progress. We can challenge students' thinking if these questions are kept open leading them into other areas of discussion and further questions. Puzzling questions, primarily used to explore interesting, scientific questions can be a really useful assessment opportunity; encouraging students to think independently or individually in an interesting way and to question their learning.

2-2-3 Talk partners:

This is the most successful easily organized ways of helping students clarify and develop their ideas. Students can simple turn to the person next to them or work with a prearranged partner and talk through their ideas or response to a teacher's question. This is particularly effective as part of whole-class discussion, whether in shared text time or

outside the literacy hour, and for helping quieter students to feel that their ideas and comments are valued.

According to (Gower, et al, 1995) speaking has many different aspects. It is useful to look at them under the following headings.

Accuracy:

Accuracy involves the correct use of vocabulary, grammar and pronunciation. 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 free 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.

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 after work 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 Monday (not I went on Monday). The use of common expressions like I see what you mean, never mind, what's the matter.

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 communicate (Elsagheer, 2001).

2-3 Theory of speaking:

The aim of the part concerning theoretical background of speaking will be to determine the position of speaking skill among the other skills and to analyze the elements that speaking as a skill includes. The following part will present the theory of communicative competence and its relation to speaking.

2-3-1 speaking – Bygate vs. Harmer:

Almost entire libraries have been written on speaking, however space provided here does not allow covering all the theories and notes in this work. Speaking, together with writing, belong among productive skills. (Harmer, 2001) Gower et al. (1995, 99-100) notes down that from the communicative point of view, speaking has many different aspect including two major categories. Accuracy, involving the correct use of

vocabulary, grammar and pronunciation practiced through controlled and guided activities, and, fluency, consider being the ability to keep going when speaking spontaneously.

For the purpose of the thesis, I have decided to draw upon the theories provided by Jeremy Harmer, *The practice of English Teaching* (2001), and, Martin Bygate, *Speaking* (1987), whose theoretical inputs concerning the elements of speaking will be analyzed and their views compared.

2-3-2 Bygate theory:

According to Bygate (1987, 3), in order to achieve a communicative goal through speaking, there are two aspects to be considered: knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of a language should be able to use this knowledge in different situation.

Bygate views the skill as comprising two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that ‘a speech takes place under the pressure of time’, secondly, reciprocity conditions connected with a mutual relationship between the interlocutors (Bygate 1987, 7)

Production skills:

The processing conditions (time pressure) in certain ways limit or modify the oral production; it means the use of production skills. For that reason, speakers are forced to use devices which help them make the oral production possible or easier through ‘ facilitation’, or enable them to change words they use in order to avoid or replace the difficult ones by means of ‘compensation’, Bygate says (p-14)

There are four elementary ways of facilitating that Bygate distinguishes; simplifying, structure, ellipsis, formulaic expressions, and using fillers and hesitation devices. On other hand, when a speaker needs to alter, correct or change what He or She has said, they will need to make use of compensation devices. There include tools such as substitution, rephrasing, reformulating, self correction, repetition, and hesitation. Bygate concludes that incorporation of these features, facilitation and compensation, in the teaching-learning process is of consideration importance, in order to help students' oral production and compensate for the problems they may face.

All these features[facilitation, compensation] may in fact help learners to speak, and hence help them to learn to speak...In addition to helping learners to learn to speak, these features may also help learner to sound normally in their use of the foreign language.(Bygate 1987, 20-21)

Facilitation and compensation, both devices which help students make the oral production possible or easier, or help them to change, avoid or replace the difficult expression, besides these elementary functions also help students to sound more naturally as speakers of a foreign language.

Interaction skills:

According to Bygate(1987,22), both speakers and listeners, besides being good at processing spoken words should be 'good communicators', which means' good at saying what they want to say in a way which the listeners finds understandable'. This means being able to possess interaction skills.

Communication of meaning then depends on two kinds of skills: routines, and negotiation skills.

To begin with, routines are the typical patterns in which speakers organize what they have to communicate. There are two kinds of routines: information routines and interaction routines. The information routines includes frequently recurring types of information structures involved in, for example stories, descriptions, comparisons, or instructions. The interaction routines, on the other hand, present the characteristics ways, in which interaction are organized dealing with the logical organization and order of the parts of conversation. Interaction routines can typically be observed in, for example, telephone conversation, interviews, or conversation at party. (Bygate 1987, 23-27)

2-4 what a good speaker does?

A good learner always organizes his thoughts in a meaningful and logical sequence and uses languages as a means of expression. A good learner should know the use of right words in the right order with the correct pronunciation, different language functions, social, and cultural norm. “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). Learners have to take part in communication and have to choose correct vocabulary, use facial expression so that other people can easily understand what he or she is trying to say. According to Brown a good speaker does the following things:

- . Using Grammar structure accurately
- . Selecting vocabulary that is understandable and appropriate for the audience.
- . 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 structure to maximize listener comprehension and involvement.

How to encourage students to speak:

- 1- Encourage students' interaction.
- 2- Make speaking activities communicative.
- 3- Plan speaking activities carefully.

