"A suggested program for Tacking Difficulties Facing University Students English Communication Skills in Gaza"

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Dedication

I would like to dedicate my work to

My husband, who has always been supporting and encouraging me.

My father's soul, who scarified everything in his life for my brothers and me.

My mother, who waited my success.

My brothers and sisters, who have been supporting me.

My five lovely children Aya, Anse, Enase, Ameer and Ameera.
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Special thanks are due to my husband, my family, and all my friends who love and support me.
Abstract

A suggested Program for Tackling Difficulties Facing University English Majors in English Oral Communication Skills in Gaza

This study aimed at revealing the main difficulties facing English majors in oral communication skills at the Islamic University of Gaza (I.U.G.), and suggesting a program for tackling some of these difficulties by answering the following questions:

- What are the difficulties facing English majors in oral communications skills in Gaza?
- Are there any statistically differences at ( $\alpha \leq 0.05$ ) at oral communication skills difficulties facing English majors at Islamic university due to gender (male and female).
- What are the suggested program for tackling some difficulties facing English majors in oral communication skills at the Islamic University of Gaza?

To fulfill the aim of the study, the researcher followed the descriptive analytical and constructive methods. She prepared a list of skills that English majors should gain and which are needed for acquiring oral communicative ability. It includes (13) main skills: asking and answering questions, future plans and intention, socializing, finding the way, apologize and excuses, appointment, giving your opinion, problems and advice, reservations, invitations, requests and offers, certainty and un certainty, and regrets and criticism.

The researcher used these skills as a questionnaire to know what skills are important or not from teachers' point of views. The researcher also prepared a diagnostic test containing the difficult skills revealed by experts' opinions by open questionnaire and the researcher suggested a program for tackling difficulties facing students in oral communications skills. The researcher applied her test on English majors as a survey sample. To know the causes of these difficulties she interviewed the four oral communication teachers in the English department at I.U.G. Percentages, means, Pearson correlation and T-test were used to analyze the data statistically.

The results showed that:

- There were difficulties in oral communication skills, the most difficulties in: regrets and criticism, certainty and un certainty, requests and offers, reservations, socializing, finding the way, and appointment.
- There were different causes to these difficulties most of which were related to English majors, teachers, subject, the university system.
- There were no statistically significant differences at ($\alpha \leq 0.05$) between English majors in oral having oral communication skills difficulties due to the gender (male and female)
There were relevant recommendations for English majors, teachers, the university system, and preparing learning materials. The most significant ones were:

- It is necessary for English majors to expand their knowledge through interaction and participation with each other;
- It is useful if the staff of the English department cooperate between themselves in solving English majors' difficulties.
- It is necessary to provide the English department with teachers who are specialized in oral communication learning or native speakers.
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Chapter One

Introduction

• Statement of the Problem
• Research Questions
• Purpose of the Study
• Significance of the Study
• Limitations to the Study
• Procedures of the Study
• Definitions of Terms
Background of the Study

Introduction

Language is a means of communication among people regardless their different tongues, races and colors. Man needs language in as much as he needs air, water, and food. No one can imagine life without language, as it is the basic means of oral communication among individuals, groups, and people. Language is one of Allah's signs for man "He (Allah) taught him (man) eloquent speech" (The Holy Quran "Ar- Rahman/4")

Every nation has its own language; there is a number of languages belonging to different world people by which they interact, convey messages and transmit ideas and thoughts. Every nation seeks to keep its language alive because it is the main sign of unique history, culture and civilization. Also, language can unify people to be one nation.

English has, lately, established itself as the most popular language in the world. It may be considered the first world language. "Although English is not the language with the largest number of native language speakers, (communicators) it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other and where one or both speakers are using it as a second language" (Harmer 2001, p. 1)

English is a universal language: the language of communication across countries in the international world of trade, business, communication, air transportation and technology. As such, the many "English'ees" of the world do not belong to any single country, but are adaptations of standard forms accepted as models are archetypes of "good English". Learning and teaching English are very important in Arab and Muslim countries in general and in Palestine in particular, as our need for English is important to better understand the world people and best address them about our countries. Al–Ghunaimi (2003, p. 2) states that "Recently, it [English language] has been the language of "globalization". Therefore, English as a foreign language has been of considered importance in curriculum in most Arab countries to enable students to cope with modern life and develop their countries". Oral communication is the greatest use of language and is the basis of communication in fact, it is the basis of literacy. "Language plays a vital role in the personal and social development of students. It enables them to gain understanding of themselves and others, strengthens their
through oral communication, students learn about themselves, ideas, and feelings, and being able to respond to the communications of others, enables students to participate in society successfully (Chanrug 2004).

Learning a foreign language is not an easy task. It could be related to different factors, the main two of them are: mother tongue interference and no real situation for applying what has been learned (El-Majdalawi 2005, p. 45).

English learners in Palestine face the same challenges in learning a foreign language. These challenges affect the four English language skills. Oral Communication skills, they don't have enough opportunity to practice oral communication skills. They speak English with their classmates in lectures or breaks between lectures. Also, they can listen to cassette or radio or television. In fact, the time needed to practice English language through all these opportunities is not enough. English learners could do these things maximum five hours daily. So, it could affect English learners oral communication skills. Rababah (2003, a:106) described the general situation for Arab English learners, he said that "Arab English learners find difficulties in using English for communication, when engaged in authentic communicative situations, they often lack some of the vocabulary or language items they need to get their meaning across".

The researcher noticed that there are real serious problems facing English learners in oral communication skills in Palestinian universities. But as mentioned by other researchers these problems face other English learners in other places. Brand (2005) determined the skills needed by students after graduation. Lang's (2004) study investigated the links between English as a second language students' social identities and their processes of developing speaking proficiency. and Ratcliffe (1989) designed a course to help students develop oral communication skills, understand the criteria used in selecting the most appropriate way to communicate. AL-Ghunaimi's (2003) study aimed at designing a suggested video program to develop the communication skills of the learners English. AL-Ghussain's (2001) study aimed to specify the techniques used in teaching English oral communication for the 10th-grade students at the secondary schools.

According to what has been mentioned above about the common problems facing English learners in acquiring oral communication skills, the researcher feels the need for this study. Its need increases when one knows that there are no studies dealing with oral communication skills problems facing English learners in the Gaza Strip.
Statement of the Problem

There were serious difficulties in acquiring oral communication skills. Because this issue was not raised before and was not given enough attention by researchers in Palestine. The main question of the study is:

What are the suggested program for tackling some difficulties facing universities students in English oral communication skills in Gaza?

Questions of the Research

Three questions were generated from the main question:

1- What are the difficulties facing English majors in oral communication skills at Islamic University?
2- Are there any statistically significant differences at ($\alpha \leq 0.05$) in oral communication skills difficulties facing English majors at Islamic University due to gender (male and female)?
3- What is the suggested program for tackling some of the difficulties facing English majors in English oral communication skills?

Research Hypotheses

The primary research hypothesis of this study are:

1- There are no statistically significant differences at ($\alpha \leq 0.05$) in oral communication difficulties facing English majors at Islamic university due to gender (male and female).

Purpose of the Study

This study aims at:

a. Identifying, classifying and analyzing the main difficulties in oral communication skills.

b. Designing a suggested program to remedy the difficulties facing universities students in English oral communication skills in Gaza?
c. Exploring the evaluative opinions of the suggested program in the light of its construction referring to a group of specialist in English department.

d. Giving recommendations to overcome these difficulties.

Significance of the Study

It is hoped that this study will be beneficial for the following parties:

a- English majors by knowing the difficulties of oral communication skills in order to overcome these difficulties.

b- English Teachers by knowing how to solve these difficulties that represent challenges for English majors in order to conduct remedial work.

c- This study presents a suggested program for developing English majors in oral communication skills in the light of their weakness.

Definition of Terms

The researcher adopted the following definitions:

**A Program** is a group of concepts, activities, and various experiences which is presented by an institution for learners in order to interact with it that leads to modifying their behaviors (Good,1998,p.323).

**Instructional program**: A group of well planned and constructed learning activities that aim to develop the knowledge, attitudes, skills and thinking of the learners through selective content, instructional aids and constant process of evaluation.

**Difficulty**: difficulties (n) "A difficulty is a problem…. If you have difficult doing something, you are not able to do it easily…if you are in difficulty or difficulties; you are having a lot of problems" (Good, 1998 p.313).

**Difficulty**: difficulties (n) are a problematic issue that is uneasy to understand or achieve correctly from the first time for (60%) of English majors (operational definition).

**Oral Communication skill** is the ability of the person to send or receive messages, to interact, to react, and to behave successfully with others.
Communication skills are divided into two skills: listening and speaking.

Listening skill means the skills that provide learners with ability to get the idea or the meaning of the discourse or other listening material.

Speaking skill means the skills that provide learners with ability to speak fluently in order to express their ideas or opinions or answers.

Difficulties in oral communication skills are various subjects related to communication skills which represent some obstacles that face learners and prevent them from performing communication skills successfully.

English Majors are the English learners or who specialized in English at Palestinian universities.

Gaza Universities Institutions that offer higher education for Palestinian students in the Gaza Strip and grant bachelor and master degrees in most of science fields.

Limitations of the Study

The study will be applied and limited to the English learners (males and females in two faculties Arts and Education) of the fourth level who are enrolled at the academic year 2005 - 2006 at I.U.G., The study is concerned with the main problems in oral communication skills. It is also concerned with the causes of these difficulties according to the result of the diagnostic speaking test.

Summary

This chapter viewed the background of the study by viewing an introduction, statement of the problem of the study, purpose of the study, questions of the study, significance of the study, limitations of the study, and definition of terms.
Chapter Two

Literature Review

• Section I   Theoretical Framework
  – Nature of Oral Communication Skills
  – Requirements for Developing Oral Communication Skills
  – Stages of Developing Oral Communication Skills
  – Elements of Oral Communication Skills
  – Common Difficulties in Oral Communication Skills

• Section II   Previous studies
  – Commentary of the Previous Studies

• Summery
The Theoretical Framework

The first section aims at discussing the main related points to the study. It views the nature of the oral communication process, elements of oral communication skills, strategies, requirements for developing oral communication skills, stages, kinds, factors, and types of oral communication skills, evaluation of oral communication skills, and gives the main difficulties in oral communication skills.

2.1 Introduction

Oral communication skills are the greatest use of language and these are the basis of communication and literacy.

"Language plays a vital role in the personal and social development of students, it enables them to gain understanding of themselves and others, and strengthens their social relationships" (Gillian, 2005, p. 45). Through oral communication students learn about themselves, ideas others, enables students to participate in society successfully. Oral communication development in school, university and business, it does not mean teaching students speaking so much as providing them with the skills and opportunities to communicate more effectively. Willy (2000) specifies three criteria for oral communication competence: fluency, clarity, and sensitivity. Language study offers many benefits to learners in terms of improved oral Communication abilities, cognitive development, cultural awareness, and job opportunities. Teachers seek to develop their abilities and improve their practice by using oral communication skills as a means of developing the classroom teaching process. (Hall, 1999, p. 22). According to Vogel (2000, p. 65) gives related to oral communication goal area "Oral communication is at the heart of all social life, it is in our communication with others that develop, articulate, and manage our individual identities, our interpersonal relationships, and our memberships in our communities."

