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Investigating the Impact of Tongue Twisters Use on EFL Students' Speaking Fluency
Case Study: First Year BMD Students at Ibn Khaldoun Tiaret University.

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment of the Requirements for the Master's Degree in Didactics.

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Dedication

We have the deepest excitement of dedicating this work to:

My beloved mother and father thanks for giving me love, prayer, supports, advice and everything.

Our sisters and brothers thanks for your supports.

This work also dedicated to the deceased parents of my colleague Lariah Ferial may Allah have mercy on them.

All our unforgettable close friends, for the endless spirit and affection, I love you all.

Acknowledgment

The first of all, we would like to express our sincere thanks to almighty Allah who has given health, blessing, guidance and inspiration in finishing this dissertation with the title “Investigating the Impact of Tongue twisters Use on EFL Speaking Fluency.”

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Abstract

The present dissertation seeks to reveal one of the most relevant issues that the majority of students face at the process of learning the English language in terms of speaking skills. At the level of this latter, EFL Students tend to come against a lot of obstacles concerning the achievement of the satisfactory level, especially the oral ones. Therefore, both teachers and learners primary aim at finding modern solutions and motivated methods in order to develop the learners' speaking skills in terms of fluency and pronunciation. To that end, the objective of this study is to determine the efficacy of utilizing tongue twisters as a method of improving one's pronunciation in order to see what kind of results it produces. In order to carry out this investigation, a questionnaire and an interview were prepared; the one is given to First Year BMD students, while the second was conducted with five EFL tenured instructors at IbnKhaldoun University Tiaret who are in charge of the oral expression module. According to the collected data, students in their first year of BMD did not make use of tongue twisters, and some of them did not even have a background of the word "tongue twisters." In addition, comments were made by both the instructors and the students about how successful this method is throughout the class because it makes the lesson more difficult. On the basis of these findings, we will provide teachers and students of English as a foreign language with some thoughtful suggestions and recommendations.

Keywords: *Pronunciation, Speaking skills, EFL learners, teachers, students, Tongue Twisters.*

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General introduction

Chapter one: Theoretical Background

General introduction

There is a movement toward placing more of an emphasis on teaching students how to talk when it comes to the instruction of the English language. In the classroom, giving oral presentations is becoming an increasingly important activity.

The English language is based on the four fundamental language skills: listening, speaking, reading and writing. They serve many valuable purposes; they provide learners with scaffolding support, creating opportunities, an environment in which to communicate authentic information using language, proof of their personal ability (proof of learning) and the most important is to create a confident learner. Speaking is a bridge for students to interact with others to achieve specific goals or to convey their views, intentions and needs. Therefore, improving this production skill is one of the important achievements of teachers in foreign language environment. Consequently, many scholars and teachers claim that there are many EFL learners in Algeria who are able to read and write in English, but they cannot speak and communicate. Most learners experience obstacles to speaking inside the classroom. According to (Romelan, 2003), when a student wants to learn a foreign language, especially English, they have to learn how to speak it. Learners must start to speak in the way native speakers would speak the language. This can be done by imitating them closely and relentlessly until their pronunciation is satisfactory and accepted by them. This means that teachers have a great role in teaching pronunciation for EFL learners. There are many techniques on how to learn speaking or pronunciation in a way that is motivating and not boring.

In this study, researchers used Tongue Twisters as an effective method to enhance EFL students' speaking fluency and to improve their pronunciation. Tongue Twisters are a technique designed to reinforce the English sounds that students have learned by creating a game like practice atmosphere. They are a series of words or longer fragments, like a poem, that are constructed to be difficult to pronounce correctly. Tongue Twisters are used to create a sense of humor by challenging students to repeat the tongue twister very quickly and listen to the interesting results. They also help in understanding how we process the pronunciation of language. It can be defined as the difficulty of alternating certain sound sequences due to changes in mouth position and auditory feedback of sound similarity.

Tongue Twisters is an approach to teaching pronunciation that has been tried and tested by a number of researchers, all of whom have come to the conclusion that it is effective.

Other researcher found that using tongue twisters was an effective way to teach primary

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school students how to correctly pronounce words. One of the things she wants to find out through her research is how Indonesian students pronounce consonants that don't appear in the Indonesian language that is used in the country.

(Miftahur, 2016) also conducted research on the implementation of Tongue Twisters. He also uses tongue twisters as a technique to teach pronunciation to students at high school “UnggulanNurulIslami Semarang”. His research focused on finding out how the implementation of tongue twisters techniques can improve the pronunciation of EFL students.

So, this method is needed because learners will be trained on how to pronounce English words correctly by using some similar and interesting phrases or sentences. Through Tongue Twisters, it is hoped that students can easily imitate and remember English phonemes. These are the reasons why the researchers chose this topic. To understand this effect, we sought to raise the following research questions upon which this research would be built.

Given the background information provided by the prior investigation, the following is one interpretation of a potential problem statement for this inquiry:

1. How effective are tongue twisters for helping students of English as a foreign language enhancing their speaking fluency?
2. Do Tongue Twisters have an impact on how well EFL players perform?

Both students who are aware of and have previous experience with the use of tongue twisters and students who are unaware of and are not familiar with the usage of tongue twisters can benefit from using tongue twisters to improve their pronunciation.

The following hypotheses are possible answers for the previous questions:

a-We think that Tongue Twisters are rarely used among EFL students, since most of them do not have a previous knowledge about it.

b- Perhaps, Tongue Twisters have a positive effect on EFL students’ speaking skills.

Thus, the significance of the research is expected to give the knowledge and some advantage. The following presents some possible ways:

1-For the teachers, the result of this research is expected to provide them with an alternative technique to teach pronunciation in the classroom, it is also used to motivate the teachers to be more creative.

2-For students, the result of this research is expected to give them new experience in English learning, especially in learning speaking skills so they can be more motivated to develop their abilities.

This research cannot be generalized because it is limited to an exiguous size of

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teachers and learners of English language at the department of foreign languages; English language section, at IbnKhalidoun University, Tiaret. Thus, similar research can be carried out in different settings, with a larger sample.

Regarding the general layout, the research composed of three main chapters; the first and second chapters served as a theoretical part, the first one is divided to two sections one was devoted to explain many points concerning the speaking skills in general; it has shed the light on the main common definition of speaking competency and it has also discussed narrow details challenges of speaking. The other section was included to discuss many theories about Tongue Twisters, the types, the implementation, and its importance to improve speaking skills, it has also highlighted some previous studies regarding the topic under discussions. Chapter two was about the methodology design of the study which includes the context, the sample and population, also in this chapter we describe in details the research instruments; questionnaire and interview.

The last chapter dealt mainly with practical part it devoted to the analysis and interpretations of the main findings obtained through the fieldwork and some suggestions and recommendations.



Theoreticalpart



**Chapterone:
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Chapter One: Literature Review

Conceptualization and Reframing

Introduction

Language is described as a formal system that consists of sounds, signs, symbols, and gestures that are used as a fundamental means of conveying thoughts, ideas and emotions from one person to another. The quintessential of language is that it is one of the typical means of interaction and communication. (Laidlaw, 2006)) has mentioned that language is a tool of communication. Language can be a medium for conveying information; it can also reflect various things. Spoken language is very important for learning and using a language, and language capacity involves many aspects, phonetics, theory and practice all form the basis of the above mentioned speech. While discussing language as a means of communication, English as a global language (Lingua franca) has been used world-widely used by non-native speakers. English is the mother tongue of almost 400 million people today and the second language of many others around the world. For any person who intends to speak a language fluently, this requires a high level at all the four skills.

The discussion of some principles and aspects of oral performance is a worthwhile starting point. The aim of the current study was to fully understand what the words ‘Speaking’ and ‘Tongue Twisters’ means and to learn how to improve this skill. This chapter is divided into two sections the first one is about speaking skills and the second one is about Tongue Twisters. If we don't look into these issues, we won't be able to figure out why students have such a hard time when it comes to public speaking. Last but not least, we need to determine the most significant contributing factors that are causing children to lack oral fluency.

I. Section One: Speaking Skills

I.1. Speaking Skill: Definition and Features

It has been noticed that speaking is one of the most important skills in English language and learning. Louma (2004) defines speaking as a complex process of sending and receiving messages through the use of expressions (p.41). Hedge (2000) defines also speaking as “Skill by which they (people) are judged while first impressions are being formed” (P.261); That is to say, spoken language is an important skill that deserves more attention in both second and

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foreign language learning because it reflects people's minds and personalities, its form and meaning depend on the context of the speech, the participants and some speech goals. (Burns A. , 1997) claims that "Speaking is defined in this study as the secondary stage students' abilities to express themselves orally, coherently, and fluent in a given meaningful context" (p.33) As a consequence of this, students ought to be competent in speaking, reading, and writing in a language. They are required to speak about a subject using words and phrases that are pertinent to the topic at hand whenever they do so. As a consequence of this, they will not be able to do so because speaking is an act of discovery in addition to being a skill that is complex and difficult to master. Speaking is another method to define it, as indicated by (Lauma, 2004). "an interactive process of constructing meaning that involves producing, receiving, and processing information."(p.2)

It is absolutely necessary for students to strengthen their communications abilities in today's culture, since increased communication skills are the cornerstone of successful interaction. It is not as simple as many people assume it to be able to master this type of productivity; it takes knowledge as well as a significant amount of effort to become proficient at speaking. It is impossible to generate coherence between words or sentences that are placed in a specific order and related in an unexpected manner if it is not present. Because of the complexity of the language and the amount of time it takes to learn it, many students are only able to speak a foreign language correctly after years of study and practice. This is because of the fact that learning a foreign language is tough.

I.2 Characteristics of Speaking Skill

When it comes to evaluating the speaking abilities of students, contextualized English instruction places a strong emphasis on the necessity of developing activities that assist students in striking a balance between fluency, accuracy, and other aspects. When it comes to a person's speaking abilities, accuracy and fluency are two of the most important aspects of this communication style, and it is believed that possessing both of these traits is required to successfully finish either the spoken or written form. According to, "the primary goal is to achieve fluency and acceptable language: Accuracy is rated not in the abstract, but in context" (Richards, 2001). When instructors teach students how to improve their public speaking skills, they have a number of goals in mind, one of which is to improve students' fluency (p.157). It serves as the primary focus of the presentation given by the speaker. According to Hughes (2002), the definition of fluency is "the ability to explain oneself in a clear, rational, and

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correct form without hesitation." (p.22) As a consequence of this, the idea of communication will be rendered meaningless because the recipient (the listener) will no longer be interested in the information being conveyed. In order for this objective to be met, educators should focus on assisting students in developing the ability to express their thoughts and ideas using their own language. It is essential to keep in mind that the term "fluency" refers to production, and that the term is almost always used in reference to speech. It is the ability to link sentences and paragraphs together fluently and without strain, showiness, or hesitation. Specifically, it is the ability to link phrases and paragraphs together. (p.54). To put it another way, it is the capacity to talk in a coherent manner by connecting phrases and words via the use of appropriate emphasis, intonation, and articulation.

(Hughes, 2002) supports also fluency and coherence as the ability to express oneself with a normal level of continuity, speed, and efforts, in addition to linking ideas in a correct way. Speech rate and speech continuity are the main important factors for coherence. Almost all EFL learners, especially speakers, consider fluency to be the ability to speak quickly; this is why speakers start speaking quickly without stopping.

1.2.1 Fluency and Accuracy

As we know that most of foreign language teachers these days focus largely on the term accuracy in their teaching process, because the learner's main desire is to be more fluent, they forget about accuracy, because without emphasis on constructing an accurate speech, the speaker's performance will not be understood, if they say the wrong thing every time, their skills lose interest. (Ellis, 2005) Defines accuracy as referring "to how well the target language is produced in relation to the rule system of the target language"(p.23). Thus, learners must emphasize some things in oral ability and oral production, mainly grammatical structure, vocabulary and pronunciation.

1.3. The Differences between Speaking and Writing

Writing skills are easily acquired and can be taught to others with relatively little effort, which is one reason why so many people are proficient in this area. Speaking is a challenging skill that most students of English as a foreign language (EFL) have to teach themselves on their own. According to Raimes, most of us pick up our native tongue without ever having received any formal instruction. On the other hand, once they become fluent in their first language, many people immediately begin to contemplate how they will write in that

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language. Instead, (Robins, 2000, page 95) considers speaking and writing to be two distinct forms of verbal communication. [Citation needed] In addition, simple conjunctions like "but," "right," and "whatever" are easier to understand in spoken language compared to more complicated terms in written language (Nunan, 1989, p. 22) When it comes to applying conjunctions and pauses (for example, "and," "but," etc.), phonetics can often be more intricate, which makes speaking more difficult. On the other hand, when using connectors and subordinators in written speech, sentences are easier to understand and produce. Because of this, we are interested in learning more about this topic. The ability to communicate effectively is one that can only be acquired through repeated practice. Due to this fact, we made the decision to investigate two difficulties as potential reasons of poor speaking skills: pronunciation and the ability to transmit the words that they are looking for.

The use of particular grammatical constructions is yet another source of variety. "The primary organizing unit of spoken text is not the sentence; it comprises of approximately equal status put together in order," says Harris (1993). This is according to the research that he conducted. (p.4) In spite of what has been said, given that the ability to communicate is the primary focus of our research, greater attention ought to be paid to the individual's capacity to generate speech. On the other hand, writing has its own own language, vocabulary, and style of conversation. Even the processing talents required for speaking and writing are not the same, and the same is true for reading comprehension and listening comprehension.

