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English Graduation Project

{ **Final** Draft }

The Title:

Enhancing & Improving Practically the Speaking Skill of
the English Language in the Saudi Secondary Schools

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Abstract:

As we know, the English language speaking skill is the most important and the fastest way to communicate with people. We have to focus on, and we have to find the best ways to improve it during the study in Saudi secondary schools and mainly practicing it.

Also, how to overcome any obstacles that teachers or primarily students may face. Furthermore, we have to know that the reading skills, writing skills, and the listening skills are theory classes, but the speaking skill is a practical class so There must be practical private lessons for speaking skill during the study levels.

Introduction:

English language speaking skill (making conversations) is the most important skill of the English language skills. It is the most used in communication other than other skills. How to communicate with people without speaking ability even though you have excellent skills in writing, grammar, and listening. Moreover, English language speaking skill is the only way to express your feeling when speaking to others and they will understand you quickly and clearly.

Speaking the English language confidently and fluently can't be improved on by yourself. You need to share and to practice with other students and English teachers. Have you been studying English for years but still can't speak it fluently? That's because you did not practice English speaking skill during the study. The main problem is that our methods in teaching English speaking skill are 100% Conversational method I mean we study it theoretically but not practically. For that, we need to find better ways mainly in secondary schools to improve it, and the most efficient one is to (practice) during study classes. So, there should be some special classes to practice it. Such as making conversations among the students. The teacher can tell the students to speak and to talk only in the English language during all study classes, and that would help to be more confident and less shy. The aim is to be more familiar with mistakes and by the time they will know how to avoid them, and they will have more experience strategies for fast development.

The most personal problem facing students to speak English is being less confident, and the main reason is that they don't practice it but only study it theoretically they are not familiar to do it in public or in front of groups.

One more important step is to build chat rooms among Saudi Secondary schools for students to practice the English language and to have a particular class time for that so

they can talk and introduce themselves to each other, or even to have any simple topic to share with each other. We also can use the encouragement factor such as, simple activities of speaking games (guess the word, name the picture) and that must be done among students in groups or pairs so they can share each other to overcome any barriers they have.

Literature Review:

At first, before starting our research, we have to understand what the word speaking means. “Speaking is an interactive process. Listening, reading and writing are processes that do not require the involvement of any other person, but when you speak, you share your thoughts with others. Speaking requires the ability to communicate clearly so that the listener receives the message correctly. However, in a case of communication, there is no time for preparation or opportunity for improving your sentences or expression. In addition to this, enough practice in speaking is essential to give you the confidence to speak fluently and effectively.” (Board of Editors, 2011)

Nowadays, the English language is the most interesting and the first international language to be used in communication among all people around the world. That’s why most students and also non-students would like to learn English, and the most effective way or skill to do is the speaking skill of English language. “teachers need to make time for different kinds of practice, and to think of topics for students to speak about. They also need to create an encouraging environment where students can practice expressing themselves and making themselves understood even if they make mistakes. This type speaking practice prepares them for using English outside the classroom” (Baker & Westrup, 2003).

Commonly, we know that speaking skill is not practiced during the study levels in Saudi schools and for sure never practiced in some. Since It is the most valuable material in learning the English language, the best and the fastest way to communicate with other people.

“Speaking of English by non-natives is still a problem for many, and is an area researched a lot. Just because it is a foreign language to them, and its structure, in many cases, differs from the language(s) they are comfortable with, the level of difficulty is more. And this adds to difficulty of teachers and trainers too” (Pillai, 2014)

So, in my research I will focus on how we would practice and improve the speaking skill in Saudi Secondary schools and how to avoid the confidence phenomena and Try to become less hesitant and more confident by the best effective method, speaking (making conversations).

According to Jim Scrivener (2012), “Speaking is daunting for many students who find it hard to get the courage to open their mouths, especially in front of the whole class.

The may be frightened of making mistakes, of saying things their peers will deem foolish, of not having anything to say. Whereas you might just be able to get away with physics lesson in which mainly or only the teacher spoke”.

We understand of those reviews that we have to speak as possible in front of a group of people as we can. Do not be shy whenever making mistakes! The more we practice the English language speaking skill and the more we make conversations in groups, better speakers we will be.

Significance of Research:

I think, and from my old experiments, most of the Saudi schools don't give enough or unique classes to practice and improve the English language speaking skill. On the other hand, there are some ways to practice the speaking skill, like making the students sharing communication in English. For example, asking them to introduce themselves to each other and like, asking them to make conversations in groups for any simple topic even some sentences, etc. Significantly, they will improve the communication skill and will overcome the shyness of making some mistakes, and the phenomena of confidence will disappear by time. Moreover, the teacher can tell the students not to speak any language but the English language during the classes no problem whatever mistakes they might make and that what I had expertized myself during my study in the Saudi Electricity Institute and It was potentially effective to my English speaking skill.