2-5 Strategies for developing speaking skills:

2-5-1 The first strategy:

It is very important for teachers to adopt as many ways as possible in teaching strategies inside classroom. It is believed that the success of this teaching strategy is due mainly to the fact that the learners can choose what they want to read, listen to, watch, and talk about in class. (Reflchina)

Some strategies may be used:

1- Free talk: first try to choose topics that have something to do with their interest and experience and also choose those subjects that students understand that there is no "right" answer, and the teacher is not judging their ideas, such as holiday, nature, environment and pollution. Sometimes students have the complete freedom to choose the topics (whatever they want to talk about). In their learning logs, students keep a record of what they have read and what they have listened to. They usually like to talk about such topics as movie stars, songs, music, magazines, sports and travels.

2- Retelling: Ask students to retell a story they have read, listen to or watched.

3- Role playing: Ask students to practice situational dialogues by doing role plays, such as in the medical clinic, at the station, at the post office, in the restaurant or in the shop.

4- Debating: First try to choose some debatable topics such as: who is clever? Boys or girls? Or Are computers game useful or harmful for students? Then let them discuss in pairs for ten minutes. After ten minutes of discussion in pairs, divide the class into two groups, each representing their own beliefs. Finally, let each group debate the other. Act as a guide to help the debate along and nudge some of the silent students to talk. Almost all the students take part and the class is lively and active.

5- Story telling: Ask students to tell stories with right intonation and pronunciation and gesture and expressions. Also ask students to invent. Improvised stories situation and characters, students can get a lot of fun.

6- Talking according to the picture: Show students some cartoon pictures, or humorous pictures, let them speak freely.

7- Short play: Students enjoy short plays because they understand that the atmosphere is cooperative, students help each other understand the main points of the reading. Ask the students to make short play about the text they have learned if possible.

8- Speech contest: Choose a topic to have a speech contest in class. Let the students be a judge to give marks to the speakers.

9- Description: Ask students to describe a certain thing or event. For instance, find my friend. One student describes his/her friend and let the class guess who he/she is.

10- Acting & speaking: let one student act as a certain profession. For example a doctor examining a patient. The other student talks about the acts.

11- Speaking& acting: one person says a statement or sentence and the other learners should act this statement as possible, such as touch your nose.

12- Speaking& drawing: ask one student give some description and ask other one to draw what the student say, such as, the location of a place and a plan of a school.

13- Watching& speaking: let students watch parts of carton film or some acts of TV play without any voice and ask some of them to guess the meaning and talk about it.2) let one or two students watch and talk about only pictures of film or TV play without any sound. The other students imagine the scene by listening to the students' talking with their backs facing the TV set and then let them watch the program to compare.

14- Acting as an interpreter: let one student act as an interpreter and one as a foreigner and some students as local citizens. They communicate through interpretation, like shopping and sightseeing.

15- Problem solving: give students some topics with some key words and ask them to solve a certain problem. For example: if you have these tools: a compass, a knife and a tin, how can you survive in the forest for a week?

16- Game: students love games, try to choose these games and ask students to practice them. (reflchina)

17- Twenty questions: one student has a word or some expressions in his mind. Other students guess the word by asking only general questions and

alternative questions. The student answers them only with 'yes' or 'no'. If the students can guess the word or the expression in less than twenty questions. The win, otherwise they lose.

18- Taboo word description: one student thinks of a certain word in his mind and describes it without mentioning some words which have something to do with the word. For example, the word 'book', you can not mention the word book, letter or paper. Another student act as a judge. Other students listen. If the students mention those words, he will lose.

19- Listen and guess: one student writes a word or a sentence a job on the black board and his partner describes it with gestures but without mentioning the word itself. Other students sit without facing the black board and guess the word by the partner's description.

20- Repeat and add: first, one student says a sentence of an improvised story. The next student repeats the sentences and adds another one. The next students repeat the sentences and one more sentence. This will go on and see who will repeat without missing the sentences they have said. Finally this will make a funny story. The student who can say the story fully will win.

21- Speaking& guessing: first choose four students to come to the front or in the middle of circle with their hands over their ears to prevent them from hearing anything and then show other students an expression or a sentence without letting the four students see it. Finally the students try to tell the four students the meaning of the word or expression that they saw with gestures. The student who guess right or close right will win.

22- Right or wrong: first ask four students to come to the front and other students ask them. Some alternative questions or tag questions concerning

knowledge, such as, geography, history, music or art, then four students try to answer them. The students who answer more questions correctly will win.

Finally, the researcher conclude saying that teachers should invent more ways to let students practice. This will arouse their interest to speak and help them more easily to master their skill.

2-5-2 The second strategy:

Brown (1994) explains that different techniques should be used and should be varied in teaching the speaking skill inside the room of teaching. Students often think that ability to speak a language is the product of language learns, but speaking is also crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language, in order to help the selves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that students can use speaking to learn for developing the speaking skill.

1- Using minimal response:-

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while other does the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses can be especially useful for beginners, minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses enable a learner to focus on what the other participant is saying, without having to simultaneously plan a response.(nclrc)

2- Recognizing scripts:

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

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

3- Using the language to talk about the language:

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need of clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructor can also give students strategies and phrase to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the

various communication situations that they may encounter outside the classroom.

