

**Assessing English Language Speaking Proficiency among Sudanese Secondary schools' Students A Comparative Study between the Government Model and Non-Model Secondary Schools in Sudan**

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**ABSTRACT**

This study aimed to explore and provide some evidence for the English language speaking proficiency level among the Sudanese secondary schools' students and to trace the factors responsible for it. The sample consisted of (n=100) girls, and boys students choose from four government model and non-model secondary schools, level three, in Omdurman city, KRT State, Sudan. The study used the descriptive statistical analytical methods and employed the following tools: A speaking test that designed to assess the English language speaking proficiency among the students, an analytical scoring scale and an external assessor aimed to answer the study main question: *To What extent do Sudanese Secondary Schools' students speak the English language proficiently?* The findings revealed that: the students at Non-Model schools showed limited vocabulary storage, grammatical mistakes, unable to expand on their responses, they were hesitant and brief, a little language produced with pronunciation slips and some of them completed their ideas using the mother tongue. Their success rate was (44% to 0%). When comparing the above results with the two government model schools students' scores, it showed the highest and excellent speaking proficiency; the students were fluent and accurate in all the test's components; their success rate (100% to 88%). Accordingly, the researcher recommends the following: a) the educational administrators and curriculum designers in Sudan have to uncover the critical area in English language teaching and learning processes at the secondary levels. b) Add up a separate English language speaking exam to the Sudanese elementary and secondary schools' examination's schedules. c) Revise the decision of dividing schools to model and non-model, because this breads a negative effect among the students at non-model schools, besides the decision-makers denied the collaborative learning method.

**Keywords:** Model and non-model schools, speaking proficiency, speaking factors.

**المستخلص:**

هدفت هذه الدراسة إلى استكشاف وتقديم بعض الأدلة علي مستوى إجادة التحدث باللغة الإنجليزية بين طلاب المدارس الثانوية السودانية، وتتبع العوامل المسؤولة عن ذلك. ضمت العينة عدد (مائة) طالب وطالبة من أربعة مدارس حكومية نموذجية وغير نموذجية، المستوى الثالث، في مدينة أم درمان، ولاية الخرطوم، السودان. استخدمت الدراسة المنهج الوصفي التحليلي الإحصائي واستخدمت الأدوات التالية: اختبار صُم لتقييم إجادة التحدث باللغة الإنجليزية لدي الطلاب ، ومقياس تحليل لدرجات ومقيم خارجي هدفت إلى الإجابة على سؤال الدراسة الرئيسي التالي: إلى أي مدى يتحدث طلاب المدارس الثانوية السودانية اللغة الإنجليزية بكفاءة؟ ولقد كشفت النتائج: أن طلاب المدارس غير النموذجية أظهروا مخزوناً محدوداً للمفردات، أخطاء نحوية، عدم قدرة على التوسع في إجاباتهم، هنالك تردد وإيجاز، حصيلة للغوية قليلة وزلات في النطق، وأكمل البعض منهم أفكاره باستخدام اللغة الأم. وكان معدل نجاحهم (44 ٪ إلى 0 ٪). وعند مقارنة النتائج المذكورة أعلاه بنتائج طلاب المدرستين الحكوميتين النموذجيتين، أظهر الطلاب إجادة

وكفاءة عالية للتحدث باللغة الإنجليزية، طلاقة ودقة في الإجابة علي جميع مكونات الاختبار؛ كان معدل نجاحهم (100 % إلى 88 %). وبناءً علي ذلك، يوصي الباحث بما يلي: أ) على مديري التعليم ومصممي المناهج في السودان الكشف عن المناطق الحرجة في عملية تعليم وتعلم اللغة الإنجليزية في المرحلة الثانوية، ب) إضافة اختبار منفصل للتحدث باللغة الإنجليزية إلى جداول امتحانات مدارس الأساس والثانوي السودانية، ج) مراجعة قرار فصل المدارس إلى نموذجية وغير نموذجية والذي له تأثير سلبي على الطلاب في المدارس غير النموذجية، إلى جانب أن متخذي القرار يتجاهلون منهج التعلم التعاوني.

