Dedication

To my parents,

my wife,

my children,

my brothers,

my sisters and my friends.

To all those, I dedicate this study.

Acknowledgements

My deep and profound thanks and gratefulness are due to Allah the Almighty who bestowed me with patience, perseverance and the means to make this study. Thanks go to Him for all His endless blessings and favours.

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The Impact of Strategies-based Instruction on Speaking English Language (A case Study of Sudanese university students at Tertiary Level)

Abstract

The main purpose of this study is to investigate how strategies-based instruction contribute to enhancing students' speaking English language. It intends to explore the correlation that exists between the teaching of language strategies and developing students' speaking performance. The study also attempts to underline the significance of language strategies in overall language development.

The study uses an analytical descriptive and experimental research design. Analysis of pre and post students' questionnaire, pre and post speaking tests and teachers' questionnaire were used as data collecting tools.

The study examined whether or not the students are aware of language strategies related to the speaking skills. It also tested the students' uses of language strategies. Pre and post speaking tests were also conducted to compare the achievements of the students before and after the training sessions. Finally, teachers' attitude towards strategies-based instruction was investigated.

The results indicate that strategies-based instruction develop students' language proficiency. The teachers' questionnaire revealed that the teachers believe in the significance of strategies-based instruction in improving the students' speaking skills. Moreover, they think that language strategies are teachable. The findings reveal that exposing students to the models, styles and elements of different language strategies can be considered as good and useful ways to develop speaking skills at university level. The results also revealed that training students in speaking English language in the early stages through group speaking and workshops is a good method that can be adopted by teachers to develop speaking English language.

أثر الاستراتيجيات القائمة على التدريس في مهارة التحدث باللغةالانجليزية
(دراسة حالة طلاب الجامعة السودانيين بالمستوى الثالث)

المستخلص

الغرض الرئيسي من هذه الدراسة هي البحث في كيفية مساهمة إستراتيجيات اللغة القائمة على التدريس في تعزيز مهارة التحدث باللغة الانجليزية لدى الطلاب في الجامعات السودانية. جرت هذه المحاولة لاستكشاف العلاقة بين تدريس استراتيجيات اللغة وتطوير أداء الطلاب في مهارة التحدث. كما حاولت الدراسة معرفة أهمية إستراتيجيات اللغة في مجال التنمية الشاملة للمهارات اللغوية.

استخدمت الدراسة منهج الوصف التحليلي والتجريبي. كأدوات لجمع البيانات, تم استخدام استبيان قبلي وبعدي للطلاب, اختبار تحدث قبلي وبعدي للطلاب و استبيان للأساتذة. وبحثت الدراسة أولا عما إذا كان الطلاب مدركين لإستراتيجيات اللغة المتعلقة بمهارات التحدث. تم إجراء اختبار قبلي وبعدي لمهارات التحدث لمقارنة أداء الطلاب قبل وبعد الجلسات التدريبية. وأخيرا تم تقصي مواقف و آراء الأساتذة في أهمية تدريس إستراتيجيات اللغة.

أشارت النتائج إلي أن تدريس إستراتيجيات اللغة يساهم بقدر كبير في تطوير براعة ومهارة التحدث لدي الطلاب. وأظهر استبيان الأساتذة قناعتهم التامة بأهمية دور إستراتيجيات اللغة في تطوير أداء مهارات التحدث لدى الطلاب. كما أظهرت الدراسة اعتقادهم بإمكانية تدريس استراتيجيات اللغة. وأظهرت النتائج أن تعرض الطلاب للنماذج و الأنماط و العناصر المختلفة من استراتيجيات اللغة تعتبر من الوسائل الجيدة لتطوير مهارة التحدث علي المستوي الجامعي. وخلصت النتائج أيضا إلي أن تدريب الطلاب علي التحدث باللغة الانجليزية في المراحل المبكرة من خلال المجموعات وورش عمل التحدث باللغة الأجنبية, هي طرق جيدة يمكن اعتمادها من قبل الأساتذة لتطوير مهارات التحدث باللغة الانجليزية لدى الطلاب.

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List of Abbreviations

- EFL: English as Foreign Language.
- ESL: English as Second Language.
- SBI: Strategies-Based Instruction.
- SILL: Strategy Inventory for Language Learning.
- LLS: language Learning Strategies