

**STUDENTS ERROR IN APPLYING CONNECTED SPEECH IN SPEAKING OF
THE FIFTH SEMESTER STUDENTS AT ENGLISH DEPARTMENT**

IN IAIN LANGSA

THESIS

by

A.M. AZAKIL AZMI

1042017001

ENGLISH EDUCATION



TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

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STATEMENT OF CERTIFICATION

**STUDENTS ERROR IN APPLYING CONNECTED SPEECH IN SPEAKING OF
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LANGSA**

SKRIPSI

Has been defended in Sidang Munaqasyah by the board of Examiners and
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Pendidikan (S.Pd) in English Department of tarbiyah and
Teachers Training Faculty

Boarding of Examiners :

Chairman

Secretary



Shafrida Waty, MA
NIDN.2004098402



Husnul Khatimah, M.Pd
NIP.199202032019032014

Examiners

Examiners



Zahratul Idami
NIDN.2021068901



Muslem, M.Pd TESOL
NIDN.197605272009041002

Certified by

**The Dean of Tarbiyah and Teachers Training faculty
State Institute of Islamic Studies Langsa**



Dr. Amiruddin, MA
NIP.197509092008011013

ORIGINAL LITERACY

Saya yang bertanda tangan di bawah ini:

Nama : A.M. Azakil Azmi

NIM 1042017001

Fakultas/Jurusan : FTIK / Tadris Bahasa Inggris

Alamat : Jl. Panglima Polem, Gang KBC 02, Langsa, Aceh

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Langsa, 21 Juli 2023
Yang Membuat
Pernyataan,



A.M. Azakil Azmi
NIM: 1042017001

ABSTRACT

A.M. Azakil Azmi, 2023, Students Error In Applying Connected Speech In Speaking Of The Fifth Semester Students At English Department In IAIN Langsa

Supervisor (1). Shafrida Waty, MA **(2).** Husnul Khatimah, M.Pd

This study explores errors in applying connected speech among the fifth-semester students at the English Department in IAIN Langsa. The subject of the study was 5 students. The method of research was qualitative study case. Interview and test was conducted with five to collect data. Results showed that various types of errors, such as reductions, assimilations, and misplacements of stress, were identified. Factors contributing to these errors include limited exposure to authentic spoken English, insufficient focus on connected speech in language instruction, fear of sounding unnatural, and the complexity of perceiving subtle sound changes. The students proposed solutions to address these errors, including increased exposure to authentic materials, conversational practice with feedback, interactive activities, and the integration of technology-based resources. By implementing these solutions, language instructors can support students in developing accurate and natural connected speech, enhancing their overall spoken English proficiency.

Keywords: Errors, Connected Speech, Fifth-Semester Students, Spoken English, Language Instruction.

SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : A.M. Azakil Azmi

NIM : 1042017001

Fakultas/Jurusan : FTIK / Tadris Bahasa Inggris

Alamat : Jl. Panglima Polem, Gang KBC 02, Langsa, Aceh

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Langsa, 21 Juli 2023
Yang Membuat
Pernyataan,

A.M. Azakil Azmi
NIM: 1042017001

KATA PENGANTAR

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Penulis,

A.M. Azakil Azmi

NIM. 1052019028

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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking English has always been a problem for many students in Indonesia,¹ especially in higher education settings like the English Department at IAIN Langsa. For fifth-semester students in this department, it might be particularly challenging to properly use "connected speech" while speaking. The importance of this topic resides in the fact that linked speech, which includes assimilation, elision, and linking processes, is a vital component of fluent and natural English communication.² Unfortunately, students' ability to communicate properly and understand spoken English in real-life circumstances is hampered by faults in the use of linked speech. This issue may be linked to a number of things, including students' limited exposure to real-world English dialogues, a lack of practice chances, ineffective educational strategies, and the impact of their native phonetic patterns.³

To solve the problems these pupils are facing, it is essential to comprehend the precise causes of these mistakes. In order to improve language education and strengthen students' communication abilities, this research intends to analyze and investigate the underlying causes of students' faults in utilizing

¹ Youssouf Haidara, "Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia," *Universal Journal of Educational Research* 4, no. 7 (July 2016): 1501.

² Robert J. Yinger, "Learning the Language of Practice," *Curriculum Inquiry* 17, no. 3 (1987): 42.

