

Dedication

To my father who motivated and encouraged me all the way long,

My lovely mother who raised and pushed me to do my best,

My sisters and brothers,

All my friends and colleagues

Acknowledgements

All praise goes to Allah for his generous blessings, without them I would not have completed this work. My utmost deep and sincere gratitude goes to my supervisor, Dr Abed-erahman Abu-elgasim, for his enthusiasm, encouragement, knowledge, support and constructive comments throughout this work. I gratefully acknowledge all participants in the questionnaire. I am deeply grateful to my parents whose love is boundless; the words that describe their thanks have not been created yet.

Abstract

The present study aims to discover the role of practice in classroom in improving learner's speaking skill since the primary aim of learning any foreign languages is to use it in communication; thus, practice in a classroom is a key to reach that goal. Statistical analytic method is adopted to test the assumptions of the study. The researcher found that; practicing in classroom promotes speaking skill; students do not have a chance to practice speaking in their classes and lectures and do not focus on speaking skill. The researcher recommended that teachers ought to try to involve each student in every speaking activity and should give them suitable amount of time to speak. Teachers are not advised to correct students' mistakes very often while they are speaking.

المستخلص

تهدف هذه الدراسة إلى التعرف على ممارسة دور المخاطبة في تحسين مهارة التحدث لدى الطالب ، لأن الهدف من تعلم أي لغة أجنبية هو إستخدامها في التواصل، لذا تمارين المخاطبة في الفصول الدراسية هي المفتاح لتحقيق هذا الهدف.

استخدم الباحث المنهج التحليلي الاحصائي لإختبار فرضيات الدراسة. وتوصل الباحث إلي الآتي: أولاً : تمارين المخاطبة في اللغة الإنجليزية يعزّز مهارة التحدث ، ثانياً : الطلاب لا يمنحون الفرصة للتحدث باللغة الانجليزية داخل الفصل وأخيراً وجد الباحث أن المنهج لا يركز على مهارة التحدث. أوصى الباحث بالآتي: يجب على المعلم إشراك جميع الطلاب في كل نشاطات التحدث وإعطاء الطلاب الوقت الكافي للتحدث وأخيراً، يجب على المعلم ألاّ يصحح أخطاء الطلاب أثناء التحدث.

Table of contents

	Item	Page
	Dedication	i
	Acknowledgements	ii
	Abstract	iii
	Abstract(Arabic)	iv
	Table of contents	v
Chapter One: Introduction		
1-1	Background	1
1-2	Statement of the problem	1
2-3	Objectives of the study	1
2-4	Questions of the study	2
2-5	Hypotheses of the study	2
1-6	Significance of the study	2
1-7	Methodology of the study	2
1-8	Limits of the study	3
Chapter two: Literature Review and Previous Studies		
2-1	Introduction	4
2-2	Definition of Speaking	4
2-3	Importance of Speaking Skill	5
2-4	Aspects of Speaking Skill	7
2-4-1	Accuracy	7
2-4-2	Fluency	8
2-5	Qualities of a Good Speaker	9
2-6	Teaching Speaking Skill	10
2-6-1	Methods of Teaching Speaking Skill	10
2-6-2	Stages of Speaking Lesson	10
2-6-2-1	Pre-speaking activity	11
2-6-2-2	While-speaking activity	11
2-6-2-3	Post-speaking activity	12
2-6-3	Activities to Promote Speaking	13
2-6-3-1	Discussion	14
2-6-3-2	Role Play	15
2-6-3-3	Simulations	16
2-6-3-4	Information Gap	16
2-6-3-5	Brainstorming	17
2-6-3-6	Storytelling	17

2-6-3-7	Interviews	17
2-6-3-8	Story Completion	18
2-6-3-9	Reporting	18
2-6-3-10	Pictures Narrating	19
2-6-3-11	Picture Describing	19
2-6-3-12	Communicative Games	19
2-7	Previous Studies	19
2-8	Comments on previous Studies	21
Chapter Three: Methodology		
3-1	Introduction	22
3-2	The study sample	22
2-3	Tool of data collection	22
3-4	Validity and Reliability	23
3-4-1	Validity of questionnaire	23
3-4-2	Reliability of questionnaire	23
3-5	Summary	24
Chapter Four: Data Analysis and Discussion of Results		
4-1	Introduction	25
4-2	Analysis of student' questionnaire	25
Chapter Five: Findings , Recommendations and Suggestion for Further Studies		
5-1	Summary of findings	35
5-2	Recommendations	35
5-3	Suggestion for further studies	36
-	References	37
-	Appendices	39