2.2 The Nature of Oral Communication Process

Oral communication is a two - ways process between speaker and listener, and involves the productive skill of speaking and receptive skill of understanding (Brumfit, 1998, p. 76). Both speaker and listener have a positive function to perform. In simple terms, the communicator has to encode the message; the message itself in normal speech usually
contains a good deal of information. At the same time the listener is helped by prosodic features, such as stress and intonation, which are part of the meaning of the spoken utterance, as well as by facial and body movements as gestures. There are different goals for oral communication skills mentioned by Larsen (2000, p. 56): They are as follows:

2-2-1 Oral Production

The main goal in teaching the productive skill of oral communication will be oral fluency. This can be defined as the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation. To attain this goal, the teacher will have to bring the students from the stage, where they are mainly imitating a model of some kind, or responding to cues, to the point where they can use the language freely to express their own ideas. The teacher will therefore need to give the students two complementary levels of training:

- Practice in the manipulation of the fixed elements of the language (phonology and grammatical patterns with vocabulary).

- Opportunities for the expression of personal meaning (Ibid, 2000, p. 60).

2-2-2 Interdependence of Oral Skills in Communication

Although in the lecture it is often necessary to concentrate at certain times on developing one of the oral skills rather than the other. We must not lose sight of the fact that oral communication is a two-way process between speaker and listener. Therefore you will need to ensure that the two skills are integrated through situations that permit and encourage authentic communication and also that the learners are taught how to keep the channel of communication open in such situation, by asking for repletion and clarification (Mabrouk, 2003, p. 34).

2-2-3 Intelligibility

In order to be able to communicate effectively, the learners also need an adequate mastery of grammar and vocabulary. It will be necessary to concentrate on essential features, such as the differences between key sounds, weak forms, basic stress and intonation patterns (Abbu, 2002, p. 243).
2.3 Oral Communication Ability and Motivation

Some researchers such as Walklin (2000, p.29) and James (2000, p.54) said that, development of oral ability is a good source of motivation for most learners, here are some points to pay attention to:

A- Try to find ways of demonstrating to the time by repeating an activity from time such as games.

B- Ensure that controlled practice, when the teacher will monitor and want to correct the learners' performance, is matched by opportunities for free expression. Learners are always motivated when they find they can actually do something with the language.

C- Show the learners how to make the best use of the little they know sometimes they can not express an idea, because they do not have the precise language they have in mind.

D- Oral ability through skills, if we are looking for sources of talk, it is apparent that many of these will come from reading and writing activities. Students will need dialogues, but these are not necessarily the best stimulus for talk.

Motivation also plays an important part in improving and developing the learners' communicative ability. Rababah (2003,b, p.87) shows that Arab students are instrumentally motivated to learn English and that they are well aware of the utility of knowing English. This means that the main stimulus for learning English is instrumental.

2.4 Oral Communication in Second Language

Michael (2004, p. 62) says that "to most people, mastering the art of oral communication is the single most important aspect of learning foreign language and success is measured in terms of the ability to carry out a conversation in the language ". The researcher thinks that oral communication is very necessary for teacher and students to understand meaning and convey message. EL-Matarawy (1999, p.56) added three factor which depend on:

2-4-1 Predictability and Unpredictability

Predictability will depend on a range of factors, some of which are related to the context of situation, including the interlocutors and their relationships. Predictability will depend on
whether the text type contains predictable patterns and also the extent to which we are familiar with these patterns (Galloway 2004).

2-4-2 The Concept of Genre

Within functional linguistics, the concept of genre has been proposed as a useful one for helping us to understand the nature of language in use, including the issue of predictability. The term "Genre" refers to a purposeful, socially constructed, communicative events. Cyril (2001,p.30) and Johnson (2000,p.87) supported that, by saying," There should be principled links between the learning opportunities presented to learners in the classroom and the target language. We should actually provide learners with an opportunity to explore the generic structures of spoken language".

2-4-3 Classroom Interaction

A considerable amount of research has been conducted in recent years into learner interaction, particularly interaction, which takes place through group work. In this section we shall review some of this research focusing on the linguistic and acquisition. The central research issue is the classroom tasks and patterns of interaction which provide learners with greatest amount of comprehensible input. Stimulating oral interaction in the classroom, learning to communicate orally in a foreign language will be facilitated when learners are actively engaged in attempting to communicate. This does not mean that we should never allow our learners to engage in manipulative exercises in which focus attention on the manipulation of linguistic form (Hall, 1999, p.14).

2.5 Elements of Oral Communication

According to Thordores (2001, p.23-26) there are two elements of oral communication (speaking)

2-5-1 Language Features:

Among the elements necessary for spoken production of practice are the following:

A - Connected speech: The effective speakers of English need to be able not only to produce individual phonemes of English, but also to use fluent connected speech. We should involve students in activities designed specifically to improve their connected speech.
B - Expressive devices: The native speakers of English change the pitch and stress of particular parts of utterances vary volume and speed show by other physical and non-verbal means. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such supra-segmental features and devices in the same way if they want to be fully effective communicators.

C - Lexis and Grammar: Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different function, such as agreeing or disagreeing, expressing surprise or approval.

D - Negotiation Language: Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. Away of getting students to practice this language is to give individuals cards, which each has one of these phrases written on them. Students then have to use the language forms written on their cards to interrupt and ask what we mean.

2-5-2 Mental/ Social Processing:

If part of speaker's (communicator) productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.

A - Language Processing: The effective speakers need to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. One of the main means for including oral communication activities in language lesson is to help students develop habits of rapid language processing in English.

B - Interacting with Others (communicate orally): Most speaking involves interaction with one or more participant, this means the effective oral communication also involves a good deal of listening, an understanding of how the other participants are feeling and a knowledge of how linguistically to be taken turns.

C - Information Processing: Quite a part from our responses to others' feelings, we also need to be able to process the information they tell us at the moment we get it.
2.6 Goals for Teaching Oral Communication

Some researchers such as John & Liz (1998, p.78) and Johnson (2000, p.44) mentioned some goals of teaching oral communication:

- Oral communication of English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and correctly they will accomplish this goal. However, if the aim of speaking is communication and without perfect English, then it makes sense to encourage quantity in your classroom.

  Fouly (1998, p. 45) said that, oral communication lessons often lie in pronunciation and grammar which are necessary for effective oral communication ability.

  Mabrouk (2003, p.23)supported that by saying, " The students should be able to make themselves understand, using their current efficiency to the fullest, to help students develop communicative efficiency in speaking, instructors can use balanced activities approach that combines language input, structured output and communicative output".

- To get students to have a free discussion, give them a chance to rehearse having discussions outside the lectures and to allow them to rehearse such as a real –life situations or events in the safety of the classroom.

- To provide feedback for both teacher and students, teachers can see their class is doing and what language problems they are having. El–Ghunaimi (2003:34) supported that " to give students enormous confidence and satisfaction and with sensitive teacher's guidance can encourage them into further study. "

2.7 Purpose of Using Communicative Approach in Communicating Orally

In order to achieve the communication process, the researcher needs to obtain the approach of communication process, all of communication skills are integrated with each other. Interaction in this process involves not only verbal communication, but also, non linguistic elements such as gestures, body language, posture, facial expression to convey messages directly. According, Larsen (2000, p.70) states that "a communicative approach to communicate emphasizes the use of language above the level of sentences. It makes sure that interactions which take place in the classrooms, are replications of a communicative
operation, the focus changes from accurate production of isolated utterances in communication. The learners is now concerned with using language." The researcher believes that communicating orally is necessary for developing communication and communication is important for teaching all communication skills (reading, writing, listening, and speaking).

In order to do this, learners take on roles and interact with others. The teacher provides prompts that utterances of a certain structure from the students, the teacher sets up the conditions for communication to take place, and assumes roles to model the language for the learners.

The process of teaching oral communication in communicating approach consists as learning any language skill. But many researchers, such as: Lang (2004), Larsen (2000, p.82), and Al-Dakle (2001, p.45); suggested phases for the learning any language skills, which are:

- The presentation phase presents a whole language operation in context, from which the students or teacher may take out of the key items.

- The transfer phase consists of putting to use the language items in situations that are analogous to that of presentation phase.

- Syntax is only one of several related aspects of performance that contribute to communication.

- The team project work is the chief strategies to communicative methodology.

If the teacher follows these phases, he will save time and efforts later, instead of acquiring his students good oral communication process for all situations (AL-Ghussain, 2001, p.78).

2.8 Strategies for Teaching communicative Skills

Human beings used different ways and methods to express and develop their life. These methods are considered necessary strategies for communication development. Because of the importance of learning strategies, hundreds of studies have been generated that look at different aspects of learning strategies and their roles in language teaching (AL-Dakle, 2001, p.78).
Use to improve their progress in developing L2 skills with these strategies can facilitate the internalization, storage, retrieval, and use of the new language. (Strategies are tools for the self-directed involvement necessary for developing oral communication ability.) Yamin (2004, p. 2243-247) mentioned these strategies:

**A- Stating your Objectives:** The teacher should put across on what operation the students are going to learn. In this way you make clear what is to be learnt and assume the students don’t know what to say, but they know they have a learning problem. In practice a communication of illustration, problem setting and explanation may be used to make one's objectives clear by using different strategies.

**B- Contextualization:** It is the means by which the meaning of the language item is made clear, the more successful type of contextualization exemplifies the new item and by means of clues in the context demonstrates what it means. To contextualize communicatively, however, you have to do more than convey this level of meaning, an item takes on meaning as a result of a total context in which it is used.

**C- Practice and Transfer:** The presentation of the material is followed by drilling, because we are concerned with teaching communicative operations. The first, is the use of question and answer to practice the language presented. In the communicative context any questions asked after the language is presented are to check whether students have an understanding of what is going on. It may start with choral repetition by the students of the language presented and then more into individual responses directed by the teacher, the teacher can ask individual students to ask questions and prompt individual answers. Accordingly, the communicative way emphasizes the importance of games, and role plays as away of setting limits to activity that are sufficiently well-defined, yet also sufficiently wide, to prompt practice in using language freely over longer periods of time (Mabrouk, 2003, p. 201).

### 2.9 Defining Communication strategies

It is difficult to find a rigorous definition of communication strategies on which CS researchers have reached an agreement. The following definitions will provide us with an insight into the nature of communication strategies.
Learners' attempt to bridge the gap between their linguistic competences in the target language and that of the target language interlocutors (Tarone, 1999, p.54).

CS are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch & Kasper, 1998, p.36).

Communication strategies such as: techniques of coping with difficulties in communicating in an imperfectly know second language (Stern, 1999, p.411).

CS are strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of an utterance due to his own Linguistic shortcomings (Poulisse, 2000, p.88).

The key of defining criteria for CS are "problematic" and "consciousness". All the previously mentioned definitions support the claim that CS are employed when L2 learners encounter a problem in communication.

