

Chapter One

Introduction

1-1 Background:

Language is a means of thinking and transforming culture from one generation to another as well as from one nation to another. Also it is a means of communication among people. Hence many countries emphasize teaching Languages other than native languages to its citizens.

At this era English Language has become the most important foreign language in the world. English Language reveals its importance obviously in many fields such as science, computer, education.....etc.

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication.

1-2 Statement of the problem:

The researcher wants to focus on the practice in the classroom and its important role in improving speaking skill for students of English as a foreign language.

1-3 Objectives of the study:

The objectives of the study are as follows:

1. Investigating the importance of practice in improving speaking skill.
2. Knowing if students have much time to speak English in the classroom.

3. Investigating different activities that are made in the classes to promote speaking skill.

1-4 Questions of the study:

The study is going to provide answers to the following questions:

1. To what extent does practicing English in classes promote speaking ability?
2. To what extent do students practice English in their classes?
3. To what extent do lectures promote students fluency?

1-5 Hypotheses of the study:

The researcher assumes the following:

1. Practicing English in classes promotes speaking skill.
2. Students do not practice English in their classes.
3. Lectures do not focus on speaking skill.

1-6 Significance of the study:

1. It helps teachers to be aware of the role of practicing in improving speaking skill.
2. It investigates how much practice do students do in classes.
3. It investigates different activities which promote speaking.

1-7 Methodology of the study:

The researcher adopts a descriptive and analytical method. A questionnaire for students will be used in order to investigate their views towards speaking practice in the class.

1-8 Limits of the study:

The study will be carried out to the following limits; place restricted to (Second year students, English Department, Sudan University of Science and Technology). Time limited to academic year (2016-2017). The study is limited to speaking skill and the role of practice in developing it.

Chapter Two

Literature Review and Previous Studies

2-1 Introduction:

The main purpose of this chapter is to review literature related to the topic under investigation (The Role of Practice in Improving Speaking Skill) ; definition of speaking , importance of speaking , aspects of speaking, activities that promote speaking , teaching speaking skill .There are also previous studies at the end of this chapter.

2-2 Definition of Speaking:

As far as the researcher concerned, there are many definitions of speaking. According to Oxford dictionary of current English (2009, P.415), speaking is “the action of conveying information or expressing one's thoughts and feelings in spoken language”.

Chaney, (1998, P.13), however, considered speaking a process: “speaking is the process of building and sharing meanings through the use of verbal or non-verbal symbols in variety of context”.

Sharing the same viewpoint, Florez, (1999, P.1) added that speaking is” an interactive process, which consists of three main stages: producing, receiving and processing information”.

In Language teaching and learning ,speaking is considered as skill to be practiced and mastered in this light Nanan,(2003,P.48) puts it that “speaking is the productive oral skill it consists of producing systematic verbal utterance to convey meaning” .

K.Shumin, (1997, P.8)” Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions”

As stated by W.F.Mackey, (1978,P.263) “speaking is the most complex of the linguistics skill, since it involves thinking of what is to be said while saying what has been thought” . However, Finnocchiaro and Brumfit, (1983) consider its complexity in “the knowledge of sound, vocabulary and cultural sub-system of English language that it involves”.

Bygate,(2003,P.3) investigated " the distinction between knowledge and skill complexity in oral expression lesson is considered as crucial in the teaching vocabulary, pronunciation, intonation...etc, is not sufficient to be a good learner of speaking, studying the skill to apply this knowledge to communicate successfully is fundamental .

From those definitions, we can recognize three concepts of speaking; speaking as an action, as a process and as skill, and this latter related to language teaching and learning will be referred to by the term "speaking" in this study.

2-3 Importance of Speaking Skill:

In English as a foreign language (EFL) environment, increasing speaking competence and confidence for students tends to be a crucial question among instructors. The speaking skill has acquired a very important place in the communication skills. In foreign language learning, the ability to speak is the most essential skill since it the basis for communication and it is the most difficult skill. The mastery of speaking skill necessitate the speaker possess precise knowledge of the language. Speaking therefore, is the most important and essential skill.

Ur, (2000, P.120) stated that “ of all four skills (listening, speaking , reading and writing) , speaking seems intuitively the most important: people who know a language are referred to as ' speakers' of that language , as if

speaking includes all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak”.

This skill demands more attention to be developed since, it is the key element in the language learning. Students who are not able to speak the language that are about to acquire, face a lot of difficulties in transmitting their thoughts and attitudes within the teaching process. The fact that led many researchers to consider its significance and importance while acquiring or learning the target language. In this sense Bygate, (1987) says “Speaking is a skill which deserves attention every bit as much as the literary skills, in both native and foreign language”. It is then, the vehicle and medium through which successful learning lies.

Mastering speaking skill is crucial and vital element for foreign language learners due to its value in evaluating the student's performance and achievement.

Nunan, (1991) writes: “To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is a measure item of the ability to carry out a conversation in the language”. It is seen nowadays as a complex skill to teach, and one of the basic problems in foreign language teaching is preparing learners to be able to use the language in different contexts and situations. Speaking is a fundamental medium used to convey messages, knowledge, emotion, feelings, ideas, and opinions directly in an interaction with others.

In the same context Hedge, (2000, P.261) declares that: “For many students, learning to speak competently in English is a priority. They may need this skill for a variety of reasons, for example to keep up a rapport in relationships, influence people and win or lose negotiations”.

2-4 Aspects of Speaking Skill:

The two features which determine the success of English language learners according to BBC British council are accuracy and fluency. They are the central, the major criteria to measure both linguistic ability and speaking/communicative competence respectively in the language use (speaking skill). Focussing on these facts, a great attention has been paid to make a distinction between accuracy and fluency, in the same time to plan activities which help to evenly gain them.