I.4. Speaking Skill and its Importance for EFL Learners

To acquire the ability to converse successfully in a foreign language, one must first become proficient in the spoken form of that language. Students may be prone to overlooking the significance of having this talent for their future jobs since they are unable to cope with it. Students of English as a Foreign Language should be able to communicate effectively in both official and informal settings. It is crucial that students grasp the value of this talent in order to increase one's capacity to become a professional producer. To restate this point, it is important that students comprehend the significance of this talent. In order for students to be able to communicate successfully, it is necessary for them to acquire abilities in vocabulary, grammar, and writing. In addition, through the students' public speaking performances, they are able to communicate their identities and the groups to which they belong in society. Students are able to actively participate in group conversations by sharing their thoughts and

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feelings, telling stories, providing information, or answering questions while they are speaking. All of these activities allow students to tell tales, supply information, and tell tales.

Additionally, by speaking, we can show different functions of language. In this regard, people who speak foreign languages, especially English have more chances to get jobs in different companies. (Baker, 2003) supports that “a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion.”(p.05)Because of this, the more that students practice their oral abilities, the less anxious they get and the more openly they are able to express themselves in conversation. Because writing skill alone cannot be used to gauge a learner's language capacity, oral performance must be included and is considered a mandatory topic. This is because there are formal and informal purposes for spoken language. Aside from this, speaking competency is a strategy that is utilized as a tool to broaden the speaker's comprehension of the topic at hand. The term "talk learning" is used to refer to this particular role.

Students who have difficulty listening or reading may benefit from the practice of speaking skills in order to learn in a variety of different ways. Because learning to talk is connected with learning to learn in many ways, learning to talk is intertwined with learning to learn. Because of this, children feel more at ease and confident while they are speaking as opposed to engaging in other abilities, which may be perceived as being less important for many students if just their long-term needs are taken into consideration. Students can learn to strengthen their memory, remember, use background knowledge, and indirectly practice grammar and spelling while extending their knowledge base by participating in oral projects.

In this regard, the ability to interact provides learners with unlimited vocabulary in foreign language classes through different activities such as dialogue and role-playing; then practicing oral English can provide students with a variety of learning styles. For some learners, speaking is likely to contribute to retention, as students feel that they can develop their productive speaking skills better than writing. Moreover, speaking plays many roles; it is a skill to assess, generate and respond to multiple topics and successfully achieve many goals, such as writing a report or expressing an opinion supported by evidence, which gives the learner a high Evaluation and level of communication.

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I.5. Challenges of Speaking Skill

Students who are learning English as a second language (also known as ESL) sometimes struggle when it comes to verbal expression. The formation and organization of thoughts is not the only factor that contributes to these challenges; rather, there is a wide range of other stuff going on as well.

I.5.1 Lack of Motivation to Speak

In order to be successful and achieve our objectives, we require motivation in all aspects of our academic work, including the development of our speeches. Those active in the field of language teaching often contend that students who are genuinely driven to study will be successful regardless of the conditions (Harmer J., 2006, p. 3). They are successful despite the fact that they use ineffective methods. At this moment in time, the most important simple factor that appears to be impacting students' levels of accomplishment is the students' level of motivation in the classroom (p.3)

This suggests that there is a strong relationship between the desire to achieve and the ability to take action that is motivated by that goal, and that this connection exists for both the teachers and the students that they teach.

Therefore, motivation makes speaking pleasant and enjoyable, and the ability to speak English well is not innate, but an acquired skill. It has to be put into practice widely and learned through experience because it takes time. Speaking and listening a lot are definitely a key part of speaking performance. According to Hidi (2008) “there are two questions that language skill teachers frequently pose to speak. First, why are students so often not motivated to speak? Second, how can their motivation to speak are increased?”(p.7). A student's lack of motivation to enhance their English speaking skills could be the result of a number of factors, and teachers should be prepared to deal with this possibility. There is a widespread anxiety among students that they will make a mistake if they choose to share their opinions. Others may assert that they are unable to take part in a discussion due to their limited vocabulary. Those who aren't interested in the topic at hand could express to the instructor that they don't see the point in discussing it.

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widespread anxiety among students that they will make a mistake if they choose to share their opinions. Others may assert that they are unable to take part in a discussion due to their limited vocabulary. Those who aren't interested in the topic at hand could express to the instructor that they don't see the point in discussing it. It is mainly related to the idea that was stated by (Dornyei, 2005) the latter argues that “it is one thing to initially whet the students’ appetite with appropriate motivational techniques.” (p.80)

In other words, teachers should be a source of motivation to encourage students to speak, to make it inspiring and fun, and to give them a chance to express themselves. Therefore, when students express their thoughts and idea while speaking, they feel relaxed. Anxiety can also make learners worry and lead to negative predictions that distract students from speaking. In addition, (Harmer, 2007, p. 55) explained the reasons behind the fear of students in speaking, in details. First, he mentioned the lack of practice even in the native language. Second, having nothing to say can also be a barrier for students. Finally, some people are not interested in speaking skills at all. He also claimed that teachers must develop students’ self-confidence by developing the habit of speaking. That is to say, teachers should create a situation in which students speak, and often express their opinions in order to speak fluently.

Motivated learner, who is interested in reading tasks, can develop speaking competence. (Byrne, 1991) argued that “reading, of course, can be the goal in itself and in any case likely to be more than speaking, but the two skills can and should be developed in close collaboration.” (p.22)

1.5.2 Lack of Reading

As mentioned previously, reading is a useful skill for improving students’ speaking skills. Some reports (Karchen 1984, cited in Harmer 2006b, p. 224) compared between two courses: One practiced reading, while the second relied mainly on spoken language. In the end, it was found that the first class made more progress than the second one.

One of the main questions that comes up when discussing reading skills is what does it mean to read? What does it mean when we say one can read?. According to Alderson (2000) defines reading “To process text meaning through some process of inaction with print.” (p.03)

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At first look, reading can be defined as a person's capacity to recognize written words and symbols and to convert them into spoken versions of themselves. On the other hand, reading comprehension refers more typically to an individual's capacity to understand what is being read to them. There have reportedly been three basic interpretations of this ability, as stated in (Ibid): Learning to read requires first mastering the language's proper pronunciation. The second meaning of the word is "the ability to recognize words and the meanings that they convey." Reading might also be described as the ability to provide meaning to words, whether they are spoken or written down. This would be a third definition of reading. Reading is considered to be an effective way of practice when it comes to acquiring the ability to communicate verbally. Reading and speaking are two skills that are inextricably linked, and there have been a lot of research done to prove the relationship between the two of them. The findings point to the existence of a connection between the two variables. "How actually that better speakers tend to be better readers, better speakers read more than poorer speakers, and finally better readers likely to generate syntactically natural speaking than poorer readers." "How actually that better readers likely to generate syntactically natural speaking than poorer readers." This hints that one of the challenges of learning a foreign or second language is the absence of directionality in the transmission of knowledge. This can be true for either learning a foreign or second language. In this situation, it is absolutely necessary for you to be familiar with the steps involved in transitioning from reading to speaking. It is common for people to develop expertise in a particular field of education and then use that knowledge to their studies in other subject areas. Reading has been shown to increase verbal abilities as well as memory and the ability to retain information. [Citation needed] [Citation needed] [Citation needed] Even though it could seem like an automatic process, this transfer can only take place in response to a direct order; there is no other method for it to take place. It is essential to keep in mind that reading and speaking have a relationship that is more intentional but less dependent on one another than the relationships between the many other modes of communication. The idea known as "meaning construction" is being discussed and disputed at the moment.

It is my opinion that the assertion that both of these skills are complementary to one another is accurate. It is not possible to advance to the next level before first achieving mastery of the level you are currently on. Reading helps us improve our communication abilities, and while this is one of the many reasons we read, it is far from the sole one.

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I.5.3 The Influence of First Language on Speaking Skill in English

In addition to lack of interest and reluctance to speak in a foreign language, English learners find themselves facing another problem that really limits their ability to speak fluently. In fact, when they speak they think in Arabic. This obstacle is a top concern for teachers and students. Often, foreign language teachers are concerned with the need for EFL speakers to think and speak in English. That is, this way of speaking can limit English acquisition due to the act of transferring structure and vocabulary from the first language in an incorrect manner.

(Frielander, 1997) claims that “speakers transfer both good and weak speaking skill from their first language to English.” (p.11) He adds also “weaker speakers’ failure to use speaking strategies in English was based on their failure to use these strategies in their first language.”(Ibid)

Arguably, student speakers who have never acquired strategies in their first language cannot transfer them to their foreign or second language. In contrast, many studies have proven that it is not necessary to be a good native speaker in a foreign or second language (Kuehan, 1990) contends that “the acquisition of FL literacy skills by adults already literate in their first language is a complex phenomenon involving multiple variables.”(p.85) this means that speaking convention can be different from one language to another. Also, he is a gifted speaker. Speaking is a skill that can be practiced, mastered and learned. Spoken language remains one of the hardest skills to master because even native speakers have many barriers to speaking.

I.5.4 Teachers Source of Demotivation

The answer of "Teacher X" is consistently given in response to the question "Who is your favorite teacher?" that is posed to the students. It is possible to claim that even when given the same set of conditions, teachers will not all adopt the same instructional methods. Students run the danger of losing interest in learning if their teachers do not put the effort they do into teaching and improving the learning process. It is not uncommon for a teacher to have to perform the same chores over and over again, which prevents students from speaking in class or even outside of the classroom. This is yet another source of frustration. Teachers who exude positivity are more likely to have pupils who exude positivity, whereas teachers who exude negativity are more likely to have students who are demotivated. It is possible for

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teachers to simply delegate a few particular tasks to their students in order to aid them in developing their public speaking abilities.

According to Harmer, "the main obligation of the teachers" is "the teacher's ability to motivate and provoke" their students (2007: 14).

That is to say, presenters frequently find that they lose words while they are attempting to explain anything, particularly when they are dealing with challenging oral obligations. It is the job of the instructor to inspire pupils to value their capacity to express themselves verbally and to urge them to do so. This is part of the teacher's responsibilities. To put it another way, pupils who are interested in their work and excited about it have a superior performance when given more challenging projects. Students might benefit from teachers who offer them with terms and vocabulary that are acceptable for them to use. (Hamidi, 2017)

Conclusion

This section was devoted to explain many points regarding the speaking skill in general. It has shed the light on the main common definitions of speaking competency, and it has also discussed in narrow details the main difficulties faced by students when speaking English.

Section Two: Tongue Twisters

Introduction

Pronunciation is a sub-skill of speaking skill that should be mastered by students because it determines the clarity of a speech. Most EFL learners have problems in speaking skill so it suggested using Tongue Twisters as an effective technique to practice and improve pronunciation. This section explains some theories and previous research findings about Pronunciation and Tongue Twisters. It is divided into two parts; pronunciation, its importance and the role of teachers in teaching pronunciation. The second part is about Tongue Twisters, its types, its application and the advantages of Tongue Twisters.

I.6 Pronunciation: Definition and Importance

Speaking is a communication tool, it is easy to understand the meaning if it is spoken fluently, but if the speech is disjointed and the pronunciation is wrong, others may not

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understand the meaning. It is analogous to a fish out of water. If they don't know how to pronounce each word correctly in the right way, pronunciation will never facilitate effective communication which will definitely lead to a failure of communication. It has been noticed that speaking is one of the most important skills in the English language and learning. One of the most indispensable elements that ought to be managed by learners is pronunciation. It can be defined as (the way sounds are produced and perceived by the hearer.) (Burns, Anne, Claire, & Stephanie, 2003) have stated that "pronunciation refers to the phonology of language or meaningful perception or production of the sound of the language and how they impact on the listener 'Bad speech may lead to confusion, misunderstanding and unintelligibility.'" (p.5).

It is undeniable that pronunciation is very important in communication and it is defined as the production of sounds that we use to express meaning (Yates, 2002). Consistency in regular lessons helps reinforce the message that pronunciation is important and perfect. Consistent with the statement, it is believed that as a sub-skill of speaking, good pronunciation is essential to aid the listener's comprehension (Fraser, 2000).

In good communication the word 'simple' is not provided by pronunciation, but it should be understandable. Clear pronunciation is a need, so it is the purpose of this study to improve students' pronunciation. Pardede (2010) pointed out that it is not impossible to master foreign language speaking as long as students and teachers are perfectly involved in the whole learning process. One of the motivational ways to teach pronunciation is to use Tongue Twister.

Pronunciation is the process of producing sound and how to pronounce the right words that can be understood by the listener. So that, the idea or thing conveyed by the speaker is not misinterpreted by the listener. Based on Merriam Webster the meaning of pronunciation is the act or manner of pronouncing something.

Rebecca (1993) states that pronunciation as the act of producing sound of speech including articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds. Meanwhile, Ur (1996) assumed "pronunciation is to say the sounds right, to use the words to express the appropriate meanings, or construct their sentences in a way that sounds acceptable."

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In Oxford Dictionary (2008) pronunciation is defined as the way in which a language or a particular word or sound is spoken. If someone said to have correct pronunciation then it refers to both within a specific dialect. A word can be altered in different ways by various individuals or groups depending on many factors such as the area where someone has grown-up, and his current dwelling, besides speech disorder, the ethnic group, social class he belongs to, and the education he received.