Research Questions:

In this research we will try to find out three aspects:

- Difficulties: what would difficulties students or teachers may face to practice speaking skill and making conversations practically in the classroom?
- Obstacles: what are barriers that teachers or students may face and how to avoid them to practice and improve speaking skill of the English language?
- Improvement: How to find out better practical ways to improve it and how to overcome the conventional theoretical methods of teaching the speaking skill?

Research Methodology:

Participants:

A sample of a classroom of the third grade of secondary school. Practical lessons of speaking skill would be held twice a week for one semester.

Also, I would do a questionnaire to students and teachers why not and what possible ways to make practical classes to enhance and improve the English language speaking skill and how not to be shy and to be more confident. Trying to find best motivational methods to attract students and avoid being frightened when they make conversations. We would try to make some simple conversations as a general evaluation sample.

Ethical Consideration:

In my research, I wouldn't consider registering any personal information of the participants. They would be free to answer my questions and to try to do some conversations at least a simple introduction about themselves, and there would be some motivations to gain them to share, such as gifts.

Limitation of the Study:

There would be some factors that might limit my research. For example, we would have the obstacle of time needed to apply the study of the research for some samples of the students, and there would be the obstacle of places and materials needed. We also for sure will face the students' phenomena of making conversations such as shyness, hesitating or even frightened of making any mistake. The research should not conflict with the students' study plans.

Expected Results:

I expect by practicing practically the speaking skill in groups would help the students to improve and express themselves completely when speaking the English language. They would be more confident and more fluent when they speak.

Conclusion:

I think students will be more confident and more fluent in speaking skill. And they will overcome any personal psychological obstacles. For sure, they will be more familiar with the practical methods and more social, and these will be most decisive factors for improving their speaking skills.

References:

- Baker, J., & Westrup, H. (2003). *Essential speaking skills: A handbook for English language teachers*. London: Continuum.
- Board of Editors. (2011). *Contemporary Communicative English for Technical Communication*. Pearson India.

- Pillai, K. R. (2014). *English Speaking Skills: An Approach*. Saarbrücken: LAP LAMBERT Academic Publishing.
Online resource:
<https://portal.dnb.de/opac.htm?method=simpleSearch&cqlMode=true&query=idn%3D1064468233>

E-book link:

<https://books.google.de/books?id=rjMVrgEACAAJ&dq=English+Speaking+Skills+An+Approach&hl=ar&sa=X&ved=0ahUKEwiWyOKO4Y7MAhWBORoKHSTaCMYQ6AEIKDAA>

- Scrivener, J., & Thornbury, S. (2012). *Classroom management techniques*. Cambridge, UK: Cambridge University Press.

Appendix:

Interview Questions:

1. Have you ever made any conversations at school during any study level?
Yes NO
2. Do you think conversations (speaking skill) is critical like other language skills?
Yes NO
3. Do you face any personal problem related to your abilities when trying to speak in conversations or even asked to do so?
4. What are they? How to avoid them?
5. What obstacles may you face in practicing speaking skill? Any related to your teacher?
6. Do you feel shy when practicing speaking skill (making conversations)? If yes, why? How to overcome that?
7. What is the best way or method to be more confident while making conversations to improve your speaking skills?
8. Do you think, making special classes during secondary school levels to practice speaking skill, would develop it effectively?
9. As a rule, by your teacher, not to speak any language other than the language of the study (English language) during class time. Would that affect the speaking skill positively even whatever mistakes you may make?
10. Do teachers speak English completely during study classes? And do you ask them to explain any point in Arabic or English?
11. Is it helpful to make short open conversations among students in pairs or groups to develop the English language speaking skills?

12. Can you make any conversation in English with the teacher or any other student, if not why? What are the obstacles?
13. As a beginner, are Simple games activities in pairs or groups useful to develop the speaking skills of English language rapidly?

Questionnaire:

Questionnaire to students:

1. How do you evaluate your English Language speaking skill?
Excellent Good Bad
2. Do you practice English speaking skill in school?
YES NO
3. Are you shy to make0 conversations in a pair or group in front of others?
YES NO
4. How do you prefer teaching the English language speaking skill: theoretically, or practically?

Questionnaire to teachers:

1. Do you apply any practical activity to improve the students' English speaking skills?
YES NO
2. Do you speak English during class lessons?
YES NO Sometimes
3. Do you ask students to try to speak in English no matter what mistake they may do?
4. What is the most obstacle you face when asking students to make conversations?
5. Do you have any plan to encourage the students to overcome that obstacle so they would improve their English language speaking skills?