2-5-3 The third strategy:

The use of teaching aids in developing the speaking skill:

Teaching aids may be defined as “tools used by teachers inside the classroom to facilitate learning and make learning more interesting and acceptable by students” (English club).

The use of teaching aid is considered one of the strategies used in teaching English as a second language, and it is an effective way for printing information in the students' mind more quickly and permanently. Teaching aids may includes pictures, tools, cards, tapes, cassettes, recorders, language labs, and drawings books, in addition to any suggestive aid presented by the teacher or other students.

Songs and videos 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 four favorite actors on video and repeat one or two that you like, so it until it becomes automatic. It's h good practice for your memory and for the skill that you need for English. (English club).

Above all do not be afraid to speak. 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 justification:

- 1- The use of pictures may stimulate students to speak.
- 2- The use of language labs 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 the pronunciation.
- 4- Some teaching aids may be effective inside the class room and in using every day language as well.
- 5- Some teaching aids such as maps and drawings help students to use the second language for communication without using their native tongue.

2-6 Previous studies:

The following paragraph review previous students in speaking skill.

Many studies have been carried out about the educational system in Sudan in general. Among these studies, Kambal (1980) conducted a study to investigate speaking difficulties and conclude that Egyptian students face certain problems related to pronunciation, some of these problems are related to stress, other are related to intonation. However, most of these problems can be attributed to the differences in pronunciation between English and Arabic.

Rax (2009) showed that when teaching the speaking skill to young kids teachers face many difficulties; teachers suffered a lot to help young learners to say, pronounce, talk, and speak the new language. Allen (1977) refers in one of his study to the techniques used in teaching speaking skills and concentrated much on the communicative approach and every day dialogues.

Manana (2003) investigated the quality of teaching English speaking skills in Libyan preparatory school. He concluded that the speaking skills in Libyan preparatory schools are not taught effectively. He added that most of the teachers did not seem to be well trained. Moreover, he explained that Libyan teachers did not seem to have the ability to create an English speaking classroom atmosphere in which the learners can practice the language. He found out that Libyan students especially in the secondary schools suffer a lot from the fear to communicate. This fear causes them to make mistakes in using the oral skills.

Chapter three

Methodology of the research

3-1 Introduction:

To collect data required for investigating the difficulties of speaking skills at Krari's secondary schools , two questionnaire and textbook analysis were carried out.

3-2 Research methodology:

The population of this study is some students and teachers English, who learn and teach at some of Krari's secondary schools. They have been selected randomly from these schools. They were forty students and thirty teachers.

3-3 The subject of the study:

3-3-1Students:

Forty students, both males and females participated in the study. All of them were secondary school students, their age ranged from 15-18 years. They had the same educational background. They were from third year only. They were randomly selected.

3-3-2teachers:

Thirty teachers from secondary schools in the area participated in the study, their age ranged between 27-43 years. Their teaching experience ranged between one to more than 15 years. All of them guarded from faculties of Arts and Education, and were specialized in English language.

3-4 Research tool:

In this study only one tool is used for data collection and analysis as well as textbook analysis. The teachers' questionnaire and students' questionnaire.

The teacher questionnaire consists of introductory part that deals with teachers' personal information including qualification, and years of experience in the field of teaching. Twenty questions were arranged for teachers' questionnaire in order to investigate the technique and the best ways in teaching English.

The students' questionnaire was administrated to 40 students selected randomly from some schools. The questionnaire was given to the students in their classroom and was given half an hour to finish it. The questionnaire consists of 15 items to investigate the students' attitudes towards teaching the speaking skills as well as their feeling towards learning English.

3-5 Textbook analysis:

Spine series book 6

This textbook is "the spine series pupil's textbook 6". It is taught to third stage secondary school students. The book contains 10 chapters, each chapter consists of 4 sections as follows:

- 1/ section one reading.
- 2/ section two exploring language.
- 3/ section three writing.
- 4/ section four spine challenge.

In the first chapter which titled(trees) the textbook contains a speaking point on page 7, the lesson aims as follows:

- 1- Helping students to speak and read conversations in pairs.
- 2- Teaching students the importance of trees.
- 3- Help students how to make up questions, also to be aware about compound nouns and abbreviations.

While in the second chapter which titled(young people today), the researcher finds the skill of speaking point on page 25, questions for discussion, the lesson aims as follows:

- 1- Helping students to know some silent letters; phonetic training.
- 2- Helping students how to summarize passages.
- 3- Helping students to be aware about English proverbs.

The third chapter, which titled(doing right things), teaches students how to add a flavor to the language by comparisons, the researcher finds this activity in section four. For example: As bright as gold, As busy as bee, White like snow.

In the fourth chapter the speaking point is about building your vocabulary, on page 57, how to put words together. In chapter five, the textbook concentrates on helping students how to review some given passages and take out the main point to discuss with the other students. In chapter six, the researcher finds speaking lesson which titled (food and nutrition). This lesson tells students some important substances for human body and divided them to six groups: Proteins, Carbohydrates, Fats, Vitamins, Minerals and water. There are some questions for students to talk about types of food that available in their areas, also it gives students activities to talk about good and bad Sudanese eating habits. In chapter seven which titled(development), students are taught to use some

economic verbs, also students have been asked to work out the meaning of some phrasal verbs in pairs. While chapter eight which titled(A world of difference) helps students to learn some of the differences in cultures, customs, habits and traditions in the world through discussion questions. In chapter nine which titled(Agath Christie). This lesson helps students in how to speak about crime and punishment. In chapter ten which titled(Science in Action), the speaking points are not too much, just some new vocabulary which has something to do with science, some questions for discussion.