2-4-1 Accuracy:

In second and foreign language teaching, accuracy refers to the "ability to produce grammatically correct sentences" J.C.Richards, R.Schmidt, H.Kendricks & Y.Kim,(2002,P.204). However, J. Harmer,(2001) pointed that accuracy involves the correct use of vocabulary, gramer and pronunciation, which are considered by S.Thornbury,(2000,P.3) as three criteria that most teachers have reliance on concerning the assessment of "learners command of the linguistic systems". Therefore to be accurate in oral production, to be understood and to gain interest of their interlocutors; learners should pay attention to correctness and completeness of the language form; they should be knowledgeable and master the use of:

* Vocabulary: which means that learners should study words and their meanings, their use, also they should be able to distinguish between words classes which are lexical one as nouns, verbs, adjectives, adverbs or function one as determiners, particles, prepositions...etc. Mastering vocabulary helps learners to be able to select and use the appropriate words, utterances and expressions with the context when speaking.

- * Grammatical structures: Rules of words order, tenses...etc. This means that learners should know how elements of a sentence are put and work together such as morphemes, phonemes, words, phrases, clauses...etc.
- * Correct pronunciation: "production of sounds, stress patterns, rhythmic structures and intonation of the language" Florez,(1999, P. 2).

2-4-2 Fluency:

According to P.Skehan as quoted in Thornbery, (2002, P.3) Fluency is the "capability to produce language in real time without undue pausing or hesitation". In other words speaking fluently is the faculty of using the language spontaneously and confidently while communicating one's thought ideas or opinions in several contexts. It implies talking without making a lot of stops or to think too much about what one's is saying and without worrying too much about errors (accuracy) until it becomes unnatural speech.

As pointed by Richards et al, (1992,P.2.4) fluency is "features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjection and interruptions". Therefore, teachers should rehearse learners to speak in a coherent manner by paying more attention to the meaning and context then to the form in order to achieve oral fluency.

2- 5 Qualities of a good Speaker:

"A speaker's skill and speech habits have impact on the success of any exchange" Duzer, (1997). Speaker 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 described previously 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 expression to indicate satisfaction or dissatisfaction with the serve. Other skills and knowledge that instruction might address include the following: 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 gesture or body language.
- * paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech and complexity for grammar structures to maximize listener comprehension and involvement. Brown,(1994).

Teachers should monitor learner's speech production to determine what skills and knowledge have and what areas need development.

2-6 Teaching Speaking Skill:

2-6-1 Method of Teaching Speaking Skill:

Teaching foreign language in general and teaching speaking skill in particular has experienced three main methods; Grammar Translation, Audio-lingual and Communicative Language Teaching (CLT) respectively. Whereas the two previous methods show a big drawbacks resulting in learner's failure to make achievement in speaking skill,(CLT) which emphasizes Nunan,(1991,P.56)"learning to communicate through interaction in the target language". Considerably enhances student's Communicative skill. In the C L T classrooms, students are supposed work in pairs or groups requiring negotiation and co-operation to not only accuracy- based tasks but also fluency-based ones. Besides they are provided with authentic activities and meaningful tasks, students feel free with real-life communication. As a result, they are active in producing their own output and learning new language through doing with mistakes. Teachers' feedback, in this case, appears to be more important than ever.

2-6-2 Stages of Speaking Lesson:

In Millrood's, (2001,P.93) presentation of "teaching to speak", it was proposed that a speaking lesson consists of "three-phase framework", in other words three main stages:

2-6-2-1 Pre-speaking activity:

So called "pre-communicative stage" C .Terry,(2008,P.6) in this stage the participants/ learners are prepared for the main speaking activity by providing them with the necessary vocabulary and the language of the interaction , the communicative functions are supposed to be introduced by

the teacher, the fixed expressions are highlighted and the target structure are pointed out. According to Brown (1994) brainstorming activity is usually used before the main speaking activity in purpose to generate as much varied ideas as possible in small groups and within a specific period of time. However, those ideas are left till the end of activity time to be evaluated. In Millrood,(2001,P.93) one way to strengthen the participant's motivation is to demonstrate to them the communicative problem and the ways to resolve it.

2-6-2-2 While -speaking activity:

So named “the practice stage” Terry, (2008, P.7). In this stage the communicative problem is resolved by the participants/ learners and its resolution is produced as a result of the communicative activities such as role-play, problem solving, communicative game...etc Millrood,(2001, P .93). Also prompting and correction of learners are expected from the teacher if necessary Terry, (2008, P.7).

Unlike the pre speaking stage it is the students turn to do most of the taking. The teacher, at this stage lets students with each other without interfering or correcting any mistakes in order not to stop students from speaking fluently. The teacher only gives assistance if necessary. The specific aim of the while-speaking stage is to develop students ‘speaking skill so the teacher does the minimum amount of teaching and talking since the students will be working on while-speaking task by themselves, individually or in groups. Instead, the teacher will have to do a lot of monitoring and assisting weaker students who have difficulty completing the task.

2-6-2-3 Post-speaking activity:

Also called “the Communicative interaction or production stage” Terry, (2008, P.8). In this stage, according to Shells, (1988) the integrated communicative skills such as “reading- and- speaking task, listening-and-speaking task, speaking-and-writing task “are developed, and it is considered as significant part. The teacher gives the learners occasions to complete the language and the produced ideas by encouraging the language negotiation among them, also provide them the opportunities to think of the various manners to make communication more effective Millrood, (2001,P.93).

The post-speaking activity is the last stage of speaking lesson, so it is the time of students’ production. What they produce will reflect their speaking skill, interests or views. Areal show of English speaking takes place when the students are able to use English for themselves. Also when they reflect upon their performance they can recognize what they have done and where they require improvement.

The post-speaking stage is like the follow up stages. After students have practiced speaking skill in the while-speaking stage, they do an extension speaking activity. This helps students take the information from groups or whatever they have produced in the while-speaking stage and do something meaningful with it. Accordingly, getting the students to report their work and the whole class may invited to comment can be recommended to be the most effective at this stage.

Thus the teacher in this stage must take on the role of manager o guide in order to give feedback, correct serious mistakes, give students marks and set personal goals for improving their speaking ability.