The aforementioned definitions have already covered the whole meaning of pronunciation. In general pronunciation is the act of giving the accurate sound of letters in words, and the true accent and quantity of syllables. More precisely, pronunciation means the process of producing sound and how to pronounce the right word that can be understood by the listener.

From the receptive stage to the productive/speaking stage, according to Fraenkel (1984), there are two basic processes of learning how to pronounce a language. Students in the receptive list stage learn to distinguish significant sounds and patterns by hearing to the language, whereas students in the productive/speaking stage learn to say or produce what they have learned previously.

I.6.1 The Importance of Pronunciation

Pronunciation would help learners in overcoming the anxiety associated with oral communication, which is primarily caused by incorrect pronunciation. According to Nakazawa (2012, as reported in Baytar 2014), university students are apprehensive and fearful of making mistakes in pronunciation. However, pronunciation will help learners' motivation, as the expert mentioned, "The main factor contributing to the success or failure of learning a second or foreign language is the learners' motivation." It is the driving force that motivates a learner to take action, initiates learning, and then maintains the learning process (Dornyei, 2001). In general, if learners are motivated, they will be eager to work on improving their skills on their own. On the other hand, people may not be driven to do well if they do not recognize the worth or pay attention to their pronunciation. Accuracy in pronunciation is very important to recognize the English language; it is a perfect part of constructing English communication. Gilakjni (2012) believes that pronunciation is an integral part of English learning because it directly affects student's communicative competence. Mispronunciation reduces students' self-confidence, limit social interaction, and have negative impact that can change the credibility and skill of speaker estimates.

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Teaching pronunciation is the teaching of aspects that affect the meaning of sentences through syllables. It is very crucial for speaking and reading sub-skills. Therefore, good pronunciation can avoid misunderstandings in communication. For example, inaccurate phoneme production can lead to misunderstandings when people say 'Soap'Ø in situations such as restaurants where they should say 'Soup'. There were many techniques discovered by many linguists; such as drilling, pronunciation and spelling activities, taping students English, learn through video game, song, movie and recording. In this study, researchers used Tongue Twisters method in pronunciation teaching. Learning pronunciation using instructional media such as Tongue Twister will make it easy for students to learn and make them interested in learning. This technique is good for teaching speaking because there are many words in English that have the same sound, and Tongue twisters can help learners to improve their pronunciation.

I.6.2 Teachers' Roles in Teaching Pronunciation

Pronunciation is very important in English speaking activities because it can greatly affect the meaning of words. If someone mispronounces certain words in a sentence, it interferes with communication and may even be one of factors that interrupt the conversation. It can be concluded that pronunciation determines the understanding between speakers and listeners who communicate or transmit their messages, thoughts and ideas. (Agnes, 2019)

Rather, pronunciation is the way a person utters words or sounds in such a way that the speech is easy to be understood. Teachers have several important factors in teaching English pronunciation as follow:

a. Helping students hear

This means that teachers must help students perceive sound. It is important for teachers to introduce categories because each language has its own category. The teacher needs to check that his students are hearing in an appropriate way, and help students develop new categories if necessary.

b. Helping students practice different English sounds

Learners are usually able to imitate the new sound, but if they cannot the teacher should give a clue to help the student generate the new voice.

c. Providing feedback

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Teachers must focus on students' progress by assessing their performance to understand the extent to which they have failed or succeeded.

d. Pointing out what is going on

Learners need to know what to pay attention to and what to do, because speaking is unconscious control, students may not realize that when particular word is emphasized or spoken in a different way, it may affect the message delivered to the listener.

e. Establishing priorities

Teachers must help students develop appropriate action plans by identifying their pronunciation learning purposes, such as native speaker pronunciation, English ear-acceptable pronunciation, and intelligible speech.

f. Devising activities/drills

Perhaps the most important and difficult role a teacher has to play is designing what activities and exercises will help. Teachers must keep in mind to create appropriate activities that give students the opportunity to practice, experiment and explore.

g. Assessing progress

This is actually similar to feedback. Teachers must let students know about their performance. Many teachers overlook this role, when in fact it is vital to keeping students motivated.

1.7 Tongue Twisters

Tongue Twisters are a group of words designed to emphasize correct pronunciation by EFL learners. Tongue Twisters help learners to speak fluently and how to process language. It is clear that certain sound sequences are difficult to utter due to the changing position of the tongue of the mouth. Also, Tongue Twisters are used to create humor by challenging someone to repeat them very quickly and to hear interesting results. However, they are not just for lighthearted language fun and games. This technique exercises the practical purpose of pronunciation by using a combination of alliteration (repetition of sounds) and rhyme. According to (Karin, 2018) The Use of Tongue Twisters accessed in June 2018, Tongue Twister is a technique to introduce the concept of alliteration and help those trying to learn English better understand the language. By practicing Tongue Twisters, those who are learning English can strengthen their speaking skills. The faster a person can speak Tongue Twisters without slipping, the better their language skills develop.

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According to Brown (1999), switching, mixing, and the other flaws that were mentioned earlier are separate from hesitating and repeating themselves. The same logic applies to tongue twisters, which include statements that aren't true for the same reason. It piques students' interest and gives them 12 ways for increasing their oral fluency, which is why tongue twisters are a fantastic warm-up activity (as cited in Hand book of African Educational Theories and practices). People can practice tongue twisters as a terrific warm-up exercise. Through participation in this activity, students will be able to rapidly adjust to difficult words and differentiate between unique terms that have the same or similar pronunciations. Students will be able to develop exact word pronunciation without even being aware that they are doing it as a result of this study. This will be accomplished by repeated practice of the same phrase or phrase portions of speech. Because the lines that are used in Tongue Twister are humorous and lighthearted, it is an enjoyable method to teach students how to speak English. This ensures that students won't become bored while they are learning how to speak the language.

According to Carmen, tongue twisters are a group of words that are challenging to say in a correct manner while also speaking quickly (2010). A term, phrase, or sentence is considered to be a tongue twister if it is difficult to repeat continuously and if it contains a large number of repetitions of the same sound as well as repetitions of the same sound and consonants. (Vas, 2007) The Tongue Twisting activity is carried out orally and carried out a great number of times so that the tongue can be educated to generate a certain sound. Tongue twisters are statements or phrases that are difficult to speak, particularly when they are repeated quickly and frequently. For those who are unfamiliar with the term, a tongue twister is described as follows: It is composed of words that are pronounced quite similarly to one another. The full collection of words is contained in a single phrase and is said in order, beginning with the first word and ending with the last.

Tongue Twisters are the legacy of oral traditions and throughout history that have been used for a variety of purposes from purely didactic to more specialized, as in the case of James Orchard Halliwell-Phillipps, who provides three examples of tongue twisters in *The Nursery Rhymes of England* (1844), under the heading 'Charms', stating that they are to be used as a cure "*for the hiccup, and each one must be said thrice in one breath, to render the specie of service*" (128). One of these three, and probably the best-known, is the following:

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Peter Piper picked a peck of pickled pepper; A peck of pickled pepper Peter Piper picked; If Peter Piper picked a peck of pickled pepper, Where's the peck of pickled pepper Peter Piper picked? (129).

The didactic function of tongue twisters has been explained almost a decade earlier, in the Preface to Peter Piper's *Practical Principles of Plain and Perfect Pronunciation* (1836) of anonymous authorship:

Peter Piper, without Pretension to Precocity or Profoundness, Puts Pen to Paper to Produce these Puzzling Pages, Purposely to Please the Palates of Pretty Prattling Playfellows, Proudly Presuming that with Proper Penetration it will Probably, and Perhaps Positively, Prove a Peculiarly Pleasant and Prop table Path to Proper, Plain and Precise Pronunciation.

Practicing Tongue Twisters allow students who are learning English to increase their speaking skills. Alicia (2012) states that "using tongue twister is a common EFL teaching technique because it helps students to learn correct pronunciation of English words, to correctly use vowels and consonants and to become familiar with common English words." Ball (2003:8) refers that "using Tongue Twister is particularly useful for those who have unique pronunciation problems." He gives examples such as 'She sells sea shells on the seashore', 'They thank that it is Thursday's the thirtieth.' This process is good for building a vigorous confidence in speaking fluently and correctly. According to (Machàcková, 2012) Tongue Twisters are "phrases or sentences which are difficult to pronounce because similar sounds occur but provide the students with enjoyable activities at pronunciation practice." Carmen (2010:8) states that "a Tongue Twister is a sequence of words that is difficult to pronounce quickly and correctly" it is hard to pronounce tongue twister sentences because of the similar pattern of sounds in its words. Schourup (1973,587:7-8) defines the tongue twister as "a native directed grammatical unit (...) that is difficult to produce at certain speeds by virtue of containing patterns of various sorts such that at least one of the miss incomplete or in some other way of periodic." Wilson (2011) confirms that tongue twisters are:

One of few types of spoken word play that are fun to recite and are great tool to aid children's language development. They usually rely on alliteration- the repetition of the same phonetic sound repeated at the beginning of each word, for several words, for example : Sally sang songs on Sunday's , repeats the 'S' sound

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many times. Most tongue twisters use rhyme and alliteration, rhyme is an important aspects because it makes them easier to remember (n.p)

In the past, Tongue Twisters were considered as potentially ideal pronunciation exercise because they provided the repetition of a sound as well as the stressed rhythm and intonation of natural speech. The new study retains the didactic use of Tongue Twisters, while adding another dimension to it: Tongue Twisters have become a “Technique from speech correction strategies for native speakers” (CelceMurcia 1996:9).

I.7.1 Types of Tongue Twisters

There are some types of Tongue Twisters that can be used during classroom instruction to improve student’s pronunciation. These are as follows: (Nur, 2019)

a. Sentence types

Sentence type is group of words with same sound that is complete in itself.

- He threw three balls.
- While we were walking, we were watching window washers wash Washington’s window with warm washing water.
- The robot systems need to reboot.

b. Story types

Story type is group of words consisting of the word repetition and has same sound and become a short or long story.

- Dr. Johnson and Mr. Johnson, after great consideration, came to the conclusion that the Indian nation beyond the Indian Ocean is back in education because the chief occupation is cultivation.

c. Model of repetitive tongue twister

These models typically consist of a few words into a phrase or a sentence/ clause short.

- Sheena leads, Sheila needs.
- World Wide Web.
- Babbling bumbling band of baboons.

d. Model of Poetry

These poems using variety of words deliberately diction contains many words that look interesting and challenging readers who love Tongue Twisters.

- Luke luck likes lakes. Luke’s luck likes lakes. Luke luck licks lakes. Luck’s duck licks lakes. Duck takes in lakes Luke Luck likes. Luke Luck takes licks in lakes duck likes.

e. Then, below are some other examples of Tongue Twisters. The long from could be a chronological narrative:

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- f. How much wood could woods' woodchuck, if Chuck woods' woodchuck could and would chuck wood? If Chuck woods' woodchuck could and would chuck wood, how much wood could and would Chuck woods' woodchuck chuck? Chuck woods' woodchuck would chuck, he would, as much as he could, and chuck as much wood as any woodchuck would, if a woodchuck could and would chuck wood.
- Peter Piper picked a peck of pickled pepper; A peck of pickled pepper Peter Piper picked; If Peter Piper picked a peck of pickled pepper, Where's the peck of pickled pepper Peter Piper picked?

I.7.2 Using Tongue Twisters to Improve students' Pronunciation

Oral competence consists of 5 components; pronunciation, vocabulary, grammar, fluency and accuracy, which are the essence of conveying a message or information clearly. Pronunciation, as one of the five aspects of spoken language, is an indispensable part of oral conversation and the basic ability of spoken English. According to the difficulty level of students, teachers should choose innovative pronunciation teaching methods, a technique suitable for pronunciation teaching.

I.7.3 The Implementation of Tongue Twisters

Tongue Twister is the techniques that can help teachers improve students' pronunciation of difficult sounds. Tongue Twisters are very useful at all stages of foreign language teaching because they are short, large and full sense. Beside, Tongue Twisters can be used as a perfect exercise to check how pronunciation rules are learned. Also, it's a gymnastic of the lips and tongue, according to MiftahulRohman (2016), when using Tongue Twisters can to teach pronunciation, tongue twisters can be combined with some activities to add interest and attract students' attention.

According to the experience mentioned in the article of the web site (Hemli, 2020) they describe the background of the second semester students of English Department of Teacher Training and Education SlametRiyadi University. There were 24 students attended pronunciation class, as new students they were still shy and reluctant to actively participate during the lesson. Besides that, most of them did not have good self confidence and had low motivation.

a. Dictogloss

Dictogloss is written dictation done by two students in a pair that consist of some stage such as preparation, dictation, reconstruction, and analysis and correction.