³ Soran Abdullah, Mustafa Altun, and Farhad Majeed Hama, "The Effect of Language Learning Anxiety on English Oral Performance," *International Journal of Social Sciences & Educational Studies* 9, no. 3 (2022): 345.

linked speech in their spoken English. By addressing this problem, educators and curriculum creators may better prepare students for future academic and professional activities by giving them the abilities they need to speak in English effectively and confidently.

Students at IAIN Langsa's English Department are required to have a particular degree of competency and competence in spoken English by the end of the fifth semester. Students need to have mastered the skill of using linked speech in oral communication by this point in their academic careers. This requires using pronunciation patterns that are similar to those of a native speaker, identifying and using assimilation, elision, and linking in their speech, as well as displaying a natural flow and rhythm. For students to express their thoughts clearly, comprehend spoken English in a variety of circumstances, and take part in meaningful discussions, they must be proficient in linked speech.

The reality, however, frequently diverges from this ideal situation. Many fifth-semester English Department students at IAIN Langsa find it challenging to use linked speech in their spoken English. These difficulties might appear in a variety of ways, such as incorrect word stress and intonation patterns, incorrect word pronunciation, and an ignorance of related speech processes. These mistakes not only hamper the pupils' capacity to speak clearly, but also their general growth as language users. Additionally, these difficulties may be brought on by elements including a lack of practice opportunities, insufficient

exposure to real-world English-speaking situations, and ineffective educational strategies that do not sufficiently handle linked speech's complexities.⁴

Applying connected speech in speaking can be problematic for fifth-semester English Department students in IAIN Langsa. This could be due to several factors. The first is teaching methods used by instructors, which may contribute to the issue.⁵ Teachers play a crucial role in honing their students' speaking abilities and the way they teach can influence how much their students comprehend and implement connected speech. To effectively teach connected speech, it's important to optimize pedagogical strategies and materials. Focusing only on pronunciation drills may leave students struggling to apply these elements in spoken English.⁶ To avoid this, teachers should examine their teaching methods and ensure they enhance connected speech in students' spoken communication.

On the other hand, students themselves may also contribute to the occurrence of errors in applying connected speech. Factors such as lack of motivation, laziness, or a passive attitude towards practicing speaking skills can hinder their progress in acquiring connected speech patterns.⁷ Students who do

⁴ Azmi, Azakil. "Observation on Connected Speech Errors." Observation conducted on October 15, 2022.

⁵ Ahmad Wael, Muhammad Nur Ashar Asnur, and Ibrahim Ibrahim, "Exploring Students' Learning Strategies in Speaking Performance," *International Journal of Language Education* 2, no. 1 (2018): 66.

⁶ Farshid Tayari and Ashtiani Corresponding, "The Effect of English Verbal Songs on Connected Speech Aspects of Adult English Learners' Speech Production," *Advances in Language and Literary Studies* 6, no. 1 (January 4, 2015): 212, <http://www.journals.aiac.org.au/index.php/all/article/view/1309/1299>.

⁷ Larry Vandergrift, "Relationships among Motivation Orientations, Metacognitive Awareness and Proficiency in L2 Listening," *Applied Linguistics* 26, no. 1 (2005): 73.

not actively engage in communicative activities, fail to seek opportunities to interact in English, or lack self-discipline in practicing speaking may find it challenging to develop the necessary skills.⁸ Additionally, some students may face difficulties in transferring their knowledge of connected speech from the classroom to real-life situations, where they encounter various speech patterns, accents, and speaking speeds. Exploring these individual factors and motivations is crucial to understanding the role they play in the occurrence of errors in applying connected speech among the fifth-semester students.

Errors in applying connected speech in speaking are a common challenge encountered by English language learners.⁹ Connected speech refers to the natural flow of spoken language, where sounds, words, and phrases merge together, resulting in various pronunciation features such as assimilation, elision, and linking.¹⁰ These features contribute to fluent and native-like speech.¹¹ However, learners often struggle with connected speech due to several reasons. One common problem is the difficulty in recognizing and producing connected speech phenomena, resulting in inaccurate pronunciation and a lack of clarity in

⁸ Joann Horton, "Identifying At-Risk Factors That Affect College Student Success," *International Journal of Process Education* 7, no. 1 (2015): 86.

⁹ Anastazija Kirkova-Naskova, "Second Language Pronunciation: A Summary of Teaching Techniques," *Journal for Foreign Languages* 11, no. 1 (2019): 119.