**الكلمات المفتاحية:** المدرسة النموذجية وغير النموذجية ، إتقان التحدث، عوامل التحدث.

## INTRODUCTION

Speaking a language is the most crucial skill in language learning, and the English language is the key to success. Although spoken English is not the core point in the Sudanese cultural contexts, they shouldn't deny it. The English language is used widely in Sudan as EFL, but this doesn't change the status of its importance. Therefore, most of the applied linguists and language teaching experts adopted a definition that 'language is a means of communication and technology,' Luoma, (2004, p. ix). "Speaking is one of the central elements of communication in ESL and EFL; teaching speaking is an aspect that needs attention and instruction" Renandya & et al. (2010, p. 204)

Speaking as described by Richard (2010, p. 201) is the means of social interaction, engage in daily harmless chitchat. Also, for discussion, getting things done, description, complaining about people behavior, seeking for and express opinions, giving instruction and direction, making polite requests. Above all, being the global language or Lingua Franca, the English language is the language of science, politics, and technology. It became a dominant language. Learners usually need the language that they are learning for some real-life purposes.

Therefore, curriculum designers should organize syllabus according to the learners' need to be able to do (function), and the words and phrases needed for the topic that they need to be able to talk about (notion). Sari, L (2009, p. 33) Speaking English language is the central core and goal of the originators of most of the teaching methods to enable students to communicate using the target language as stated by Freeman (1983, p. 123)

In recent studies, there has been a growing interest in assessment procedures, which are different from traditional forms of assessment. Most of them are the student-centered assessment, the thing that reflects the changing paradigm in second language teaching, as cited by Macias, H. A. cited in Richards, Renandya (2010, p. 335). Therefore, the importance of observing, investigating, analyzing, checking, evaluating students' performance, the existing methods of teaching English language, syllabuses, and teachers come to be vital in the field of ELT. It needs, an adequate background about the students, the teachers, the curriculum, and their effect on the teaching-learning process should be carried out, involving inspectors, educators, and experts in the field.



The scholars of English language teaching techniques focus on the importance of telling English language teachers how much they know and how much they should be in their classes and help teachers to get the students involved in the context and bringing relevant information to the front of their mind as cited by Rebecca, L. in (Richard & Renandya (2010), p. 124).

The researcher, as a teacher in the field, is aware of the fact that the root of the problem and the area of declining at the university level has its origin at the secondary level. The researcher wonders why the efforts and time that dedicated to the English language teaching/learning process at most of the Sudanese educational levels failed to yield students to speak the English language communicatively. To address this problem, the researcher raised the following questions:

1. To What extent do Sudanese Secondary Schools' Students speak the English language proficiently?
2. What are the factors responsible for the English language high or low speaking proficiency among Sudanese secondary schools 'students'?

#### ***The Objectives***

The study intends to provide an overview of English language speaking proficiency level at Sudanese secondary schools institutions. Moreover, it offers English language teachers with classroom instructions to develop English language speaking competence, which will help them to promote their students speaking proficiency, because the English language is used widely inside Sudan for educational and occupational purposes. It also tries to call for improving the quality of syllabus and language teaching by

addressing the key issues that shape the delivery of English language teaching.

#### ***Significance***

The findings of this study will redound to the benefit of the Sudanese secondary school students and share in preparing them to the university level, and successful lives and careers. English language speaking proficiency much demands in this globalization era, quick access to the information and resources, express ideas and opinions confidently, solve problems, able to make decisions without having to rely on others to interpose the world for them and to bridge to the future to be prepared to keep up with the world changes. Moreover, help to uncover critical areas in EL teaching and learning processes at the secondary level that many researchers unable to explore; thus, a new theory on teaching or learning EL speaking skill may be arriving.

#### ***Literature Review***

In Sudan, like in many other countries for examples: Egypt, Libya, Saudi Arabia ...etc, the problem of speaking skills is crucial. Many researchers investigated this field and came out with a conclusion that Sudanese Secondary school students have low performance and faced some obstacles to speak confidently and fluently.

#### ***Definition of Speaking***

Speaking is one of English language productive skill (Nunan, 2003, p. 64). It involves putting a message together, communicating the news, and interacting with other people (Lindsay, 2006, p.57) Speaking consists of the use of the right sounds in the proper patterns of rhythm and intonation and also choosing words and inflections in the correct order to communicate the right meaning.