General review about the textbook:

In analyzing the points of speaking skill in the whole textbook we can conclude the following:

- 1- Giving students the chance to express their thoughts freely.
- 2- The textbook lacks speaking activities such as role play, action, games etc.
- 3- The textbook concentrates on reading and writing.

3-6 Procedures:

Forty copies of the questionnaire were distributed randomly for students to collect data, while thirty copies were distributed for teachers.

3-7 Validity of the tool:

In order to assure the validity of the tool, the researcher took two steps; first the questionnaire was given to some colleague in Sudan University of science and technology to see whether the tool could measure what it was I tended to measure. The colleague made some modifications, by deleting, adding, and reforming some of the statements. The second step before the tool was distributed, it was given

to the supervisor for the final evaluation then it was given to a number of subjects who face no problem in answering the questions.

3-8 Summary of the chapter:

This chapter gives full description of the methods and techniques which the researcher used to conduct his study. It exhibits that this study is descriptive and analytical. Then it describes the population and the sample of the study. Also it considers the tool of the study. It explains the procedures which the researcher followed to test the validity of his tool and how he collected the data of the study and how he analyzed them.

Chapter four

Data analysis, Results and Discussion

4-1 Introduction:

In this chapter, an analysis of data collected is made. The results are displayed in tables, and texts. These results are critically discussed.

4-2 Data analysis:

Below, the results of the study are displayed and discussed.

4-2-1 Personal information:

The following two tables show the degrees and experiences of the teachers who took part in the study.

4-2-2 Academic Qualification:

This table is about the teachers' qualification or degree in English language.

Qualification	Frequency	Percent
B.A	24	80%
Postgraduate diploma	0	0%
M.A	6	20%
PHD	0	0%
Total	30	100%

The above table explains the qualifications of the teachers who took part in the questionnaire. It is clear that the majority of the teachers about 80% of them obtained B.A degree, about 20% obtained master degree, and there are no teachers with postgraduate diploma or PHD.

4-2-3 Year of experience:

This table is about teachers' experience in teaching English language.

Experiences	Frequency	Percent
1 – 5 years	6	20%
6 – 10 years	4	13.3%
11 – 15 years	6	20%
More than 15 years	14	46.6%
Total	30	100%

In terms of working experience, the above table exhibits that about 20% of the teachers have been working as secondary schools teachers for 1-5 years, and about 13 of them have been teaching for 6-10, about 20% of them have been teaching for 11-15, about 46% of them have been teaching more than 15 years in the field of English, which means that the majority of the teachers have good experience background.

4-3 Students responses to leaning speaking skills inside the classroom:

Statement (1): Teachers encourage us to use English for communication.

Option	Frequency	Percent
Always	15	37.5%
Often	4	10%
Sometime	16	40%
Occasionally	-	0
Never	5	12.5%
Total	40	100%

The above table shows that, 87.5% of the students believe that their teachers encourage them to use English for communication. Only 12.5% of them think that teachers never encourage them to use English for communication.

Statement (2): Teachers give us a lot of speaking activities in our English class.

Option	Frequency	Percent
Always	4	10%
Often	4	10%
Sometime	10	25%
Occasionally	11	27.5%
Never	11	27.5
Total	40	100%

The above table exhibits that, 45% of the students reported that their teachers always, often or sometimes give them a lot of speaking activities, 55% of them said that teachers occasionally or never give them speaking activities in their English class.

Statement (3): Teachers help students to correct their pronunciation errors.

Option	Frequency	Percent
Always	27	67.5%
Often	4	10%
Sometime	7	17.5 %
Occasionally	1	2.5%
Never	1	2.5%
Total	40	100%

Large number of the students, about 95% reported that teachers always, often or sometimes help them to correct their pronunciation mistakes. Only 5% of them do not believe so.

Statement (4): Teachers ask students to make conversations through dialogues and pair work.

Option	Frequency	Percent
Always	1	2.5%
Often	3	7.5%
Sometime	21	52.5.%
Occasionally	1	2.5%
Never	14	35%
Total	40	100%

The table above proofs that only 10% of the students agree with the researcher that teachers always or often ask them to make conversations through dialogues and pair work. The majority of the students, about 52.5% said that teachers sometimes do so. While 37.5% of them said that teachers occasionally or never do so.

Statement (5): Teachers speak in English only during the lesson.

Option	Frequency	Percent
Always	12	30%
Often	8	20%
Sometime	5	12.5%
Occasionally	2	5%
Never	13	32.5%
Total	40	100%

Thirty percent of the students reported that teachers always speak in English only during the lesson, 32.5% of the students said that (often or sometimes) teachers speak in English only during the lesson. 5% of them believe that teachers occasionally do so. While 32.5 of the students believe that teachers never do so.