2-6-3 Activities to Promote Speaking:

The emphasis of the idea of enhancing learners' ability/skill to communicate in a foreign language has been growing in teaching foreign/second language in recent years as it has been highlighted previously. Consequently, a great variety of activities known as the communicative activities has been designed by many linguists and well-known methodologists such as Littlewood and Harmer...etc. The aim of the use of communicative activity in the class according to J. Scrivener, (2005, p. 152) is "to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion." The activity consists of encouraging and enabling communication without worrying a lot about the linguistic production of the learners' (accuracy). Thereby, the teacher has to adapt his different roles according to this aim, by reducing his participation, being a guide more than controller, monitoring discretely, helping when necessary and saving correction for later, as to be simulator, manager and consultant. The teacher has to select the most appropriate tasks that tend best with his learners' needs and that is among a great range of communicative activities as presented below:

2-6-3-1 Discussions:

In these activities, learners are encouraged to speak freely about a variety of topics. They are supposed to give their preferences, opinions, interests, and experiences in order to arrive at a conclusion, sharing ideas about an event, or find solution in their discussion groups. According to Millrood (2001, p. 89) discussion is a "simulation of reality for study purposes with

problems-raising tasks, co-operating or challenging viewpoints of participants, polarization of opinions, decision making and problem resolution.” The teacher should fix the purpose of the discussion activity before starting the discussion, and in order to fulfill it (the purpose) he has to limit his role to a co-communicator, possibly a prompter or guide, so that to enable learners the possibility of managing and sustaining, by themselves, the stream of conversation Brown,(2000, p. 276).

The discussions can fail, the low motivation and low confidence of the learners who feel extremely exposed in a discussion setting, can lead them to be “reluctant to give an opinion in front of the whole class” Harmer, (2001, p. 272) and which result in the breakdown of the flow of conversation. Nevertheless, such difficulties can be avoided, and one of the possible solutions is “the buzz groups” as named by Harmer, which mean that the teacher has to divide learners in small groups, organize quick discussion between the members of each group to allow them to think and reformulate their ideas, before they are asked to report to the whole class.

This requirement leads to a less stressful atmosphere subsequently to a full participation on the part of learners. An example of discussion task is to involve learners in groups (5 or 6 learner in each group rearranged in every discussion activity) to an agree/disagree discussions concerning a controversial issue such as “people learn best when they read vs. people learn best when they travel” or also relate to an article, pictures or photographs. Then each group works on their topic for a given time period, and presents their opinions to the class. They should be encouraged to ask questions, check for clarification, express support...etc.

The speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best

way. This activity stimulate learners for speaking, negotiating meaning between them and fosters their critical thinking and quick decision making, they learn how to propose, to suggest, to compare their ideas also to justify themselves.

2-6-3-2 Role Play:

This activity encourages thinking and creativity and it can be performed in diverse social context too using the suitable language (English) for this pair or groups. Learners are expected to play different social roles with the pretention that they are context which mean that they work (act) in an imaginary setting as if they are out the classroom (real life).

Harmer says that “students ‘simulate’ (such as a business meeting, an encounter in an aero-plane cabin, or an interview) a real-life encounter as if they were doing so in the real world, either as themselves or taking on the role of a character different from themselves” Harmer,(2001, p. 274). The role of the teacher in this activity is only to control the learners work by giving them information and direction such as “who they are and what they think or feel” ibid,(p. 275), also equipping them with the needed materials. Teachers should keep the situation simple to help learners feel easy to adopt the role and to pretend to be someone else otherwise the role-play can fail. So teachers should be careful when applying this method and take motivation and willingness of learners to play the role in his consideration.

2-6-3-3 Simulations:

There is a great similarity between simulations activities and role-plays, the only difference is that simulations activities are more elaborated. In such

activities, and in order to create a realistic environment, learners may bring materials and items with them to the classroom such as microphone if the learners will act as a singer or stethoscope if the role is doctor... etc. According to Harmer, (2001, p. 275) the advantages of Simulations and role-plays activities can arise from the fact that they are entertaining and fun, which may increase motivation and consolidate the self-confidence of confused learners. In other side the absence of the audience may help learners to act spontaneously without inhibition.

2-6-3-4 Information Gap:

In this activity, there is always an information missing (gap) that should be discovered. It is usually performed in pair-work which presents an ideal condition to reach the desired goal. One learner has the information that his partner does not possess and vice versa, and they are expected to discover the information and to share it, in that way the communication can be stimulated. Solving a problem and collecting information are the main aims of the information-gap tasks. These later can be designed according to their difficulty without neglecting the needs of learner which increase gradually. It commonly comprises two supplementary worksheets (a and b) that include a picture of the missing information or a written form of it.

This activity encourages mainly the negotiation of meaning such as appeal for more clarification, ask to reformulate utterances and check for comprehension. However, it has a deficient side that can hinder its effectiveness which is the lack of the real-life situation performance within it.

2-6-3-5 Brainstorming:

In this activity teachers give learners a specific topic and a limited time on what they are expected to produce their ideas freely and quickly. They may work individually or in group according to the context, and they are not criticized neither judged for their thoughts and ideas which may reduce their anxiety and help them to share their thinking without hesitation.

2-6-3-6 Storytelling:

In this activity, learners are supposed to create or to summarize a story they heard or read before, and to tell it to their classmates. They may tell jokes or riddles as well at the beginning of the session as an opening to attract the attention of the class. This method helps them be used to listen and speak. It reinforces their creative thinking and speaking ability.

2-6-3-7 Interviews:

The purpose of this activity is to help learners to become socialized by giving them the opportunity to exercise and to apply their speaking skill in the classroom and outside it as well. The teacher should supply learners with topics and a model of interview (types of questions and the way to follow in designing their own) so that they can construct their own interview according to it. The interviews can be conducted with various people and after completion, each study (interview analysis) can be presented to the class (English Highway Language Center).

2-6-3-8 Story completion:

In this activity, the teacher should organize the set of learners in form of

circle. He should start to narrate a story then stops telling it after few sentences to allow the learners the opportunity to narrate at their turn and successively starting from the point where the previous one stopped. The story telling activity is extremely funny, because learners can create new events, add new characters...etc at any time which attract their interest, motivate them and simulate their creativity thus their speaking .

2-6-3-9 Reporting:

In this activity, teacher asks the learners to prepare a talk before coming to the classroom, learners are supposed to choose any topic they are interested in. It can be an experience that they pass by in their lives or something that they read from a newspaper...etc and seem to deserve to be reported in front of the class. This activity according to Harmer, (2001, p. 274) “present a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners. Just as in process writing [...] the development of talk, from original ideas to finished work, will be of vital importance”.