There is no consensus among researchers over a taxonomy of communication strategies. Researchers develop and propose new taxonomies of communication strategies from time to time. Language learners often use CS to cope with the problems they encounter while attempting to speak a foreign or a second language, they attempt to solve communication problems when they lack adequate competence in the target language. When they face with such problems, they may try to avoid particular language or grammatical items; paraphrase when they do not have the appropriate form or construction.

2.9.1 Important Oral Communication Strategies

Michael (2004, p.432) summarized the important CS in these points:

- Communication strategies lead to learning by eliciting unknown language items from the interlocutor, especially in the appeal for help strategy.

- CS are part of language use, even native speakers use communication strategies in their speech and use speech time-gaining devices in order to keep the conversation going.

- Use of communication strategies is not an indication of communication failure; it can be very successful in compensating for the lack of linguistic knowledge. Ratcliffe (1989) suggests
that the only way to minimize the use of this strategy is by "correction and explanation". Learners must therefore be corrected when they make such errors. I think that what Ratliffe meant is making learners aware of such errors so that they can avoid committing them in future communication strategy. Moreover, I think that creating a good English learning environment will help learners to acquire English easily. Bruce (2000) supports Ratliffe's idea of raising the learners' awareness of the nature and communicative potential of CS by making them conscious of the CS existing in their repertoire, and sensitizing them to the appropriate situations. The teachers' role is then to orient the learners and focus their attention on these strategies.

2.10 Requirements for Developing the Oral Communication Skills

Oral communication practice is a crucial component of communicative competence.

It involves the linguistic forms of language as well as a knowledge of when and how to use these forms. These two Aspects of competence are interwoven (Byrne 1999, p.135). Thus it is impossible to imagine a person being communicatively competent without being linguistically competent. Morely (1999) supported that by explanting some requirements they include the follow:

- A competent teacher who is fluent in conversation.
- Appropriate classroom atmosphere, which is conducive to oral communication acts, and where students feel relaxed.
- Ample opportunity for student's participation.
- Clear objectives in speaking so that students can think of the ideas they wish to express.
- Knowledge of the appropriate functional expressions.
- A variety of learning activities including manipulative drills, guided conversation and communication.
- Practice and free oral work.
- Sensitivity to any change in the situation in which communicative operations are taking place.
- Contextualized language in terms of who is speaking, where and why.
All of these requirements are essential for developing the learner's oral communication skills. The researcher supports Morely who said that learning to communicate English orally is more effectively achieved by speaking than listening or reading. Students therefore must have the opportunity to express their feelings, their likes and dislikes, to talk about their interests. In living natural English and without this training in the productive skill of speaking, students' ability to communicate in spoken English will be meager no matter how much knowledge they assimilate of rules of pronunciation, of grammar and of sentence formation. Morely (1999).

2.11 Stages of Developing Oral Communication Skills

There are three productive phases (stages) that a language teacher should consider when developing his /her students' ability to speak the foreign language. Lyle (2004, p. 211) mentioned these stages:

A -The Controlled Stage

The first step in teaching oral communication skill is to train students in sound discrimination, oral vocabulary, verb forms and grammatical patterns. These elements are necessary to acquire linguistic competence. Students, therefore must practice hearing and understanding what is said or heard. Cyril (2001, p. 34) supported that, this activity is best carried out in the language laboratory where students can work at their own pace, they record some sentences, after a model, and then listen to each recording in order to correct any pronunciation problem. They continue this process until they gain some insight into the nature of the phonological rules of English. At the same time, the teacher should draw the students' attention to the rules of grammar and of sentence formation; these elements are interdependent and should be developed concurrently. Students must know that a word may have different meanings in different contexts. This means to help students differentiate grammatical form ungrammatical utterances; so that they can produce well formed English sentences as they progress in language learning. However, the vocabulary, structures, and other language patterns should be carefully selected and of high frequency.
B- The Guided Stage

At the second stage of learning to oral communication skill, the structural controls are progressively relaxed. Having automatic control over basic patterns by means of the habituation process, and having increased their linguistic competence through practice in various types of manipulative drills, students can now handle meaningful activities fairly well. The students now understand what he / she is saying structurally and semantically. Vogel (2000, p. 342) explanation some reasons there is no real oral communication taking place because his response is still controlled, the speaker does not add new information as he/ she is still subject to some restraints. Furthermore, the initiative is still left with the teacher or the group leader. This stage introduces the students to social formulas: greeting, introductions, complaints, asking for information, it also gives them expressions with which to convey their ideas. It produces few erroneous sentences, and these are corrected by members of the group, not by the teacher. For drilling guided oral fluency, the teacher provides the class with the context and content of what is to be said, and students communicate within this general framework. Topics and exercises should follow closely the interests of the students in order to encourage student-student interaction and to make English classes lively and cheerful experience. Thornbury (2005, p. 231) said that the material can be drawn from different sources such as: textbooks, students' compositions, English newspapers or magazines, language games, classroom objects. It is also important to make situations as concrete as possible. Persons, places, and things should be named rather than referred to as generic concepts. Contextualization highlights the social setting of language use; it also motivates the students because they are practicing the language as it is actually used by native speakers (James, 2000, p. 55).

C- Free Stage (Oral Production)

By the third stage of learning to communicate orally, the students has the basic machinery to say whatever he wants or feels and to tell others what he did. The teacher has to set up the situation or to provide the stimulation that arouse the students' interest (James, 2000, p. 45). Visual aids and props are good tools to set class discussions, dialogues and other speaking activities. Moreover, the teacher has to fit the oral activities to the students' own cultural background in order to meet their interests and to motivate them to participate in the activity. The teacher also has to prepare the material adequately, as free discussions are likely to fail if he has not, planned them carefully in advance. Thordores (2001, p. 45-46) suggested four
elements to success of free conversation, which are: The careful preparation by the teacher and the students; the silence of the teacher during the activity; the availability of interesting topics that stimulate students to participate; and to be confidence in their ability to communicate.

2.12 Differences between Language skills and Language Knowledge in Oral Communication Skills

The researcher found that there is confusion between language skills and language knowledge by some students. She found that, it is essential to define the meaning of each one of these terms, and clarify the main relationships and differences between them.

One of the basic problems in foreign language teaching is to prepare learners to use the language, how this preparation is done, and how successful, it depends very much on how we as teachers understand our aims. It is obvious that it is necessary in order to be able to speak a foreign language, to know a certain amount of grammar and vocabulary (Porter 1999). There are others things involved in speaking, and it is important to know what these might be, so that they too can be included in our teaching. For instance, to test whether learners can speak, it is necessary to get them to actually say something, to do this they must act on knowledge of grammar and vocabulary. By giving learners "speaking practice" and "oral exams" we recognize that there is a difference between knowledge about language and skill in using it. This distinction between knowledge and skill is crucial in the teaching of speaking. The spoken skill, taken as a whole, involves the ability to handle the entire sub-skills.

In other words, accuracy skills on their own are not sufficient knowledge accumulated through working with language in specific context in order to do specific tasks. So this area of knowledge may depend on its growth and improvement on the use and development of interaction skills. Language skills are depend on some appropriate knowledge resource, they involve using knowledge conventions for communicating specific meaning (Nasro, 2001, p. 25-27).
2.13 Kinds of Language Knowledge that Communicators Bring to the Language Skill of Oral Communication

2.12.1-Extra linguistic Knowledge

These kinds of linguistic that effect oral communication, include such as topic and cultural knowledge, and familiarity with the other speakers. Context knowledge allows speakers to make reference to the immediate context (Scott 2005). " Most speaking takes place face- to – face and in a shared context, there is generally less need to be as explicit as one might normally be in writing" (Richards&Willy2003, p. 102).

A- Socio cultural Knowledge

This is knowledge about social values and the norms that are realized through language. Socio cultural knowledge can be both extra linguistic and linguistic. There has been a lot of debate as to the extent to which cultural differences cause misunderstandings or even breakdowns in communication. There are certain speech events, such as greetings, requests, apology, where the risk of causing offence has meant that these events have become ritualized in different ways across social groups (James, 2000, p.230).

Linguistic Knowledge

Linguistic knowledge such as knowledge of:

B-Genre Knowledge:

There are two main purposes for speaking : speaking serves either a transactional function, in that it's primary purpose is to convey information or it serves an interpersonal function, in that, it's primary purpose is to establish and maintain social relations. Genre is an elusive term, here teachers will use it to mean simply a type of speech event.

A distinction needs to be made between planned and unplanned speech such as: Certain speech genres (public and business speech). On the other hand, unplanned speech in advance: each participant has to make strategic and spontaneous decisions on the basis of the way discourse unfolds (Willy 2000).
C-Discourse Knowledge:

Knowing how to organize and connect individual utterances as well as how to map this knowledge on the turn-taking structures of interactive talk is called discourse knowledge (Richards & Willy 2003, p. 34). The use of discourse knowledge is particularly important in terms of the fluid management of interactive talk.

Discourse knowledge is used to signal one's intentions to hold the conversational turn and to make boundaries in the talk.

D-Pragmatic Knowledge

It is describe the relation between language and its contexts of use including the purposes for which language is being used (Scott 2005). A communicative view of language holds as axiomatic that when someone says something or doing something. The way specific speech acts or functions such as: (complementing, suggestion, requesting, offering are typically realized comprises part of speaker's pragmatic knowledge (Willy 2000).

E-Grammar Knowledge

Grammar knowledge for speaking purposes consists largely of those grammar systems. Harmer's (2001, p.31) classifies grammar as two types' written grammar and spoken grammar. However, that the grammar of speech is identical to the grammar of written texts. Teachers have already noted how the demand of producing speech in real-time with minimal planning opportunities places considerable constraints on the kind of complexity speakers can achieve.

F-Vocabulary Knowledge:

Madden (2004, p. 34) said that, spoken language has high proportion of words and expressions that express the speaker's attitude to what is being said. These include ways to expressing doubt and certainty. Klipple, (1999, p.301) supported that by saying "communicators employ a lot of words and expression that express positive or negative appraisal". In general, speech has an interpersonal function, and by identifying what it is they like or don't like speakers are able to express solidarity with one another.
G-Phonology Knowledge

The "lowest level" of knowledge communicators depend on pronunciation. Wilga & Mackay (2005, p. 34) mentioned about, when speaking a second language, and this need not be a problem as long as intelligibility or not threatened. Native speakers, for example frequently identify the non native like use of stress, rhythm, and intonation as being a greater to intelligibility, and a stronger maker of accent, then the way individual vowel and consonant sounds are pronounced (Scott 2005).

2.14 Types of Oral- Communication Skills:

Some researchers such as Wolpe (2000, p.56) and Lyle (2004, p. 133) said that oral communication skills are classified according to intrinsic elements: Individuals, the other person, the relationship, and the topic.

