

Dedication

To my...

Darling mother

Brothers and

Sisters

Friends and

Colleagues..

Acknowledgements

I should like to thank all those who have contributed in different ways to this research.

To my teacher Musa Baha Eldin, who taught me how to pronounce an English letter from the very beginning of studying English at Elsheikh Haju Intermediate School (Sinnar locality).

To my cousin Haju Baha Eldin and brother Eldaw Abdalla, who supported me a lot during the study of master's degree.

To my supervisor Dr. Abdelmahmoud Idris Ibrahim, who kept in touch and read the typescript at a late stage and made practical and very useful suggestions for change.

Naturally, a research like this does not come about without a lot of help from teachers, friends and colleagues.

Abstract

The research aims at explaining the importance of speaking skill and how can be practiced by Sudanese secondary schools students. At the same time, to investigate the main causes beyond the deterioration of this skill among the students over the past twenty years.

Statistical analytical method is adopted to test the assumptions of the study.

The researcher found that the factors contributed in decline of oral English partially attributed to inefficient teaching process as a result of inexperienced teachers, lab of teaching aids, and general the deteriorations of school environment.

The researcher recommended that the teachers should be given a chance of teaching training courses, either in or outside the country, and the students must be

motivated by their teachers to speak English most of the time.

مستخلص البحث

يهدف البحث إلى توضيح أهمية مهارة التحدث وكيفية ممارستها بين طلاب المدارس الثانوية السودانية، وتقصي الأسباب التي أدت إلى تدهور هذه المهارة في العشرين سنة الماضية.

تبنى الباحث طريقة التحليل الإحصائي لمعرفة نتائج الافتراضات. وأخيراً توصل إلى الأسباب الرئيسية التي أدت إلى تدني مستوى المخاطبة باللغة الإنجليزية بين الطلاب، والتي - جزئياً - تُعزى إلى عدم وجود العملية التعليمية الفاعلة؛ نتيجة لافتقار بعض المعلمين للخبرة والتدريب الكافي، مع ندرة الوسائل المساعدة وتدهور البيئة المدرسية بصورة عامة.

يوصي الباحث بإيجاد فرص لتدريب معلمي اللغة الإنجليزية في داخل أو خارج السودان، كما يقترح على المعلمين حتّ الطلاب لاستخدام اللغة الإنجليزية في المخاطبة فيما بينهم داخل أو خارج الفصل.

Contents

Content	Page
Dedication	I
Acknowledgement	II
Abstract	III
Arabic Abstract	IV
Content	V
Chapter One: Introduction	
1.1 Introduction	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	2
1.4 Significance of the Study	2
1.5 Questions of the Study	3
1.6 Hypotheses of the Study	3
1.7 Methodology of the Study	3
1.8 Limitation of the Study	4
1.9 Source of Data	4
Chapter Two: Theoretical Background and Literature Review	
2.1 Introduction	5
2.2 Historical Background about Development of Teacher Training in Sudan	7
2.3 The Importance of Learning English	9
2.4 A Language Student Should Learn	11
2.5 Reasons for Learning Languages	13
2.6 Success in Language Learning	16
2.7 Learning Styles	20
2.8 Problems and Techniques for Teaching Large and Heterogeneous Classes:	23
2.9 Classroom Management	25
2.10 Pair & Group Work	27
2.11 The Conversation Class	30
2.12 Stages of Learner Language Development	35
2.13 Teaching Speaking	37
2.14 Previous Studies	41
Chapter Three: Methodology and procedures	
3.1 Coronbach's Alph	42
3.2 Likert Scale	42
3.3 Scoring and Analysis	43

3.4 Data Collection	44
Chapter Four: Data Analysis	
4.1 Introduction	48
4.2 Likert Scale	48
4.3 Reliabilities	49
4.4 Validity	49
Chapter Five: Result of the Study	
5.1 Hypotheses	75
5.2 Recommendations and Suggestions	76
References	79