2-6-3-10 Pictures Narrating:

In this activity, the teacher asks the learners to narrate a story based on the presented pictures which are in reality different but successive. The teacher should provide the learners with criteria as rules (vocabulary, grammar structures) to be used when telling the story.

2-6-3-11 Picture Describing:

This activity promotes the imagination of the learners. It is practiced in groups, each group of learners is granted with a different picture than the other groups, each picture is supposed to be described and discussed within the same group, then before the whole class by the leaders of the groups.

2-6-3-12 communicative Games:

According to Harmer, (2001, p. 272) these activities rely on an information gap and on the pair-group work; such activities are “describe and draw” where a given picture has to be described from one learner whereas his partner tries to draw it. Also, “describe and arrange” in which things or specific form (structure) are described by a learner, they should be put in the right order by his partner without seeing the authentic one. In addition, “find similarities and differences”, these activities incite the talk (verbal interaction/communication) between learners and make the classroom more enjoyable because they increase students’ motivation in learning.

2-7 Previous Studies:

- (1) Abed El wahab Ramadan Abed El rahim Hassan, (2005): **Analysis of Listening and Speaking Skills in Sudan Practical Integrated National English (SPINE) Book 3:**

The main findings of the study are that: SPINE 3 has its advantages and disadvantages; it's strong in reading and writing skill but week in speaking and listening skills. The defects of this book are there is no real aids accompanied with the book, the game of inside and outside classroom is neglected, there are not available visual aids and the textbook is not accompanied by a separate work book or activity book. Then he recommended a tape recorders can be very effective and practical for the

teaching of both listening and speaking. Teacher should be versed, knowledge and up-to-date in the new methods and techniques, know the room the teachers should be familiar with place in which he will speak, know the audience, it is easier to speak to group of friends than to a group of strangers.

(2) Ganawa Mozamil Abd Alla, (2012) **Teaching English Speaking Skill of Sudanese Secondary Schools:**

The main findings are; teachers are not well trained in teaching speaking skill, most of present text books focus on reading rather than speaking and teachers concentrate more on building up students' vocabulary and making student understand the grammatical rules than making them practicing speaking activities. The she recommended the followings; text books should be proposed well with authentic material to encourage pupils in speaking English language and teachers should give pupils enough time to practice speaking skill.

(3) Insaf Houhou, (2013): **Enhancing EFL Learnes' speaking skill through effective teaching methods and strategies of second year students of EFL at Mohamed Kheider University of Biskra – Algeria.**

The main findings are; teachers are aware of strategies of teaching speaking skills and application of the strategies and students are willing to adopt and use these strategies in order to improve their speaking skill proficiency. The recommendations are; first, teachers are advisable to give opportunities for their students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. Second, teachers ought to show a positive attitude when commenting on student's responses.

2-8 Comments on previous studies:

Revising several previous studies relevant to the theme of the study has enriched the researcher's background and broadened his scope in this regard.

As presents in previous studies, there are some similarities and differences between the researchers' study and the previous studies as follows:

They are similar in:

- * The importance of practicing in classroom in improving speaking skills.
- * most of present textbooks does not focus on speaking skills.
- * All studies above confirm that teachers should give students more time to speak in classes.

The differences are:

all the previous studies used a questionnaire and a test as a tool to collect data and the present study used only a questionnaire to collect data.

Chapter Three

Methodology

3-1 Introduction:

This chapter gives account of the methodology in this study to test hypotheses of this study and provide answers to the research questions. The sample of the study is described and data collection instrument is explained. It describes the validity and reliability of the instrument used to gather information.

3-2 The study Sample:

Choosing a sample for the research is one of the salient procedures for providing answers for the questions raised by the study. Moreover, it helps in establishing evidence which is necessary for validating the hypotheses of the study. The research sample is chosen from Sudan University of Science and Technology, department of English, second year students. This sample consists of (30) students.

3-3 Tool of Data Collection:

The tool of any research is the instrument which any researcher uses for gathering the required data for his study. The researcher depended on a questionnaire as a tool to collect data from the target sample. The questionnaire consists of one section for students. It intended for second year Students, English department, Sudan University of Science and Technology. It includes three parts; each part consists of three items that represents a research hypothesis. The items in the questionnaire are based on the research hypotheses, which are distributed as follows: the items from (1-3) represent hypothesis one, while items from (4-6) represent hypothesis two and the remaining (7-9) represent hypothesis three. In brief there are three hypotheses which correspond (9) questionnaire items. The students' questionnaire reflects the options and ideas of second year spot a tick (✓) in front of the choice which suit them according to the following options (agree, neutral and disagree).

3-4 Validity and reliability:

3-4-1 Validity of questionnaire:

Validity refers to how well a questionnaire measures what it is purported to measure. The questionnaire first given to two experts at Sudan University of Science and Technology, department of English. They revised and checked its validity and have recommended that all statements are correct and relevant.

3-4-2 Reliability of questionnaire:

Reliability is the degree to which an assessment tool produces stable and consistent results. To prove reliability of the questionnaire, the researcher made a random choice of ten learners. They were given the questionnaire as a pilot and after (6) days they were given the questionnaire for the second time. The reliability of the questionnaire was achieved comparing the students' responses.

3-5 Summary:

This chapter shows the methodology which the researcher used in this study to test the hypotheses and provide answers for the research questions. It shows the research sample which was drawn from second year students, English department, Sudan University of Science and Technology. A questionnaire is showed as a tool of data collection.

Chapter Four

Data Analysis and Discussion of Results

4-1 Introduction:

The main purpose of this chapter is to present, analyze, interpret and discuss the data collected through the instrument of the research questionnaire.

4-2 Analysis of Student's Questionnaire:

Table(4-1): Practice in classroom encourages me to speak.

