

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 استخدامها في التواصل، لذا تمارين المخاطبة في الفصول الدراسية هي المفتاح لتحقيق هذا الهدف.

استخدم الباحث المنهج التحليلي الاحصائي لإختبار فرضيات الدراسة. وتوصل الباحث إلى الآتي: أولاً : تمارين المخاطبة في اللغة الإنجليزية يعزز مهارة التحدث ، ثانياً : الطلاب لا يمنون 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 نشاط التحدث وإعطاء الطلاب الوقت الكافي للتحدث وأخيراً، يجب على المعلم ألا يصحح أخطاء الطلاب أثناء التحدث.

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