استهلال

قال تعالى:

﴿ فَتَعَالَى ٱللَّهُ ٱلْمَلِكُ ٱلْحَقُّ ۗ وَلَا تَعْجَلْ بِٱلْقُرْءَانِ مِن قَبْلِ أَن يُقْضَىٰٓ إِلَيْكَ وَحْيُهُۥ ۖ وَقُل رَّبِّ زِدْنِى عِلْمًا ﴾﴿١١٤﴾

صدق الله العظيم

سورة طه: ١١٤

قال تعالى:

﴿ ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ ﴾﴿٣١﴾

سورة البقرة: ٣١

Dedication

To Razan, Ahmed, Musaab and Rawan,my beloved family!

To my father's soul!

To my husband!

Acknowledgements

My great thank are due to Allah Almighty for blessing me with countless blessings.

I would also like to express my gratitude to Dr. Wigdan For her valuable guidance. I also have the pleasure to express my gratitude to my best friends for their significant support.

My deep gratitude is due to my sister Alawiya for her unlimited and priceless support. I owe all my family members a deep gratitude for their unconditional support.

Abstract

This study aimed at demonstrating Role of Students' Improved Listening in Developing their Speaking Skills. The study has adopted the descriptive analytical approach where (50) students were selected as study sample to the designed test and (30) teachers for the questionnaire. The researcher conducted oral test for the students and delivered questionnaire papers to the teachers. Corpora analysis was used in analyzing the data of the students while (SPSS) was used in analyzing the questionnaire.

The study has reached into some findings; the most important ones are that: Developing listening strategies helps students a lot in terms of enriching vocabulary, grammar knowledge and idea organization. The more students listen, the more they improve in speaking skills. Most of the students show problem in using subject pronouns when they speak about themselves. They misuse for example, objective pronouns for subject pronouns. Students show sign of weakness in pronouncing words, especially (*P….and th*). These sounds are not found in their mother tongue.

المستخلص

هدفت هذه الدراسة هو توضيح تقصي دور الاستماع المجود في تطوير مهارات الطلاب الخطابية. لقد اتبعت الدراسة المنهج الوصفي التحليلي حيث تم اختيار (50) طالبة من المرحلة الثانوية كعينة للخضوع للاختبار كما تم اختيار (30) معلماً للغة الإنجليزية لإجراء الاستبيان. ولقد صممت الباحثة اختباراً للطالبات و استبانة للمعلمين. تم تحليل البيانات الخاصة بالاستبيان بواسطة برنامج SPSS بينما تم تحليل بيانات الطالبات بعد تحويلها إلى نصوص بصورة نوعية.

لقد توصلت الدراسة إلى مجموعة من الأهداف، أهمها أن: تطوير استراتيجيات الاستماع تساعد الطلاب بشكل كبير في تطوير مهارة الكلام وذلك لما يكتسبونه من ذخيرة لغوية ومعرفة بالقواعد. يعاني معظم الطلاب بما فيهم عينة الدراسة من استخدام الضمائر، خاصة ضمائر الفاعلين وضمائر المفعول؛ حيث يخلط الطلاب بينها باستمرار. فيما يتعلق بالنطق، يعاني الطلاب في نطق كثير من الكلمات بشكل سليم خاصة التي تبدأ بحروف لا نجدها في لغتهم الأم مثل (p).

Tables of Contents

	Subject	Page Number
	استهلال	i
	Dedication	ii
	Acknowledgement	iii
	Abstract	iv
	المستخلص	v
	Table of Contents	iv
	Chapter One Introduction	
1.0	Background	1
1.1	Statement of the Problem	2
1.2	Research Questions	2
1.3	Hypotheses of the Study	3
1.4	Objectives of the Study	3
1.5	Significance of the Study	4
1.6	Methodology of the Study	4
1.7	Limits of the Study	4
	Chapter Two Literature Review and Previous Studies	
2.0	Introduction	5
2.1	Definition of Speaking	6
2.2	Importance of Speaking	7
2.3	Aspects of speaking:	8
2.4	Purpose of speaking:	9
2.5	EFL Learners' Problem in Speaking	11

2.6	Students Challenges in Learning Speaking Skill	17
2.7	Listening and Speaking Relationship	18
2.8	Related Previous Studies	21
2.9	Summary of the Chapter	23
	Chapter Three **Methodology**	
3.0	Introduction	24
3.1	Methodology	24
3.2	Study sample	24
3.3	Tools and Instruments	25
3.4	Procedures	25
3.5	Validity and Reliability	26
	Chapter Four **Data Analysis and Discussion**	
4.0	Introduction	27
4.1	Data Analysis and Discussion	27
4.2	Summary of the Results:	38
4.3	Summary of the chapter:	39
	Chapter Five **Conclusion, Findings and Recommendation**	
5.0	Findings	40
5.1	Conclusion	41
5.2	Recommendations	42
5.3	Suggestion for Further Researches	42
	References	44
	Appendix	47

List of Tables

Number	Subject	Page Number
(4-1)	Analysis of Vocabulary (Names)	27
(4-2)	'Verb Tense Using' Analysis	29
(4-3)	Frequency and percentage of Hypothesis One	33
(4-4)	Chi-squire analysis of hypothesis one	34
(4-5)	Frequency and percentage of Hypothesis two	35
(4-6)	Chi-squire analysis of hypothesis two	36
(4-7)	Frequency and percentage of Hypothesis three	37
(4-8)	Chi-squire analysis of hypothesis three	38

Table of Figures

Figure	***Name***	Page No.
(4-1)	Vocabulary Analysis	28
(4-2)	Verbs Tense Using	29