Options	Frequency	Percentage
Agree	24	80%
Neutral	4	13.3%

Disagree	2	6.7%
Total	30	100

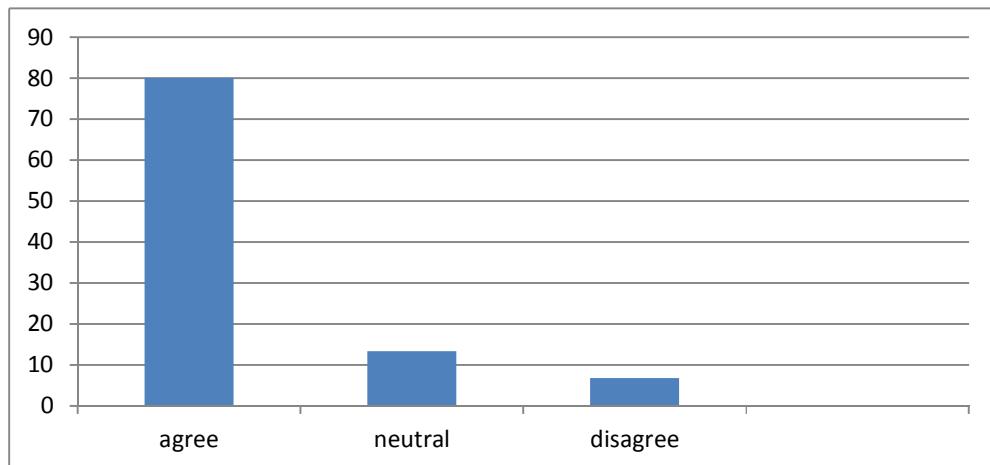


Figure (4-1)

The above table and figure show that majority respondents (80%) in the students questionnaire are in favor of the option (agree) while (13.3%) for the option (neutral) and (6.7%) for the option (disagree). This shows that practice in classroom encourages students to speak

Table (4-2) Practice in classroom helps me reduce my speaking mistakes.

Options	Frequency	Percentages
Agree	15	50%
Neutral	15	50%
Disagree	0	0

Total	30	100
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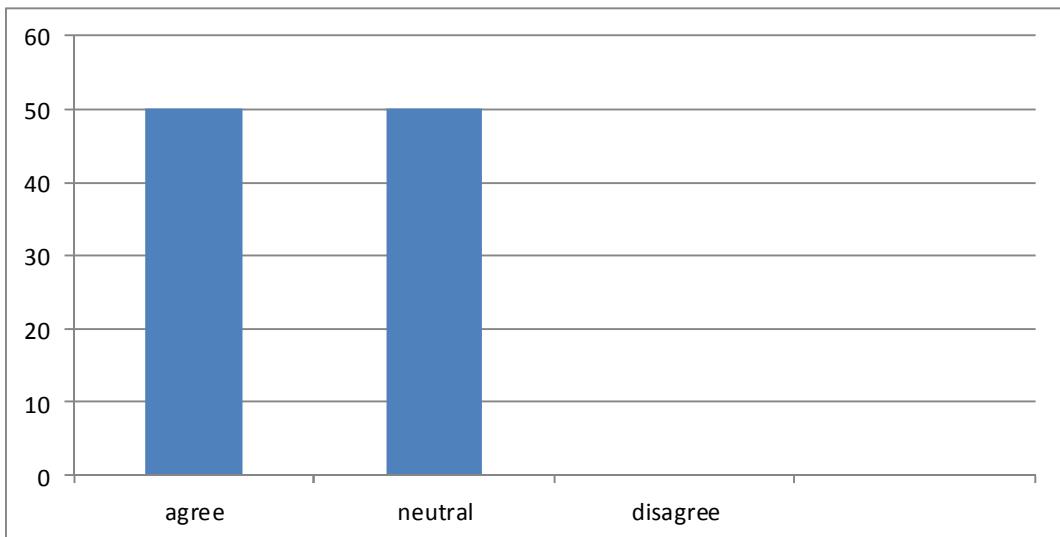


Figure (4.2)

The table and figure above shows that the respondents are equally divided into options (agree) (50%) and (neutral) (50%) while no one has chosen the third option (disagree). this result indicates the importance of practice in classroom in reducing speaking mistakes.

Table (4-3) Practice improves my speaking skill.

Options	Frequency	Percentages
Agree	27	90%
Neutral	2	6.7%
Disagree	1	3.3%
Total	30	100

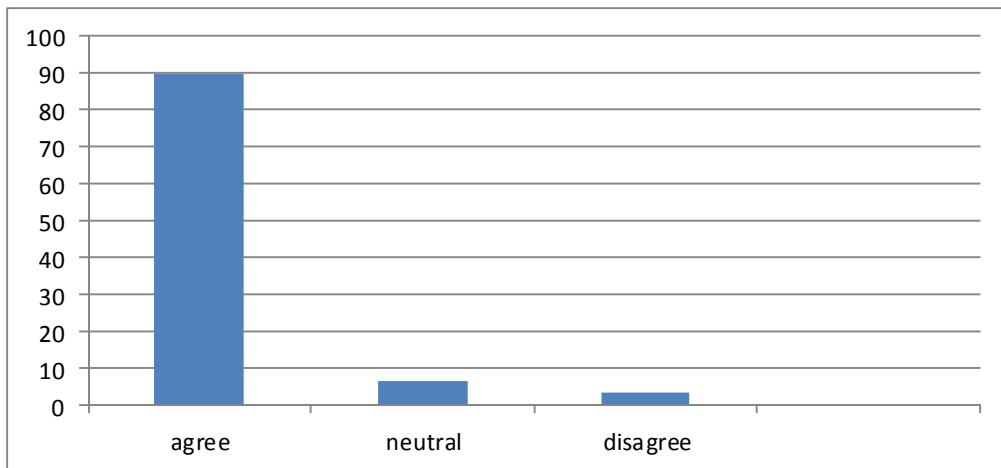


Figure (4-3)

The above table and figure show that the large majority of the respondents (90%) in favor of the option (agree) whereas (6.7%) in favor of the option (neutral) and only (3.3%) go with the option (disagree). This result shows that the majority of students see that practice improves speaking skill.

According to the results of the three items above, that represents the hypothesis number one (practicing in classes promote speaking skill), we can say these results approve the hypothesis.

Table (4-4) my teacher talks most of the time.

