

# Suggested techniques for improving English language speaking skill

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## Abstract:

The current research was conducted in University of Kordofan during the period 2022 – 2023. The objective of the study is to determine the techniques that can enhance students' English language speaking skill at university level. Total population purposive sampling method was used where 30 lecturers of English language in University of Kordofanian and Dalanj were selected. The data were collected through a questionnaire and statistically analyzed by SPSS – 15 program where frequencies and percentages were calculated, and New-man Keul test was used to differentiate between respondents' answers at 0.05 level of significance. The results showed that in the item 22 of the respondent (73.2%) stated that, role play is a good technique that helps the students to be creative and enables them to speak fluently. 25 of respondents(83.3%)agreed that Effective speaking involves a good deal of listening .20 respondents (66.7%) agreed that, accurate pronunciation is the best way for students to speak a good English.26 of the respondents (86.7%)agreed that, extending speaking activities outside classroom, add more time for English language practice. 25 of the (83.0%) of the respondents agreed that, difficulty in speaking is caused by inappropriate used by teachers of ELT. The study recommends that, Students should be given a good deal of exposure to conversational situations. English language teachers should use Role-plays because they help students to be creative and enable them to speak fluently. Speaking ,skill, technique, fluently, conversation

## تقنيات مقترحة لتطوير مهارة التحدث باللغة الانجليزية

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المستخلص:

تم إجراء البحث الحالي في جامعة كردفان خلال الفترة من 2022 - 2023 م. كان الهدف من الدراسة هو تحديد التقنيات في تحدث اللغة الإنجليزية فمستوى الجامعة. استُخدمت طريقة العينة العمدية الكلية حيث تم اختيار 30 محاضر اللغة الإنجليزية في كل من جامعتي كردفان والدلنج. تم جمع البيانات من خلا لاستبيان وتم تحليلها إحصائياً بواسطة برنامج الحزم الإحصائية للعلوم الاجتماعية النسخة 15 حيث تم حساب التكرارات والنسب المئوية، و أُستخدم اختبار نيو - مان كويل لتقييم الفروقات بين إجابات المستجيبين عند مستوى معنوية 0.05. أظهرت النتائج أن 25 من المستجيبين 83.3 % وافقوا على أن المناقشات الثنائية والجماعية يمكن أن تساعد الطلاب على التحدث بحرية وبالتالي ستتحسن مهاراتهم في التحدث. 22 من المستطلعين (73.3 %) وافقوا على أن الألعاب التي تتعلق باللغة بالإضافة إلى الحوارات والمحادثات من خلال الدردشة المباشرة وجه لوجه أو الدردشة الافتراضية يمكن أن تساعد الطلاب على تحسين لغتهم وتمكينهم من التحدث بطلاقة. 20 من المستجيبين 66.7 % يرون ان النطق السليم هو الطريقة المثلي التي تساعد التي تساعد الدارسين الاجادة اللغة الانجليزية.

هناك 26 (86.7 %) من المشاركين وافقوا على أن التحدث وممارسة اللغة مع أنشطتها المصاحبة خارج الفصل الدراسي سيوفر المزيد من الوقت للطلاب لممارسة اللغة. 25 من المبحوسين 83% يرون ان صعوبة التحدث لدي الطلاب ترجع الي عدم دراسة اللغة بصورة سليمة. يُوصى ب أن يركز المحاضر ليس فقط على تقنيات استخدام قواعد اللغة والفهم عبر القراءة الصامتة داخل الفصول الدراسية بل يجب أن يركز أيضاً على أنشطة المحادثة خارج الفصل من خلال المنتديات والحلقات الدراسية.

الكلمات المفتاحية: التحدث بطلاقة، حوار، تقنيات، مهارة

**Background of the study:**

Speaking is one of the important skills that should be mastered by students in order to communicate in English fluently and clearly. Speaking involves interaction with one or more participants; this means that effective speaking also involves a good deal of listening. Speaking takes place everywhere and had become part of our daily activities. Speaking is the most difficult skills to be learned by students among the four the skills (listening, speaking, reading and writing). In speaking activities, there are two reasons why speaking skill is very difficult. First the cause is the students

are lack of motivations in learning English language, another reason is caused by the inappropriate techniques, used by the teachers in teaching skill. Speaking is one of the important and essential skills that need a lot practice to communicate. Therefore, a student of English language must be able to speak English well because people identify mastering English by the ability to speak English fluently. Speaking English is a skill that developed and improved by practice that is why language is defined as a habit formation.

**Statement of the problem:**

Speaking is one of the most difficult skills of learning English language. It needs a lot of practice to master it. So the study is an attempt to find out a solution to the problem of speaking skill.

**Questions of the study:**

1. What are the difficulties which face the students in speaking skills?
2. What are the solutions of the problem of speaking English?

**Objectives of the study:**

The objective of the study is intended to answer and find out the difficulties and the problems of speaking skills which face the students.

**Significance of the study:**

This research is expected to be beneficial for the students, teachers, and the institutions.