Nasro (2001, p.23) added a third category to the previous two, which is called impersonal communication. The researcher supports Nasro who said that oral communication skill classifies into three categories:

1-Interpersonal Communications: It occurs any time people exchange messages when they express their opinions, ask and answer questions, express how they feel, talk about what they like and dislike or say what they want and don't want. Wolpe (2000, p. 128) classified the three interpersonal communication styles: the aggressive style, submissive style, and assertive style. In general people who use the aggressive style of communication appear to be some what belligerent. People who use the submissive style of communication appear to put themselves last and consider themselves inferior to others. This style encourages others to disregard their needs and to take advantage of them. Submissive communicators often don't get what they want because they don't stand up for themselves. Assertive communication style appears to have a healthy self-image. They express their wishes in a clear and direct way that conveys the impression that they expect their rights to be respected Assertive speakers appears to be positive, fair, and self-confident. Lyle (2004, p.132) supported that, by saying, "Being aware of these three interpersonal communication styles will help you recognize your usual style and that of the people you know".
2-Impersonal Communication

Impersonal communication "is communicating with yourself"; also communicating with your self is known as intrapersonal communication (Nasro, 2001, p.20).

Wolpe (2000, p.45) mentioned the impersonal communication occurs between the person and himself. Only one person can communicate with himself. This type of communication does not need to two people (receiver and sender) to complete the communication process, such as we talk with ourselves in different situations.

How the intrapersonal communications take place? This process depends on senses such as (touching, hearing, tasting, and smelling) .Communication occurs by central nervous system then by the messages. In intrapersonal communication it is allowing to talk a dissection which depend on receiver information by the senses, and help us to adapt with ourselves, society and environment (Ellen, 2000, p.34).

3- Intercultural Communication

First of all, it important to understand the term culture, "Culture involves the beliefs, values, and behavioral patterns shared by large groups of people"(Paulette, 2000, p. 45). Intercultural communication occurs when people from different cultures exchange information, ideas, thoughts, and feelings with one another. They may do this through speaking, writing, or gestures, sometimes, due to different beliefs, values, or behavioral patterns, miscommunication occurs. In order to communicate effectively across cultures, it is important to understand, respect, and appreciate the diverse beliefs and customs of people from different cultures (Ayres &Miller, 2002, p.291).

2.15 Suggested Factors Make Oral Communication Achievable:

Human beings use different factors and methods in oral communication process to communicate with each others, these factors and methods are considered categories for the oral communication development. Wilga&Mackay (2005,p.55) mentioned these three categories such as: cognitive factors, affective factors, and performance factors. This is what will be discussed below:
A- Cognitive Factors

Familiarity with the topic: the greater the familiarity is the easier the speaking task will be; this is why it is generally easier to talk about your job, or your family, than it is to talk about something very removed from your day-to-day life.

Familiarity with the genre: giving a lecture or a speech will be harder if you're unfamiliar with those particular genres.

Familiarity with the interjector: generally speaking, the better you know the people you are talking to and the more shared knowledge you can assume, the easier it will be.

Processing demands: if the speech event involves complex mental processing, such as that involved in describing a complicated procedure without recourse to illustrations it will be more difficult.

B- Affective Factors

Feelings towards the topic or the participants: generally, if you are well disposed to the topic you are talking about, and the other participants, the easier it is likely to be.

Self-consciousness: being "put on the spot" can cause anxiety which will have a negative effect on performance; (physiological factors).

C- Performance Factors:

Mode: speaking face-to-face, where you can closely monitor your interlocutor's responses and where you can use gesture and eye-contact, generally easier than speaking over the telephone.

Degree of Collaboration: giving a presentation on your own is generally harder than doing it with colleagues because in the former case you can't count on peer support.

Discourse control: it is often easier if you can control the direction of events, rather than being subject to someone else's control.
Planning and rehearsal time: generally, the more time to prepare, the easier the task will be. Telling a joke is usually easier the second time round.

Time pressure: if there is a degree of urgency, it is likely to increase the difficulty for the speaker.

Environmental conditions: trying to speak against a background of loud music or in poor acoustic conditions as in many classrooms is difficult (Thornbury, 2005, p. 33).

2.16 Components Underlying Oral Communication Effectiveness:

Language proficiency is not a one-dimensional construct but a multifaceted modality, consisting of various levels of abilities and domains (Carrasquillo 1999). (Brand 2005) also assumes that L2-learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationships. The theory of communicative competence consists of the interaction of grammatical, psycholinguistic, sociolinguistic, probabilistic language components. Building on Hymes's theory, (Canale & Swain 1998, 35) suggests that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, reflect the use of the linguistic system and the functional aspects of communication, respectively.

2.16.1 Grammatical Competence

"Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress" (Scarcella, 1999, p. 141). In order to convey meaning, EFL learners must have the knowledge of words and sentences: That is, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers to use and understand English-language structures accurately and unhesitatingly which contributes to their fluency.
2.16.2 Discourse Competence

English foreign language learners must develop discourse competence, which is concerned with interactional relationships. In discourse, whether formal or informal, the rules of cohesion and coherence apply which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. Therefore, effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time, and in Sociolinguistic Competence, contrast, and emphasis (Scarcella, 1999, p.142)

Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts (Ibid, 1999, p. 143). Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk. Therefore, "adult second language learners must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly "(Brown, 1999 p.238).

2.16.3 Strategic Competence

Refers to the individual's ability to use "communication strategies "to get their message across and to compensate for a limited or imperfect knowledge of rules or the interference of such factors such as fatigue, distraction or attention, (Rababah, 2003,b, p.54).

Strategic competence, which is "the way learners manipulate language in order to meet communicative goals" (Ibid, 2003,b, p. 228), is perhaps the most important of all the communicative competence elements. Simply put, it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules (Berns, 1996 p.56). With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going on , how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.
2.17 Interaction as the Key to Improving EFL Learners' Oral Communicative Abilities

The function of spoken language is interactional and transactional. The primary intention of the former is to maintain social relationships, whereas that of the latter is to convey information and ideas. In fact much of our daily communication remains interactional. Being able to interact in a language is essential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner-learner interaction as the key to teaching language for communication because "communication derives essentially from interaction" (Rivers, 2000, p.543). Oral communication in the classroom is embedded in meaning-focused activity. This requires teachers to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills develop. Consequently, the giving and taking exchanges information will enable them to create discourse that conveys their intentions in real-life communication.

While, Walklin (2000, p.164) indicated that the interaction means communication. It is the art of successfully sharing meaningful information with people by means of an interchange of experience. The important word is "successfully ", which implies that a desired behavior change results when the receiver takes in the message. Furthermore, Sauvignon (1999, p.120) defined interaction as "the process in which teachers and students have a reciprocal effect upon each other through which they say and do in the classroom."

2.18 Oral Communication Activities

In designing activities, teachers should consider all the skills conjointly as they interact with each other in natural behavior, for in real life as in the classroom, most tasks of any complexity involve more than one macro skill (Nunan 1998). Effective oral communication activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of communication purposes. They should be:
a- Based on authentic or naturalistic source materials;

b- Enable learners to manipulate and practice specific features of language;

c- Allow learners to rehearse, in class, communicative skill they need in the real world;

d- Activate psycholinguistic processes of learning.

Based on these criteria, the following activities appear to be particularly relevant to eliciting spoken-language production.

2.17.1- Aural - Oral activities

Teachers have used in their microteaching practice in class room is:

Jigsaw listening: a story is recorded into several segments on an audiocassette tape. Teachers either have each student listen to a different segment or divide the class into small groups and make each group responsible for one segment. After each group has listened to a segment, students are provided with a worksheet of comprehension questions based on the story. Then, students work together in groups on an information-gap activity (Abbu, 2002, p. 67).

2.17. 2-Visual: Oral activities

Teachers need to audiovisual materials such as appropriate films, videotapes, and soap operas. They can provide the motivation achieved by basing lessons on attractively informative content material, the exposure to a varied range of authentic speech, with different registers, accents, intonation, rhythms, and stress. Language used in the context of real situations, which adds relevance and interest to the learning process (Brown, 1999, p. 150).

Visual stimuli can be utilized in several ways as starter material for interaction. Short pieces of films can be used to give "eyewitness" accounts. Anecdote from a movie can be used to elicit opinion-expressing activity.

2.17. 3-Material-Aided: Oral activity:

Appropriate reading materials facilitated by the teacher and structured with comprehension questions can lead to creative production in speech. Oral reports can be produced from articles
in newspapers or from some well-designed textbooks such as culturally speaking. In fact, language input for oral activities can be derived from a wide range of sources that form the basis for communicative tasks of one sort or another, which will help learners deal with real situations that they are likely to encounter in the future (Thornbury, 2005, p.132).

2.17. 4 – Culture Awareness: Oral activity

Teachers can present situations in which there are cultural misunderstandings that cause people to become offended, angry, and confused. Then, through – provoking information and questions can follow each description or anecdote for in- class discussion. Students can be asked to analyze and determine what went wrong and why, which will force them to think about how people in target culture act and perceive things. This kind of exercise can strike a healthy balance between the necessity of teaching the target culture and validating the students' native culture. Just as Wilga&Makay (2005,p.34)say, " a great number of cultural assumptions which would be normally presupposed , and not made explicit by native speakers may need to be drawn explicitly to the attention of speakers from other cultures."

2.18 Purpose of Oral Communication Activities

According to Littlewood (1998, p. 90), there are four purposes of communicative activities:

-They provide "whole –task practice", in foreign language learning, our means for providing learners with whole- task practice in classroom is through various kinds of communicative activity , structured in order to suit the learners' level of ability .

-They improve motivation, to learn is more likely to be sustained if they can see how their classroom learning is related to their objective and helps them to achieve it with increasing success. Also most learners' prior conception of language is as a means of communication rather than as a structural system.

-They allow natural learning; many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communicating orally.
-They can create a context which supports learning; communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teacher. Rababah (2003,a, p.25) help learners by exposing general guidelines for effective purpose.

-The relationships between them can help to humanize the classroom and to create an environment that supports the individual in his efforts to learn.

-The activities can be divided into those that language to share information and those that process information, the activities are usually learner – directed and often involve pair and small group work.

Stern (1999,p.32)proposed five principles for a communicative exercise typology , which are , in essence, based on problem –solving and task- orientation. He illustrates these with several examples:

1- Information transfer e.g., reading information to extract data in order to fill a form.

2- Information gap: e.g., information is known by only one student in a pair and it can be conveyed by different exercises to the other student.

3- Jig saw: e.g., a cooperative learning in which each member of a small group has a piece of information needed to complete a group task.

4- Task dependency: The principle by which a second task can only be done if the first task has been successfully completed, e. g., listening to something and then using the information to produce something.

5- Correction for content: The principle argues that at some student's language production should be judged on its communicative efficiency in relation to a specific task; an example of this is the pair work technique "Describe and Draw", in which one student describes an illustration, diagram.

2.20 Evaluating Oral Communication Ability

Evaluating the communicate oral (speaking ) ability is a difficult task as it takes more time to administer to a large class than the commonly used discrete point tests. This reason such as: lack of time, may explain why teachers avoid oral exams .So the ability to speak is tested
through an overall impression in most cases, this way seems more practical as the teacher need not designate a special day or time for oral fluency exams. By observing students' interaction and participation in class activities he can judge their oral ability (Rababah, 2003,a, p.67-68).

Some teachers do not know how to test or evaluate, nor they are able to identify the issues they need to focus on those that need to be ignored. Wilga & Mackay (2005, p.104) help teachers by exposing general points for effective evaluation:

1-Repeat sentences of varying lengths.

2-Recite a passage (poem, dialogue) they have learned.

