

بسم الله الرحمن الرحيم



Sudan University of Science and Technology



College of Education

Department of English Language

**Investigating Problems Encountering Third Year
Students in Promoting Speaking Skills**



A research Submitted in Partial Fulfillment for the Requirements of
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(English Language)

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الآية

قال الله تعالى:

مَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ يَخْرُجًا رِجْلاً (2) حَيْثُ لَا يَحْتَسِبُ وَمَنْ يَتَّوَكَّلْ
عَلَى اللَّهِ فَهُوَ حَسْبُهُ إِنَّ اللَّهَ بَالِغُ أَمْرِهِ قَدْ جَعَلَ لِكُلِّ شَيْءٍ قَدْرًا (3)

صدق الله العظيم

سورة الطلاق الآية (2-3)

Abstract

The purpose of the present study is to investigate the problem of the speaking and communicative in developing learners. The study population covers third year in Sudan University where the researcher selected 40 students. Thus the discussion has conducted to the following results:

- 1- Techniques and materials are not sufficient enough to develop learner's speaking performance.
- 2- The facilities that the communicative approach offers for effective communication.
- 3- The current curriculum of third year's learners does not fix communication continuity between beneficial activities.
- 4- Most of the activities in third year's curriculum are discussion. But not communicative activities.

The researcher recommended the following points:

- 1- The researcher recommended providing third year grade curriculum with visual stimulus cards.
- 2- The researcher recommended taking into consideration individual differences and psychological factors among learners.

المستخلص

الغرض من هذه الدراسة بحث دور طريقة المخاطبة في تنمية اداء التحدث لدى الدارسين من خلال المنهجين الوصفي و التجريبي. و نغطى الدراسة طلاب السنة الثالثة بجامعة السودان . و اختار الباحث 40 طالبا بصورة عشوائية ومن خلال النقاش خلص البحث الى النتائج التالية:

- 1- الادوات ، التقنيات و الاجراءات الصفية فى المنهج ليس ليس بما فيه الكفاية لتنمية مقدرات الدارسين للتحدث.
 - 2- افتقار منهج الصف الثانى بالانشطة التواصلية منع التسهيلات التى تقامها طريقة التواصل فى التواصل الفعال.
 - 3- منهج السنة الثالثة الحالى لا يوفر استمرارية التواصل بين الدارسين بسبب عدم احتوائه للادوات الحقيقية التى تدعم التواصل الناجح.
- كما اوصى الباحث بالنقاط التالية:-

1- يوصى الباحث بتزويد المنهج ببطاقات المحفز البصرية.

يوصى الباحث الاخذ باعتبار الفوارق الفردية و العوامل النفسية بين الطلاب.

Dedication

To my small family especially my dear husband, daughter and son.

To my beloved mother and soul of my father.

To my all greatly and lovely friends.

I dedication this research .

Acknowledgments

First of all we would like to thank God for making this work possible and for giving us the will and strength to keep going on. Then many thanks and appreciations are extending to our mothers, our fathers, our brothers and our sisters for their support.

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