**Speaking Skills:**

Richards (2008:19) states that Speaking is one of the skills that have to be mastered by students in learning English in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to easy communicate and also explore their idea. Speaking English well also helps students to access up-to-date information in fields including science, technology and health. Good English speakers will be in a strong position to help their country's economic, social and development. In addition, speaking is one of the most difficult

aspects for students to master.

Broughton, G and Flusher and Davidson (2006:94) state that there are five components of speaking skill that can be defined as follows:

### **Pronunciation:**

Kline, (2001:69) states that Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking. English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow Gilbert, (2008:1). Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact Fraser, (2001:6). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

### **Fluency:**

Pollard, (2008:16) defines Fluency is as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation.

## **Role Play:**

Lucy Pollard, (2008: 36) suggests that students to talk about their feelings is not always easy. There are many issues that are hard for them to talk about because they may be afraid of ridicule or dismissal. Students need to be given permission to play and explore. Role play can help them play with personal problem. It allows them to be spontaneous by releasing creative energy. Role play, on the other hand, can be quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play also included in simulation as well. Role play is a technique that involves students taking on a role and carrying out a discussion with each person playing their role. For example, the local council wishes to introduce a new system and location for dumping waste. Some students play local councilors, others are local residents, others are members of an environmental organization and others are managers and employees of the company being asked to carry out the work. The teacher describes and sets up the situation. The students prepare in groups, those playing the same roles prepare together. They then form new groups to carry out the discussion. In playing their role for the first time the students' will be nervous when they have to perform in front of others, especially the teacher, but with time, the more role-plays that they do, the more proficient and confident they will become. In the end, they might actually get to like it, especially if they imagine themselves to be rehearsing for a role, just as they would if they were playing a small part in movie or TV series. This is an attitude that the teacher should cultivate Holmes. D (2004:134).

## **Assessing-Speaking:**

Nunan (2004:138) states that Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the

student's performance assessment is procedures for collecting the students' data. Assessment is thus a subset of evaluation. Testing is one form of assessment. It includes the more formal collection of data on learner performance. In other words, assessment subsumes testing and is, in turn, subsumed by evaluation. In order to assess and evaluate oral English communication, the method used is depended on the purpose of the assessment. Speaking skill is an important part of the curriculum in language teaching, and this makes it is an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate and appropriate. Therefore, it is very important to emphasize test or assess on speaking class because the learners and teachers are able to measure how much progression they get after learning speaking through the method offered Flusher and Davidson(2007:196) state that assessment becomes not so much a desecrate set of activities, but rather a way of looking at the evidence available from learning activities that focus students' practice as learners and researchers. Thus in teaching and learning process the students have to be more active to practice what the teacher explains in the classroom. The function of any assessment is to as a guide to reinforcing teacher's priorities and helping the students to identify what activities, knowledge, and understanding are centrally important to their progress. Assessment of the students should be explicitly linked to the learning process and outcomes of their degree programs are not much an invitation to teacher work these things out for themselves at first sight. In this classroom action study, the researcher will carry a series of test during teaching learning process to assess the students' speaking ability. In this case, the researcher will give some situations and guide line to the students, where they can act as their role in conversation. The criteria of giving score are: grammar is the appropriate structure or grammar in constructing



the dialogues to avoid misunderstanding; fluency is the speed and the flow of the students' speech in performing the dialogues; in addition, comprehension is the students' understanding about their dialogues. Ni LuhPutuUtarini. Her study is entitled "Improving Speaking Ability through Role plays to the seventh Grade Students of SMPN 2 Kuna Selatan in Academic Year 2011/2012". The result of the study showed that role play can improve student's ability in speaking skill. Besides that, role play showed positive attitudes and the students' learning motivation improved positively. The second research is conducted by AyuDiyah Harni Susanti. Her study is entitled "Using Role Play in Teaching Speaking". The result of the study showed that role play can improve student's ability in speaking skill.

### **Controlled oral work**

Broughton,G and Brumfit,Ch(2003:77) mention that one of the most versatile techniques for the presentation and practice of phonological, lexical and grammatical items is the dialogue. It has the further advantages that it can be used for controlled or guided or free work, and a dialogue is by its very nature language interaction between people, which fulfills the communicative criterion. It is possible to use a dialogue at the most elementary level, even in the first lesson.

Within minutes of meeting a class of total beginners it is possible to have an exchange like this: Teacher: My name's Robert Smithson. What's your name?

Student: My name's Janine Riche.It is very easy to develop this mini-dialogue into pair work. The teacher, after some choral, group and individual repetition to establish the probably very unfamiliar sounds, can proceed round the class, asking a different student each time. Then he can have two of the better and more extrovert students come to the front of the class and say the dialogue, each one taking a part. Then they switch roles. The next step is to indicate by a judicious mixture of example, mime and translation

that every member of the class is to do the same as the pair at the front with their immediate neighbor. The next step might be to use the dialogue in a chain drill: Teacher: My name's Robin Smithson. What's your name? Student 1: My name's Janine Riche. (*Turns to Student 2.*)