Statement (6): Students trained well by teachers to communicate in English.

Option	Frequency	Percent
Always	7	17.5%
Often	6	15%
Sometime	11	27.5%
Occasionally	2	5%
Never	14	35%
Total	40	100%

Sixty percent of the students believe that they trained by teachers to communicate in English. 40% of them believe that teachers occasionally or never trained them to communicate in English.

Statement (7): We communicate in English inside classroom.

Option	Frequency	Percent
Always	6	15%
Often	3	7.5%
Sometime	8	20%
Occasionally	11	27.5%
Never	12	30%
Total	40	100%

The above table shows that 22.5% of the student's proofs that they always or often communicate in English inside the classroom, 20% of them reported that they (sometimes) communicate in English. While 57.5% of them reported that they occasionally or never do so.

Statement (8): I find difficulties in pronunciation whenever I encounter silent letter.

Option	Frequency	Percent
Always	2	5%
Often	4	10%
Sometime	20	50%
Occasionally	6	15%
Never	8	20%
Total	40	100%

The above table exhibits that 15% of the students reported that they (always or often) find difficulties in pronunciation when they encounter silent letters. 50% of them reported that they sometimes find difficulties in pronouncing words which have silent letters. While 35% of the students think they occasionally or never find an problems in pronunciation when they meet words with silent letters.

Statement (9): I enjoy speaking English.

Option	Frequency	Percent
Always	26	65%
Often	3	7.5%
Sometime	8	20%
Occasionally	-	0%
Never	3	7.5%
Total	40	100%

More than 60% of the students reported that they always enjoy speaking English. 27.5% of them think that they (often or sometimes) do so. Only 7.5% of the students proof that they never enjoy speaking English.

Statement (10): I am confident when speaking English.

Option	Frequency	Percent
Always	11	27.5%
Often	6	15%
Sometime	11	27.5%
Occasionally	7	17.5%
Never	5	12.5%
Total	40	100%

The above table shows that 42.5% of the students are confident when they speak English. 27.5% of them said that they sometimes fell confident in speaking English. While 28% of them said that they are not confident when speaking English.

Statement (11): Teachers teach students how to use dictionary to get the meaning of new words.

Option	Frequency	Percent
Always	2	5%
Often	2	5%
Sometime	2	5%
Occasionally	7	17.5%
Never	27	67.5%
Total	40	100%

It clears that only 15% of the students believe that they have been taught by teachers how to use dictionary to get the meaning of new words. While 85% of them declared that teachers do not teach them how to use dictionary.

Statement (12): I feel it is more important to communicate, no matter how, than to speak correctly.

Option	Frequency	Percent
Always	26	65%
Often	3	7.5%
Sometime	7	17.5%
Occasionally	1	2.5%
Never	3	7.5%
Total	40	100%

The table above shows that 90% of the students believe that communication is more important than to speak correctly or not. However only 10% of them did not believe so.

Statement (13): I hesitate a lot when looking for the right words or trying to formulate sentences.

Option	Frequency	Percent
Always	18	45%
Often	12	30%
Sometime	6	15%
Occasionally	3	7.5%
Never	1	2.5%
Total	40	100%

It looks clear that 75% of the students believe that they (always or often) hesitate when looking for the right words or trying to formulate sentences, 15% of them reported that they sometimes do so. Only 10% of them stated that they (occasionally or never) hesitate when they speak.

Statement (14): I think pronunciation is an important part of speaking correctly.

Option	Frequency	Percent
Always	30	75%
Often	4	10%
Sometime	2	5%
Occasionally	1	2.5%
Never	3	7.5%
Total	40	100%

It appears that the majority of the students about 85% believe that pronunciation is an important part of speaking correctly. Only 10% of them did not believe so.

Statement (15): I prefer to use short simple sentences.

Option	Frequency	Percent
Always	18	45%
Often	5	12.5%
Sometime	10	25%
Occasionally	7	17.5%
Never	-	0%
Total	40	100%

The above table explains that 82.5% of the students believe that using short simple sentences is good (always, often or sometimes). Only a few students about 17.5 believe not.

4-4 Teachers questionnaire:

Statement (1): The direct method is the best method for teaching speaking skill.

Option	Frequency	Percent
Strongly agree	7	23.3%
Agree	17	56.6%
Neutral	2	6.6%
Disagree	-	0%
Strongly disagree	4	13.3%
Total	30	100%

When teachers were asked about the best method for teaching speaking, more than 86% believed that the direct method is the best one, whereas about 13.3% of them disagree with this idea.

Statement (2): The use of teaching aids is not necessary for teaching speaking skill.

Option	Frequency	Percent
Strongly agree	2	6.6%
Agree	2	6.6%
Neutral	1	3.3%
Disagree	14	46.6%
Strongly disagree	11	36.6%
Total	30	100%

The above table shows that using aids in teaching speaking is necessary for about 16% of the teachers. While about 83% of them think that using aids in speaking is not necessary.

Statement (3): The subjects of spine six are not proper for this stage.

Option	Frequency	Percent
Strongly agree	2	6.6%
Agree	12	40%
Neutral	4	13.3%
Disagree	9	30%
Strongly disagree	3	10%
Total	30	100%

It clears that 46.6% of the teachers think that the subjects of spine six are proper for this stage, about 13.3% of them are neutral in their attitudes. While 40% of the teachers do not believe so.