Options	Frequency	Percentage
Agree	14	46.7%
Neutral	9	30%
Disagree	7	23.3%
Total	30	100

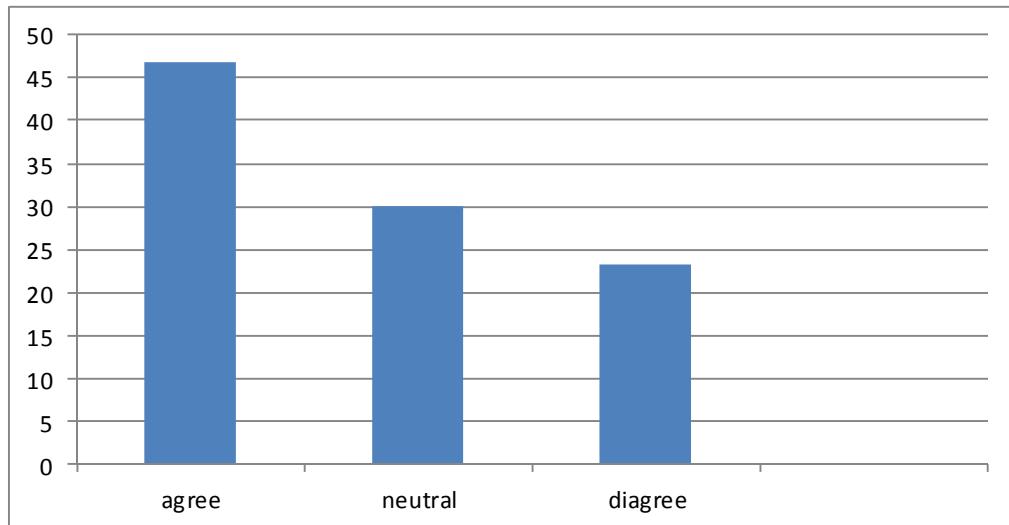


Figure (4-4)

The above table and figure show that nearly half of respondents in the questionnaire are in favor of the option (agree) which accounts for (46.7%). Moreover, (30%) are in favor of option (neutral) and (23.3%) are in favor of option (disagree). This shows that teachers talk most of the time in the classroom

Table (4-5) my English teacher gives me opportunity to speak with him.

Options	Frequency	Percentage
Agree	12	40%
Neutral	12	40%
Disagree	6	20%
Total	30	100

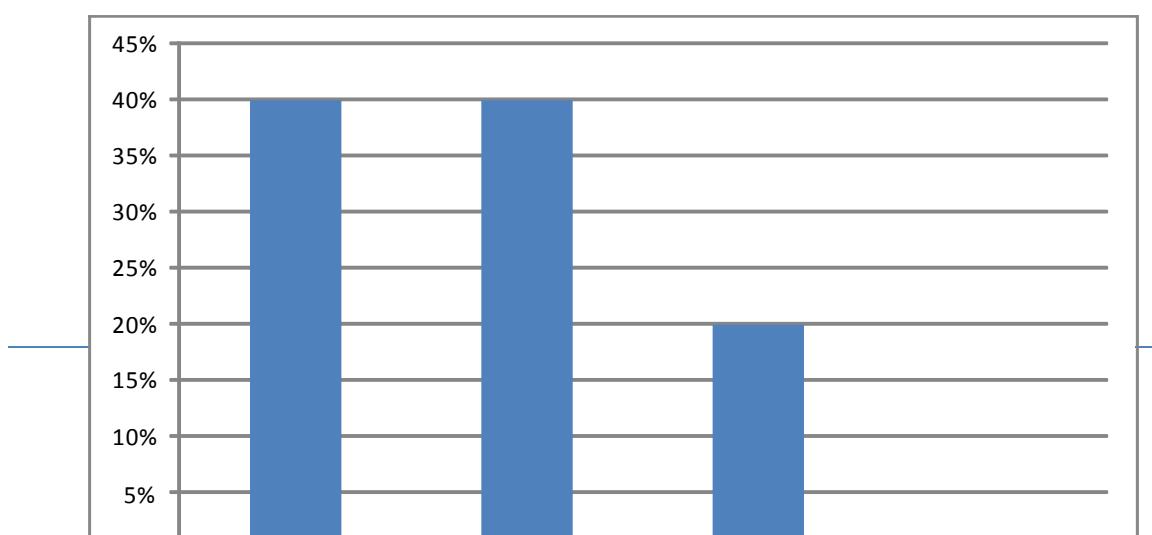


Figure (4-5)

The above table and figure show that the respondents are equally divided into options of (agree) and (neutral) which accounts for (40%) to each option, while (20%) of respondents go in favor of the option (disagree) .this means that most students are agree or not sure if the teacher gives them the chance to speak with him.

Table (4-6) my teacher interrupts me while speaking to correct my mistakes.

Options	Frequency	Percentage
Agree	11	36.7%
Neutral	10	33.3%
Disagree	9	30%
Total	30	100