What's your name? Student 2: My name's Paul Loquefort. (*Turns to Student 3.*) What's your name? At the guided and free levels, dialogues are endlessly flexible for both presentation and practice. Guided dialogues may have words blanked out, or whole phrases when they are highly predictable from the context. Even complete responses by one of the parties may be omitted, as in the following extract from Millington Ward's *Practice in the Use of English* Longman, (1966, p. 102), reproduced by permission). Here is a 'one-sided' telephone conversation. You know what Mr. Brown says, but you cannot hear what the other (the hotel reception clerk) replies. You may, however, be able to guess. Mr. Brown: Hello! Hello! I want the Hotel Splendid, please. The other: ...Mr. Brown: What did you say? I can't hear you very well. The other: ...Mr. Brown: What did you say? I can't hear you very well. The other: ...Mr. Brown: Oh, you *are* the Hotel Splendid. Something seems to be the matter with this line. The other: ...Mr. Brown: Well, it does sometimes help to do that, but I can't just ring off and try again now because this is a long-distance call. Will you put me through to the Reception, please?

The other: ...Mr. Brown: What? Oh you *are* the Reception. Good. I want to book a double room with bath, overlooking the sea. It must be quiet.

The other: ...

Mr. Brown: Oh, for two weeks beginning August 1st. August 1st to 14th inclusive.

The other: ...

Mr. Brown: But you must have some!

The other: ...



Mr. Brown: But surely a hotel of your size could fit in two elderly people at *any* time of the year.

Provided its quiet I don't much mind if it doesn't have a view of the sea.

The other: ...

Mr. Brown: At the back? Oh. Is it quiet there?

The other: ...

Mr. Brown: I see. Yes, I suppose there must be a certain amount of noise at the front from the promenade. Is it a good big room—as big as the front ones?

The other: ...

Mr. Brown: A double bed? Oh no, I meant twin beds in a double room. We are both very light sleepers.

We must have single beds.

The other: ...

Mr. Brown: Right up there? I suppose it's all right provided there's a lift. What about the bath?

It has one?

The other: ...

Mr. Brown: But we *must* have a bath to ourselves. My wife is not accustomed to wandering along corridors with her sponge-bag.

The other: ...

Mr. Brown: The seventh floor! Oh dear.

The other: ...

Mr. Brown: A private suite! Oh, I see. Of course, put that way my wife won't mind the seventh floor so much. Er—what does it cost?

The other: ...

Mr. Brown: Good gracious! That seems a lot.

The other: ...

Mr. Brown: Yes, of course. And it *is* a private suite. Very well then will you please book this private suite on the seventh floor for August 1st to 14th inclusive? Thank you. Goodbye.

The other: ...

Mr. Brown: Oh yes, of course. How very silly of me.

Brown, R.G. Brown, 125 Duke Street, South Lambton.

The other: ...

Mr. Brown: No, no Southampton is very far away from where we live. I said *South Lambton*, and it is in Cheshire.

The other: ...

Mr. Brown: Of course. Don't say another word. Many people make the same mistake. Quite often. The other: ...

Mr. Brown: Yes, I agree. They do sound very similar, especially on the telephone.

The other: ...

Mr. Brown: Good. Thank you very much. We'll be arriving in the early evening. Goodbye till then.

In controlled oral work there are many types of drills where the student response is so tightly structured that the possibility of error is almost eliminated. To an extent this is valuable as it leads to a certain fluency and confidence in the learner. A typical example of this is the substitution drill:

Teacher: Say this after me: Have you got any coffee?

Class: Have you got any coffee?

Teacher: Instead of 'coffee', say 'tea', like this: Have you got any tea?

Class: Have you got any tea?

Teacher: Milk

Class: Have you got any milk?

Teacher: Sugar...

Substitution drills of this nature are widely used. They are not as effective in this form as they might be, however, since they could with very little extra effort be made into instances of communicative contextualized language use. In this particular case, the teacher could situate the dialogue in a grocer's shop and pretend to be a customer with a large shopping list (which the whole class

can see) with coffee, tea, milk, sugar, etc., written on it. A student faces him (playing the role of the shopkeeper) across a desk which has on it a tin of coffee, a packet of tea, etc. The teacher/customer asks, 'Have you got

any coffee?' while pointing to coffee on his shopping list. At the simplest, the shopkeeper simply says 'yes' and points at the coffee. The teacher/customer then points again at the coffee on his list and has the whole class repeat 'Have you got any coffee?' After the reply he points at tea on his list and may first say, 'Have you got any tea?' himself or get the class to do it directly. After the shopkeeper has pointed to the tea, he can point to, and say, the next item on the list.

Here essentially the same thing is happening as in the original substitution drill, but this revised version demonstrates much more clearly to the class that this is not simply mechanical drill but language practice with a visually demonstrated communicative function in a real life situation in which the student could easily find himself. This principle of contextualizing the oral language practice applies not only to substitution drills but also to any other mechanical, purely manipulative exercise. They become infinitely more valuable when directed to the actual or potential language needs of the students.

### **Guided oral work**

Cohen et al (2005:78) state that it is probably a mistake to structure so tightly all the utterances demanded of a student that it is difficult for him to make an error. Practically, it is nearly impossible to do, and mistakes in themselves can teach a lot. It seems that making mistakes and learning from their correction is a natural part of the learning process, so too great rigidity in control may well be counter-productive. Guided oral practice aims to give the student a limited freedom to use and practice what he has learnt, yet still be subject to some restraints. In general, it is best to provide the general situation and content of what is to be said, but

allow some freedom in the mode of expression. Role-playing, as in the case of the customer and shopkeeper above, is a useful technique at this as at other levels. The class may well have learnt several progressively more polite phrases to ask if anything is needed:

‘Can I help you?’