Statement (4): The communicative approach is must be used in teaching speaking skill.

Option	Frequency	Percent
Strongly agree	16	53.3%
Agree	10	33.3%
Neutral	1	3.3%
Disagree	2	6.6%
Strongly disagree	1	3.3%
Total	30	100%

The above table shoes that 86.6% of the teachers agree that the communicative approach must be used in teaching speaking skill. 3.3% of them are neutral in their attitudes. Only 10% of the teachers are disagree with this item.

Statement (5): Teacher should not speak Arabic inside the classroom in teaching speaking skill.

Option	Frequency	Percent
Strongly agree	15	50%
Agree	7	23.3%
Neutral	3	10%
Disagree	4	13.3%
Strongly disagree	1	3.3%
Total	30	100%

It looks clear that more than 73% of the teachers agree with the statement that English teachers should not speak Arabic inside the classroom, 10% of them are neutral in their attitudes. Only about 16.6 of the them disagree with the researcher.

Statement (6): Teachers should sometimes speak Arabic inside the classroom.

Option	Frequency	Percent
Strongly agree	8	26.6%
Agree	14	46.6%
Neutral	2	6.6
Disagree	5	16.6
Strongly disagree	1	3.3%
Total	30	100%

The above table shows that about 73% of the teachers agree with the assumption that teachers should sometimes speak Arabic during the lesson. About 20% of them are disagree to this assumption. while 6.6 of them are neutral.

Statement (7): The use of group activities is necessary for developing the speaking skill.

Option	Frequency	Percent
Strongly agree	19	63.3%
Agree	10	33.3%
Neutral	-	0%
Disagree	-	0%
Strongly disagree	1	3.3%
Total	30	100%

About 96.6% of the teachers agree with the researcher that the use of group activities is necessary in developing the speaking skill. Only about 3.3% of them are strongly disagree.

Statement (8): The use of audio lingual approach is important in teaching speaking skill.

Option	Frequency	Percent
Strongly agree	14	46.6%
Agree	14	46.6%
Neutral	-	0%
Disagree	2	6.6%
Strongly disagree	-	0%
Total	30	100%

The above table shows that 93.3% of teachers agree with the use of audio lingual approach is important in teaching speaking skill. Only 6.6% disagree with the mentioned proposition.

Statement (9): Teachers should correct students' pronunciation at once.

Option	Frequency	Percent
Strongly agree	11	36.6%
Agree	7	23.3%
Neutral	-	0%
Disagree	8	26.6
Strongly disagree	4	13.3
Total	30	100%

The above table shows that about 60% of the teachers agree to the assumption that teachers should correct students' pronunciation mistakes at once. While about 40% of them disagree to this item.

Statement (10): My students enjoy speaking English.

Option	Frequency	Percent
Strongly agree	6	20%
Agree	18	60%
Neutral	5	16.6%
Disagree	1	3.3%
Strongly disagree	-	0%
Total	30	100%

Regarding this item the above table shows that 80% of the teachers agree that their students enjoy speaking English.16% are neutral, while only 3.3% are disagree with this item.

Statement (11): My students aren't confident when speaking English.

Option	Frequency	Percent
Strongly agree	4	13.3%
Agree	11	36.6%
Neutral	6	20%
Disagree	7	23.3%
Strongly disagree	2	6.6%
Total	30	100%

The above table tackles the attitude of the students whether are confident while they speak English or not. It is apparent that nearly 50% of the teachers agree with the researcher proposition.20% of the teachers are neutral. While about 30% disagree to the mentioned proposition.

Statement (12): Students think speaking well is less important than writing well.

Option	Frequency	Percent
Strongly agree	5	16.6%
Agree	10	33.3%
Neutral	4	13.3%
Disagree	8	26.6%
Strongly disagree	2	6.6%
Total	30	100%

Half of the number of the teachers, about 50% believe that students think that speaking well is less important than writing well. 13.3% are neutral, while 33.2% are disagree with the researcher.

Statement (13): Students feel shy or nervous about speaking in front of peers or colleagues.

Option	Frequency	Percent
Strongly agree	7	23.3%
Agree	14	46.6%
Neutral	6	20%
Disagree	2	6.6%
Strongly disagree	1	3.3%
Total	30	100%

It is apparent that nearly 70% of the teachers believe that students feel shy when they speak in front of colleagues. 20% are neutral in their opinions. Only 10% of the teachers disagree with the above item.

Statement (14): Students aren't able to produce oral language using variety of grammatical structure and vocabulary.

Option	Frequency	Percent
Strongly agree	7	23.3%
Agree	14	46.6%
Neutral	3	10%
Disagree	4	13.3%
Strongly disagree	2	6.6%
Total	30	100%

Concerning the ability of the students to produce oral language using variety of grammatical structure and vocabulary, the above table shows that 70.5% of the teachers agree with the assumption, while 10% are neutral in their opinions. Only 19.5% of the teachers disagree to this statement.

Statement (15): Students speak slowly but get the grammar right.

