

Dedication

My beloved soul of the Late
My Mother
To My Father
To My ever-loving sisters and brothers
To My sincere Husband
To All My Family Member

Acknowledgements

I do my thank to the almighty ALLAH in helping me successfully to complete this research.

I'm specially grateful to my supervisor

Dr. Mohamed Talib

for his assistance, insightful ideas, guidance and valuable comments, also for his continuous support, advice and encouragements, besides his sincere advice given to me for motivation and confidence in myself and my work. I will remain greatly indebted to him. I would like to extend my thanks and appreciations to the Red Sea University, particularly Faculty of Education and referees who assessed my questionnaire for their valuable comments. I would like also to thank the teachers of the model primary schools in Red Sea State who devoted some of their precious time and patiently answered my questionnaire. Thanks are also extended to the staff of faculty of post graduate the Red Sea University for their continuous help and support.

And I'm specially grateful to

D / nawal babeker

مستخلص

- هدفت هذه الدراسة إلى كشف أسباب تدني مستوى مهارة التحدث في اللغة الإنجليزية كلغة أجنبية بالنسبة لطلاب المدارس الثانوية بمدينة بورتسودان
- تبنى البحث المنهج الوصفي التحليلي ومنهج الأدبيات السابقة ومنهج دراسة الحالة واستخدم برنامج الإحصاء الحاسوبي (الحزم الإحصائية للعلوم الإجتماعية) من خلال البيانات التي تم جمعها من مجتمع الدراسة الذي تمثل في أساتذة من مختلف المدارس.
- توصل البحث إلى عدد من النتائج ، من أهم هذه النتائج ما يلي :
- يواجه طلاب المرحلة الثانوية صعوبات كثيرة عند محاولتهم التحدث بالإنجليزية.
 - استنتجت الدراسة أن معظم طلاب المرحلة الثانوية لديهم اتجاهات سلبية إزاء التحدث بالإنجليزية. .
 - هنالك عدة عوامل كانت هي السبب وراء تدني وضعف مستوى التحدث باللغة الإنجليزية.
- بناءً على ما توصلت إليه الدراسة من النتائج أعلاه ؛ توصي الدراسة بالتوصيات التالية:
- ضرورة أن تلفت وزارة التربية عناية معلمي اللغة الإنجليزية نحو ضعف طلابهم في التحدث بالإنجليزية.
 - ضرورة أن يدرس معلمو الانجليزية بعناية العوامل المؤدية إلى تدهور مستوى مهارة التحدث من خلال حفزهم على التحدث أكثر داخل الفصل.
 - أهمية تقسيم معلمي الانجليزية فصولهم الدراسية إلى الأربعة مهارات (التحدث ، الاستماع ، القراءة والكتابة) وذلك للتأكد من إجادتهم لكافة تلك المهارات الأربعة.

Abstract

This study aims to investigate the reasons for the weakness associated with speaking English as a foreign language in Port Sudan secondary schools

The research adopted the descriptive analytical, literature review and case research approach through the computer program of SPSS, and the data which forwarded to analysis, were collected from community sample of multi-schools.

The research arrived to several findings; the most important among them; are the followings

- Students face many difficulties when attempt to speak English.
- Findings reveal that most of the students have negative attitudes towards speaking English.

- There are so many factors that cause speaking weakness.

Based on the above findings; the research recommended the following:

- Ministry of Education should draw EFL teachers' attention to their students' weakness in speaking English.
- English teachers should make use of this factor to improve students' speaking skills by motivating students to speak more in English in the class.
- Teachers have to divide English class into four separate sessions based on the four skills (speaking – listening – reading – writing), in order to guarantee teaching all skills comprehensively.

Table of Contents

Title of the Contents	Page No.
Dedication	II
Acknowledgements	III
مستخلص	IV
Abstract	V
Table of Contents	VI
List of Tables	VIII
Table of Appendixes	IX
Chapter One	
Introduction	
1.1 Study Background	1
1.2 Statement of the problem	2
1.3 Study questions	3
1.4 Hypotheses of the Study	3
1.5 Significance of the study	3
1.6 Objectives of the Study	3
1.7 Study Delimitation	4
1.8 Limitation of the study	4
Chapter Two	
Part (1) Review of the Related Literature	
2.1 Speaking skills	5
2.1. 2 Importance of speaking	7
2.1. 3 Teaching EFL speaking	8
2.1. 3.1 Using activities to improve EFL speaking	10
2.2. Students' attitudes and motivation toward EFL/ESL learning, and speaking in particular	11
2.2.1 The causes of language learners' errors :	13
2.2.2 Previous studies on the causes of EFL speaking weakness	14
2.2. 3 Empirical studies	16
2.2.4 Conclusion	24
Chapter Three	
Methodology of the study	
3.1 The population of the study	30
3.2 Sample of the study	30
3.2.1 Teachers	30
3.2.2 Schools	30
3.2.3 Instruments of the study	30
3.2.4 The validity of the Questionnaires	31
3.2.5 the reliability of the Questionnaire:	31

3.2.6 Pilot research	31
3.2.7 Procedures	32
3.2.8 Data Analysis	32
3.2.9 Summary	32
Chapter four	
4.1 Data Analysis	33-42
4.2 Results of the analysis :	43
4.3 Results of the questionnaires	43
4.4 Results of the teachers' questionnaire:	43
4.5 Discussion of Teachers' answers Attitudes	45
4.6 Summary	46
Chapter Five	
Discussion Findings, Recommendations and Conclusion	
5.1 Discussion	47
5.2 pedagogical implications	49
5.3 Recommendations:	49
5.4 Suggestions for Further Studies	50
References	51-57

List of tables

Table No.	Table Title	Page
(4-1)	When students attempt to speak English, they face inappropriate selected vocabulary	33
(4-2)	When speak, English grammar becomes difficult for them	33
(4-3)	Students when they attempt to speak English they face complexity of grammatical structures	34
(4-4)	Students face difficulties when they attempt to speak English because most of them focus more on written skills rather than on speaking ones	35
(4-5)	Students consider attempting to speak English is tedious.	35
(4-6)	Students face speaking difficulties that relates to pronunciation	36
(4-7)	The reasons for students' weakness are associated with English textbooks	36
(4-8)	Most difficulties of students' speaking concentrate in their fears and shyness.	37
(4-9)	Students face difficulties in speaking as a result of not using English language outside the classroom	38
(4-10)	Students face speaking difficulties due to their neglecting of English language acquisition	38
(4-11)	Teachers ignore teaching speaking skills	39
(4-12)	English teachers do not correct all of student's speaking mistakes	40
(4-13)	Most students are not satisfied with their teacher's way of teaching in speaking skills	40
(4-14)	Teachers do not know how to improve their students' ability to communicate	41
(4-15)	Teachers involve each student in every speaking activity and practice	42
(4-16)	Teachers' Opinions about their Students' level in terms of English Speaking Skills in the Secondary Stage	45

List of Appendixes

Appendix No.	Appendix Title
(1)	Letter to the Doctors and Teachers
(2)	Questionnaire Statements