‘Can I help you, Mr.../Mrs.../Sir/Madam?’

‘Is there anything you want...?’

‘Was there anything you wanted?’

‘May I help you in any way, Sir/Madam?’

They have also learnt suitable replies:

‘No.’

‘No, thank you.’

‘Not just at the moment, thank you.’

‘That’s very kind of you, but I don’t need anything at the moment, thank you.’

By controlling the situation but allowing variety of expression of this kind, the dialogue has been changed from controlled to guided oral work.

Another way to practice oral proficiency in a guided way is to set up a role-playing situation. Two lines of chairs with a clear space down the middle could be the gangway between rows of passengers on an aircraft. Students are then allocated roles—one is a stewardess, another head steward, and another captain on a cabin inspection. Other students play the part of passengers—but passengers with marked characteristics. One is a brusque, rather rude politician, another terribly polite old lady travelling to see her grandchildren, others ordinary business and holiday travelers. In this way there is some guidance as to appropriate questions and answers, but some flexibility for the students to bring some of their own individuality into the situation. As in the case of the dialogue, role-playing of this kind is a flexible technique which can be used in a much more structured and predictable way at the controlled stage, or alternatively with less guidance at a later stage in the

lesson where continued practice is turning into active production.

### **Free oral production**

Cohen et al (2005:82) mention that it is important that a student should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations. This is particularly important, not just in the later stages of a given teaching cycle, but at the more advanced levels of attainment, where the pupil feels he now has the basic machinery to say what he wants rather than what he is channeled into saying, and therefore he insists on moving to freer oral production so much more quickly than the elementary or intermediate student. This is not an easy thing to accomplish, and calls for considerable creative thought on the part of the teacher to provide situations and stimuli that will get all the students to make active use in a communicative way of the language they have learnt.

Group work is a generally active tool, but particularly so at the stage of freer production since there must be automatically less teacher control and more pupil centeredness in any work done in groups. Most of the suggested techniques in this and previous sections can be prepared in groups first of all and then brought back to the class as a whole. This is particularly useful language work, since there is a task in hand—the writing and presentation of a short dialogue, for instance—which has to be discussed and practiced in English. Visual stimuli—maps, photographs, pictures, cartoons, even slides and films—are another useful source of oral language practice. They can all be used simply as discussion starters, or as the material for a short talk (a procedure common in several important examinations), or as the first step to producing role-play situations or dialogues based on them. The teacher can of course guide to a greater or lesser degree according to how explicit he makes his instructions, and how specific the aim he has in mind before he begins. Generally, it is imperative that he knows what he wants from a photograph or map, and then gives just enough

instructions to the class to make sure they produce it. Another type of stimulus is the written word. Magazines, pamphlets, and not-too-serious newspapers lend themselves at the very least to animated discussion or even to set speeches and debates. Aural stimuli are often overlooked as material for freer language production. But selected sound effects, put on a cassette and played one by one to the class, challenge them to build up a story from what they hear. This produces valuable practice in the English used for deduction and possibility, as well as the more general structures necessary in an oral composition. Dramatization of scenes which have been written by the class are motivating and useful for fluency. Similarly, the reading of plays by well-known authors is useful in itself, and probably even more so in the discussion it provokes as to how the characters are to be interpreted and how the play, scene or sketch staged. The best choice of play is one by a contemporary author such as Pinter or Wicker with a real feel for the nuances and rhythms of everyday speech.

### **The conversation class**

Cohen et al (2005:84) state that conversation classes are very common at intermediate and advanced levels, often with small groups and individuals rather than large classes. They usually take place in private schools or with private teachers rather than in state-run institutions. The general assumption is that simply talking in a free and easy way, preferably to a native speaker, is the best way to improve oral fluency. It is true that listening to and conversing with a native speaker, especially allied to the extra attention that comes to individuals or small groups, is beneficial. However, conversation classes often do not do as much as they might, and of all classes seem to lead most quickly to boredom and a high dropout rate. The reason is usually that not enough thought on the part of the teacher goes into them and the student's own expectations are often wrong. The moderately experienced teacher feels that a conversation class is a soft option and that he will have no trouble filling an hour with