3-Take one of the roles in a dialogue;

4-Answer questions either when specific instructions are given or without a cue.

5-Make a rejoinder to a statement or request.

6-Read a passage of familiar material or passage containing new material.

7-Ask direct questions when an indirect statement is given.

8-Transform sentences according to the direction given.

9- Formulate questions on a passage.

10-Tell what they would say or do in certain situations, they would hear or read one or more sentences describing a situation and they would tell what they would respond.

11-Describe what they see in a picture.

12-Tell about something they did at some particular time, something that happened or something that is going to happen.

13-Give a summary of something they are asked to read at the examination or something they have read some time before.
14-Role – play a situation (Project team types).

15-Improvise a short story, or describe the main characters and events in the story.

16-Talk about charts, posters, drawings, tables.

17-Participate in mock interviews, debates, and problem solving.

18-Give explanations, descriptions, and make reports. Such as: class reports, panels, arguments.

19- Engage in real conversations between students.

20-Students narrate; tell jokes, recount events, give instructions, talks about familiar topics.

2.21 Common Difficulties in Oral Communication

As it is clear, oral communication skill is a difficult skill. Many steps and skills are needed to acquire a high ability to communicate orally. These steps and skills can not be obtained and mastered easily. So, there are many difficulties facing English majors in oral communication process. The following lines reveals common difficulties among English majors as mentioned by different researchers:

For example the students in Palestine Universities, their native language are Arabic, inside the classroom where the language teachers at school are native speakers of Arabic. There is little opportunity to learn English through natural interaction in the target language (El-Majdalawi, 2005,p.45).

- English is not use in daily situations; it is thus more difficult for Palestinian learners of English to communicate orally in the target language in real life situations (Rababah, 2003,b,p.215).

- Many studies have been conducted to investigate lexical, syntactical and phonological errors committed by Palestinian school learners of English. In support of EL- Matarawy's view (1999,p.45) and AL-Ghunaimi(2003,p.65) found that "Palestinian EFL students commit serious lexical errors while communicating in English".
Palestinian learners of English also face difficulties. Some of these difficulties are summarized by Obeidat (2002, p.35): "Palestinian students face certain difficulties or (problems) related to pronunciation, however, most of these difficulties can be attributed to the differences between English and Arabic".

There are common difficulties to communicate freely in the target language; this may be due to the methods of language teaching and the learning environment, which may be said to be unsuitable for learning a foreign language. The fact is very noticeable in Palestine because the formal language of communication in Arabic (EL-Khuli, 2000, p.23).

Students find difficulties in using English for communication, when engaged in authentic communicative situations. They often lack some of the vocabulary or language items they need to get their meaning across (Rababah, 2003, p.45).

EL-Shirbini (1998, p.56) divided the difficulties that Arab learners face into two types: First, university students continue to make some basic and frustrating errors in spelling, morphology and syntax. Secondly, they can not express themselves. "comfortably" and "efficiently" either when dealing with a academic topics or common every day topics. Yamin (2004, p.45) argued that the students' major difficulty arises from the fact they can not use English correctly and appropriately either in the classroom or outside it when they are required to do so. This means that the difficulty is related to the students' deficiencies in communicative competence and self-expression.

Students' failure in using English as a tool of goals to the study plans and methods of teaching (AL-Ghunaimi, 2003, p.34).

Rababah (2003, a, p. 89) argued the continuing dissatisfaction with the performance of Arab students in English courses suggests a lack of fundamental standards in curriculum design, testing and oral communication skills, teaching strategies at university levels.
Section II

Previous Related Studies

Introduction

This section aimed at reviewing previous studies related to the current study. Through investigation, the researcher found that there are many studies that discussed different issues in oral communication skills in general but a few of these studies discussed speaking skills.

They could be divided into three parts: speaking and other language skills, developing oral communication skills and difficulties facing students in acquiring oral communication skills.

Oral Communication (speaking) and Other Language Skills

Negem's Study (1995) aimed at proving that speaking and writing are inter-discursive modes prolegomenon. The researcher compared between speech and written sentences to argue that speaking and writing are inter-discursive rather than completely different. He said that writing is detected talking, and the unconscious problems occur in speech sentences. Also, the speaker can explain two ideas in one sentence, the same problem can occur in the written form.

Abed Allah's Study (1996) aimed at discovering the nature of the relationship between speech and writing as manifested in linguistic theory. The researcher analyzed and revised overlapping, specialized functions, and types of linguistic form of discourse.

The results showed that:

- Written communication is an integral part of the network in societies,

- Who use language with written form?

- Writing is considered peripheral to speech by prominent linguists.

- Both spoken and written language are a kind of communication, speech is face-to-face interaction, while writing is associated with codified and orthographic systems.
And both of them are used sometimes interchangeably to perform certain functions as a result of social and circumstantial changes.

The researcher recommended the other researchers to do more researches in the same field.

Negem's Study (1996) aimed at exploring the reading–speaking relationships in both of native English-speaking students (NES) and (EFL) students. There were two samples: (150) NES were volunteers from English majors enrolled in American university in the academic year (1999-2000). And (150) EFL students enrolled in the department of English at faculties of education in Jordan in the academic year (2000-2001). There were four tests conducted to the two samples as follows:

- The first two: the Nelson–Denny Comprehension Test and a TWE essay prompt were used with native English-speaking students.

- The other two: the TOEF reading comprehension, subject 5, part B, and part 4 were used with EFL students.

- The data were gathered through measures of both reading and speaking for two groups of the study, and they were analyzed by Pearson product moment correlation coefficient.

- The results showed that there was strong positive correlation between reading and speaking in NES students, and no significant correlation in EFL students.

**Developing Communication Skills**

Fouly's Study (1998) aimed at examining the effect of an in–service teacher training course on the communicative competence of English language students in schools in Amman.

The researcher prepared and administrated a test that was based on devices and techniques the teachers had to use to foster functional English and to achieve a communication goal of the language. He used correlated T-test. The results revealed that the course improved students communicative ability in the target language skills.

The recommendations were: teachers should encourage students to develop communicative ability in teaching English as a second language.
AL-Okda's Study (1998) aimed at designing a measure for validating group work oral communication tasks in preparatory stage. A representative sample consisting of 30 tasks was used for this purpose. Each task was performed by two similar ability group and one mixed ability group.

This study concluded that there was a positive correlation between the degree of communicative orientation of task work plans and the frequency of negotiation and assistance routines in task discourse. There were no significant differences found between task types in analyzed data. The mixed ability group task discourse was significantly more accurate and greater in quantity.

EL-Shirbini's Study (1998): This study aimed to analyze needs teachers of English for communicative and interactive methodology. It designed methodology course to achieve communicative aim of English teacher's programs. The researcher used the experimental approach.

The results of this research reinforced the integration of methodology and language and showed that the achieved degree of progress due to the techniques of teaching programs. They proved that theoretical basic of designing is correct through application and experimentation. They indicated that students achieved high degree as a result of this teaching program.

El-Matarawy's Study (1996): This study was designed to investigate the effects of using cooperative learning strategy on developing oral communication skills of the first year students in the department of English at Port Said faculty of education. The purpose of this research was to develop both speaking and listening skills of the prospective teachers of English. This study was applied on all students of the first year in the department of English at Port Said faculty of education. The researcher applied his study on (30) students (male and female) who were selected randomly for experimental group and others for control group. The researcher used pre-and post tests. The statistical analysis of the results proved that the students of experimental group made progress and improvement during experimentation.

Naqeeb (1999) investigated the effect of role-play on developing the speaking proficiency of eight grade students in Naples. The sample consisted of (60) students and was divided randomly into two groups; an experimental group and control one. An oral interview
test was used as a tool of the study. The results revealed that the experimental group developed significantly after the implementation of role-play.

Gebhard (1999:52-55) indicated that an appreciation for uniqueness of individuals leads to genuine communicative interaction. To create a classroom atmosphere conducive to interaction, teachers need to understand and accept each student as he or she is which sometimes can require considerable effort.

The researcher added that another important factor is providing chances to listen to each other, express their ideas in speech and writing. Students need to have choices as to what they want to say, and how they want to say it.

EL-Matrawy's Study (1999) aimed at investigating the effect of using the cooperative learning techniques on developing oral language fluency of adult learners at National Center for Education Research and Development in Egypt. The researcher used the oral English language fluency test.

The results proved that using the cooperative learning techniques positively correlated with developing oral fluency in English. The researcher recommended that teachers should concentrate on using of the cooperative learning techniques on developing fluency skills in writing, involve them in different qualifications and in different institutions.

EL-khuli's Study (2000): The main concern of this study was to investigate the effectiveness of using questioning strategy on developing the 1st secondary school students' speaking skill. The sample of the pilot study was randomly selected from some secondary schools located in northern Cairo Educational directorate.

Two questionnaires were designed to identify and select most suitable questioning strategies for the students' needs and interests to find out the viewpoints of teachers and professional experts in the field. The results of study showed much higher significant differences in favor of the experimental group and raised many proposals which need to be explored.

Wanous's Study (2002): This study investigated the effectiveness of a teaching program via the video for learning oral communication in English. It was an empirical study on the 2nd secondary class in the school of Martyrs in Syria.
The researcher realized the low level of the students in learning English and the ignorance of teachers for the speaking skill of language.

The sample of the study consisted of two groups of students, an experimental group and a control one. The program was implemented upon the sample of the study. A valid and reliable achievement speaking test was used as a tool of study and it served as a pre-test and post-test.

The results were treated statistically and there were significant differences between the achievement of the two groups of the study for the experimental one including males and females. Accordingly, the video program proved to be effective in developing the speaking skill of English for the students.

The study recommended the use of video programs in teaching English as they present language in its native style in oral communication.

AL-Ghunaimi's Study (2003) aimed at developing the oral communication skills of the 11th grade learners of English in Gaza via suggestion a video program to teach some functions of English language to the target students.

The video program was applied through an experimental study including two equivalent groups of the 11th grade students in Shadia Abu-Ghazala secondary school for girls. Each group included (37) students, one of them was an experimental group that was taught the functions of language by the suggested program while the other group was controlled and was taught the same functions in the traditional method.

The students achievement was evaluated by valid reliable tests, a listening test and the speaking one. T-test independent sample was used to measure the differences in achievement between the two groups on the listening test and the speaking one whereas T-test paired sample measured the differences between the pre-performance of the experimental group and the post-performance of it on both of listening and speaking.

Results revealed that the experimental group scored significantly higher on the post-test of listening and speaking than the control group did. Moreover, the post-performance of the experimental group was significantly higher than the pre-performance of it on tests of speaking and listening.
The researcher recommended that teachers of English language should try to present the language in a natural atmosphere of social communication, and the use of instructional films proved to be effective for that purpose.

**Difficulties in Oral Skills**

Qawasmi's Study (1999) aimed at discussing some problems in teaching English conversational communication by investigating the need for providing more opportunities that stimulate the students to participate in actual conversational communication and the need for a natural comfortable atmosphere for that.

The study was descriptive and the sample consisted of (175) students from Beir-Ziet, Al-Najah, Bethlehem and Hebron universities. The researcher used a questionnaire which included items related to the available opportunities for students to make oral communication conversations with each other and with native speakers in a natural atmosphere.