This activity is started by dictating students and they are asked to listen carefully without taking any notes on their books. After that, students discuss the answer in pairs and write it on their books.

b. Chain reading

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Chain reading is a communicative activity as it allows all students to participate in the class and they are very much in need of good cooperative in group work. In the first step, the teacher starts the activity by grouping students and asking them to stand up and draw some lines against the whiteboard. Afterwards, each member of the group reads a tongue twister one by one. The group that completes the reading faster becomes the winner.

c. Whispering game

This activity is very interactive and challenging as students have to memorize the tongue twister sentences and whisper them to the next member of the group. Whispering results for students will vary based on their listening and language abilities. Its procedures can be implemented as following to Bailey:

- Teacher explains the task to the students.
- Teacher introduces the sounds students are to practice and write their symbols on the whiteboard.
- Teacher asks student to suggest words that illustrate the various sounds written on whiteboard.
- Teacher reads aloud the words and asks students listen carefully.
- Teacher reads aloud words randomly selected from the list, and ask students to identify the words by watching the movement of teacher's mouth and tongue.
- Teacher asks student to practice pronunciation.
- Teacher divides the class into groups and has each group sitting or standing in single file.
- Teacher distributes a short, typed tongue twister to the first student in each group and asks him/her to read it by heart.
- Teacher takes away the strips of paper.
- Each student is asked to repeat the tongue twister to next person in line. In this way, the message is passed from one student to the next.
- The last students who hear the tongue twister in each group write it on whiteboard.
- The group finishing correctly in the shortest time wins the game
- Repeat the process with another tongue twister

In this study, the researchers used Dictogloss and Whisper Tongue Twister as a method of teaching pronunciation using the tongue wrapping technique. Whisper Tongue Twister was the first treatment in this research, and then Dictogloss was the second and last treatment.

In this case tongue twisters were used in whispering game this activity was conducted in the first meeting of pronunciation class this was aimed to introduce tongue twister in more interesting and challenging way to the students who never knew them before. Here, the

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students were asked to make groups consisting of six persons. Then, each person in the team took turn to whisper a tongue twister to the other member of the team. Two groups competed to finish whispering tongue twisters provided by the lecturer. The team who said the tongue twister quickest and most accurate won the game. One of the tongue twisters whispered was 'She sells sea shells on the sea shore'. Unfortunately the result was far from the expectation. No team could pronounce it accurately. One of the results of the tongue twister pronounced by one of the team was 'Sea sell sea sell on the floor'. When it came time for the teams to wrap up the game, the instructor suggested that they write their tongue twisters on the board. The instructor would correct the students' errors and then have them practice speaking the tongue twister between three and five times before moving on to the next student.

Students' ability to hear and pronounce words correctly both improve as a result of playing the whispering game. It was reported that Nootboom, who was quoted in Perdede's (2010) book, stated that one's capacity to make speech is influenced by their ability to detect speech. Students will have an easier time learning correct pronunciation in an atmosphere that emphasizes having fun. The players on each side need to cooperate well with one another if they want to come out on top in this competition. In addition to this, each participant is accountable for accurately pronouncing and whispering the tongue twister, which may assist drive them to do better in the competition. All of the pupils are welcome to participate in the game, and they are able to do so at the same time. It is necessary to play for a longer period of time because the length of time it takes for each group to finish the game varies greatly. It's possible that those who are still waiting for their turn to play will develop an impatient disposition. Despite this, the students in the pronunciation lesson said that they had a great time laughing and trying to figure out how to say the tongue twisters that they were whispering to one other.

Video Modeling

The second meeting of the pronunciation class included the introduction of video modeling for the first time. It is essential to utilize tongue twister films that can be found on YouTube due to the fact that some instructors who teach English to adult learners lack experience in teaching pronunciation (Derwing and Munro, 2005 Levis, 2005as quoted by Schaezel, 2009). Students can learn how to correctly pronounce words with the help of these films, which are presented from the viewpoint of a native speaker. The students watched and listened to recordings of native speakers using tongue twisters in order to become proficient in both the correct segmental as well as the suprasegmental elements of segmentation. Leaving that to the side, the students learnt how to use technology especially YouTube videos as valuable media for language learning.

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A. Warming-up Tongue Twisters

"Warming-up tongue twisters" are a type of tongue twister that are created by the students themselves and utilized at the beginning of the class. After playing a whispering game and seeing a video simulation, the students in the second semester were given the task of finding and picking an acceptable internet tongue twister.

Kids were able to learn more efficiently in this environment as a direct result of the active participation they demonstrated throughout the day. They were required to inquire with their teacher in the beginning about a tongue twister. After that, the students had the option of reading a dictionary on their own to teach themselves how to pronounce the word, or they could approach the lecturer for assistance if they were having difficulty. Students in the pronunciation class took turns leading the rest of their classmates through a variety of tongue twisters during their time together. The members of the group were warmed up with the help of tongue twisters. Students found that exercising their tongues and other oral muscles was a beneficial side effect of participating in this activity. I said before that a good number of students were hesitant to practice pronouncing words at the beginning of the course on pronunciation. They didn't even bother to consider how they were pronouncing the words. After taking part in a study group with their classmates, the students felt a greater sense of excitement and enthusiasm for the class. As a consequence, the mood in the classroom has improved. The students enjoyed themselves more while they were focusing on improving their pronunciation. This activity was selected in order to facilitate a shift away from teacher-centered learning toward student-centered learning

.I.7.4 The Advantages of Tongue Twisters

Using Tongue Twisters to improve pronunciation lesson brings many benefits to the EFL learners. First, Tongue Twisters increased their motivation through various activities during the course such as whispering game, watching videos, and peer teaching. They become more self confident as they are actively involved in the learning process. Their awareness of using accurate pronunciation also improves.

Secondly, class conditions have also improved. The students learnt in more an exciting and relaxed atmosphere. They were willing to respond positively to the instructor's questions and guidance. They also enjoyed the pleasant sounds the tongue twisters made. It made the class more dynamic. Whispering game was one of valuable techniques to improve the classroom conditions.

Finally, their pronunciation has improved. They can minimize errors because they get models from native speakers by watching YouTube videos devoted to Tongue Twisters and general training on using Tongue Twisters before starting the class. Improvements were

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observed in course and test results. In addition, their muscles become relaxed during articulation. (Halaman, 2016)

UlupiSitoresmi (2016) states that the advantages of using Tongue Twisters can be seen as below:

- Helping students focus on and take the problems which lead to quick improvement.
- Tongue Twisters are great for new language learners who have trouble articulating the sound of the new language that is different to those of their own language.
- Tongue Twisters improve students' motivation and pronunciation.
- Students learn in more exciting ways.
- Students become more self confident.
- Tongue Twisters make students in the class relax in the learning process

I.7.5 Previous Study on Using Tongue Twister in Teaching Pronunciation

- Miftahul Rohman(2016) discussed how to use Tongue Twisters to improve pronunciation in his research titled "*Using Tongue Twister Technique to Improve EFL students' Pronunciation*" The purpose of this study is to describe the implementation of Tongue Twister method in improving pronunciation of English learners. This research was a classroom action study done through two cycles. The participants in this work were grade 10 students of SMA UnggulanNurulIslami Semarang in the 2015/2016 school year. Data was obtained through interviews with teachers, observations, tests and recordings. The results showed that learners' pronunciation improved after they were taught using the Tongue Twister technique.
- LailatuMaulida (2015) did a research called "The Implementation of Tongue Twister to improve the students' Pronounce Fricative consonants and long vowels" This study aims to reveal that Tongue Twister can improve students' ability to pronounce long vowels, reveal that Tongue Twister can also improve students' ability to pronounce fricative consonants, and reveal the application of tongue twisters in pronunciation teaching. This research is a classroom action study involving the application of tongue twister to improve learners' ability to pronounce fricative consonants and long vowels. The study was conducted in the eighth grade at SMP MarifPonorogo. Data were collected quantitatively and qualitatively. Quantitative data were analyzed by using descriptive statistics. While qualitative data is analyzed through the three steps proposed by Huberman, they are data reduction, data presentation, and conclusion/validation.

Tri Iryani (2015) also conducted a study titled "Improving 5th Graders" using tongue twisters to improve the pronunciation of 'TH' the diagraph Ø. Based on the observation, they

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found that one of students' problems in learning English was pronunciation and one of useful methods in teaching speaking skill is by providing oral exercises. The participants in the study were 23 fifth graders at SDN Mojoagung 01 Trangkil-Pati in the 2014/2015 school year. The method of data collection for this study was a mixed approach using quantitative and qualitative data. The tools used were tests (students' oral performance), field notes and questionnaires. The study design used the Kemmis and Taggart design (1988). This study consists of two cycles. The cycle covered seven meetings; in which each meeting lasted for 2x35 minutes. The activities done in this research were pre-test, treatments (1 and 2), quizzes (1 and 2), post-test, and followed by filling questionnaires.

In conducting this research, the researchers took inspiration from their previous study, but in a different way they measured students' ability to pronounce words in common words, not vocabulary or otherwise. The researchers wanted to know if tongue twisters were an effective pronunciation teaching-technique, and what students thought about using the teaching process.

Conclusion

The present chapter was devoted to explain many theories about Tongue Twisters, the types, the implementation and its importance to improve speaking skill. It has highlighted some previous studies regarding the topic under discussion.

After having investigated certain theoretical issues on speaking performance and the use of Tongue Twisters, now we will identify in the second chapter the methodology and some tools used to conduct this research.



**Chapter two:
Methodology Design**

Chapter Two: Methodology Design

Introduction

The previous chapter has addressed some theoretical issues related to Speaking Skills and the Use of Tongue Twisters to teach pronunciation. This chapter describes how we designed our research methodology. That is, it details the methodology on which the study relies on. We will start with the methods implemented via highlighting the tools instruments and the reasons behind research choice. The next step is to study populations, and sampling techniques used to select samples and backgrounds. Finally, a brief introduction to the questionnaire; its advantages, limitations, its designing and organization is given.

II.1 Methodology

As it has already been stated in the beginning of this study, the research is an attempt to investigate Tongue Twisters as a technique to improve students' speaking fluency. To fulfill our objective behind the study, it was necessary to design a method to rely on.

The choice of research method mainly depends on the subject of the study, the purpose behind the research and the sample of the survey. According to Burns (2001) a method is "..... Arrange of approaches used in the educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction." (p.44) in others words, the methodology chapter describes the research protocol that you follow to conduct your study. It explains what you did and how you did it. Thus, when we write this section we will describe the materials used in our experiments/ or the methods used to carry out the research, in a way that is sufficiently detailed to enable readers to evaluate the reliability and the validity of the research. Since our research is to analyze the use of Tongue Twisters to speaking fluency, the descriptive research is going to be used. Baiche (2001) views that the descriptive research depends largely on observation as tool of collecting data. He adds "it attempts to examine situations in order to form what is the norm, i.e. what can be practiced to happen again under the same circumstance." (p.91) Therefore, we need a research strategy to identify and analyze the research question. A suitable research technique for our objectives is the "case study". (Kamel & OuatiQ, 2017)

Biggam(2008,p.7) defined case study as a single instance of a bond system in which a researcher attempts to observe the characteristics of a single unit (class, school, child or community). He also claims that a case study has many different features:

- It provides vivid and rich descriptions of events.
- Provide a temporal narrative of events relevant to the case.
- It mixes descriptions of events with analysis of them.

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- It emphasizes individual participants or groups of participants and attempts to understand their attitudes towards events.
- It highlights the particularity of the event.
- By using a descriptive method, we may fit the research objectives of our investigation.

II.2 Research Hypothesis

Our research hypothesis stated that:

- a) Tongue Twisters are rarely used by EFL students because it has become an outdated and unimportant method and this due to the addiction of using internet programs.
- b) Tongue Twisters have a positive effect on EFL students' speaking skills.
- c) Students who are unaware and unfamiliar with the use of tongue twisters are less motivated and hardly learn English language, unlike those who are aware of it they are motivated and they are cooperative learners.

II.2.3 Research Objective

The aim of this study is to shed light on the effects of using Tongue Twisters on EFL students' speaking skills. The case study is First year BMD at the University of IbnKhalidounTiaret. Many objectives can be highlighted. However, the main purpose is to let students be aware and advise teachers to use this technique in learning and teaching pronunciation.

II.3 Population and Sample

1. Population

Population is defined by polit (2001, p.33) as the entire aggregation of cases that meet a specified set of criteria. Baker, Pistrang, and Ellliot (2002) stated that population is the defined group from which study participants are selected. By definition, the subjects of this study are First year BMD students of IbnKhalidoun University English department Tiaret.

2. Sample

Sample is defined by polit (2001) as follows "sampling includes selecting a group of events, people, behaviors or other parameters with which we do a study." (p.35)

Prabhat and Meenu (2015) stated that a sample is a small proportion of a population selected for observation and analysis. The sampling is selected by using purposive sampling. Patton (1990) added that purposive sampling is composed of individuals or groups that provide

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information about issues of central importance to the purpose of the research. In this study, the sample is 35 students of First year BMD, and four teachers of oral expression, the reasons behind choosing this kind of population is:

- Teachers and students are more mature and exposed to the English language.
- Students in such phase would be more focused and devoted to their studies, they would provide better feedback.
- Teachers in such phase would be determined in strengthening their students' speaking skills, which is why they would provide different perspective suggestions.

II.4 Research Settings

This study was carried out in the English department of IbnKhaldoun University- Tiaret, as this place met the needs of our investigation under certain conditions; time and economic reasons. Also, the students in this department are at disposal and cooperative; therefore, they can provide us with the data needed to provide solutions/ suggestions/ recommendations in order to enhance the use of Tongue Twisters.

II.5 Research Tools

Data collection means gathering information from different sources using certain or multiple instruments for the sake of conducting a research work. The instruments for this study include a questionnaire handed to students to check their awareness and their familiarities with the use of Tongue Twisters, an interview held with teachers of Oral expression to gain data needed in sounds of our investigation of learner's speaking fluency.