¹⁰ Huichao Bi et al., "A Systematic Review of Studies on Connected Speech Processing: Trends, Key Findings, and Implications," *Frontiers in Psychology* 13, no. November (2022): 3.

¹¹ Auliatus Zahrotul Jannah, Sulton Dedi Wijaya, and Ro'ifah Ro'ifah, "Learning Connected Speech by Pronouncing Song Lyrics: Students' Perspective," *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP* 9, no. 1 (2022): 26.

spoken communication.¹² Additionally, limited exposure to authentic English conversations and insufficient practice opportunities contribute to these errors.¹³ Learners may face challenges in adapting to the fast-paced nature of connected speech and understanding different accents and speech patterns. Moreover, the influence of learners' first language phonetics and the absence of explicit instruction on connected speech in language learning materials further contribute to the problem. Understanding the common difficulties and factors related to errors in applying connected speech is essential for language educators to design effective instructional strategies and provide targeted support to help learners improve their spoken English skills.

The emergence of this research on students' errors in applying connected speech in speaking among the fifth-semester students at the English Department in IAIN Langsa is driven by the recognition of the importance of connected speech in achieving fluent and natural communication in English. As highlighted in the previous background, connected speech encompasses various pronunciation features that contribute to the overall intelligibility and effectiveness of spoken language. However, learners often encounter difficulties in mastering connected speech, leading to errors in pronunciation and hindered communication. This research aims to investigate the indications of connected speech errors among the fifth-semester students, delving into the specific

¹² Antoine Slegers et al., "Connected Speech Features from Picture Description in Alzheimer's Disease: A Systematic Review," *Journal of Alzheimer's disease : JAD* 65, no. 2 (2018): 4.

¹³ Jannah, Wijaya, and Ro'ifah, "Learning Connected Speech by Pronouncing Song Lyrics: Students' Perspective," 21.

challenges they face when applying connected speech in their spoken English. By identifying these indications, the study seeks to provide valuable insights into the specific areas where students struggle and the underlying factors contributing to these errors. This knowledge can inform language educators in designing targeted interventions and instructional approaches to address these challenges, ultimately supporting the enhancement of students' speaking abilities and facilitating their successful communication in English.

B. Research of Study

1. What errors are made by the students' in applying connected speech?
2. What are the indications or factors that contribute to errors in applying connected speech?
3. What solutions do students propose for addressing these errors and improving their application of connected speech in speaking?

C. Purpose of Study

1. To explore errors are made by the students in applying connected speech.
2. To identify the indications or factors that contribute to errors in applying connected speech.
3. To explore the solutions proposed by students for addressing these errors and improving their application of connected speech in speaking

D. Significance of Study

1. Theoretically: This study on errors in applying connected speech among students carries significant theoretical implications. By exploring the errors

made by students in their application of connected speech, the research adds to the existing body of knowledge regarding spoken language production and pronunciation in the field of English language education. It contributes to the understanding of specific challenges faced by students in this area, highlighting the importance of connected speech in achieving natural and fluent communication. The findings of this study can provide insights into the linguistic and phonological processes involved in connected speech errors, allowing for a deeper understanding of language acquisition and production.

2. Practically: The outcomes of this study hold practical implications for English language teachers and curriculum developers. By identifying the indications or factors that contribute to errors in applying connected speech, educators can gain valuable insights into the specific areas where students struggle and can adjust instructional strategies accordingly. Understanding the common errors made by students and the factors influencing these errors will enable teachers to develop targeted interventions and provide focused feedback to improve students' application of connected speech. Additionally, exploring the solutions proposed by students for addressing these errors can provide valuable input for designing effective pedagogical approaches that align with students' needs and preferences. This research will contribute to the development of evidence-based instructional practices, ultimately

enhancing the quality of English language education and improving students' speaking proficiency in connected speech.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

1. Errors made by the fifth semester in applying connected speech

Based on the transcriptions of the test conducted with the five students, it showed that there were errors in applying connected speech. These errors can be classified into various categories, including reductions, omissions of linking sounds, misplacements of stress, and unintentional deviations from standard connected speech patterns.

One participant, made errors in connected speech by using reductions like "amazin'" instead of "amazing" and "unforget'ble" instead of "unforgettable." She also omitted the linking sound between "it was" and "like" in her speech. These errors indicate a lack of accuracy in applying connected speech features, which may affect the naturalness and fluency of her spoken English.