The results showed that students did not have opportunities to practice English in their life. The heavy reliance on the teacher in class makes it difficult for them to give a sufficient attention to the spoken language in the classroom or to organize meetings native speakers outside the classroom.

AL-Ghussain's Study (2001) aimed at investigating oral communication and specified necessary techniques that should be applied by English language teachers in order to achieve effective English oral communication.

The sample consisted of (30) teachers from the whole population of "tenth level" teachers in Gaza. The researcher applied two valid and reliable tools: a questionnaire and an observation card. To treat the results, the percentage score was used for describing and specifying the techniques used by teachers, T-test for gender and qualification variables and one Way ANOVA for the experience variable.

Results showed that teachers with educational background apply English oral communication techniques more than English teachers who graduated from faculties of arts. Moreover, results of the observation card indicated that neither male nor female teachers use the necessary techniques for teaching oral communication.
AL-Dakel's Study (2001): This study aimed to evaluate speaking skills in English among 3rd year secondary for both literary and scientific section in Libya Jamahiriya. The researcher used the descriptive approach. He applied a questionnaire in this study. The sample was chosen from secondary schools in Bani Waid city in Libya Jamahiriya. The researcher used another questionnaire for a sample of (25) teachers. The results of both questionnaires indicate the existence of the problem of the present study: There is poor standard of oral communication skills among the students. The preliminary result emphasized on the need to attempt to tackle this problem and suggested some measures to face and treat it.

EL-Said's Study (2002) aimed at discovering the nature of the relationship between effective communication anxiety on communicating orally and various learning styles. The researcher specified MC Croskey-24 (1988) scale to using them, which was prepared to measure the degree of communication anxiety.

The researcher applied her study on (235) girl students who enrolled in the third semester (2001-2002) at the faculty of education at Jordan University.

The results revealed that many students were suffered from communication anxiety because the teacher failed to arouse their interest in the first place to communicate orally all the time.

The researcher recommended that teachers should encourage students to communicate orally and to vary strategies in learning.

Teachers should choose the best and most effective methods of teaching, and improve their ability to communicate orally.

Rababh's Study (2003) aimed at discussing some problems facing Arab learners with communication process at the English Department in Jordan University.

The researcher examined students’ participation levels through observations and interviews. The target sample consisted of fourth and third level in University.

The results showed that the level of students’ achievement, interaction and attention in oral communication in English was low.
The researcher recommended that teachers should pay attention and concentrate on all students to communicate orally with each others in and outside lecture.

Lang's Study (2004) investigated the links between English as a second language proficiency (speaking). The researcher focused on students who spoke English as a second language. To investigate how their position in the social world facilitated and constrained their processes of developing oral communication skills by using multiple sources of data, such as: journals, interviews notes, participation observation filed, and the results of the speaking test.

The researcher applied her study on (130) students who speak English as a second language. The results revealed that the students' social positioning not only in differential degree of participation in oral practice with other English speakers which in turn constrained their chances to have many but also in different levels of English speaking skills. The researcher recommendation that students should concentrate on using communication orally in all situations inside and outside lectures and developing these skills.

**Commentary on the Previous Studies**

The previous different studies were covered and conducted by different researchers in different countries, universities, and schools. All of them discussed oral communication skills in different corners. There were relationships (similarities and differences) between these studies and the current study.

The researcher categorized these studies according to their aim.

The first part of the studies proved that there is a relationship between oral communication skills and other language skills: speaking, reading, but the researcher did not find studies discussing the relationship between oral communication and listening.

These studies aimed at exploiting this relation to invite the teachers of all language skills to concentrate on developing more than one skill in teaching.

Negem's study (1995), Abed Allah's study (1996), and Negem's study (1996) explained the relation between oral communication and other language skills.
Some of the studies in the second part aimed at determining developing oral communication skills in order to design a program to acquire oral communication skills based on language functions, or to help the teachers to design their subject by focusing on developing these skills as shown in Fouly's study (1998), El-Shirbini's study (1998), Al-Ghussain's study (2001), and El-Ghuanimi's study (2003).

The third part of the studies aimed at revealing or discussing the common difficulties and problematic issues facing students in requiring oral communication skills in order to help the teachers to overcome these issues. There studies are: (Qawasmi's study (1999), (EL-Said's study 2002), (Rababah's study 2003) and (Lang’s study 2004).

As it is clear in the summaries above, these studies used different methods of researching, applied on different students in different levels from different countries and universities, and used different kinds of tools to achieve their aims.

All of the previous studies revealed new and important results to oral communication teachers and their students.

The researcher will benefit from these studies in different points as follows:

- The first, the second, and the third part of the studies will help the researcher to explain the results, give solutions, and to design the suggested program.

- The first part of the study will help her to design the diagnostic speaking test, which is prepared to answer the first question.

- The third part of the studies will help the researcher to formulate recommendations and suggestions to overcome these difficulties.

- The second part of the studies will help the researcher to answer the second question of the study, and to design a suggested program.

- And all the studies will help the researcher in oral communication, the theoretical framework, giving recommendations and suggestions.
The current study differs from these studies in many aspects. It discusses a very important topic related to Basic English language acquisition. It is applied on the Palestine English majors at the Islamic university.

Moreover, it discusses the most common difficulties facing English majors in different countries through different sources. It prepared the suggested program the light of most difficulties facing English majors in acquiring oral communication skills.

**Summary**

In this chapter, the researcher attempts to shed the light on the theoretical framework of the present study. The researcher mentioned to the nature of oral communication skills, types, steps, oral communication strategies, elements of oral communication requirements for developing oral communication, oral communication activities, and evaluating oral communication ability and gives some previous related studies, they were very helpful to the researcher in conducting this study as they enriched her educational background concerning the theoretical part of study.
Chapter Three

The Methodology

• Population and Sample of the Study
  – Study Sample
  – Instrumentations
  – List of Skills

• Questionnaire for the Teachers Skills Courses
  – Interview
  – The Speaking Diagnostic Test
  – The Suggested Program
  – Statistical Analysis
Methodology

The aim of the current study is to reveal difficulties facing English majors in English communication skills at IUG, the causes of these difficulties and designing a program for tackling these difficulties. To fulfill the aim of the study, the researcher used different tools to collect the needed information. This chapter views population of the study, the steps that researcher followed, the tools used to answer the questions of the study, statistical analysis, researcher methodology, and procedures of the study.

1-  Population and Sample of the Study:

The population of the study consisted of (222) English majors. This fact obliged the researcher to consider the population of the study to represent the sample of the study (survey sample) (AL- Dakel, 2001, p. 58). The speaking diagnostic test was administered in the first semester (2006-2007). There were some students, who were absent or refused to participate in the speaking diagnostic test. So the total number of the sample was (130) students as explained in the following table:

Table (1)
The population of Study

<table>
<thead>
<tr>
<th>Gender</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>Female</td>
<td>194</td>
<td>122</td>
</tr>
<tr>
<td>Total</td>
<td>222</td>
<td>130</td>
</tr>
</tbody>
</table>

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Table (2)
The Distribution of the population and the sample according to Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Population</th>
<th>Sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>28</td>
<td>18</td>
<td>64.28</td>
</tr>
<tr>
<td>Female</td>
<td>194</td>
<td>112</td>
<td>57.73</td>
</tr>
<tr>
<td>Total</td>
<td>222</td>
<td>130</td>
<td>58.55</td>
</tr>
</tbody>
</table>
2-Tools of the Study

The researcher used five different tools to achieve the aims of study: list of skills, open questionnaire for the teachers of communication skills, interview with teachers of oral communication skills, the speaking diagnostic test, and suggested program.

2-1- List of Skills:

A- **The aim of the list** is to identify the skills that English majors should obtain, and to use there as a scale in answering English majors' skills in oral communication skills.

B- **The Sources of Constructing the List**:

The researcher depended on different sources to construct the list: books of listening speaking, books of Headway, books of oral communication skills and previous studies such as: AL-Ghussain's (2001), AL-Ghunaimi's (2003), Rababah's (2003), Lang's (2004). Also, the researcher asked specialized teachers who teach these subject what are the main and sub-skills that are needed for oral communication.

C- **Description of the List**

The list includes the entire main and sub-skills, because this study is a diagnostic study. The researcher prepared these necessary skills necessary to be used in daily life through different situations, as mentioned in chapter three. Below are the main oral communication skills.

D- Oral Communication Skills

1- Asking and Answering Questions.

2- Future Plans and Intentions

3- Socializing.

4- Finding the Way.

5- Apologies and Excuses.

6- Appointment.

7- Reservations.

8- Likes, Dislikes and Preferences.

9- Invitations.
10-Requests and Offers.

11-Certainty and Uncertainty.

12-Regret and Criticism.

13-Problems and Advice.

There are sub-skills for each main skill, Appendix (E).

E-_validity of the list of skills

The researcher showed the list of oral communication skills (specialized) to judge the suitability of the tool through adding deleting or correcting. The juries' responses revealed that all the skills are very important. The lowest percentage was (80) and highest one was (100%) and no skills were deleted or added Appendix (I).

2-2- questionnaire for the teachers skills courses:

A-The aim of this questionnaire is to help the researcher to construct the speaking diagnostic test, and to answer the first and second questions of the study. The researcher asked teachers of oral communication about the main difficulties facing English majors in oral communication by question. Seven Teachers from different universities in Palestine answered the question (what are the main difficulties facing English majors in oral communication?), Appendix (C).

2-3 – interview with teachers of oral communication skills:

A: The aim of the interview is to know the causes of difficulties facing English majors in oral communication skills, and it helped the researcher to answer the first and fourth questions of the study.

B-The sources of constructing the interview

To construct the interview, the researcher searched about the main inputs of the learning process through different methodology books. She found that students (English majors), teachers, subject (learning materials), surrounding circumstances (university system) are the main inputs of learning process.
C-Description of the Interview

The researcher followed the open structured diagnostic interview. The questions of the interview consisted of the main difficult skills and different domains which represent the main inputs of the learning process (Appendix D).

The four oral communication teachers in the English Department at I.U.G. were interviewed. At the beginning of the interview, the researcher introduced herself and her study. Then she read the difficulties and asked the teacher to mention possible causes related to the domains. The researcher recorded the interviews by a tape recorder and writing notes.

2-4- The Speaking Diagnostic Test:

A- The aim of the test is to evaluate the ability of English majors to employ oral communication skills in their performance and to help the researcher to answer the first and the second questions of the study.

B- Specific objectives: The expected outcomes of learning were specified according to the skills of the questionnaire that included (26) language functions (skills). Since the speaking test is oral and requires more time than the normal types of tests, the specific objectives were limited to include (13) functions of language due to the opinion of the specialists:

- Asking and answering question
- Future plans and intentions
- Socializing
- Finding the way
- A pologise and excuses
- Appointment
- Giving your opinions
- Problem and advice
- Reservations
- Invitation
- Requests and offers
- Certainty and uncertainty
C-Questions of the Test:

The question were distributed through the following three scopes:

1-Sequence of Expressions:

This scope evaluates the student's ability to produce some expressions related to her/him CV through a question in which she/he is asked to introduce herself/himself to the class supposing that it is the first day of the university.