Speaking is a two-way process between sender and receiver and involves the productive skill of speaking and the receptive ability of comprehension. Furthermore, the second definition of speaking is the specific human achievement to communicate information, ideas to others using oral language. EFL learners learn a foreign language to be able to speak and communicate through a foreign language. Students can speak the English language through informational and interactional stages.

### **Speaking Factors**

Speaking is one of the languages' arts that frequently used by people all over the world. The art of speaking is very complicated. There are some components of speaking concerned with vocabulary, grammar, and pronunciation, as stated by (Syakur, 1987, p. 3):

**Vocabulary:** One cannot communicate effectively or expresses his/her ideas, both oral and written form if s/he doesn't have sufficient vocabulary. Therefore, it means the appropriate diction, which uses in communication.

**Grammar:** Students need to arrange a correct sentence, able to manipulate the structure, and to provide the proper grammatical form in appropriate contexts. This ability of grammar is also to learn the right way in both spoken and written form.

**Pronunciation:** Pronunciation is how the students produce a clear language while speaking. It concerns with the phonological process that refers to the grammar components that made up of the elements and principles which determine how sounds vary in a language.

### **Language Proficiency**

It reflects how an individual has mastered a language. Competence measures in terms of

receptive and expressive language skills, syntax, vocabulary, semantics, and other areas that demonstrate language abilities. There are four domains to language proficiency: reading, writing, speaking and listening. Language proficiency is measured for an individual by each language. The different purposes of speaking as suggested by many scholars imply knowledge of the rules that account for how spoken words reflects the context in which speech occurs, the participants involved and their specific roles and relationship, and the kind of activity in which the speakers are engaged. Speaking is the act of expressing thought, ideas, and feeling by using an audible symbol of visible bodily action. So that, we can expect listeners to understand the meaning of message that requires different abilities, such as ability to pronounce the words, ability to organize the words into phrases or sentence, ability to choose the words related to the topic, and ability to convey the content of the messages and that time the proficiency takes its place.

### **Model and Non- Model Schools**

In the academic year (1994-1995), the Sudanese Ministry of Education has established a new type of government school called Model School. It starts in Khartoum District. The ministry plans to improve the quality of education and sets the high performance of the secondary level. The system monitors the implementation of the academic and administrative development. It is as a result of the expansion of the private schools in Sudan and most of the Sudanese families send their boys and girls to them and escaping from the government schools, due to their low rate of success.



It accepts only excellent students, who score between 280- 269 points out of 280 in the Sudanese primary schools' final examinations. It starts at seven schools. In 2009 /2010 the number of schools pop up to 54 schools (30 for girls and 24 for boys), consist of 149 classes with (n=7331) students.

### ***Factors Impeding Students Speaking Proficiency***

Many EFL students complain that they understand the English Language, but they don't feel confident enough to join a conversation. There are several factors behind this observed by the researcher, as a teacher in the field, among which are:

1. Students translate from their native language into the English language.
2. Production "block" occurs due to the nervousness and lack of confidence.
3. The student keeps searching for a specific word, rather than using simple language to describe what s/he intends to say.
4. There aren't enough conversation activities included in the secondary school's syllabus to help the students in/ outside the class.
5. Exam preparation focuses on grammar, reading, vocabulary, etc. and leaves no room for speaking test or active use of the English language.

### ***Teaching Spoken Language***

Most of the linguists and ESL/EFL teachers are agree that students learn to speak in the ESL/EFL by "interacting." Communicative language teaching and collaborative learning are the best for this aim, as suggested by Barnard (1984, p. V). In brief, ESL teachers should create a classroom environment, where students have real-life communication, authentic activities, and meaningful tasks that promote the oral language. Kayi (1998).

### ***Activities to Promote Speaking***

There are some activities suggested by Gillian, B & Yule, G. (1999, p. 122), Christopher & et al. cited in Richard, &Renandya (2010, p. 225) and as advised by Barnard, G (198, p. V), Lobb (1975, p. ix) and Granger, C. (1986, p. 1) to promote students' speaking proficiency: Discussions, role-play, simulation, information gap, brainstorming, storytelling, interview, story completion, reporting, picture describing, find the differences, and tape recording.

### ***Assessing Spoken Language***

Assessing spoken language has traditionally been a headache for English language teachers. Many well-established tests don't have an oral component, since grammatical accuracy and vocabulary can be assessed quite adequately, in a written mode ignoring speaking skill.