chat and talk. The student expects talking to do far more for him than it is capable of doing. The best approach is to give as much attention and preparation time to conversation classes as to any other lesson. It is as imperative to have as clearly defined an aim and as carefully sequenced a plan for oral work as it is for a grammar lesson. Just talking and filling up the time till the end of the hour is no use at all. The very term 'conversation class' is imprecise as it refers partly to the mode of teaching and may also refer to the content of what is taught. The idea is that, by simply conversing, the teacher shows the student how to hold a conversation himself. But very often the subject matter of a given lesson rightly ranges much wider than this. It may come from the teacher's professional diagnosis of his students' needs: this could be remedial oral work to bring the students up to standard or straightforward teaching to prepare them for a forthcoming oral examination. Very often a conversation class is informal in character and allows much more scope for the students to put forward topics of particular interest to them. Indeed, the more personal relationship possible from teacher to student is often a distinguishing feature of a conversation class. As time goes on, progressively more and more suggestions tend to come from the students to which the teacher may well wish to respond. It is remarkable how he takes on an explanatory role in answer to questions, and is often in practice a mediator of his own culture and background. It is wise to anticipate this and plan quite deliberately into any teaching scheme a good number of themes connected with English life and culture. There are many sources of help here. The big 'global' courses put out by the major publishers are often situated in England with quintessentially English characters in them. They give a very good impression of what is characteristic of certain types of English life, and can be used for that purpose. The amount of explaining that needs to be done will of course depend on the closeness of the students' own society to England's—in Western Europe it will be much quicker and easier

than in the Third World or the Middle East. There are also quite a lot of books available about Britain. One of the most readable and detailed is A.Sampson's *The Changing Anatomy of Britain* Coronet,(1983). The yearly publication of her Majesty's Stationery Office, *Britain*, is full of facts and figures and best used for reference. Other official bodies such as the Centre for Information and the British Travel Association put out books, leaflets, fact sheets and so on which are widely available worldwide from their own offices, from the British Council and from British Embassies. There is another category of books written with at least one eye on the optional 'Life and Institutions' paper of the Cambridge Proficiency Examination. Some useful titles are:

### **The importance of speaking skills.**

Lyons (1968-413) states that Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of 3/10 speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems. For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking. In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills viz., listening , speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form

of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense. When we speak to others we come to have a better understanding of our own selves, as Robert Frost once said: "I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn." Undoubtedly, the clarity in speech reflects clear thinking. An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.

### **The activities, for the enhancement of speaking skills.**

In the context of foreign language learning, however there is a problem which teachers have been aware of for a long time. It is the problem of the student who is structurally competent but who cannot communicate appropriately. In order to overcome this problem, the processes involved in fluent conversational interaction need to be dealt with. As Keith Johnson quotes New mark (Communicative approaches and communicative processes, Psycholinguistics and Language Teaching Methodology) "New mark's insight that 'being appropriate' is something different from 'being structurally correct', finds its place within a mode of thinking, predominant in linguistics today..." It is in fact this new 'mode of thinking' which has given new directions to foreign language teaching. It has led to new emphases, not only in syllabus design but also in the teaching communicative use of the language. Language learning today is regarded less of an 'acquisition of structure' and more of a learning of items of use. The teaching of language in relation to categories of use is likely to have methodological implications. Before adoption any particular methods or techniques, it is important to 'know' a language. As regards what is entailed in knowing a language, Keith Johnson puts it this way, "... 'Knowing a language' is not the same as 'the ability to use language' ....." The

student who is communicatively incompetent is in fact, unaware of the use of language. As New mark expresses it, this student may know “the structures that the linguist teaches, [Yet] cannot know that the way to get his cigarette lit by a stranger when he has no matches is to walk up to him and say one of the utterances “Do you have a light?” or 5/10 “Got a match?” .....” (Keith Johnson, Communicative approaches and communicative processes). The methodologies for language teaching therefore are to be based on the linguistic insights as to the nature of the language and also on the psychological insights as to the processes involved in its use, for the development of communicative competence in the learners. Keith Johnson lists three processes involved in the use of a language: scanning the pragmatic information; evaluation where by the utterance can be compared to the speaker’s aim and the identification of any discrepancy, and then the formulation of the next utterance. The formulation of utterances and the processes of scanning and evaluation must be made quickly within the real time. “The ability to do this is what we mean generally by fluency in a language ....” says Keith Johnson (Communicative approaches and communicative processes, Psycholinguistics and Language Teaching Methodology, pg 425). The researcher therefore adopts such methods and techniques which provide an opportunity to the learners to enhance their communicative competence. But the question remains, how to provide learners with ‘the communicative intent’ to make them learn the actual meaning of the expression, as well as the correctness of expression. An interaction actually occurs, when there is a ‘communication’ on a certain subject i.e. one of the interact ants should be unaware and the other, aware. The one, who is aware, conveys some information to the unaware(s)

## Data analysis and discussion

### Effective speaking involves a good deal of listening

Option	Frequency	Percent
agree	25	83.3
disagree	3	10.0
not sure	2	6.7
Total	30	100.0