The test was deliberately planned to start with an open question in order encourage the student to speak freely and choose the expressions she/he can produce, concerning her personal information.

2-Short Functional Expressions:

This scope evaluates the student's ability to produce one or two functional expressions related to a communicative social situations. This scope includes two questions with two equivalent forms for each. The first one puts the student in different situations. In the equivalent form of this question, the student ask, answer, make sure, advice, comment, describe, invite, and apologize.

3-Discussion:

It evaluates the student's ability to take part in a dialogue with another partner. Two students exchange roles by being initiator and responder. This scope includes two questions. In light of the description of the questions, two remarks can be highlighted:

- The third scope is characterized by the possibility of producing larger number of expressions, structured in a kind of discourse that motivate the students to perform her/his role. Moreover, the situations involve the students with a sense of action in which they can express elements of non-verbal communication such as the body language and facial expressions.

- Some points considered in composing the questions:
A- Each question includes one functional situation that is specifically described.

B- Suitable to the level and interests of the target students.

C- Provided by equivalent forms to avoid the transfer of answer.

D- Represented by a structured table of specifications.

E- Behaviorally formulated.

**D- Instructions of the test (for the applicant):**

The instructions were written on an attached paper with that of the questions. According to the instructions, the teacher has to tell the students about the aim of the test that it was designed for a scientific research purpose and it has nothing to do with their university marks. The teacher has to read the question clearly for the student describing the communicative situation intended. The test was introduced to the referee committee to have their remarks and suggestions for modification.

**E- The sources of constructing the Test:**

The researcher depended on the review of literature, juries' opinions (teachers of oral communication), the results of analysis, and the book of oral communication (listening and speaking), courses that English majors studied.

**F- Steps of Constructing the Test:**

To construct the test the researcher depend on a survey study to reveal the common difficulties facing them or expression about any language functions in oral communication process in order to build the speaking diagnostic test by them and she reviewed most of English majors' lectures to observe the favorite topics for English majors. Also, the researcher observe some students participate through lectures. To evaluate what the researcher selected groups of students including interaction with each others by dialogues, role-play, interviews and stimulation (project team) he/she should judge the format of their mistakes.
G- Items Analysis of the Test:

This step aimed to check both the validity and reliability of the speaking test according to the trial application of it. The following steps were adopted for that:

A- Validity of the Test:

To ensure the test validity, the researcher gave it to (7) juries from different universities who have different specialization, Appendix (A). The test included (3) questions related to all language functions presented in the list of skills. The questions were distributed to the following scopes: Sequence of Expressions, Short Functional Expressions, Dialogues (Role-play and project team).

B- Internal Consistency of the Test

The researcher used Person formula, the internal consistency was found between each norm and the whole average of the five norms, and between each norm and the other ones through one matrix (table 3)

<table>
<thead>
<tr>
<th>Norms</th>
<th>Meaning</th>
<th>Grammar</th>
<th>Pronunciation</th>
<th>Fluency</th>
<th>Body language</th>
<th>Total degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td>1.000</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Grammar</td>
<td>.654**</td>
<td>1.000</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>.667**</td>
<td>.589**</td>
<td>1.000</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Fluency</td>
<td>.580**</td>
<td>.481*</td>
<td>.790**</td>
<td>1.000</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Body language</td>
<td>.576**</td>
<td>.337*</td>
<td>.438*</td>
<td>.713**</td>
<td>1.000</td>
<td>–</td>
</tr>
<tr>
<td>Total degree</td>
<td>.849**</td>
<td>.749**</td>
<td>.866**</td>
<td>.877**</td>
<td>.739**</td>
<td>1.000</td>
</tr>
</tbody>
</table>

Correlations
** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

According to the data analysis that is shown in table (3), the coefficient correlation between each norm and the total average of the five norms is significant at level (0.01 & 0.05). The coefficient correlation between each norm and each other one is significant at
levels (0.01 & 0.05). This result indicates the high internal consistency of the test that assures its validity to use as a tool of study.

H- Reliability of the Test:

Referring to what was mentioned through talking about the special features of the speaking test concerning the conditions of its application, the reliability of the speaking test had to be measured by a convenient way that depends on one session of application with one form of the test. Consequently, Alpha Cronbach technique was used to examine the reliability of this test. Alpha Cronbach coefficient is (0.875) and this result assures the high reliability of the test (Wanous 2002, p.268).

I- Experimentation of the Test:

It was experimentation on a random sample of (25) students who had the same characteristics of the study sample but not included in it. The results were recorded and analyzed to measure the validity and reliability of the test. This step was important to check feasibility of the test and estimate the time needed for conducting it that was between (7- 10) minutes for each student.

G-Scoring the Test:

This step depends on five norms to evaluate the performances of the students with reference to the suggestions of the specialists and related literature.

The five norms are meaning, grammar, pronunciation, fluency, and body language.

According to Sauvignon (1999:231), the communication competence of the person incorporates at least three components, the knowledge of what is grammatically correct, socially acceptable and strategically suitable to convey the meaning. This opinion agrees to a large extent with the basic element of the communication message identified by Ayres & Miller (2002:76): Messages are what a speaker says to an audience including content, structure, and style. It is also worth mentioning the description of fluency raised by Brumfit (1998:53): Fluency is the ability to talk in coherent, reasoned, dense sentences, showing a mastery of the semantic and syntactic resources of the language. In the present study for the process of evaluation the performance of students that was accomplished as follows:

- An evaluation form including the five assigned norms was prepared Appendix (J).
Four degrees were given to each norm, so that the maximum average was (20) and the minimum one was (0).

Two copies of the evaluation forms were assigned for each student. The researcher (as the applicant of the test) scored one of them and a colleague researcher scored the other one in the same session of the test. This method of parallel scoring was adopted in order to avoid subjectivity of evaluation, seeking a high extent of validity and reliability of the evaluation process.

The mean of the two averages of each student was recorded.

Finding out of the coefficient correlation researcher depended on Holsti's Equation to count the reliability of the tool (Otifa, 1996:397).

Holsti's Equation: \[ R = \frac{2(\text{agreed mean between juries})}{1+(n-1)\text{agreed mean between juries}} \]

\(R\) refers to the consistency; \(N\) refers to the number of the juries. The consistency was (0.81). And this is an acceptable percentage that allows to the researcher to depend on the analysis results as shown in table (4)

<table>
<thead>
<tr>
<th>Norms</th>
<th>Agreed points</th>
<th>Disagreed points</th>
<th>The total points</th>
<th>Agreed percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td>15</td>
<td>10</td>
<td>25</td>
<td>0.6</td>
</tr>
<tr>
<td>Grammar</td>
<td>18</td>
<td>7</td>
<td>25</td>
<td>0.72</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>18</td>
<td>7</td>
<td>25</td>
<td>0.72</td>
</tr>
<tr>
<td>Fluency</td>
<td>19</td>
<td>6</td>
<td>25</td>
<td>0.76</td>
</tr>
<tr>
<td>Body language</td>
<td>15</td>
<td>10</td>
<td>25</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>40</td>
<td>125</td>
<td>0.68</td>
</tr>
</tbody>
</table>

\[ R = \frac{2 \times 0.68}{1 + 0.68} = 0.81 \]
- The features of this oral test led to provide special conditions for the test application concerning the time, evaluation and the setting of the test. Here are some more related remarks:

- The students were evaluated in pairs to provide a nature atmosphere of language communication situation together and exchange roles. This required getting each pair of students into the test room (library & language laboratory) while the rest students were waiting in another place.

- There was no much fear of 'answer transfer' because the target task was not a mere cognitive one such as memorizing the text or completing a sentence, but a comprehensive functional situation that necessitates interaction between the cognitive affection and psychometric domains. Such interaction is affected by the individual characters of the students in addition to outcomes they achieved from the instructional suggested program. However, two equivalent forms of each question in the second and third scopes were prepared to avoid such transfer.

- The media of the test was the direct one, as the teacher described the target situation orally to the student who also responded in the same way.

- The performance of each pair of students was evaluated after they had finished their turn in responding to the three questions of the test.

2-5 The Suggested Program:

It was constructed to develop the oral communication skills of the student's majors in English department. It presents social situations in which the language is used functionally such as giving advice, expressing opinion, apologizing, describing, opinions, regrets, and criticism and invitations, request and offers, suggestions, reservations, and socializing. These situations were extracted from oral communication books. The contents of suggested program were chosen, organized and modified referring to the opinions and suggestions of a group of specialists Appendix (A). They took into consideration some criteria to approve the program such as the suitability to the abilities and level of the students, and the ability of the program to present the language functionally in suitable cultural dimension and clear language in addition to a sense of humor.
5. The Suggested Program:

This chapter presents the components of the suggested program including its objectives, content, techniques, time plan and means of evaluation. It also presents the bases on which the program was built and the practical steps followed for that in addition to many specific related details.

5-1 Definition of the Suggested Program:

Many experts and researchers have defined the suggested program in similar ways, they mentioned its main components describing them as well-organized and established to work together towards achieving desirable change in the learner's characters. The program is "a group of well designed activities that aims to develop the knowledge, attitudes and skills of the trainees, promote their competencies, guide their thinking and improve their work performance" (Good;1998:613). Below, there are some definitions for program.

AL-Farra (1988:175) related the concept of the instructional program to teacher's competencies trend defining it as the experiences that are well-designed for the purpose of teaching and training through the features of the certain level of performance. It is based on arranged units that include basic elements: importance, goals, content, learning activities, instructional aids, reference and means of evaluation.

According to AL-Jamal & AL-laqqani (1999:75), It is a curricular program related to the students' study at university, aims at attaining the objectives of the curriculum and it is designed by professors and experts in the university subject. It enriches the experiences provided by university.

The program was also described by Affana (1998:75) as a well-designed and arranged instructional unit that includes a group of experiences, activities aids, techniques and means of evaluation for the purpose of developing defined skills.

In the light of those definitions, the researcher defines the program as "A group of well planned and constructed learning activities that aim to develop the knowledge, attitudes, skills and thinking of the learners through selective content, instructional aids and constant process of evaluation."
5-2 Steps of Building Instructional Program:

Canale & Swain (1998:33) suggested a five–step that would make up a model of a good teaching program. Here is a description of these patterns and explanation of how each step was taken into consideration in building up the suggested program of the present study:

5-2-1 Diagnosis:

It refers to the initial evaluation or assessment of the teaching learning situations. In this step, teachers attempt to define the students' present state of knowledge and their needs as a basis for determining what should be done. The background of the researcher (as a teacher of English) about the low level of students' achievement in English represented this point that resulted in language. The speaking diagnostic test of the present study reinforced this step of the diagnosis. This step helps in defining the objectives of the program.

5-2-2 Preparation:

In this step, the teachers get ready for the instruction. Teachers define the aims of their lessons, motivate the students gather materials and arrange the setting for the instruction. This step was reflected in this study when the researcher defined the aims of the program taking into consideration the results of the diagnosis step, selected and organized the content and assigned some techniques and aids to be applied in performing the lessons.