The sound recognition test is an example of a formative assessment, in which discrete elements in the language are tested one at a time (such as grammar-voc., stress, pronunciation, fluency, and accuracy...etc.). Therefore, teachers should follow the practical methodology for assessment suggested by Gillian& Yule (1999, p. 103) that testing speaking skill usually is taking the form of an oral interview in which the examiner asks the student informational and interactional questions, or prompts students to talk on particular, sometimes pre-arranged, topics.

Luoma, (2009, p. 186) claimed that formal and informal speaking assessments have become more frequently the thing that is increasing the range of different speaking assessment for examples: (a) communication-oriented tasks and criteria, (b) pair and group tasks, (c) rating

checklists, (d) peer evaluation, (e) feedback, (g) the way forward and (h) answer questions as suggested by

### **Proficiency Test**

Proficiency test, as claimed by Hughes (2003, p.16), is a test designed to measure people's ability in that language. It cares about the level and types of English (arts or science). It used to measure:

1. How students can function the English language.
2. If the students' English is good enough for studying courses at a university.

### **Previous Studies**

Ahmed (2000) carried out empirical research about the nature of techniques used in English language teaching in Sudan, focusing on communicative techniques. The researcher reached at: those teachers faced with the challenges of the new methods and techniques necessary to carry out the activities without being equipped by enough guidance from the teachers' book as to how to handle the tasks, they felt helpless. The researcher points out that, although teachers are not magicians, but with a little effort and thought can exploit and supplement the materials in textbooks to develop the communicative ability to meet the student's weakness and motivate them

Another Ph.D. carried out by Khalid (2004) in Sudan about receptivity to the teacher. Khalid as Ahmed emphasizes on a self-learning atmosphere within the classroom with the possible help from the teacher as a facilitator and this one of the goals of "Communicative Approach."

A third Ph.D. was carried out in Sudan by Nada (1999) to investigate the interaction in the classroom, and the role of the communicative approach and its techniques as a successful learning and effective communication in the English language as a

foreign language. The researcher used observation, checklist, and background and revealed that communication is the best means for learning the other branches of any language, teaching to communicate fluently, will help in writing a good composition, and learning how to appreciate studying literature, i.e., a good speaker is a good writer. At the end the researcher recommends: to train the teachers in the area of methodology, resources centers should be available to make use of the teachers have to be up-to-date with the new methods of teaching, include up-to-date information in the syllabus, teachers have to create not to rely on the teachers' bank.

Abu-Nawas (1998) in his study that investigated the 'Influence of Certain Affective Factors on the Choice and Implementation of Interlanguage Communication Strategies- A Case Study of EFL Jordanian Students.' The results of the study revealed that Jordanian students managed to communicate their intended meaning by making use of different Communicative Strategies in spite of their inadequate linguistics knowledge. The choice and use of communication strategies were found to be influenced by various affective factors such as motivation, attitudes, anxiety, and self-esteem, were all influenced by students' proficiency level and sex.

To sum up, Ahmed, Khalid, and Nada's studies considered the teachers and the methods they used as the main factors responsible for students' speaking low performance. These results were consistent and went in one line with these research findings. Whereas Abu-Nawas sees motivation, attitude, and anxiety are the main factors responsible for the lack of English Language speaking proficiency.

## 2.0 Materials and Methods

A brief descriptive statistical method for the qualitative and quantitative data used, to assess the level of English language speaking's proficiency among level three government model and non-model Schools' students. The researcher carried out a speaking test about the students' environment, culture, their academic background (The schools and students were informed a week before the test day). The test incorporates various types of evaluation questions. The marks were scored immediately during the test for each student by an assessor, who is an English language expert.

### **The Sample**

The sample of this study was (n=100} secondary school students (Female 50% and male 50%), level three. They were divided equally in (25 students per school) among the following four government model and non-model secondary schools: ( the Model schools are: Bashier Mohammed Saied secondary school for boys and Al Awdaa secondary school for girls; and the no model schools are: the Martyr Dr. Salma secondary school for girls and Square 17 secondary school for boys) in Omdurman, KRT DC., Sudan.

### **The Instruments**

The tool for collecting data was an English Language speaking proficiency test. It consisted of various informational and interactional tasks to assess vocabulary, grammatical structure, fluency and accuracy, pronunciation and intonation, and a different interaction speaking components. The test was evaluated using an analytical scoring scale designed by the researcher.