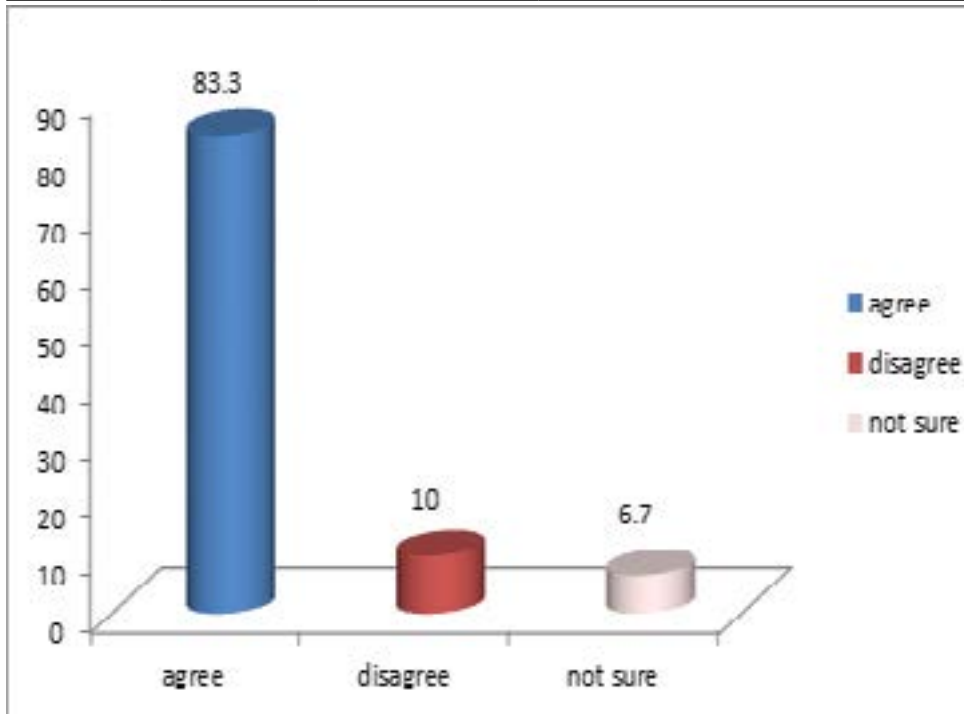


Table and figure Explain, Effective speaking involves a good deal of listening the majority of the respondent 83.3% are agree while the minority(10 ) disagree and the least minority (6.7 ) not sure this means that Effective speaking involves a good deal of listening.

**Role play is a good technique that helps the students to be creative and enables them to speak fluently**

Option	Frequency	Percent
agree	22	73.3
disagree	6	20.0
not sure	2	6.7
Total	30	100.0

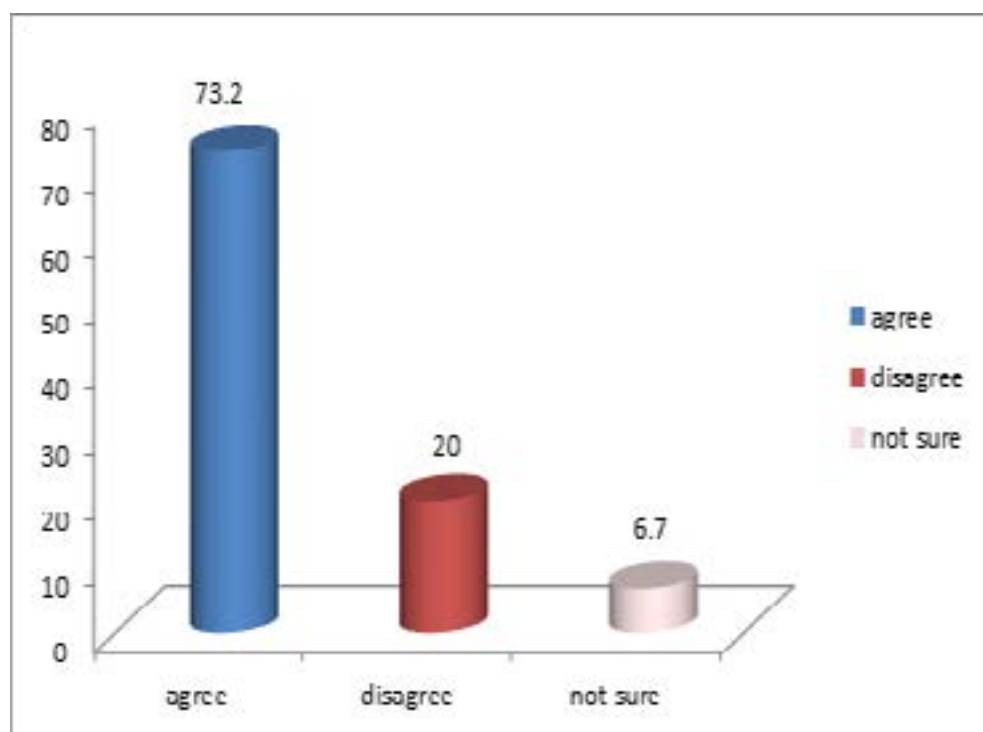


Table and figure Explain, Role play is a good technique that helps the students to be creative and enables them to speak fluently the majority of the respondent 73.2% agreed while the minority 20% disagreed and the least minority (6.7 ) were not sure this mean that: Role play is a good technique that helps the students to be creative and enables them to speak fluently.