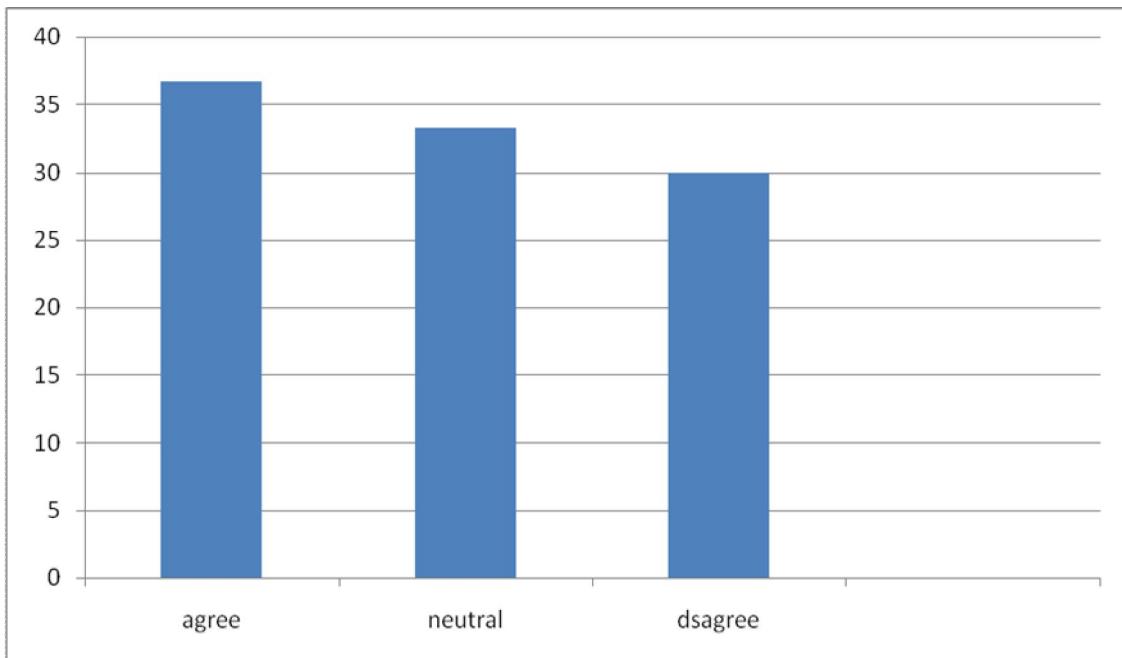


Figure (4-6)

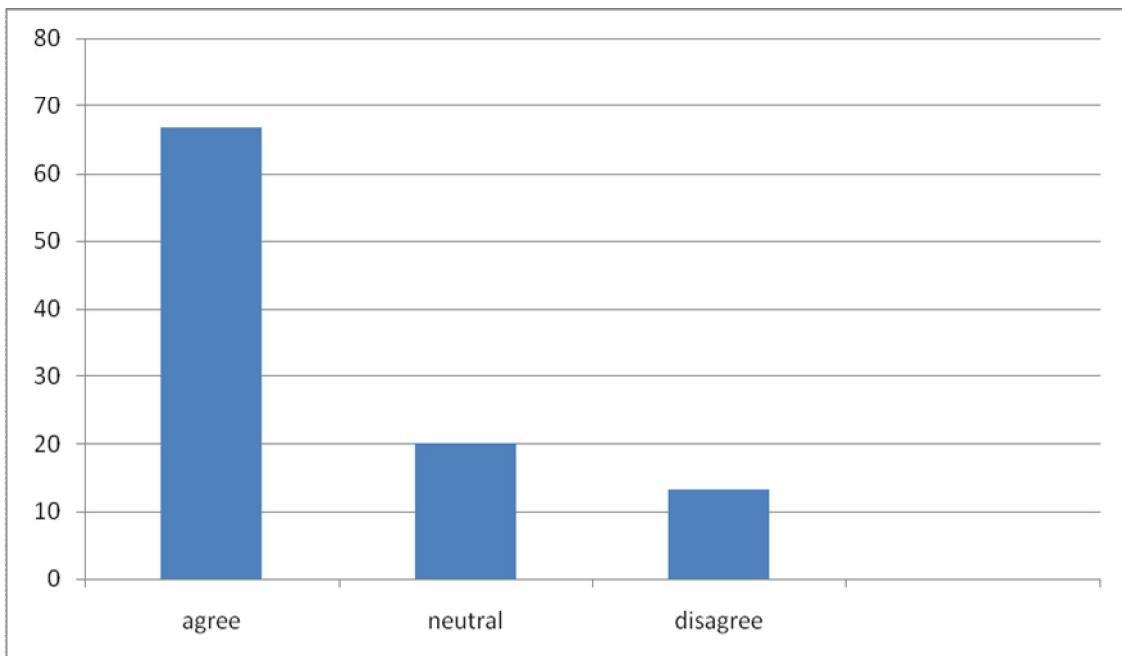
The table and figure above show that the (36.7%) of respondents are in favor of the option (agree) ,(33.3%) are in favor of the option (neutral) and (30%) are in favor of the option disagree.

From the above results of (4,5and6) items which represent hypothesis number two (students do not practice English in their classes), we can say that the highest percentage of responses are in favor of the option one (agree) and this approve the hypothesis.

Table (4-7) lectures do not regularly focus on speaking.

Options	Frequency	Percentage
Agree	20	66.7%
Neutral	6	20%
Disagree	4	13.3%

Total	30	100
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Figure(4-7)

The above table and figure shows that the majority of respondents (66.7%) are in favor of the option (agree) while (20%) are in favor of the option (neutral) and (13.3%) are in favor of the option (disagree).that means lectures do not regularly focus on speaking.

Table (4-8) lack of the exposure to English spoken in a class prevents me from improving my speaking ability.

Options	Frequency	Percentage
Agree	14	46.7%
Neutral	11	36.7%
Disagree	5	16.6%

Total	30	100
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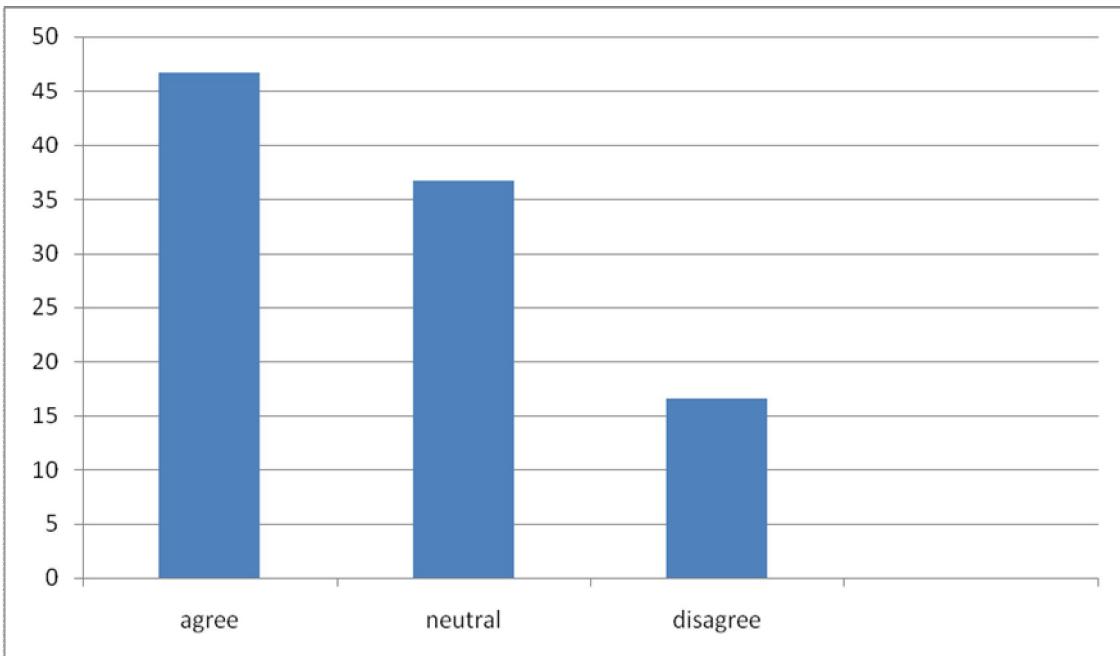