Option	Frequency	Percent
Strongly agree	3	10%
Agree	13	43.3%
Neutral	3	10%
Disagree	8	26.6%
Strongly disagree	3	10%
Total	30	100%

The above table shows that 53.3% of the teachers agree that students get the grammar right when they speak slowly, 10% are neutral in their attitudes. While 36.3 are disagree to this statement.

Statement (16) - Students have noticeable accent.

Option	Frequency	Percent
Strongly agree	5	16.6%
Agree	13	43.3%
Neutral	6	20%
Disagree	6	20%
Strongly disagree	-	0%
Total	30	100%

The above table is about the accent of the students. It is apparent that about 60% of the teachers agree with the researcher that students have noticeable accent, 20% are neutral in their attitudes. While 20% disagree with the researcher.

Statement (17): I correct my students' pronunciation.

Option	Frequency	Percent
Strongly agree	14	46.6%
Agree	11	36.6%
Neutral	-	0%
Disagree	3	10%
Strongly disagree	2	6.6%
Total	30	100%

The above table exhibits that about 83.2% of the teachers correct their students' pronunciation mistakes. While 16.6% of the teachers do not do so.

Statement (18): I prepare for the speaking lesson.

Option	Frequency	Percent
Strongly agree	16	53.3%
Agree	11	36.6%
Neutral	3	10%
Disagree	-	0%
Strongly disagree	-	0%
Total	30	100%

The above tables shows that 90% of the English teachers prepare for the speaking lessons. While only 10% of them are neutral in their attitudes.

Statement (19): I give the speaking lesson more importance than any other lesson.

Option	Frequency	Percent
Strongly agree	5	16.6%
Agree	9	30%
Neutral	6	20%
Disagree	6	20%
Strongly disagree	4	13.3%
Total	30	100%

Regarding the importance of the speaking lesson, the above table shows that 46.6% of the teachers give the speaking lesson more importance than any other lesson. 20% of the teachers are neutral, while 33.3 do not do so.

Statement (20): I use certain strategy.

Option	Frequency	Percent
Strongly agree	11	36.6%
Agree	12	40%
Neutral	5	16.6%
Disagree	2	6.6%
Strongly disagree	-	0%
Total	30	100%

Regarding the above statement, 76.6% of the teachers use certain strategy which they think it is proper for their students. 16.6% are neutral in their attitudes. Only 6.6% of the teachers do not do so.

4-5 Summary of the chapter:

This chapter analyzes the data, exhibits the results and discusses them. Concerning the teachers' and students' questionnaire, it reveals that most of the teachers are B.A. the chapter considers the hypotheses of the study to see whether the finding confirm or reject them. Only one hypotheses is rejected whereas two are confirmed.

Chapter five

Summary, conclusion, recommendations and suggestions for further studies

5-1 Introduction:

This is the last chapter of the study. It provides summary, conclusion, and recommendations based on the findings of the study and suggestions for further studies.

5-2 Summary:

This study investigates students and teachers' attitudes towards speaking difficulties encountered by Sudanese secondary schools students third year in particular.

The results of the questionnaires revealed that not very much relevant activities are introduced to the students inside the classroom, which are expected to help them practice and develop speaking.

Schools have no teaching aids at all.

All schools lack language audio and visual labs. Some English teachers are not trained on methods of teaching speaking skill. Activities such like Games are not fully used to help students understanding English.

5-3 Textbook analysis:

The spine series book 6 has no strategies and techniques in teaching speaking skill such as games, role playing, dialogues and so on.

Speaking activities are not enough to enable students express themselves.

The textbook does not have tape scripts at the end with tapes for students to revise and practice, therefore students' chance to practice speaking is very limited. Moreover the textbook does not holds some interesting topics for students, therefore they must be given some topics from daily life such as marriage or interview with famous football players, exciting experiment in their life, a journey they went on, fashion, friendship etc.

5-4 Conclusion:

Most teachers complained, about the lack of libraries and teaching aids that help them in teaching the speaking skill. It is clear that most teachers use only textbook, and ignore tapes because of lack of records. In respect to the activities used, the findings showed that teachers did not use many activities in teaching the speaking skill.

5-5 Recommendations:

In the light of findings discussed above, some recommendations are incorporated in the conclusion.

- 1- In order to solve the silent letters problem, students must consult their dictionaries and they must absolutely have basic knowledge of phonetics.
- 2- Using computer games and tapes record may help a lot in developing speaking skill.
- 3- English teachers must teach their students how to use dictionary to get the right pronunciation and meaning of words.
- 4- Teachers must show the main differences between the American pronunciation and British one.
- 5- The education authorities and administrations should do their best to place teaching resources, material, and facilities in all schools.
- 6- English teachers are urged to give more emphasis to the following:

- Using activities
- Using the second language as much as possible.
- Avoiding speaking the native language inside the classroom.
- Students must be asked to read texts loudly, so as to gain confidence in speaking.
- Teachers should use records to enable students to listen to native speakers and even imitate them. As well as provide students with cassettes for practicing speaking.
- Teachers should encourage students to communicate in English a lot in and outside their classroom.
- Teachers should revise vocabulary regularly to encourage their students to study daily manual. Also teachers are asked to give remedial work to weak students.

