

Abstract

The present study investigated “Testing EFL Learners' Oral Communicative Competence in the Sudanese Secondary Schools”. It attempted to find out the causes behind the negligence of testing EFL learners' oral communicative competence. In addition, it attempted to find out which technique would be the most suitable for that purpose. It adopted descriptive and analytical methods. For collecting data, a questionnaire, and an interview were used. Based on the analysis of the collected data, the researcher concluded that testing learners' oral communicative competence systematically in the Sudanese secondary schools was neglected due to lack of awareness of its importance to the Sudanese teachers of English. In addition, lack of adequate qualified teachers as examiners was largely considered as one of the main obstacles to that. Besides, it was revealed that ambiguity of the objectives of teaching English language to the Sudanese teachers of English was one of the main reasons behind the negligence of testing learners' oral communicative competence systematically in the Sudanese secondary schools. However, it turned out that subjective marking was not considered as one of the main hindrances to that. In the same respect, it was found out that oral interview was largely not considered the most suitable technique for testing learners' oral communicative competence in the Sudanese secondary schools. Based on the findings of the present study, it recommended, among others, including in the syllabus clear guidelines for teaching and testing English language in the Sudanese secondary schools. In addition, it advocated adopting an oral test in the Sudanese secondary schools immediately and gradually. Furthermore, it recommended a complementary listening comprehension test in the Sudanese secondary schools.