Conventionally, information can be gathered via a number different means or the research tools such as interview and questionnaire.

II.5.1 Quantitative Tool

In any study, there should be a method that can be used to collect data. In our research, we selected a questionnaire for students and teachers to investigate the use of tongue twisters. Our aim is to understand the importance of using this method to motivate students' speaking fluency.

II.5.1.1 Definition of Questionnaire

Questionnaire is a research tool consisting of a series of questions designed to gather information from respondents. It is one of the basic data collection procedures that reduce time and effort. It's not the only tool to manage, but it also provides a bullet point overview of the issues being investigated that may be difficult to get with other survey tools. According to Baiche (2001,p.36), questionnaires are considered a good method to help researchers ask

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questions and get responses without talking to members of a given sample. Moreover, the questionnaire is a flexible tool that should be handled with care to meet the needs and requirements of the study. Questionnaires were chosen as a method of collecting data with the aim of collection the main credibility of the information, but there a several problems. As Biache said; one of the main characteristics is its impersonality. That is, the questions are fixed. In other words, no matter what the answer is, the questions are the same and the same for all participants. The second feature of questionnaire is that there are no geographical restrictions, and more emphasis is placed on the location of the respondents. The third feature, and one that motivates us to use questionnaires, is that questionnaires can be useful tools, it saves time.

II.5.1.2 Aim of Questionnaire

For the purposes of our investigation, questionnaires are helpful tools because they enable us to collect a substantial quantity of data with a comparatively modest amount of labor. Students will be able to convey their opinions and demonstrate their expertise on the topics of speaking skills and tongue twisters. In addition to this, we are going to investigate how effectively using tongue twisters to acquire pronunciation can help. The key goals of this course are to focus on the learners' perspectives of the problem as well as how they approach the challenge of overcoming speaking issues. According to Brown (2001), questionnaires are "any written devices that present respondents with a sequence of questions or statements to which they are to react either by writing out their replies or picking from among existing answers." As a result, "questionnaires" are what Brown refers to as "written devices that present respondents with a sequence of questions or statements." (p.6) Using traditional methods of surveying, it is difficult to acquire an overview of major topics for discussion questions; nonetheless, the questionnaire does so successfully.

II.5.1.3 Advantages of questionnaire

Questionnaire has considerable utility and validity, the main contribution of questionnaires is their efficiency. Apart from funding sources, it requires less effort and is not time consuming. By distribution questionnaires to a group of learners, massive amounts of data can be obtained in less than an hour. Therefore, if the questionnaires are well prepared, data processing can also be quick and easy, especially when using digital tools such as computer software, these costs can helps a lot.

Questionnaire can also be versatile, meaning they can be used by different people in different situations for different topics (Gillham, 2000, cited in Dornyei, 2003, p.9) pointed

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out that questionnaires can also save time. The larger the number of participants, the more economical and time spent..... interviewing 50 people for ten minutes would take ten hours and possibly on more trips etc. To be considered. With this number, a questionnaire can be relevant and an appropriate choice.

II.5.1.4 Limitations of Questionnaire

Technically speaking, the virtues of questionnaire are often appropriate research tools. However, there are certain limitations to using them; written questionnaire lack supporting features, such as gestures and other visual signs and sometimes, the respondents we want don't answer the questionnaire. Some participants may not return the questionnaire; questions allow limited responses and may not be the correct questions. Difficult to track lost data, so it needs to be done right from the start.

II.5.1.5 Questionnaire Design

It is essential to pay careful attention to the specifics in order to guarantee that the questionnaire is not only objective but also pertinent and clear. The questions on our survey can either be answered yes or no, or they can be left blank. When using the first method, respondents are only given a limited number of options for responding to questions, such as yes or no. On the other hand, open-ended questions enable respondents to express their thoughts in their own terms and are easier to construct; but, it is more challenging to grasp and analyze the responses to open-ended questions. As a result, we can't anticipate a diverse range of answers from people (Wallace 2000, p.35).

II.5.1.6 The importance of the Online Questionnaire

An online questionnaire is a structured questionnaire posted on the internet in a designed form for the target sample to fill out and complete. Online questionnaires vary in length and format and they have several advantages, for example the data is stored in a database where the questionnaire designing tool (Google Drive Forms in our case) provides some levels of analysis is to the data. In addition, it facilitates the data collection process, the participants would feel more comfortable filing out and online questions as their identities remain completely anonymous and it has no financial costs.

The following table provides an overall description of students' online questionnaire:

Section One	Students' Profile.
Section Two	Participants' Speaking Skills Self-assessment.
Section Three	Participants' Familiarity/Unfamiliarity with Tongue Twisters.
Section Four	Respondents' Suggestions.

Table01: Description of Students' Online Questionnaire

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II.5.1.7 Description of the Questionnaires

In this research, the types of questions that were used during this study vary from close-ended to open-ended questions. The types of questions are as follow:

- **Numeric Questions:** in the first section of the questionnaire we can find this type of questions which aimed to have information such as; gender, age moreover teachers' work experience and so on.
- **Closed-ended Questions:** this type of questions is restricted, which means participants are allowed to follow the instruction as it was mentioned by the researcher.
- **Open-ended Questions:** they are questions that permit participants to express their ideas when needed, because the aim thereby is to get their perceptions on the present subject.

The teachers' questions were distributed along with the students' questionnaire on the 17th of March 2022 at the department of English Foreign Language IbnKhalidoun University of Tiaret.

II.5.1.8 Students' Questionnaire

This survey, which contained questions ranging from closed-ended to open-ended responses, was administered to students in the English First Year BMD course at the University of IbnKhalidun. Participants in the survey were picked at random. In addition, it was expected of the students to provide an explanation and justification for their own thoughts.

A survey was developed for the students to fill out, and they were given the opportunity to share their thoughts regarding their own speaking abilities, as well as their thoughts regarding the influence that Tongue Twisters had on those opinions. This survey contains a total of thirteen questions, and each one is designed to elicit a certain response for a particular reason. Each question type was chosen to satisfy the objective of presenting participants with a variety of response alternatives that allow them to freely express their thoughts. There are nine closed questions and four open questions. The first section includes personal data, a self-assessment of speaking skills, and an indication of whether or not the individual is familiar with tongue twisters. The second section includes recommendations from the staff.

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The First section (1-2) includes two items; it is devoted to getting personal information about the participants.

- Question Item one and two are devoted to identifying the Gender and the Age of the participants.

The aim of the Second section (3-7) is to know the level of students and explore some problems faced by EFL learners when learning speaking skills.

- Question Item Three and Four participants are asked to assess their speaking skills level.
- Question Item Five participants are asked to identify their weakness point in speaking skill by providing them with several choices that allow the informants to give the appropriate answer to the question.
- Question Item Six has been designed to see whether students are making English language into practice outside the academic context and more precisely if they interact outside the classroom. This question allows the informant to justify her/his choice.
- Question Item Seven aims to know the technique used by students to improve their speaking skills.

Section Three (8-12) is about participants familiarity/unfamiliarity with Tongue Twisters and their experience with this method.

- Question Item Eight an open-ended questions to check the data and attitude used by participants to solve the problem of mumbling.
- Question Item Nine is about the familiarity and unfamiliarity of the Technique of Tongue Twisters.
- Question Item ten aims to know how teachers use Tongue Twisters in the lesson. Moreover, the basic purpose behind asking this question is to check either students use Tongue Twisters or not.
- Question Item Eleven puzzles out the learners' level in pronunciation when they use Tongue Twisters.
- Question Item Twelve seeks to know whether the participants feel motivated when learn pronunciation by Tongue Twisters.

Section Four (13) is about the participants suggestions their viewpoints about the effectiveness of using Tongue Twisters.

Question Item Thirteen investigates the effectiveness of using Tongue Twisters in the

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improvement of students' speaking fluency.

II.5.2 Qualitative Tool

An interview in qualitative research is a conversation where questions are asked to elicit information. The interviewer is usually a professional or paid researcher, sometimes trained, who poses questions to the interviewee, in an alternating series of usually brief questions and answers.

This instrument help you explain, better understand, and explore research subjects' opinions, behavior, experiences, phenomenon, etc. Interview questions are usually open-ended questions so that in-depth information will be collected. In carrying any research work, there many tools involved in order to achieve certain goals related to a given study. Therefore, in our study we relied on questionnaires to achieve the aim of addressing the aforementioned questions, and to be more credible, we also used interview to complete our work. Generally speaking, the use of interview in academic research projects is in support of research work. Depending on the type of our survey, we are mostly based on unstructured interview with the participants.

Depending on the type of our survey, we are based primarily on unstructured interview with participants. The purpose behind this is to raise students' awareness of the important of using tongue twisters to enhance them speaking fluency. In addition, the use of social media such as; Facebook, e-mail plays an important role in our research in order to accomplish the research work objectives.

II.5.2.1 Teachers' Interview

The second questionnaire was distributed to five (5) teachers of Oral expression teach First year BMD students in the Department of English Foreign Language IbnKhalidoun University of Tiaret. It involves Seven (7) questions, including both opened and closed questions. The aim of this questionnaire is to investigate the impacts of using Tongue Twisters as a teaching strategy to enhance EFL students' speaking fluency.

- Question One (1) investigates the education degree of teachers.
- Question Two (2) inquires about how many years the respondents have been teaching oral expression.
- Question Three (3) aims to know whether the teachers are satisfied with their students' level speaking skill at English or not.

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- Question Four (4) teachers are asked about their speaking activities used when teaching to see if their emphasis is on creating a successful classroom interaction or not.
- Question Five (5) asked to know if teachers use Tongue Twisters or not and if this method motivate students to learn oral expression or not.
- Question Six (6) investigates the features of using of tongue twisters as a technique of teaching pronunciation.
- Question Seven (7) has been designed to know the viewpoints of teachers concerning the important of using Tongue Twisters to enhance and motivate EFL students' speaking fluency.

II.6 Research Analysis & Findings

In the next step of the analysis we might find that there are questions that both students and teachers answered and some of the questions that may be left unanswered because they have no clue how to state their answers.

From the results that have been realized from students' questionnaire, we can deduce that some students are not familiar with the use of Tongue Twisters as a technique to learn pronunciation and improve their speaking skills.

Conclusion

Briefly, this chapter revealed the study design and the main purpose behind this research. We have started by the research design in which a mixed method approach is implemented, then, we shifted to the research context through which the sample and population is involved in the study was described, and the research tools adopted for the investigation were highlighted.

The subsequent chapter will be devoted for the analysis and interpretations of the main findings obtained through the fieldwork.



Practical part



Chapter three:

Data Analysis and Discussion

Chapter Three: Analysis and Discussion

Introduction:

The present work aims at measuring the effectiveness of using Tongue Twisters as teaching technique to improve students' speaking fluency. In the previous two chapters, we have endeavored to provide a brief theoretical framework related to speaking skills, Tongue Twisters and research methodology opted for the study. Hence, this chapter, devoted for the analysis and discussion of the main findings obtained through the survey questionnaire and the interview. The latter consist of thirteen questions which were handed to 36 EFL students while the former contains seven (07) questions that were administered to seven teachers at the English department of Ibn Khaldoun University.

This chapter also highlights the findings results of the investigation towards using Tongue Twisters to improve EFL students' pronunciation.

III.1 Analysis of Students Questionnaire

- **Item one : Gender**

Option	Number	Parentage
Female	24	67,6%
Male	12	32,4%
Total	36	100%0

Table 02: Distribution of the Students according to their Gender

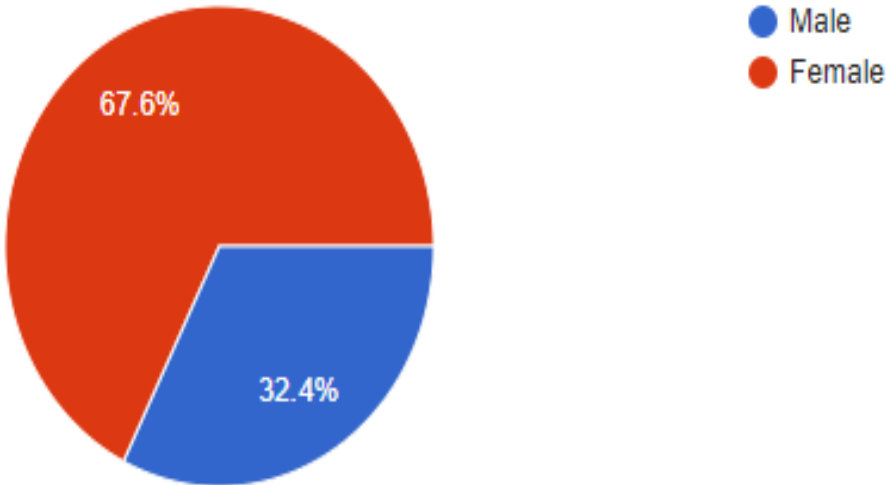


Figure 1: Distribution of the Students according to their Gender

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The initial number of participants was 40, depending on their availability and acceptance to be a part of the study. After collecting the questionnaire, it turned up that the number was 36, 04 copies were empty. The numerical data above shows that the dominant sample is composed of females, representing 67.6% (n=24). The rest of them are males, representing only denoting 32.5% (n=12).