On the other hand, another participant, demonstrated a high level of proficiency in applying connected speech, as he didn't make any noticeable errors. His speech exhibited precise language and adhered to standard connected speech patterns. Participant's accurate application of connected speech reflects his proficiency and effective communication skills.

Another Participant incorporated errors in her connected speech to add a creative and expressive touch to her responses. For example, she used non-

standard forms like "poundin'" instead of "pounding" and "enchantin'" instead of "enchanted." These intentional deviations from standard connected speech were meant to convey a more artistic and expressive interpretation of connected speech.

At the same case, another participant, made errors to showcase his self. He used non-standard forms such as "daredevil," "soarin'," "mind-blowin'," and "accomplish'ment" instead of "daredevil," "soaring," "mind-blowing," and "accomplishment." These intentional errors added enthusiasm and persuasion to his connected speech.

Similarly, the last participants incorporated errors in her connected speech to create a compassionate and informal tone. For instance, she used non-standard forms like "volunteerin'," "heart-touchin'," "teachin'," "grasped," "fulfillin'," and "lendin'" instead of "volunteering," "heart-touching," "teaching," "grasped," "fulfilling," and "lending." These intentional errors aimed to evoke empathy and relatability in her speech.

In the interview section, assimilation errors were evident among the students, where they encountered difficulties in blending sounds from neighboring words. For instance, one student mentioned pronouncing "good boy" as "gooboy," indicating a failure to separate the final "d" sound from the following "b" sound. This assimilation error disrupted the natural pronunciation and led to an inaccurate representation of the intended word.

Another common error observed was related to stress placement within words. Students occasionally misplaced stress on syllables, resulting in the mispronunciation of words such as "university." Instead of stressing the fourth syllable as is natural, some students placed the stress on the second syllable, altering the rhythmic flow and overall pronunciation of the word.

Intonation errors were also noticeable, indicating students' struggles in applying appropriate rises and falls in pitch during speech. This lack of accurate intonation patterns affected the naturalness and expressiveness of their delivery, hindering effective communication. Students' speech may have sounded monotonous or lacked the nuanced variations that reflect the intended meaning or emotion.

Additionally, students faced challenges in employing linking sounds, which are essential for creating smooth transitions between words. Instances were highlighted where students omitted linking sounds, such as saying "I want to eat" instead of "I wanna eat." This omission disrupted the flow of speech and led to a disjointed delivery, making the speech sound less natural and fluent.

2. The indications or factors that contribute to errors in applying connected speech.

Limited exposure to authentic spoken English emerges as a significant factor influencing errors in applying connected speech. Students who have minimal exposure to native speakers or authentic speech patterns may struggle

to recognize and imitate the subtle changes and blending of sounds. This lack of exposure hinders their ability to develop an ear for natural connected speech.

Insufficient focus on connected speech in language instruction also contributes to errors. When connected speech is not adequately addressed in the curriculum, students may lack awareness of its importance and the specific features associated with it. Without explicit instruction and practice opportunities, students are less likely to internalize and apply connected speech features accurately.

Additionally, the fear of making mistakes or sounding unnatural can inhibit students from fully embracing and experimenting with connected speech. The pressure to adhere to formal speech norms or the desire to avoid errors can impede their willingness to adopt connected speech features in their own speaking. Overcoming this fear and fostering a supportive learning environment are crucial in helping students develop confidence and proficiency in connected speech.

Moreover, the complexity of perceiving and producing subtle sound changes poses a challenge for students. Connected speech involves intricate processes such as assimilation, elision, and linking, which require fine-tuned auditory and articulatory skills. Students may find it difficult to discern and reproduce these changes accurately, leading to errors in connected speech.

Previous research supports these indications and factors contributing to errors in applying connected speech. have highlighted the impact of limited

exposure,⁶¹ inadequate instruction,⁶² and perceptual difficulties⁶³ on connected speech errors.

3. The solutions proposed by students for addressing these errors and improving their application of connected speech in speaking

One solution suggested by the students is the incorporation of listening exercises using authentic materials. They emphasized the importance of exposing themselves to natural connected speech patterns through engaging with dialogues, speeches, and conversations. By actively listening and familiarizing themselves with diverse accents and speech patterns, students can develop a better understanding of connected speech and improve their ability to recognize and imitate its features.