### **The Procedures**

The data collected from the speaking test which carried out by the researcher (as an

examiner) and assessed directly by an external assessor. The assessment tested the linguistics, informational, and interactional levels. The students have to interact with the examiner to reflect their speaking proficiency. The second process was the rating process, where the rater used the designed rating scale to test speaking proficiency.

In this study, a student was asked to perform some speaking tasks. Then evaluate his/ her level of English language proficiency on these tasks. The tasks administered in a two-on-two setting (with the assessor, the researcher, and two students). In this setting, students can communicate a meaningful context to a real audience. Tasks focused on topics that all students can easily talk about (football games- TV programs- in parks- restaurants- street, weather, future dream, at home or school activities, photos, videos as suggested by Sari, L. (2009, p. 2) and according to Burns (2010, p. 113) who claimed that, the students have to speak and interact with the researcher in linguistic and cultural components, about the aspects of their world such as home life, family, friends, school, interests, and aspirations, future dreams as suggested by *Piloting for validity and reliability of the test*

The piloting trials were done to check the feasibility of the initial speaking test by sending it to five experts in the field. It seeks for more reliable data to enhance the study and state the unclear, ambiguous, or confusing point. It aims at strengthening the quality of the data collection tool before the actual test. Moreover, to check whether the test measures what it claims to be measured as suggested by Luoma (2009, p. 59)

Another concern is to avoid the harmful backwash of the test (Hughes, 1989, p. 124). These resulted in acceptable and valid test components.

### Results

The data were analyzed to explore the Sudanese secondary school students' speaking proficiency level. Moreover, A simple percentage analysis was used to explain to what extent the results answer the following questions posed in the Introduction:

1. To What extent do Sudanese Secondary Schools' Students speak the English language proficiently?

2. What are the factors responsible for the English language speaking high/low proficiency among Sudanese secondary school students?

Below are the results obtained from the comparison between the government models and non- model secondary schools students speaking test's scores:

### *The Findings from the two Government Non- Model Schools*

The findings from the data analysis of the two government non-model schools (Abu Se'ed Block 17 Secondary School for boys and Dr. Salma Secondary School for Girls revealed at the following findings:

Table 1. Non-Model School No. (1) AbuSe' ed- Block 17 for Boys

Speaking test components:	Excellent	Good	Success %	Poor	Failure %
Vocabulary/5	1	10	44%	14	56%
Grammatical structure/5	2	7	36%	16	64%
Fluency& Interaction/4	3	3	24%	18	72%
Tasks' achievement/3	0	1	4%	24	96%
Pronunciation, Intonation and Stress/3	0	1	4%	24	96%

