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Comments

- **These are the most important comments that you have to take into your consideration before submitting your final draft.**
- **You have to organize your ideas much better.**
- **You are writing about students in their secondary level, focus on that and try to explain more about their speaking skill with examples.**
- **There are many grammatical mistakes.**
- **Pay more attention to punctuation.**
- **Clarify the importance of the research.**
- **Put a sample of questions of your questionnaire.**

- It is good that you have put a sample of questions of your interview. If there is a questionnaire, try to put a sample of that.
- References should be stated correctly. (Where is the publisher's city...etc)

Good luck

English Graduation Project

{First Draft}

The Title:

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

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Abstract:

As we know **Speaking** skill is the most important and the fastest way to communicate with people **so**, we have to focus on and we have to find the best ways to improve it during study in Saudi **Secondary** schools and mainly practicing it.

In addition, how to overcome any obstacles that teachers or mainly students may face. Furthermore, we have to know that the **grammar skill**, writing skill and the listening skill are theory classes but the speaking skill is a practical class so we need to make some specialized classes for speaking skill during the study levels.

Introduction:

English speaking skill (doing conversations) is the most important **material** of the English language skills also, it is the most used in communication other than other skills. On **the** other hand, how to communicate with people without speaking skill even though you have good skills in writing, grammar and listening. Moreover, **It's** the only way to express your feeling when speaking to others and they will understand you easily and clearly.

Speaking the English language confidently and fluently can't be improved by your own. 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 study. The main problem is that our methods in teaching English speaking skill are 100% Conversational method I mean we do study it theoretically but not practically. For that, we need to find better ways mainly in secondary schools to improve it and the most effective one is to (practice) during study classes. So, there should be some special classes to practice it. **Like**, doing conversations among the students. The teacher can tell the students to speak and to do conversations only in 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 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.

How to avoid that? One more important thing is to build chat rooms among Saudi Secondary schools for students to practice the English language and to have a special class time for that so they can chat 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 start our **study case** we have to know what the word speaking is. “Speaking is an interactive process. Listening, reading and writing are process 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 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 speaks 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, J. AND WESRUP, H., 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 important 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” (K. Ramachandran 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 (Doing conversations).

According to Jim Scrivener, “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. They 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” (Jim Scrivener, 2012).

We understand of those reviews that we have to speak as possible in front of group of people as we can. Do not be shy to make mistakes! The more we practice the **speaking skill** the more we do conversations, a better speaker we will be.

Significance of Research:

I think, and from my old experiments **Most** of Saudi schools don't give enough or special 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 **each for other** and like, asking them to do conversations in groups for any simple topic even some sentences.... etc. For sure 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 whatever mistakes they might make, no problem, and that was what I expertized my self during some level of my studies and It was very effective.

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 doing conversations practically in classroom?
- **Obstacles:** what are obstacles that teachers or students may face and how to avoid them to practice and improve speaking skill?
- **Improvement:** How to find out better practical ways to improve it and how to overcome the conventional theoretical methods in 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 two months.

And we would do **questionnaires** to students and teachers why not and what possible ways to make special classes to practice the 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 do conversations. We would try to do some simple conversations as a general evaluation sample.

You have put a sample of an interview below.

Ethical Consideration:

In my research I wouldn't consider to register 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 also, there would be the obstacle of places and materials needed. We also for sure will face the students' phenomena of doing conversations such as shyness, hesitating, or even frightened of doing any mistake.

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.

(Good)

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.

References:

- Baker, J., & Westrup, H. (2003). Essential speaking skills. London: Continuum.
- Board of Editors. (2011). Contemporary Communicative English for Technical Communication. Pearson India.
- Pillai, K. (2014). English Speaking Skills. Saarbrücken: LAP LAMBERT Academic Publishing.
- Scrivener, J., & Thornbury, S. (2012). Classroom management techniques. Cambridge, UK: Cambridge University Press.

Appendix:

Interview Questions:

- 1. Have you ever done any conversations at school during any study level?**
Yes NO
- 2. Do you think conversations (speaking skill) is very important 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 doing conversations to improve your speaking skills?
8. Do you think, making special classes during secondary school levels to practice speaking skill, would improve 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 in English completely during study classes? and do you ask them to explain any point in Arabic or English?
11. What about if we suggest to students to do open conversations for any topics, in groups would help to improve your speaking skills?
12. Can you do 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 rapidly?
14. Any suggestion to share?