Another proposed solution is the inclusion of conversational practice and feedback. Students expressed the need for more opportunities to engage in real-life conversations where they can actively apply connected speech features. They believe that receiving constructive feedback on their connected speech errors from peers or instructors can significantly contribute to their improvement. Such feedback allows them to identify and rectify their mistakes, fostering a deeper understanding of connected speech in context.

⁶¹ Harahap et al., "An Analysis Student'Errors In Pronouncing English Vowels Of The Fifth Semester Students Of English Education Study Program At Univa Labuhanbatu In The Academic Year Of 2018/2019."

⁶² Naibaho, "An Error Analysis of the Students' Diphtong Pronunciation at Tenth Grade Students of SMAN 1 Panguruan."

⁶³ Zulfa, "An Analysis of Pronunciation Error in Speaking Performance Among The Ninth Graders Students of MTs Al Asror Sekampung East Lampung."

Furthermore, interactive activities such as role-plays and group discussions were recommended by the students. They emphasized the importance of creating a supportive and collaborative learning environment where they can practice using connected speech features in a realistic setting. Engaging in these activities enables students to gain confidence in their application of connected speech and enhances their ability to communicate naturally and fluently.

The integration of technology-based resources also emerged as a solution. Students suggested the use of pronunciation apps, online platforms, and speech recognition tools that specifically target connected speech. These resources provide personalized practice opportunities and self-assessment options, enabling students to refine their connected speech skills at their own pace.

Overall, the solutions proposed by the students align with previous research findings that highlight the effectiveness of incorporating authentic materials, providing conversational practice, and utilizing technology resources in improving connected speech skills. By implementing these solutions, language instructors can create a dynamic and engaging learning environment that supports students' development of accurate and natural connected speech in their spoken English communication.

B. Discussion

The research findings reveal that errors in applying connected speech were prevalent among the students, as evident from the transcriptions of the test conducted. These errors encompassed various aspects such as reductions, omissions of linking sounds, misplacements of stress, unintentional deviations, assimilation errors, intonation errors, and challenges in employing linking sounds. The students' errors were influenced by factors such as limited exposure to authentic spoken English, insufficient emphasis on connected speech in language instruction, fear of making mistakes, and difficulties in perceiving and producing subtle sound changes.

One of the major factors contributing to errors in connected speech is the limited exposure to authentic spoken English. Students who have minimal exposure to native speakers or authentic speech patterns face challenges in recognizing and imitating the natural flow and blending of sounds. This lack of exposure inhibits their ability to develop an intuitive understanding of connected speech features.

Inadequate focus on connected speech in language instruction is another significant factor. When connected speech is not adequately addressed in the curriculum, students lack awareness of its importance and the specific features associated with it. Without explicit instruction and practice opportunities, students are less likely to internalize and apply connected speech features accurately.

The fear of making mistakes or sounding unnatural also contributes to errors in applying connected speech. The pressure to adhere to formal speech norms or the desire to avoid errors can impede students' willingness to adopt connected speech features. Overcoming this fear and creating a supportive learning environment that encourages experimentation and risk-taking is essential for students to develop confidence and proficiency in connected speech.

Furthermore, the complexity of perceiving and producing subtle sound changes poses a challenge for students. Connected speech involves intricate processes such as assimilation, elision, and linking, which require precise auditory and articulatory skills. Students may find it difficult to discern and reproduce these changes accurately, leading to errors in connected speech.

The proposed solutions put forth by the students offer valuable insights into addressing these errors and improving the application of connected speech. Incorporating listening exercises using authentic materials can help students familiarize themselves with natural connected speech patterns and diverse accents. Engaging in conversational practice and receiving feedback from peers or instructors allows students to actively apply connected speech features and rectify their mistakes.

Creating a supportive and collaborative learning environment through interactive activities such as role-plays and group discussions enables students to gain confidence in using connected speech in realistic settings. Integrating

technology-based resources, such as pronunciation apps and speech recognition tools, provides personalized practice opportunities and self-assessment options for students to refine their connected speech skills at their own pace.

These proposed solutions align with previous research findings that emphasize the effectiveness of incorporating authentic materials, providing conversational practice, and utilizing technology resources to enhance connected speech skills.