Chart 1. Non- model school- Abu Se'ed, Block 17

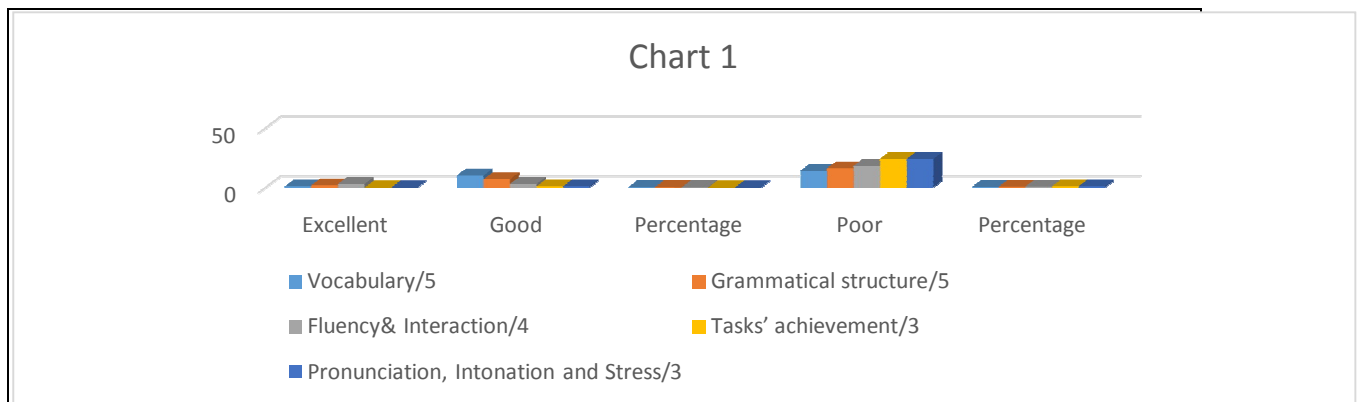
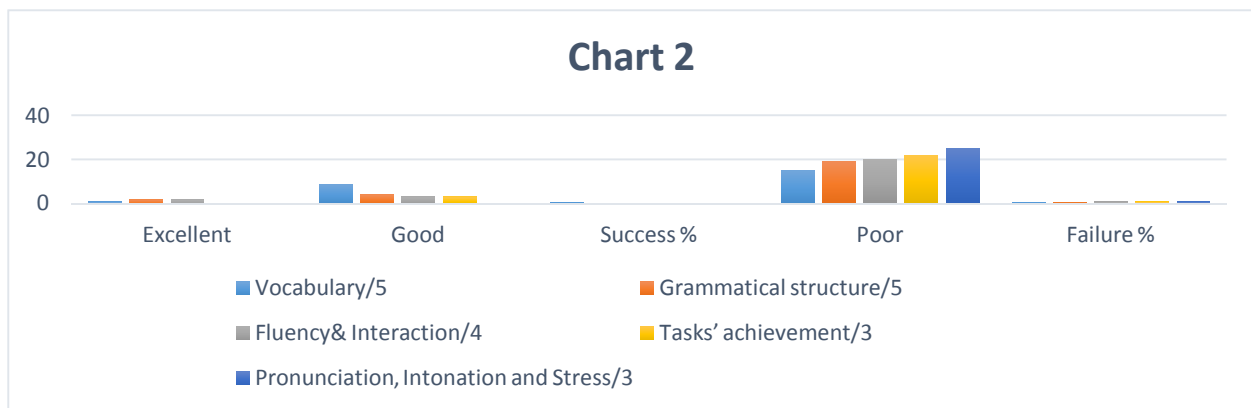




Table 2. Non-Model School No. (2)- Dr. Salma Secondary school for Girls

Speaking test components	Excellent	Good	Success %	Poor	Failure%
vocabulary/5	1	9	40	15	60%
Grammatical structure/5	2	4	24%	19	56%
Fluency& Interaction/4	2	3	20%	20	80%
Tasks' achievement/3	0	3	12%	22	88
Pronunciation, Intonation and Stress/3	0	0	0%	25	100%

Chart 2. Non-Model School No. 2. Dr. Salma for Girls



The above two tables and two charts show the results of the two schools' following results respectively: vocabulary (44%& 40%), grammatical structure (36%& 24), fluency and interaction (24% & 20), tasks' achievement (4% &12%), pronunciation (4% & 0%). Results indicated that fluency and pronunciation are the most problematic area for Nongovernment schools for both boys and girls. See charts and tables (1) and (2).

***The Findings from the Two Government Model Schools: (Basheer Mohammed Saied for Boys and Al-Awda for Girls)***

The data analysis for the two schools' speaking tests, revealed that: The students at the Government Model Schools for boys' and girls' scored: vocabulary (boys 100% & girls 88 %), grammatical structure (boys 100% & girls 72%), although, fluency and pronunciation show a little bit decline in the girls' performance (68%- 84% & 72%-56%) respectively, but compared with the government Non- model schools the percentage was considered to be too high. See charts and tables (3) and (4).

Table 3. Model School No. 1- Al Awda Model School for Girls

Speaking test components:	excellent	Good	Success%	Poor	Failure%
vocabulary	16	9	100%	0	0%
Grammatical structure	1	17	72%	7	28%
Fluency& Interaction	2	15	68%	8	32%
Tasks' achievement	10	11	84%	4	16%
Pronunciation, Intonation and Stress	1	13	56%	11	44%

Chart 3. Model School No (1): Al Awda Model School for Girls:

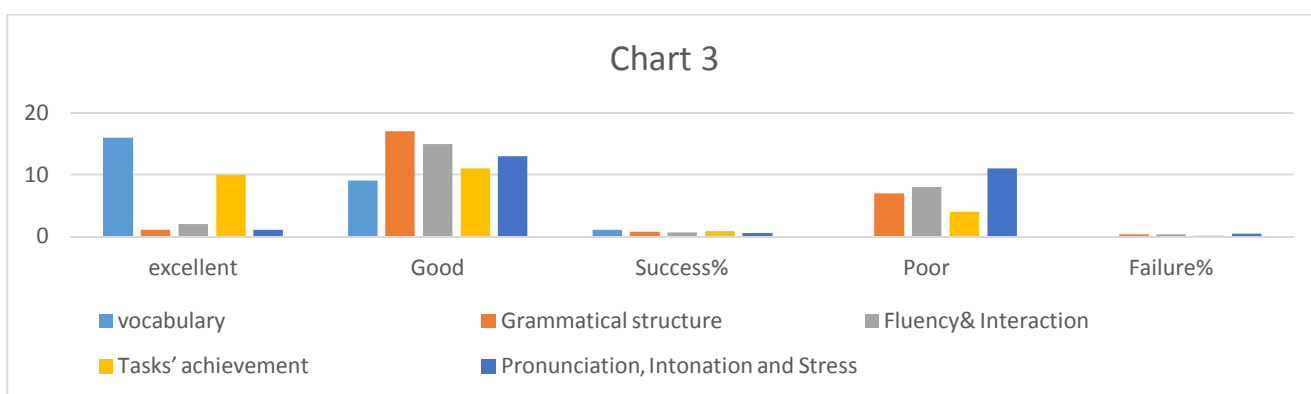
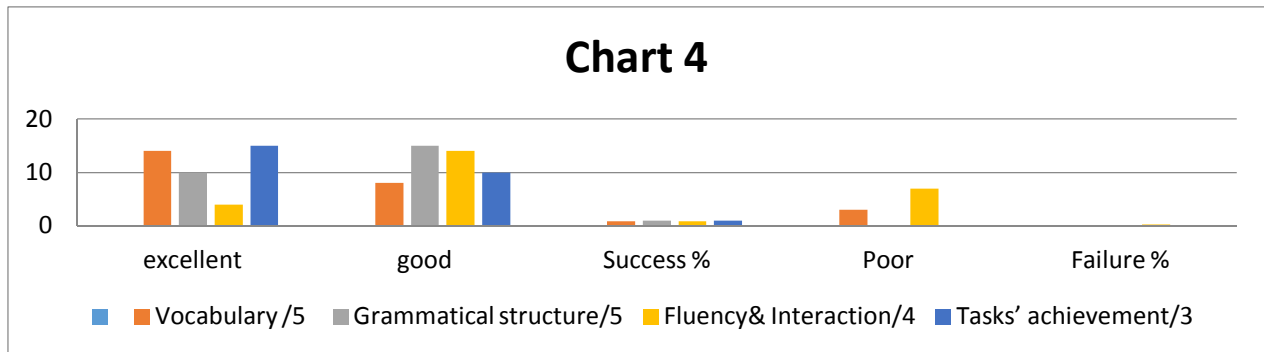


Table 4. Model School No.2. Basheer Mohammed Saied Model School for boys

Speaking test components:	excellent	good	Success %	Poor	Failure %
Vocabulary /5	14	8	88%	3	12%
Grammatical structure/5	10	15	100%	0	0%
Fluency& Interaction/4	4	14	81.9%	7	28%
Tasks' achievement/3	15	10	100%	0	0%
Pronunciation, Intonation and Stress/	12	9	84	4	16

Chart No. 4. Model School No. 2- Basheer Mohammed Saied Model School for boys:



### 3.0 Discussion

This study was intended mainly to investigate, test, and compare the level of speaking proficiency at Government Model and Non-Model Sudanese secondary schools, Omdurman Locality, KRT State, Sudan. To answer the research questions and prove or disprove the research hypotheses, the findings discussed under two main categories, as follows:

#### ***Presenting and Discussing the Findings from the two Government Non-Model Schools speaking test:***

The results obtained via the speaking test at the two Non-model government schools showed that the students at these two schools (one for boys and another for girls) were unable to hold a conversation for just three minutes. They were weak at expanding effectively on an aspect of their personal life and unsuccessfully discussed any of the topics that offered by the examiner or built on their comments, in spite of the examiner's maximal support.