## Accurate pronunciation is the best way for students to speak a good English

Option	Frequency	Percent
Agree	20	66.7
disagree	9	30.0
not sure	1	3.3
Total	30	100.0

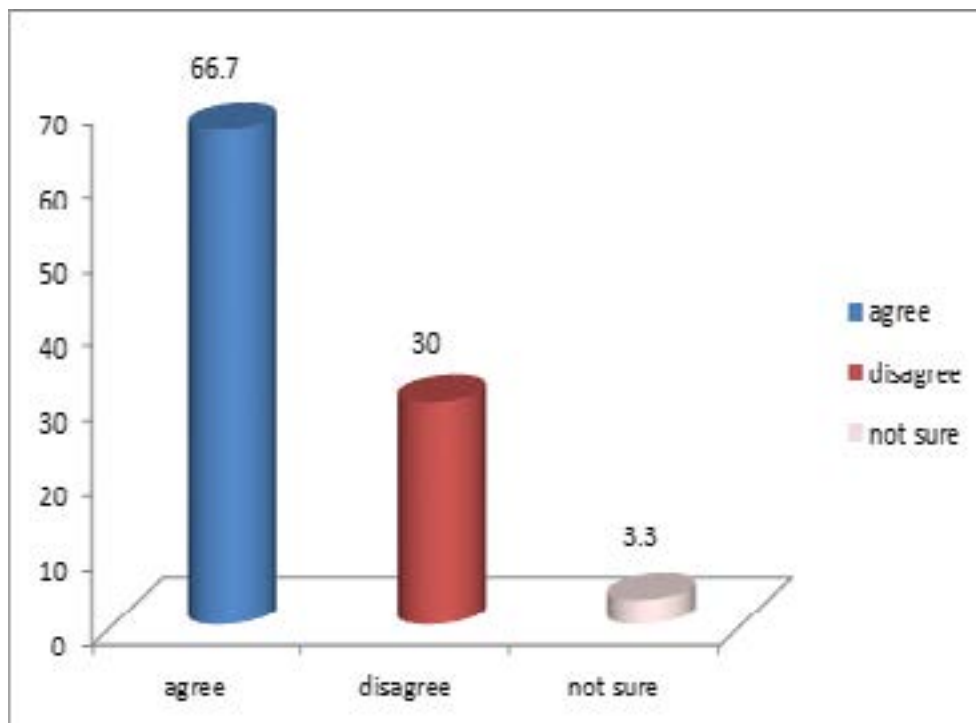


Table and figure (4.6), Explain, Accurate pronunciation is the best way for students to speak a good English the majority of the respondent 66.7% were agreed while the minority( 30 ) are disagreed and the least minority ( 3.3 ) are not sure this means that Accurate pronunciation is the best way for students to speak a good English.

## Extending speaking activities outside classroom, add more time for English language practice

Option	Frequency	Percent
Agree	26	86.7
disagree	3	10.0
not sure	1	3.3
Total	30	100.0

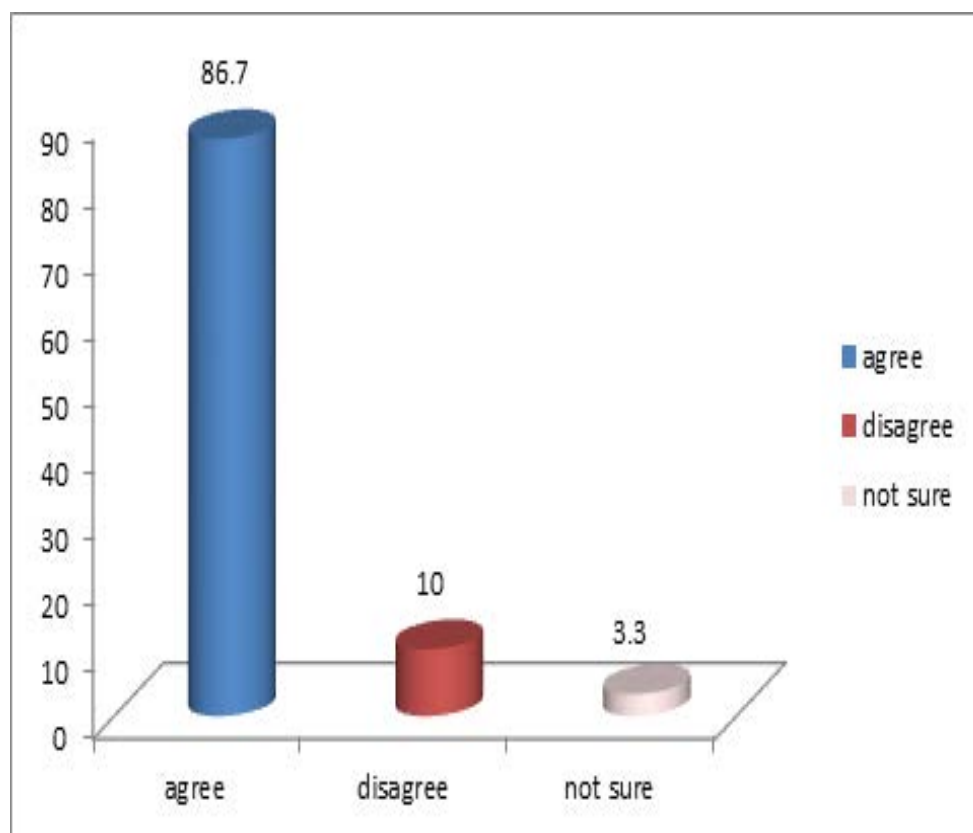


Table and, Figure Explain Extending speaking activities outside classroom, add more time for English language practice the majority of the respondent 86.7% agreed while the minority 10% disagree and the least minority 3.3% not sure