It is obviously clear that females outnumber their male colleagues among university population. We note that the percentage of female in the answer is higher than male because we think that females spend more time doing homework than boys, these behavioral factors, after adjusting for family background, test scores, and high school achievement.

- **Item Two:** How old are you?

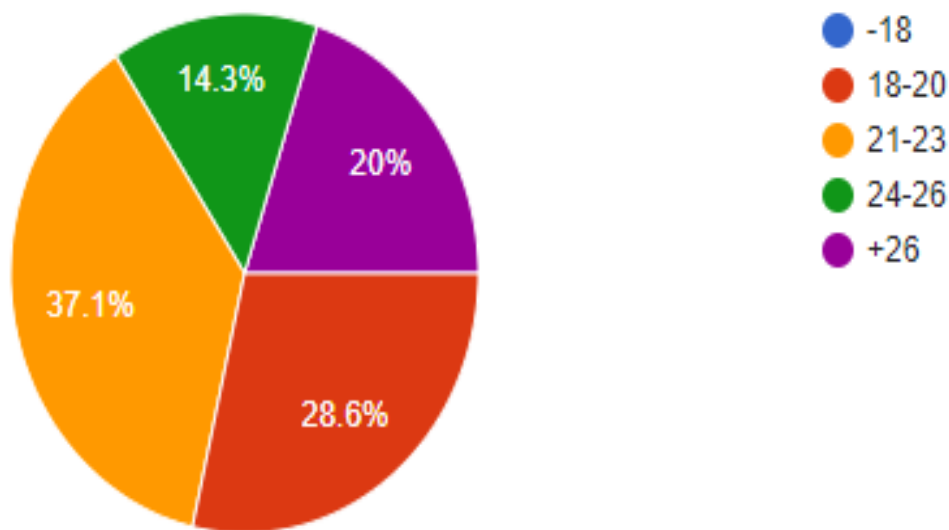


Figure 2: distribution of students according their age

As it is shown in the circle above, (37.1%) students are aged between 21-23. Whereas (28.6%) declared that their age is between 18-20. In addition (20%) aged above 26. While only 14.3% are between 14-26. This may imply that learning does not require a certain age.

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- **Item three:** How could you assess your oral skills in English?

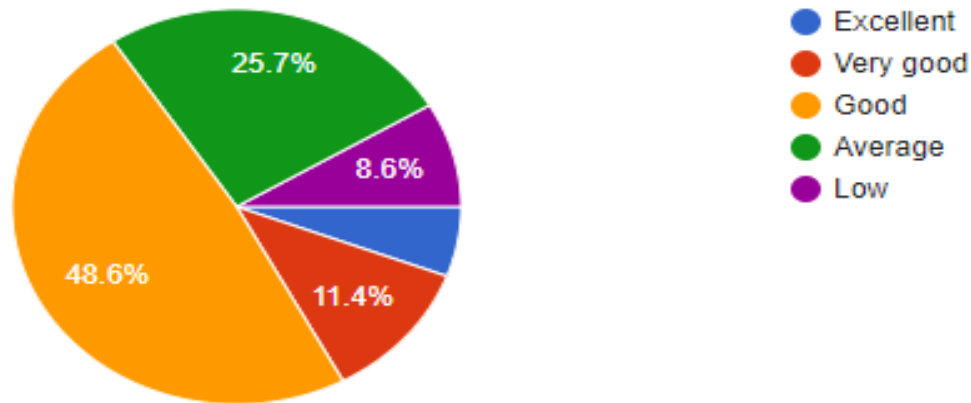


Figure 03: Students' assessment of their oral skill in English

The result obtained from this item revealed that the majority of the participants (48.6%) believe that their oral skills in English are good on the basis of their self-assessment, whereas (25.7%) others mentioned that they are average and (11.4%) of the students replied that they are very good, nevertheless, (8.6%) claimed that they are not competent enough in oral expression. Only (5.7%) found that they are relatively excellent in speaking. We therefore assume that the students' levels in the speaking skills vary from one student to another.

- **Item Four:** Do you face problems concerning your English speaking skills?

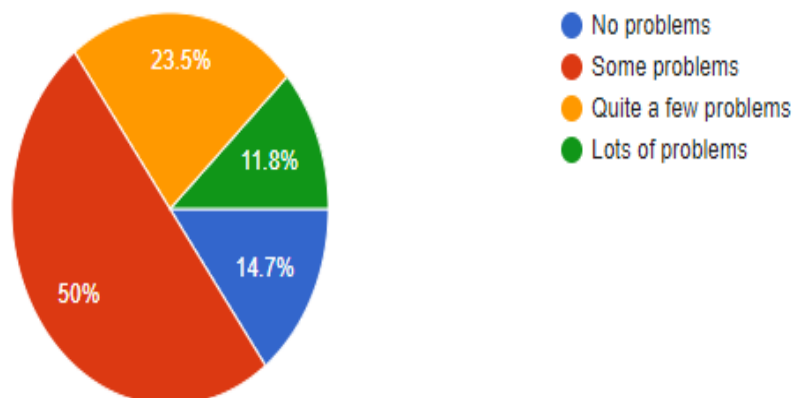


Figure04: The main problems faced by students' concerning their English speaking skills

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The results highlighted in the above diagram reveal that the most of students (50%) face some problems in English speaking skills; while (23.5%) respond that they face certain of problems in their pronunciation. Furthermore, (14.7%) of the students aver they do not face problems when they speak English. As for the rest of participants (11.8%), they claimed that they faced lots of problems in speaking English. So, it seems that it is not quite easy to learn a language without encountering obstacles.

- **Item Five:** In your case, what is/are the main reason(s) behind your weaknesses in speaking?

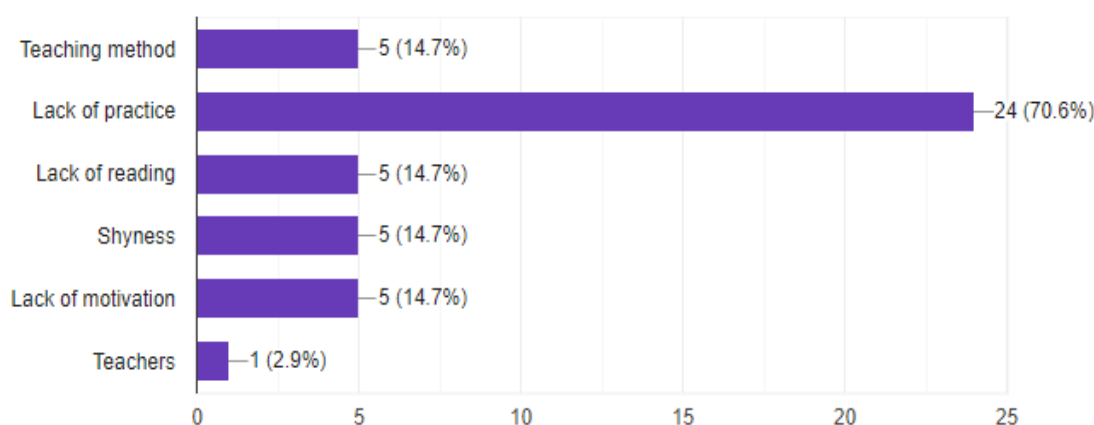


Figure05: The main reason (s) behind the students' weaknesses in speaking.

Figure05 shows that the majority of students 70.6% find difficulties in speaking English related to the lack of practice, while only 14.7% of them mentioned that they face the same problems because of teaching methods adopted by some teachers. Beside that 14.7% of students maintain that such problems may be related to the lack reading. Whilst, 14.7 % of them replied that facing problems in speaking English well is due to the lack of motivation, additionally, 14.7% believe that shyness is the main reason behind their weaknesses in speaking skills. Only 2.9% stated that teachers contribute to students' speaking problem. This is the disadvantages that students are likely face in a language learning contexts.

- **Item Six:** a) How often do you use English language outside the classroom?

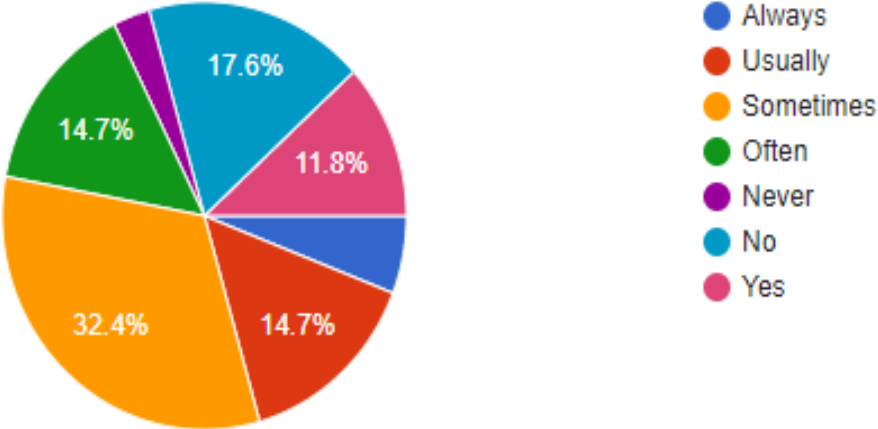


Figure06: The Use of the English Language Outside the context of the classroom.

As demonstrated in figure 06 above, the majority of the participants 32.4% state that they sometimes use English outside the context of classroom, whereas, 17.6% of them affirm that they always use English language in other context. Moreover, 14.7% of them reported that they often use it. Represented by the same percentage 14.7%, others said that they usually speak other language outside the classroom. Despite the scientific development that the world is witnessing the majority of students do not use academic English outside their classroom.

b) If never, Why?

The majority of students agree that using English in other contexts is determined by the lack of practice. Few of them, however, said that they have problems in pronunciation so they cannot use English outside classroom and only two participants claimed that the use of English in public or spontaneous day-today conversations is co-restricted since it is not widely used among ordinary people

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- **Item Seven:** How do you try to improve your speaking and pronunciation skills?

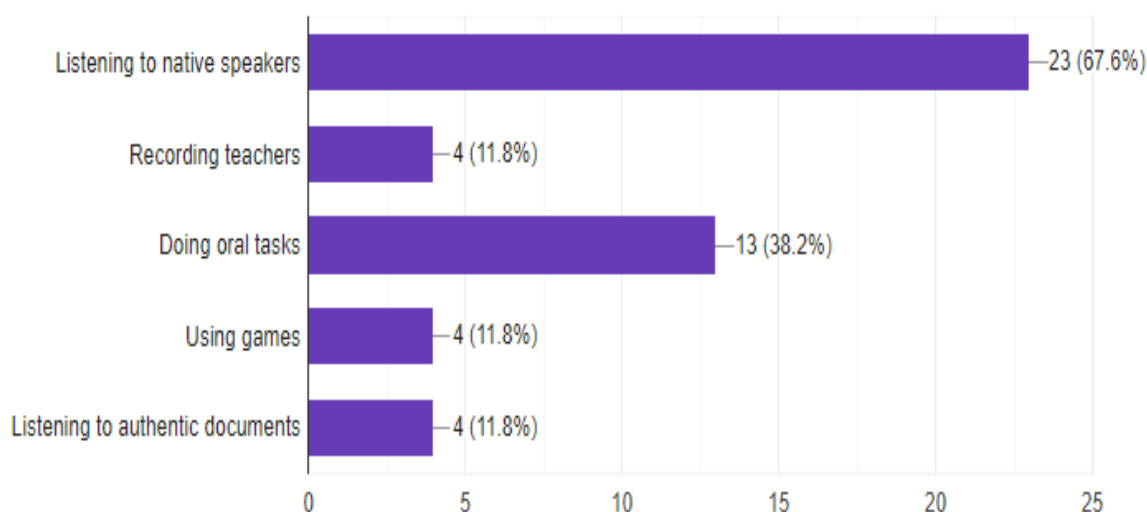


Figure07: Students' strategies in improving speaking and pronunciation skills

As far as figure 07 above is concerned, we can notice that most of students 67.6% tend to listen listening to native speakers in order to learn English, while 38.2% of them prefer doing oral tasks to improve their pronunciation. Furthermore 11.8% of the students favor the use of games and recording teachers. Others, also representing 11.8%, have a tendency towards listening to authentic documents. Learning with these types is the key to improving students' speaking and pronunciation skills.

- **Item Eight:** How can you reduce mumbling?

The majority of the participants agreed on practice Tongue Twisters to reduce mumbling, as others said that they can achieve this by good pronunciation and repetition of words clearly. Others students prefer using games. Whereas some of them see reading books and listening to podcasts are efficient ways to reduce mumbling. However, only one participant avers that motivation reduces mumbling. Another suggestion is to speak slowly and loudly. In addition, by improving their linguistic level and speaking skills, just one did not have any idea the rest avoided answering this question for unknown reasons, In order to improve their clarity in speaking.

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- **Item Nine:** a) Are you familiar with Tongue Twisters?