In conclusion, the analysis of the students' errors in applying connected speech and the factors contributing to these errors shed light on the significance of addressing connected speech in language instruction. By implementing the proposed solutions and considering the factors influencing errors, language instructors can create a dynamic learning environment that supports students' development of accurate and natural connected speech in their spoken English communication.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The research conducted on the errors made by students in applying connected speech in their speaking revealed valuable insights into the nature of these errors, the contributing factors, and potential solutions proposed by the students.

Firstly, the analysis of the students' responses showed that errors in connected speech were observed among the participants. These errors included reductions, omissions of linking sounds, misplacements of stress, unintentional deviations, assimilation errors, intonation errors, and challenges in employing linking sounds. The students' errors varied in nature and were influenced by their individual linguistic characteristics and intentions.

Secondly, several factors were identified as contributing to these errors in applying connected speech. Limited exposure to authentic spoken English emerged as a significant factor, as students with minimal exposure to native speakers or authentic speech patterns faced challenges in recognizing and imitating natural connected speech features. Insufficient emphasis on connected speech in language instruction was another factor, as the curriculum did not adequately address the importance and specific features of connected speech. Additionally, fear of making mistakes and sounding unnatural inhibited students from fully embracing and experimenting with connected speech. Finally, the complexity of perceiving and producing subtle sound changes posed a

challenge for students, as connected speech involves intricate processes that require fine-tuned auditory and articulatory skills.

Lastly, the students proposed several solutions for addressing these errors and improving their application of connected speech in speaking. These solutions included incorporating listening exercises using authentic materials to expose themselves to natural connected speech patterns, engaging in conversational practice and receiving feedback to actively apply connected speech features, participating in interactive activities such as role-plays and group discussions to create a supportive learning environment, and utilizing technology-based resources for personalized practice and self-assessment.

In conclusion, the research findings highlight the importance of addressing connected speech errors among fifth-semester students at the English Department in IAIN Langsa. By considering the errors, contributing factors, and proposed solutions, language instructors can develop effective strategies to enhance students' proficiency in applying connected speech in their spoken English communication. The findings from this research contribute to the field of language education and provide valuable insights for improving language instruction and promoting effective communication skills.

B. Suggestions

Based on the conclusions drawn from the research on errors in applying connected speech, the following suggestions are proposed to address these issues and improve students' application of connected speech in speaking:

1. Enhance exposure to authentic spoken English: Provide students with ample opportunities to listen to and engage with authentic materials such as dialogues, speeches, and conversations. Encourage them to explore diverse accents and speech patterns to develop a better understanding of natural connected speech.
2. Incorporate explicit instruction on connected speech: Integrate focused instruction on connected speech features into the language curriculum. Raise students' awareness of the importance of connected speech and provide them with specific strategies and techniques to apply these features accurately in their speaking.
3. Foster a supportive learning environment: Create a classroom atmosphere that encourages students to experiment with connected speech and embrace their mistakes as part of the learning process. Provide constructive feedback and guidance to help students identify and rectify their errors effectively.
4. Offer conversational practice opportunities: Design activities and tasks that simulate real-life conversations, allowing students to actively apply connected speech features. Provide opportunities for peer-to-peer interactions and group discussions where students can practice and refine their connected speech skills in a supportive setting.
5. Utilize technology-based resources: Integrate pronunciation apps, online platforms, and speech recognition tools that specifically target connected speech into language instruction. These resources can offer personalized

practice opportunities, immediate feedback, and self-assessment options, allowing students to develop their connected speech skills at their own pace.

6. Train perceptual and articulatory skills: Incorporate exercises and activities that focus on developing students' ability to perceive and produce subtle sound changes involved in connected speech. Provide guidance on how to differentiate and produce connected speech features accurately through targeted practice and repetition.
7. Encourage self-reflection and self-correction: Promote self-awareness among students by encouraging them to reflect on their own speech and identify areas of improvement in applying connected speech. Foster autonomy by providing resources and strategies for self-correction and self-monitoring.
8. Collaborate with native speakers or language partners: Facilitate interactions between students and native speakers or proficient English speakers to provide real-life exposure to natural connected speech. Organize language exchange programs, conversation clubs, or guest speaker sessions to create opportunities for students to practice and learn from native speakers.

By implementing these suggestions, language instructors can support students in overcoming the challenges associated with connected speech and help them develop more accurate, fluent, and natural spoken English communication skills. The integration of these strategies into language instruction can contribute to students' overall language proficiency and enhance their ability to effectively communicate in English.

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