DEDICATION

To:

My dearest parents.

My dearest wife and my little son (Mohammed)

My brothers and sisters.

My friends and colleagues.

All teachers and those who supported me.

Acknowledgement

Gratitude to Allah (Subhanahu wa talla) for helping me to carry out this study. I am indebted, first of all to Dr. Mohammed Eltayeb Abdallah, my supervisor for his advice and guidance that he has given me throughout this study. Great thanks due to Dr. Iz aldeen Ibrahim (the dean of the college of education) for his great help. Thanks are also due to my dearest friends Hassan Mahill Abd Allah and Hillary Marino for their encouragement and for always being there. I am grateful to my wife for her encouragement; without her it really would not have been possible to achieve this work. My final acknowledgement goes to my family for encouraging me to become an even better person.

Abstract

This study aims to investigate the vocabulary problems that hider learners to master speaking skill English. It also presents ways of improving learners speaking skill. The researcher has adopted the descriptive analytical method to conduct the research. A questionnaire has been used as a tool for collecting data. Data have been statistically analyzed. The research sample comprises (45) male and female students drown from third year students of English department, college of education, Sudan University of Science and Technology(SUST).The researcher has arrived at the following important results:

1. Learners with good vocabulary can speak good English.
2. Learning vocabulary is introduced gradually.
3. Vocabulary activities help students to improve their vocabulary.
4. Listening a lot and involvement in real communication can improve learners' speaking skill.
5. Building self-confidence and effective teaching of vocabulary can improve speaking skill.

Based on the research findings, the researcher has presented the following recommendations:

1. Learners should learn how to use ICT devices to develop their vocabulary creativity.
2. Teachers should equip learners with wide vocabulary to improve their speaking skill.
3. Teachers should introduce a variety of vocabulary activities to improve speaking skill.
4. Curriculums should contain ways of developing speaking skill.
5. Learners should be motivated to enrich their vocabulary to speak good English.

الخلاصة

تهدف هذه الدراسة للتعرف علي المشكلات المتعلقة بالمفردات التي تعوق الدارسين في اجادة مهارة الكلام. كما انها تطرح طرق تطوير مهارة الكلام للدارسين. وعلية تبني الباحث المنهج التحليلي الوصفي لاجراء البحث؛ كما استخدم الباحث الاستبيان كاداة لجمع البيانات؛ كما استخدم البرامج الاحصائية لتحليل بيانات البحث. تكونت عينة البحث من (٤٥) من الجنسيين لطلاب السنة الثالثة- لغة انجليزية؛ كلية التربية؛ جامعة السودان للعلوم و التكنولوجيا.

توصل الباحث للنتائج الاتية:

١- يتحدث الطلاب اللغة الانجليزية بدرجة جيدة اذا كان لديهم حصيلة جيدة من المفردات.
٢- تعلم المفردات ينبغي ان يكون تدريجياً.
٣- تساعد الانشطة المختلفة علي تطوير المفردات لدي الدارسين .
٤- ان الاستماع بكثرة وممارسة المخاطبة بصورة حقيقية يطور مهارات الكلام لدي الطلاب.
٥- يطور بناء الثقة الذاتي و التدريس الفعّال للمفردات مهارة الكلام.

بناءاً علي النتائج يوصي الباحث بالتوصيات التالية:

١- ينبغي ان يتعلم الدارسين استخدام تقنيات الاتصال والمعلومات لتطوير مفرداتهم بصورة ابتكارية.
٢- ينبغي ان يزود المعلمين الدارسين بالمفردات لتطوير مهارة الكلام.
٣- ينبغي ان يقدم المعلمين نشاطات متعددة للمفردات لتطوير مهارة الكلام.
٤- ينبغي ان تحتوي المناهج علي طرق تطوير مهارة الكلام.
٥- ينبغي علي الدارسين التحلي بالدافعية لاثراء مفرداتهم اللغوية لكي يتحدثوا الانجليزية بصورة جيدة.

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