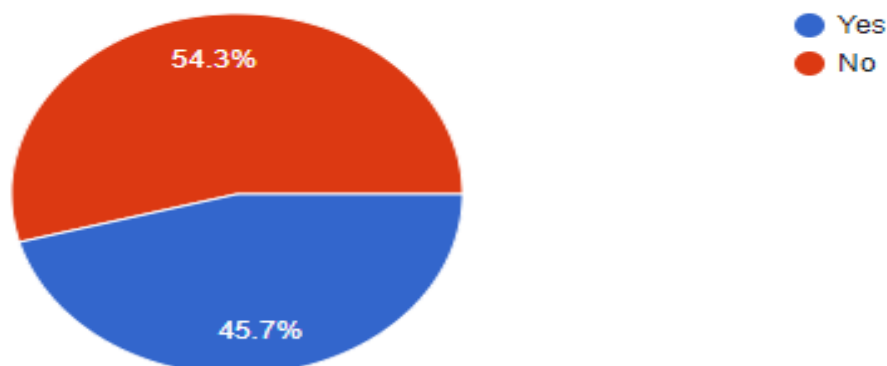


Figure08: Student's familiarity/unfamiliarity with Tongue Twisters

We can observe in figure08 that most of the students 54.3% do not know what is really meant by Tongue Twisters. Unlike the rest 45.7% who claimed that they are familiar with this technique. Tongue Twisters are usually meaningless and comprised of nonsensical language. However, they serve as a crucial tool in performing a linguistic practice.

b) If yes, mention one example

Example:

Most of students know that the common example of Tongue Twisters, which is; can you can a can as a canner can can a can? Other participant has provided the example of Betty butter bought some butter but the butter is bitter, while another one has offered the example of Peter piper picked peck of pickled pepper.

- **Item Ten:** Do your teachers use Tongue Twisters as ...?

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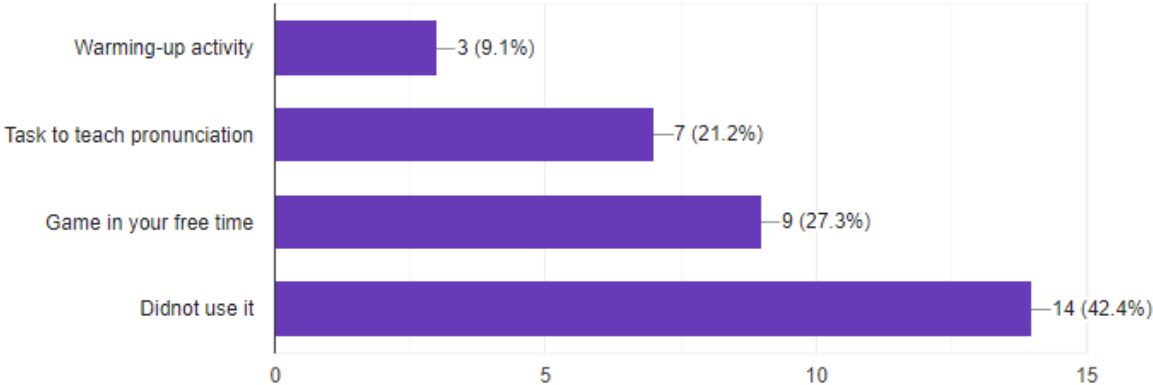


Figure09: Teachers’ using Tongue Twisters

Figure09 above illustrate that 42.4% teachers do not use Tongue Twisters in the classroom. Yet 27.3% of them use it as a game in their free time. Beside that only 21.2% of the teachers use it as a task to teach pronunciation, whereas, 9.1% of them utilize it as a warming-up activity. In spite of the importance of Tongue Twisters in enhancing students’ pronunciation, most teachers did not use it.

- **Item Eleven:** Do Tongue Twisters help you to improve your pronunciation?

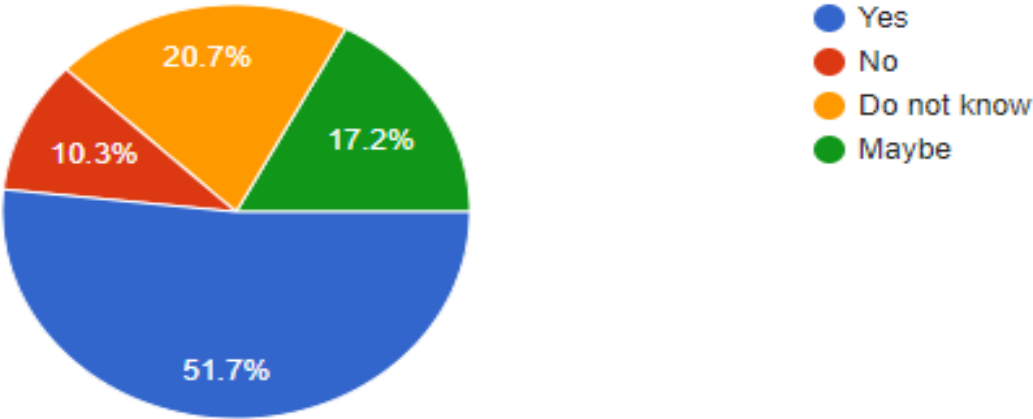


Figure10: The use of Tongue Twisters in improving pronunciation

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There seems to be contradiction and a difference in the answers provided by the participants. Hence most of them 51.7% confirmed that Tongue Twisters help them in improve their pronunciation, while, 20.7% of them do not know. In addition 17.2% replied that Tongue Twisters may help in improving pronunciation, whereas only 10.3% assume that Tongue Twisters do not help them in enhancing speaking skills. Despite the difficulties of using Tongue Twister in learning pronunciation, it may achieve positive result.

- **Item Twelve:** Do Tongue Twisters boost your motivation in learning pronunciation?

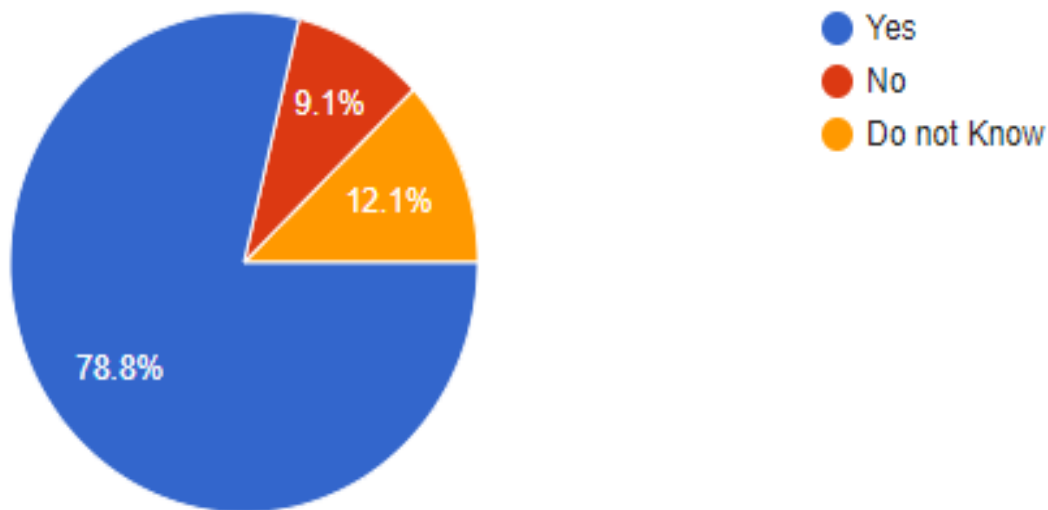


Figure11: Tongue Twisters Boost motivation in learning pronunciation

The majority 78.8% agreed that Tongue Twisters boost their motivation in learning pronunciation while 12.1% did not know. The minority answered that this strategy does not boost their motivation. This method pushes students to work in cooperative (in group work as well as pair work) this is the main reason behind strengthen their motivation to learn pronunciation.

- **Item Thirteen:** In your opinion, do Tongue Twisters help your teachers in improving your speaking skills, how?

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There are different answers given by our participants, but the majority of them are thinking that Tongue Twisters help teachers to improve their speaking fluency. However, the rest of them seemed hesitant about whether Tongue Twisters help teachers in improving learners speaking skills or not, as they stated that this method helps to enhance Tongue fluency not speaking skills.

III.2 The Analysis of Teachers' Interview

As far as the second part of this chapter is concerned the results obtained from teacher's interview as described and interpreted. It aims to investigate the impact of using Tongue Twisters as a teaching technique to enhance EFL students' speaking fluency. It consists of seven direct questions addressed to seven teachers of Oral expression of IbnKhaldoun University of Tiaret, department of English.

- **Item01:** Degree (s) held

Degree (s)	Master/Magister	Doctorate
Teachers	03	02

Table 03: Teachers' Degree

The results show that there are 05 responses; 03 teachers are Master/Magister degree and Two teachers are Doctorate.

- **Item 02:** The teaching experience

The results obtained from question two reveal that the teachers' experience in teaching oral expression were between 05 years and 01 (10 years). Only one taught oral expression for one semester as a volunteer because of the system of pandemic (covid19).

- **Item 03:** Students' level in speaking English

As far as item03 is concerned, only two teachers stated that they agree that their students have a satisfactory level in speaking English, while the other three teachers stated the

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opposites. Students are differentiated from one to another because they do not have the same competencies in learning of English.

- **Item 04:** Speaking activities to have a successful interaction.

All teachers agreed on one activity which is presentation. This introduces something in speech as a successful way to interact. Furthermore two of them provided another answer related to listening to authentic documents and storytelling. We can therefore presuppose that Teacher's feedback is beneficial to improve learners' speaking skills so that to realize a successful interaction.

- **Item 05:** The use of Tongue Twisters in boosting motivation of learners.

As it is stated above, three teachers answered that they do not use Tongue Twister at all in teaching pronunciation. However, two of them said that they use Tongue Twisters as a game to motivate their students to interact well during the sessions of oral expressions. Tongue Twisters help to afford a comfortable classroom atmosphere full of fun and challenging.

- **Item 06:** Teaching pronunciation by using Tongue Twisters

In fact, item to be meant for assessing the extent to which teachers use Tongue Twisters as practical means to teach pronunciation. The majority of teachers respond by sometimes, they use Tongue Twisters to teach pronunciation. Only one said that he uses Tongue Twisters, and another teacher did not answer this question because he did not get enough experience in teaching the module of oral expression. Teachers should use tongue twisters to fix students' problems that students' may face in speaking English fluently.

- **Item 07:** Teachers' Opinion about the effectiveness of using Tongue Twisters.

The aim if this question is to probe the opinions of the five teachers and to measure the extent which the use of Tongue Twisters is important in enhancing and motivating EFL student speaking fluency. One teacher answered that is Tongue Twisters are a very efficient teaching technique to enhance and motivate students to practice their speaking skills. Other teacher stated that is also important in the sense that tongue twisters are likely get ride of

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hesitation and encourage amusing pronunciation. The others responded that Tongue Twisters are very helpful for EFL students.

III.3 Discussion of the Results

This study was carried out for the sake of assessing the efficiency of using Tongue Twisters as a technique to enhance EFL student's abilities in learning pronunciation at IbnKhalidoun University. Hence, this section is meant for the discussion of the main results obtained through the questionnaire and the interview, and then to suggest some recommendations for future research.

III.3.1 Findings Related to Students

The answers giving by our respondents through the questionnaire have demonstrated great diversity in their views. The analysis of the Questionnaire revealed that the majority of the students have a good level when they assess their oral skill in English (see the figure02) and showed that they feel satisfied about their level for some of them stated that their level is between average, very good and excellent (see Figure 03). However, students have different problems concerning their English speaking skills due to lack of practice, teaching method lack of reading, motivation and shyness (see Figures 05). We can conclude that in addition to those obstacles, another factor behind their weaknesses of their weakness in speaking English well is, may have something to do with the lack of practicing English outside the context of classrooms.

The English language is a language of high value especially at the international level as it requires great attention and efforts so that to master it well. In view of the participants' responses, we can state that students improve their speaking and pronunciation skills by means of several strategies which allow them to communicate effectively. However, one of the obstacles that student face when they speak is mumbling also called stuttering, which is a type of speech disorder. So, to fix and deal these issues students have to use a new motivating method which is Tongue Twisters as a learning strategy, since certain words that are difficult to pronounce on the tongue need more careful practice.

Throughout the analysis of the data, we found that the results displayed in figure 08 show that the majority of students are unfamiliar with Tongue Twisters. Unfortunately, the findings

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results confirmed that the majority of teachers did not use this method in teaching pronunciation. Unlike the minority, they use it as a game, task to teach pronunciation and a warming up activity.

Moreover, the majority of the participants believe that Tongue Twisters contribute greatly to the development of their verbal skills, while the rest did not think so. Additionally, the results reveal that most of the participants agreed that the use of Tongue Twisters can boost their motivation in learning speaking skills to some extent.

To conclude, most of the students agreed that Tongue Twisters can help their teachers to improve their speaking skills, as have demonstrated different views regarding this matter. They averred for instance that teachers play an important role in the speaking proficiency of their students, while others said that Tongue Twisters are motivating methods to improve their students' speaking skills. Additionally, others stated that this can also be accomplished by making it a challenging task to pronounce a given sentence clearly as it helps to put language into practice they have also claimed that Tongue Twisters can boost their pronunciation and improve fluency to a certain degree. In contrast to this, some respondents did not agree that Tongue Twisters can help them to improve the speaking skills and boost fluency up. For instance, they asserted that enhancing speaking skills is a hard task that requires great efforts and practice, as the use of Tongue Twisters alone would not make any improvement in pronunciation and fluency. Besides that, one should bear in mind that the speaking skills require a pragmatic competence since a variety of English utterances in specific contexts to negotiate particular contextual meanings.

Finally, it seems that not all students are familiar with Tongue Twisters for various reasons such as the use of old and typical teaching techniques such as presentations, no variation of tasks along with the discouragement of teamwork.