5-6 Recommendations for further studies:

This study could not cover every aspect of the subject under investigation; the following points are suggested for further studies research into investigating:

- 1- Some linguistics problems such as spelling, pronunciation, and intonation face young beginners in learning the speaking skill.
- 2- Further studies are needed on how the new technology such as computers and the web sites can be utilized in facilitating the speaking difficulties encountered by Sudanese secondary schools students of English.

Bibliography:

- Abbad, Aziza(1988).An analysis of communicative competence features in English language texts in Yemen Arab Republic. Ph.D. Dissertation. University of Linoia at Urbana-Champaign.
- Abdual Haq.F. (1982). An Analysis of Syntactic Errors in the composition of Jordanian secondary students. Unpublished MA thesis. Jordan. Yarmouk University .
- Aboubaker Mohamed Ibrahim Alsadik, (2011). Teaching Speaking Skills to Secondary Schools Students. Secondary schools students in wadi Alhayat-libya.
- AdamTalat (2005) Methods and Strategies in Teaching English, Unpublished book paper.
- Ahmed, Manana. (2003), An Investigation into The Quality of Teaching English skills in Libyan preparatory Schools. Dissertation University of New Castle. M.A.
- Allen, David Classroom Techniques in Teaching Spoken English. The United States, Washington, library of the Congress.
- Allen, David. (1977) Classroom Techniques in Foreign Language. The United States, Washington, library of the Congress.
- Bailey, K, & Safage, L. (1994). New Ways in Teaching Speaking. Alexandria VA: Teachers of English to Speakers of other Language.
- Bluers, T. (2005) Teaching English as a foreign Language, Washington.
- Brown, H.D (1994) Teaching by principles: an Interactive Approach to Language Pedagogy. Englewood cliffs, NJ: Hall regents.

- Burns, A..., & Joyce.(1997). Focus on Speaking. Sydney: National Center for English Language Teaching and Research.
- Cargi Tugrul Mart(2013), The Direct-Method: A good Start to Teach Oral Language. Department of Languages, Ishik University, Erbil, Iraq.
- Chain, Sleen. (1999) Improving the Professional State of Teaching, Teacher Education Journal.
- ElSageer, Ali.(2001) principles in Teaching English as a Foreign Language, Egypt. South valley university publication.
- Faerch, C. and G.Kasper. (1983a). plans and Strategies in Foreign Language Communication. In Faerch and Kasper (eds). Strategies in Inter Language Communication (Eds). London: Longman Available on line.
- Fumiyo, Nakatsuhara (2007) Developing a Rating Scale to Assess English Speaking Skills of Japanese Upper-secondary students, Essex Graduate Students Paper in Language & Linguistics 9, 83-103.
- Gower, Roger, Pallips, Diane and Walters, Steve. (1995) Teaching Practice hand book. London.
- Harper, Collins. Holliday, R, (1984) The Problem of Difficulty in foreign Language learning. Amman, University of Jordan.
- Hunsaker, R. (1990) Understanding and developing the skills of oral. Japan. Tokyo.
- Issac, (1971) Teaching spoken English, London Nelson publishing company, ltd, Windsor, U.K.
- Kambal, M. (1980) An Analysis of Khartoum University Students' composition Errors with Implication for remedial English in the context of Arabicization.

Unpublished PhD Dissertation. University of Texas at Austin. USA.

- Nicolas, H. (2007) Communication Strategies, a psychological analysis of second Language learning London, Oxford University.
- Ray, Rax. (2009) Linguistics and second Language acquisition, London.
- Sax, G. (1979) Foundation of Education Research, Second edition, prentice Hall.Inc Englewood cliffs, New Jersey, USA.
- Sayeh S Abdullah(2013) A contrastive Study of the Grammar Translation and Direct Methods of Teaching.
- Van Duzer, C. (1997). Improving ESL Learner's Listening Skills beyond. Washington, DC: Project in Adult Immigrant for ESL Literacy Education.
- William, N. (2001) your Research Project: a step by step guide for the first time Researcher, SAGE publication, National university of Tainan, p 46.
- [Http://www. English club. Com/speaking/ practice](http://www.Englishclub.Com/speaking/practice). 26.1.2008
- [http://www.Englishclub. org/ speaking/ practice. htm](http://www.Englishclub.org/speaking/practice.htm) 26.1.2008
- [http://nclrc. Org/essentials/speaking/goalsspeakhtm](http://nclrc.Org/essentials/speaking/goalsspeakhtm).27.1.2008
- <http://www.reflchina.org/teach/speak/index.htm>.27.1.2008
- [http://www.nclrc.org/essentials/speaking/startspeak htm](http://www.nclrc.org/essentials/speaking/startspeak.htm). 28.1.2008
- [www.bib.uab.es/pub/linksandletters\11337397np 13. pdf](http://www.bib.uab.es/pub/linksandletters/11337397np13.pdf).28.2.2008
- [www.bib.uab.es/linksandletters\11337397n7p13. Pdf](http://www.bib.uab.es/linksandletters/11337397n7p13.Pdf)28.2.2008
- URL: <http://dx.doi.org/10.6007/IJARBSS/v3-i11/330>.