Figure (4-8)

The above table and figure show that nearly half of respondents (46.7%) are in favor of the option (agree) ,(36%) are in favor of the option(neutral) and (16.7%) are in favor of the option (disagree).

Table (4-9) my teacher provides me with a variety of activities to encourage me to speak.

Options	Frequency	Percentage
Agree	18	60%
Neutral	6	20%
Disagree	6	20%

Total	30	100
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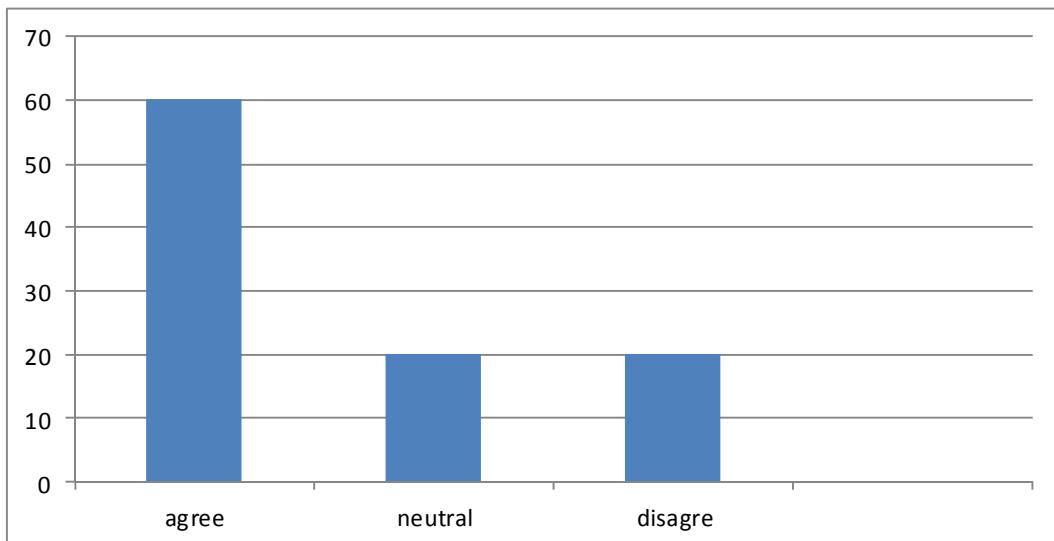


Figure (4-9)

The above table and figure show that more than half of the respondents (60%) are in favor of the option (agree),(20%) are in favor of the option(neutral) and (20%) are in favor of the option(disagree).

According to the above results of the items (7, 8 and 9), which represent the hypothesis number three (lectures do not focus on speaking skill), we can approve the hypothesis.

Chapter Five

Conclusion, Recommendations and Suggestion for Further Studies

5-1 Summary of findings:

This study has aimed to find out (The Role of Practice in Improving Speaking Skill); for the purpose of fulfilling the objectives the researcher has submitted a questionnaire for students. After the analysis of questionnaire, the most significant finding of the research work can summarized in the following:

- (1) Practicing English in classes promotes speaking skill.

- (2) Students do not practice English in their classes.
- (3) Lectures do not focus on speaking skill
- (4) Teachers talk most of the time in classes

5-2 Recommendations:

The researcher recommends the following:

- (1) Teachers ought to try to involve each student in every speaking activity.
- (2) Teachers should preferably reduce teacher talk time in class while increasing students' speaking time, step back and observe them.
- (3) Teachers are not advised to correct student's pronunciation mistakes very often while they are speaking.
- (4) Teachers should work very hard in teaching English language in general and in developing student' speaking skill in particular.

5-3 Suggestions for further studies:

- (1) Investigating the effective learning methods and strategies to teach speaking skills.
- (2) The impact of group work in improving speaking skill.
- (3) The difficulties face English teachers from tackling student' speaking problems.
- (4) The impact of using mother tongue in EFL classes in developing speaking skill.

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Appendices

Sudan University of Science and Technology
College of Graduate Studies
College of Languages - Department of English
Research Questionnaire

Dear students:

This questionnaire is an investigation tool for gathering data required for the fulfillment of a master dissertation. We address this questionnaire in order to probe the (The Role of Practice in Developing Speaking Skill). We would be utterly grateful if you answer these questions to help us accomplishing this research .Please, use a tick (✓) to indicate your chosen options.

Thank you for your cooperation.

1- Practice in classroom encourages me to speak much.

a. agree () b. neutral () c. disagree ()

2- Practice in classroom helps me reduce my speaking mistakes.

a. agree () b. neutral () c. disagree ()

3- Practice improves my speaking skill.

a. agree () b. neutral () c. disagree ()

4- My teacher talks most of the time in class.

a. agree () b. neutral () c. disagree ()

5- My English teacher gives me opportunity to speak with him.

a. agree () b. neutral () c. disagree ()

6- My teacher interrupts me while speaking to correct my mistakes.

a. agree () b. neutral () c. disagree()

7- Lectures do not regularly focus on speaking.

a. agree () b. neutral () c. disagree()

8- Lack of exposure to English spoken in a class prevent me
from improving speaking ability.

a. agree () b. neutral () c. disagree()

9- My teacher provides me with a variety of activities to encourage me to
speak.

a. agree () b. neutral () c. disagree()