III.3.2 Findings Related to Teachers

The teachers' answers show that their students' level in oral skills in English is unsatisfied and advocated that this problem should be solved. So, it is not easy to improve students' speaking skills since they are required to make hard efforts so that to develop their speaking

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skills. In addition, teachers are also concerned with this problem in the sense that they should not depend only on one teaching technique which may cause boredom and hence the loss of students' interest and motivation.

Interaction is necessary day to day social practices because it entails your audience being greater at once with each you as speaker and your content material. The teachers' role here is to motivate students and encourage them to communicate by instructing them how to ask the right question through the use of different activities to promote speaking like oral presentations. Another speaking task is listening to authentic documents by using Data Show project, audio video or record and performing orally the role of storyteller narrate something about an event. Consequently, teachers should use Tongue Twisters properly as a successful teaching strategy that needs more practice in order to develop the students' level in pronunciation. Despite the pros of tongue twisters, most of teachers do not use it.

According to some researchers, Tongue Twister is a phrase that has been put forward to be difficult to articulate properly in a rapid pace. So, on the basis of the obtained results, it seems that most of teachers sometimes use Tongue Twisters as a method to teach pronunciation. Others did not prefer using this technique which has many difficulties that students may face when they speak English. Besides that, teachers tend to use another strategy, mainly presentations, because of its ease of use and exploiting time only for teachers without respect students' needs.

To conclude, teachers' view points towards the use of Tongue Twisters to enhance EFL students' speaking fluency was positive as they offered a constructive feedback, stressing that Tongue Twisters is a very efficient teaching technique in motivating students to demonstrate a good oral performance in the English language. In addition, one of the teachers responded that it Tongue Twisters can eradicate hesitation and create amusement within interaction. As for the opinion of the rest of teachers, they also agree about the importance of using this technique and how it can be helpful in augmenting EFL students' speaking accuracy and boost fluency in their pronunciation.

Finally, in view of the students' questionnaire and teachers' interview, we conclude that the implementation of Tongue Twisters as technique to teach pronunciation can help students developing their speaking skills, as they believed that this technique is simple, easy, interesting and entertaining. In this respect, teachers affirmed the findings of previous studies

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reviewed in chapter 01 that Tongue Twisters can boost learners' motivation to learn pronunciation.

Conclusion

As the study's main concern was to find out if university teachers and learners in an EFL context are aware of and effectively use Tongue Twisters, this foregoing chapter offers the key findings of the practical side of this study. Teachers' limited awareness and learners' unawareness need an organized framework to be well-developed then regularly and appropriately used. The limitations are stated in respect of what was done by the researcher as practice, and some suggestions are introduced for future research avenues in the area.



General conclusion

General Conclusion

General conclusion:

People from all over the world communicate their ideas, emotions, and goals for the future through the medium of English, which serves as a means of communication for them. Individuals are able to communicate with one another and comprehend one another in a way that comes naturally to them. To be more specific, children need to have an understanding of pronunciation in order for them to be able to communicate successfully.

The art of pronouncing words and sounds correctly is known as pronunciation. Therefore, in a general sense, it refers to giving words their genuine sound, complete with the appropriate amount of syllables and accents. The phrase "correct pronunciation" refers to the manner in which a word is said in such a way that the listener is able to comprehend what meaning it conveys. In this study, tongue twisters were investigated as a potential method for improving the speech fluency of English as foreign language (EFL) students in order to shed light on the utilization of a variety of engaging instructional approaches.

Tongue Twisters are statements or sentences that are difficult to speak because they contain words that sound similar to one another, but they give students with interesting assignments for refining their pronunciation. The primary objective of this research was to determine whether or not the utilization of tongue twisters as a method of instruction could improve the speaking fluency of pupils.

This MA dissertation utilized tongue twisters as a means of testing students' ability to correctly pronounce words. An experiment was carried out as a component of our inquiry into the Tongue Twisters technique and our efforts to determine the extent to which students are familiar with it.

In this step of the study process, students' surveys and interviews with teachers were used as research techniques in order to gain a deeper comprehension of the application. However, a significant number of students struggle with pronunciation, and as a result, educators have resorted to a wide range of methods and approaches in their classroom instruction. Many educators choose to save time by relying on presentations rather than actively engaging activities like Tongue Twisters. As a result, their students become disengaged, bored, and nervous. Therefore, in order to cater to the requirements of students, the vast majority of whom have a poor level of proficiency in spoken English; educators need to adjust their point of view.

General Conclusion

Tongue twisters might be an effective way to get a sense of how a person thinks about language. Because of the moving position of the lips, some sound sequences are difficult to alternate, requiring additional practice and effort in order to master one's pronunciation. Although most pupils didn't comprehend why tongue twisters were used, several students had never heard the phrase before the class.

Due to this reason, tongue twisters are an essential component in the process of instructing and learning how to converse. For this reason, it is vital to make use of teaching tactics that are both demanding and captivating in order to assist students in becoming more comfortable and self-assured in their abilities to vocally interact within the context of the classroom.

Suggestion and Recommendation

Many recommendations and suggestions can be stated in relation to this study. One major implication is to focus on both students and teachers' awareness on the positive use of Tongue Twisters as technique to learn pronunciation, thus, solutions are:

For students, using Tongue Twisters technique to learn pronunciation would facilitate lesson comprehension for students. Also, students should remember that learning English by using such method is funny and motivating.

For teachers, there are some suggestions to teach pronunciation. First, English teachers must be creative in transferring content to their students so that this latter can easily accept and understand how the method operates. Secondly, it is necessary for English teachers to increase their students' motivation. Third, it would be better if the English language teachers could find appropriate and interesting strategies to teach pronunciation. In addition, in order to contribute to English teachers making teaching pronunciation using Tongue Twisters technique more fun and motivating.

As far as the recommendations for future research is concerned, we hope that they can be as prepared as possible when conducting research and to be able to follow up on this research. Likewise, it is hoped that future researchers can apply this method in teaching pronunciation to EFL students. In the end, this research paper was far from being perfect. Constructive criticism and suggestions are indeed expected for the refinement of future research. We hope this dissertation will be helpful to teach and learn pronunciation by means of tongue twisters.

General Conclusion

Limitation of the Present Study

As a matter of fact, the current study is constrained by a number of limitations. The first limitation is related to the students' lack of involvement in the investigation, whose characteristics in terms of age and motivation to study English may have affected the results. Consequently, none of these variables, amongst other significant ones such as personality types, were examined to see how such factors may affect students' skills and may have an impact on the findings.

Since the researcher supports the use of technology, first of all, the questionnaire and interview were delivered online. Then, only one teacher among 7 left his/her copy empty. As for students, 30 learners among 40 have answered the questionnaire. As a result the researcher was obliged to print the research instruments and distribute them to the participants. Although to all these suggestions and solutions to solve the emptiness of answers, unfortunately, 10 informants (06 learners and 04 teachers) did return the copies of the questionnaire and the interview respectively, while the rest of them did not answer.

Another obstacle was faced when some of the respondents refused to respond the questionnaire due to their multiple liabilities. Also, a lot of students left open-ended questions out of their answers, which require their justifications/ explanation. On the other hand, Lack of primary sources in this study makes the topic under investigation hard to apply between theoretical and contextual aspects. In fact, due to Algerian curricula, there are limited sessions to teach oral expressions in general and Tongue Twisters in particular. Thus, the study would have scientific credibility and validity if the classroom observation was added as a tool instrument because of time restraint and the protocol of CoViD-19,

Another limitation of this study is related to the focus on the negative aspects of online method, but within the questionnaire; there were some questions that most of the students did not understand and start answering randomly just for the sake of getting rid of questionnaire and hence, affecting the significance of the research. Finally, it is hard to find empirical studies on this topic



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Appendices

Dear students,

This questionnaire aims to identify and analyze the effectiveness of using Tongue Twisters as a teaching strategy to improve students' speaking fluency. You are kindly asked to answer the following questions by ticking the answer and writing your own response when required.

“A tongue Twister is a phrase that is designed to be difficult to articulate properly”

Section One: The Informants 'Personal Data'

Question-item 1: Are you-----?

- a. Male b. Female

Question-item 2: How old are you?

- a. -18 b. 19-20 c. 21-23 d. 24-26 e. +26

Section Two: Participants' Speaking Skills Self-assessment

Question-item 3: How could you assess your oral skills in English?

- a. Excellent b. Very Good c. Good d. Average e. Weak

Question-item 4: Do you face problems concerning your English speaking skills?

- a. No problems b. Some problems c. Quite a few problems d. Lots of problems

Question-item 5: In your case, what is/ are the main reason(s) behind your weaknesses in speaking?

- a. Teaching method b. Lack of practice c. Lack of reading
d. Shyness e. Lack of motivation

Question-item 6: How often do you use English language outside the classroom?

- a. Always b. usually c. sometimes d. often e. never
b) If never, why?
.....
.....

Question-item 7: How do you try to improve your speaking and pronunciation skills?

- a. Listening to native speakers
b. Recording Teachers
c. Doing oral tasks
d. Using games
e. Listening to authentic documents

Section Three: Participants' Familiarity/ Unfamiliarity with Tongue-Twisters

Question-item 8: How can you reduce mumbling? (Say something indistinctly and quietly, making it difficult for others to hear)

.....
.....
.....

Question-item 9: a) Are you familiar with Tongue-Twisters?

a. Yes b. No

b) If yes, mention one example

.....
.....
.....

Question-item 10: Do your teachers use Tongue Twisters as -----?

a. Warming-up activity b. Task to teach pronunciation
c. Game in free time e. Did not use it

Question-item 11: Do Tongue Twisters help you to improve your pronunciation?

a. Yes b. No c. do not know

Question-item 12: Do Tongue Twisters boost your motivation in learning pronunciation?

a. Yes b. No c do not know

Section Four: Respondents' Suggestions

Question-item 13: In your opinion, Do Tongue Twisters help your teachers in improving your speaking skills? How?

.....
.....
.....

Thank You for Your Cooperation.

Dear teachers,

This Questionnaire aims to investigate the impacts of using Tongue Twisters as a teaching technique to enhance EFL students' speaking fluency. We will be grateful if you can response to these questions to help us in our research work for the master's degree in Didactic.

Question-item 1: What degree(s) do you hold...?

- a. MA (Master/Magister)
- b. PHD (Doctorate)

Question-item 2: How long have you been teaching oral expression?

- a. 5 years
- b. 10 years
- c. 15 years

Question-item3: Do your students have a satisfactory level in speaking English?

- a. Yes
- b. No

Question-item4: Which one of the following speaking activities do you rely on to have a successful interaction?

- a. Presentations
- b. Tongue Twisters
- c. Listening to authentic documents
- d. Dialogues
- e. Story telling

Question-item5: a) Do you use Tongue Twisters while teaching pronunciation?

- A. Yes
- b. No

b) If yes, Do Tongue Twisters boost your students' motivation?

.....

Question-item6: It is more practical to teach pronunciation by using Tongue Twisters?

- a. Yes
- b. No
- c. Sometimes

Question-item7: In your opinion, to what extent is the use of Tongue Twisters important to enhance and motivate EFL students' speaking fluency?

.....
.....
.....

Thank You for Your collaboration

ملخص:

بالنسبة لطلاب اللغة الإنجليزية كلغة أجنبية ، تم فحص عصي اللسان كاستراتيجية محتملة لتعزيز كلامهم. كجزء من أطروحة الماجستير ، تم اختبار الطلاب على مهاراتهم في النطق باستخدام تنافر الاصوات. تم تسليط الضوء على العديد من مناهج التدريس المحفزة في محاولة لتسليط الضوء على استخدامها. يمكن استخلاص مواقف الناس تجاه اللغة من خلال عصي اللسان. كما من الصعب تبديل تسلسلات صوتية معينة بسبب الوضع المتغير للشفاة أثناء الإنتاج اللغوي. لذلك قد يستخدم المعلمون أساليب صعبة وجد مهمة .

الكلمات المفتاحية: عصى اللسان, الطلاب, التدريس, النطق, تنافر الاصوات, مناهج التدريس.

Résumé:

Pour les étudiants EFL, les virelangues ont été examinés comme une stratégie possible pour améliorer leur discours. Dans le cadre de la thèse de maîtrise, les étudiants ont été testés sur leurs compétences en prononciation à l'aide de virelangues. Diverses approches pédagogiques engageantes ont été mises en évidence dans le but de faire la lumière sur leur utilisation. Les attitudes des gens envers la langue peuvent être glanées à travers des virelangues. Certaines séquences sonores sont difficiles à alterner en raison du déplacement des lèvres lors de la production. Par conséquent, les enseignants peuvent utiliser des méthodes à la fois stimulantes et captivantes.

Mot Clés : Les virelangues, Les étudiants, Les enseignants, Prononciation.

Summary

For EFL students, tongue twisters were examined as a possible strategy for enhancing their speech. As part of the MA dissertation, students were tested on their pronunciation skills using tongue twisters. Various engaging teaching approaches were highlighted in an effort to shed light on their use. People's attitudes toward language can be gleaned through tongue twisters. Certain sound sequences are difficult to alternate because of the shifting position of the lips during production. Therefore, teachers might employ methods that are both challenging and engrossing.

Key Words: Tongue Twisters, Students, Pronunciation, Teachers.