## Difficulty in speaking is caused by the inappropriate used by teachers in ELT

Option	Frequency	Percent
Agree	18	60.0
disagree	9	30.0
not sure	3	10.0
Total	30	100.0

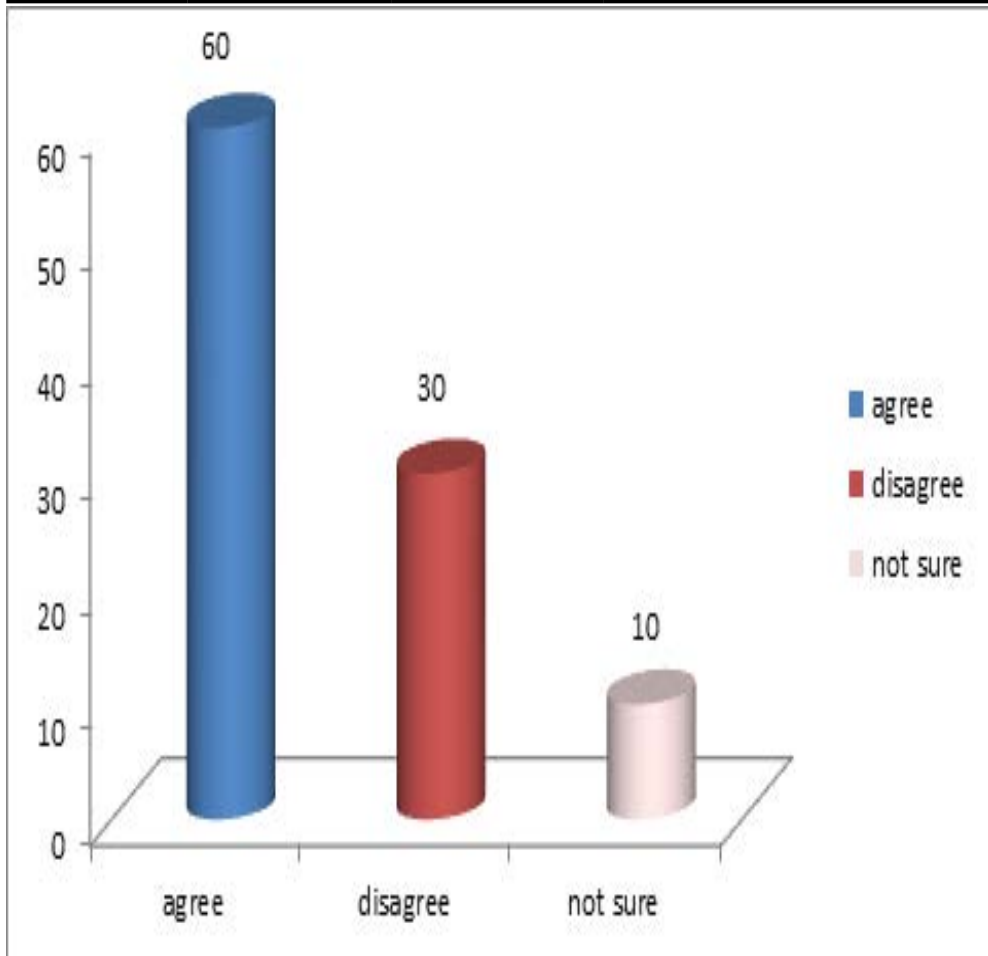


Table and figure Explain, Difficulty in speaking is caused by the inappropriate used by teachers in ELT. The majority of the respondent 60% agreed while the minority 30 disagreed.

## Summary:

the study investigates Means of improving students' speaking skills. It discusses the importance of speaking skills for mastering fluent communication by students in English language. It brings about speaking skills, the components of them and the techniques used by teachers for teaching them. It shows that effective speaking involves a good deal of listening practice. It also discusses the difficulties in speaking and the causes of them. It puts forward possible ways and means for improving students' performance in English language as well. Descriptive and analytical methods are used. Data is analyzed and results are reached by using SPSS to show the results of the study.

## Results

1. Effective speaking involves a good deal of listening
2. Difficulty of speaking is caused by lack of exposure to conversational situations for students
3. Role play is a good technique that helps the students to be creative and enables them to speak fluently
4. Accurate pronunciation is the best way for students to speak a good English
5. Extending speaking activities outside classroom, add more time for English language practice
6. Extending speaking activities outside classroom, add more time for English language practice
7. Difficulty in speaking is caused by the inappropriate used by teachers in ELT

## Results recommendations

The study recommends that all the above results have to be into account o solve the problems of speaking skills.

## Recommendations

- 1-The study recommends that, Students should be given a good deal of exposure to conversational situations.
- 2- English language teachers should use Role-plays because they

help students to be creative and enable them to speak fluently.

### **Suggestion for further studies**

The study suggested the following topics for the coming followers to discuss.

1. Suggested techniques for improving writing skills.
2. The role of grammar and vocabulary in improving speaking skills

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