The following are the main findings that answered the study questions and proved its assumptions that Sudanese secondary school; students at non-model government schools, Omdurman Locality find difficulties to interact using English language speaking skill as follows:

Students showed poor knowledge and limited vocabulary; it made it difficult for them to express their thought adequately. They were unable to find the appropriate vocabulary to build sentences or expressions (44%- 40%). The researcher observed that they ignored the meaning of simple phrases, the thing that stopped them to interact with the researcher to answer the speaking test questions (24-20%). Most students had basic grammatical errors, incorrect articles, gender, plural forms, simple grammatical structures' mistakes, the past and present tenses' errors (36%- 24%). They were unable to expand on their responses or present a good range of information and ideas either for researcher questions or photos used to enhance them to recall their speaking competence (12- 4%). Students, who tried to speak, completed their ideas using fillers, pauses, and mother language's words. Add to that many pronunciation and stress errors (4-0%).

The students' speaking proficiency level at the non-model schools was the weakest one. The researcher related this weakness to First, the English language textbooks used in the

Sudanese secondary school, which was analyzed by the researcher, lack English language speaking and listening activities to promote their speaking proficiency. Second, the quality of the students is not that high as those at model schools, who scored top marks in the final Basic School Examination not less than (269) out of (280). Third, the students at the Non-Model schools lack interaction with the excellent students who located at model schools, and therefore, the teachers at those schools deactivated the collaborative learning method in their classes.

#### ***Presenting and discussing the Findings from the two Government Model Schools' Speaking Test***

The main findings obtained from the English language speaking test showed that the students didn't find any difficulties to interact using English language speaking skill, and the analysis showed the following: The students were able to talk proficiently and fluently in areas such as home life, family, friends, weather, school, interests, hobbies, and future dreams. They were also able to speak in-depth, to support and elaborate on their statements with an excellent range of information, opinions, and ideas. They showed excellent knowledge of vocabulary (100%-88%). They provided a correct grammatical structure (81.8%- 68%). They showed High Tasks achievement (100%- 84%). They also utter correct and accurate pronunciation, intonation, and stress (100%-56%). The students at these schools confidently carried on discussions with the examiner. Most of them were skillful in expressing and elaborating on their ideas and opinions, supported with appropriate evidence. Most of the students reflected a wide range of vocabulary, complex sentence structures, and a high degree of

interaction with the tester. They were able to advance the discussion with interesting comments. Students' speaking proficiency level in this test was the highest one.

#### **4.0 Conclusion, Recommendation, and suggestion for further Study**

To conclude, the Sudanese secondary school Students' low speaking proficiency level in the speaking test, which carried out with Non-Model government secondary schools' students, reflected a foggy image about the future of spoken English at Sudanese secondary schools and later at universities. How can students gain high speaking proficiency and their teachers themselves lack it? Therefore, the ministry of education has to put unique criteria for choosing the primary and secondary schools EFL's teachers such as specialization, and they should obtain either IELTS or TOFEL certificate, besides caring about their experience years. Moreover, a student can't gain any language proficiency that s/he doesn't practice in the lowest levels at Sudanese primary schools. Furthermore, the English language syllabi's designers have to improve them to foot with the globalization, which the English language is its main engine and drive.

The researcher recommends the following: Firstly, English language speaking skill at Sudanese primary schools should start earlier as advised by many researchers. Secondly, A weekly class discussion at primary and secondary schools should be held to strengthen students with debate's expressions and build their confidence. Thirdly, Sudanese students at all levels need to be motivated and given every opportunity to practice speaking in and outside school by joining English language clubs and societies.



Fourthly, the number of students at Non-Model government secondary schools compared with those at the Model Schools is more than (80%). Therefore, they must be enhanced by qualified EFL teachers the same as they do with Model Schools. Fifth, Spine Series' topics should be specified and enhanced by a careful choice, attractive and stimulated activities, interviews, articles, short stories, CDs' films, poems, songs, and colored pictures. The researcher has analyzed these series and discovered that these series lack adequate speaking tasks. Sixth, Sudanese Students must be guided gradually to be able to reflect on the topics, to express their opinions and be prepared to discuss and justify information. Finally, a speaking test must be added to the secondary schools' examination schedules to oblige the students to pay more attention to improve their English language speaking proficiency.

For Further Study, the researcher suggests to carry out a new study for creating new standard criteria for carrying out an English language speaking exam officially and separately at secondary schools in Sudan to assess students' speaking ability.

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