5-2-3 Guidance of Learning:

It includes the actual instruction, presents information or skills, shows students how to respond, encourages them to interact with the learning situations and monitors their involvement in the activities. This study adopted the techniques and the activities that can provide opportunity for all students to participate and promote their communication skills like dialogue, role-play, project team, discussion, in pairs and groups.

5-2-4 Evaluation:

Carrying on the different evaluation techniques throughout the instructional process provides a clear picture about the progress of both teacher and learner in performing their
The suggested program included constant process of evaluation through the stages considering the program itself by formative and summative tasks of evaluation.

5-2-5 Follow-Up:

The activities in this final step help the students to apply the learnt experience to new different situations, which result in the long lasting learning. It is a step of re-organizing the learning experiences with the purpose of production. Follow-up activities are not limited to the lectures only, but may be continued at outside lectures. All units in the suggested program of this study provides several activities for this purpose, especially project team that included different types of activities individual and group activities.

Taking into account the previous ideas and referring to the educational literature and the previous researchers that dealt with suggested programs, the researcher came to a conclusion of basic principles for planning such program:

1- Determining the overall goals and the principles supporting objectives.
2- Selecting a suitable content in view of the objectives and this step includes choosing the topics to be studied, arranging them into an appropriate sequence and deciding how much emphasis to place on each topic.
3- Putting the time plan considering the time needed for each unit.
4- Deciding teaching approach basic, strategies and activities in addition to the project team.
5- Assigning procedures for assessing the students' attainment of the program objectives.

5-3 Principles of the suggested Program:

The syllabus in English Department is mainly based on the communicative approach of teaching oral communication skills, it is essential to enhance the students' ability to use the language functionally. Accordingly, the objectives of the program are designed to enable the students to master functions of language through oral communication skills.

In the absence of "face to face" English language communication and the need for more exposure to real language and how native speakers use it in the semi-real social situations makes oral communication skills very difficult. The modern role of the teacher in the age of science and technology is not merely a collector and a presenter of facts or a walking encyclopedia, but a guide, a trainer, a developer of the students' intellects and a skilled builder of their characters.
The evaluation of students' progress in attaining the objectives of the program, formative and summative types of evaluation through feedback, questions, assignments and test of unit may become the diagnosis, preparation and guiding learning phases for the next unit.

Researcher should value the duration of class period (55) minutes and make necessary changes in the timetable to join two periods together in order to perform the units.

5-4 Program Construction:

Depending on the bases that have been already mentioned, components of the program were constructed as follows:

5-4-1 Aims of the Program:

The General Aims are tackling some problems facing English majors in oral communication skills that are expected to be achieved at the end of program. They were stated in the light of the following:

- Viewpoints of a referee committee including experts and professors in methodology of English, education supervisors and highly qualified long experienced teachers of English.

List of Language Functions Skills General Objectives of the Program:

- Requests And Offers
- Certainty And Uncertainty
- Invitations
- Appointment
- Reservations
- Socializing
- Finding The way

The Specific Aims are the learning objectives that are supposed to be achieved at the end of each unit and they are derived from the general objectives.

5-4-2 Content of the Program:

The content of any educational program is the substance of teaching and it consists of facts, concepts, skills and attitudes. Canale & Swain (1998:34) said that if one does not teach students how to express their thoughts clearly, the students won't express their thoughts and opinions, and use the language in a practical functional way. The content of this suggested
program is selected to be materials that include oral communication social episodes in which the language is used functionally by students to improve the ability to communicate orally.

**Content Selection:**
- The functional content considering the general objectives of the program
- Abilities and needs of students
- Cultural suitability.
- Clarity of language and suitability for English majors.
- Materials were extracted from six previous courses and books of oral communication.

**Content Resources:**
1. Head Way Books:
   These books introduce some of the British life features and culture such as appointment, requests and offers, and socializing. Each unit includes various activities especially social conversations.

2. Oral Communication Skills Books:
   Each unit in this program aims at presenting a certain function of the language by using oral communication skills such as, reservation, finding the way, certainty and uncertainty and invitation. They are presented through social conversations, the situations were acted in several places such as, an office, a street, a restaurant, and air plane.

**5-4-3 Techniques and Activities of the Program:**
In the light of the aims and content of the program in addition to the previous researches, related literature and the arbitrators' suggestions' the researcher assigned some techniques and activities based on the oral communication approach to be applied in performing the units of suggested program.

**Dialogue:**
Many educators consider dialogue as the best technique to practice the spoken language because it creates the impression of real situations (Byrne, 1999,p.453). It gives the chance for the speakers to participate by initiating the speech or responding ,to the partner's . In performing a dialogue the students learn and practice how to form questions and give answers that are grammatically correct and socially accepted . The concentration here ,in the program ,is on the oral dialogues between students.
Discussion:

This technique is valuable as it gives the opportunity to most students to participate through oral questions and answers. Discussion can be used at the end of unit to reinforce the language that has been learnt in the teaching – learning situations. Short simple discussion may be used at the beginning of the lecture also to motivate and brainstorm the students, and remind them of some language functions learnt previously.

Role-Play:

This technique needs more linguistic and social competence than the two previous ones, so it can be used in later stages in the program. Richards & Willy (2003:256) defined role-play as "unrehearsed dramatization, in which the players try to clarify a situations by acting out the roles of the participants in the situation." In this program, the teacher may focus on short role-play to get many students involved and because the units of the program are full of situations and characters that can be played.

Group – work:

Brumfit (1998:77) highlights the psychological effect of group work in learning foreign languages, saying that increases the intellectual and emotional participation or involvement of the learner in the learning tasks of a foreign language. In group-work, all students can meet and mix compensating for one another's strong points and deficiencies as language learners. Various activities were applied of the units and the different levels and interests of the students. The activities were distributed throughout the stages of the units: previewing, while–viewing and post–viewing. The role of teacher in these activities is designer, guide and promoter whereas the student is the center of the learning situation.

Project Team:

The project team involves students working in small groups, choosing a topic of interest, and designing a questionnaire to investigate the topic. Students then administer the questionnaire, analyze and interpret the data, and finally present their findings in class. In the project team the students are centered, though the teacher plays a major role in offering support and guidance throughout the process.
5-4-4 Instructional Aids:

The principal aid in the suggested program are worksheets, cards and pictures real situation from environment, cassette recorder, chalkboard and the overhead projector which were important aid to save the time of the lesson.

5-4-4 Evaluation:

It is an integral part of any educational program as it indicates the success or drawbacks of it by telling both teacher and student where they have succeeded and where have not. The suggested program must be appraised in relation to students learning regarding their achievement of the aims of the program. For this purpose, two types of evaluation were used:

a- Formative Evaluation:

It was used to evaluate the students' progress in achieving the learning objectives throughout the unit by immediate feedback, written and oral questions and observation of their interaction in the lecture activities. Continuous evaluation helps the teacher in deciding whether the learning activities are appropriate or he need to provide alternatives.

b- Summative Evaluation:

It was used at the end of each unit to measure the extent of the objectives achieved, hence the effectiveness of the program by giving oral or written question is considered as a formative evaluation for the program. It was also used at the end of program by setting diagnostic speaking test. Oral tasks, especially role-play, were evaluated according to some criteria. Brown (1999:32) provided the following points to evaluate the role-play: suitability of vocabulary used to convey meaning, perfection of pronunciation and intonation, availability of non-verbal elements of communication (gestures and body language), and confidence including determined behavior and fluent speaking.

5-5 Program Validity:

After the program had been prepared and modified, it was re-introduced to the specialists who asserted the following points:

- The program was suitable to level of English majors abilities concerning its aims, content, techniques, activities and means of evaluation.

- The content is well-organized, related to the aims and provides rich situations that express the selected functions of language skills dramatized by native speakers of English.
- The techniques and activities are capable to serve the content and the objectives. They are student-centered and diversified enough to meet the individual differences of students.
- The materials were culturally suitable regarding some differences between the Arabic and foreign cultures.

According to the decision of the referee committee (specialists), the suggested program became valid to use.

**5-6 Program Time Plan:**

Since the suggested program consists of (7) units, it needed one course to be accomplished. It was necessary to apply the suggested program in the language laboratory. Oral activities needed more time to be done. So, the program was applied in two hour sessions weekly.

**3-Statistical Analysis**

- Percentages, means, relative means, T-test and frequencies were used to determine the level of English major's achievement and the importance of each skill.
- Pearson correlation was used to compute the validity of the test by computing internal consistency.
- T-test revealing the differences in oral communication skills between male and female students.

**Research Methodology:**

The researcher adopted the descriptive analytical and constructive approach for building the suggested program. "It is designed to obtain pertinent and, precise information concerning the current status of phenomena and, wherever possible to draw valid general conclusions from facts discovered" (Fouly, 1998:432)

**procedures of the Study:**

To fulfill the study, the researcher:

1- Collected and reviewed the previous studies to avail from their procedures, tools, results, and recommendations;
2- Prepared the theoretical framework through searching in the literature reviews;
3- Prepeard the list of skills through the literature reviews and juries opinions;
4-Constructed the speaking diagnostic test, and prepared the questionnaire for the purposes of this study;

5-Applied the test after I.U.G. gave its permission

6-Interviewed the teachers of oral communication skills in the English Department at I.U.G to ask them about the reasons of difficulties.

7-Established the validity and reliability of the tools by experts and specialists in this field;

8-Analyzed the collected data statistically;

9-And gave recommendations and suggestions.

**Summary**

This chapter dealt with methodology and design of the study. The researcher classified the chapter by first presenting the population distribution. Then, the researcher presented the sample in accordance with the study variable. In addition, the researcher tested validity and reliability of the instruments used. After that, the researcher detailed the procedures of performance the study.
Chapter Four

Findings

- Examination of research questions
- The answer of the first question
- The answer of the second question
- The answer of the third question
- Causes of the difficulties in oral communication skills
- Summary
Findings

This chapter aimed at presenting the results of the study by answering research questions. The main question of the study: "What are the main difficulties facing English majors in oral communication skills at I.U.G.?"

To achieve this aim, the study attempted to answer four main related questions through using five tools (a diagnostic test, open questions, list of oral communication skills, interview with teachers and the suggested program). This chapter introduces the results of the study as statistically treated in addition to the analysis of the results in the light of the questions of the study. The general questions are:

1- What are the main difficulties facing English majors in oral communication skills at I.U.G.?

2- Are there any statistically significant differences at( \( \alpha \leq 0.05 \) ) in oral communication skills facing English majors at I.U.G. related to gender (male and female)?

3-What is the suggested program would tackle the difficulties facing English majors in oral communication skills at I.U.G.?

The Following is the Answers of the Research Questions

1: The Answer of the First Question

In answering the first research question which states "What are the main difficulties facing English majors in oral communication skills at I.U.G.?" the researcher:

- Consulted juries about the main difficulties facing English majors in oral communication skills.

- Tested English majors by diagnostic speaking test (orally)

The results of these steps showed that there were many difficulties in oral communication skills facing English majors as follows:
1-1-  **Difficulties in Oral Communication Skills as Determined by Juries**

The researcher asked (7) juries from different universities in Palestine about the main difficulties facing English majors in oral communication skills by open-ended question. The following table (5) reveals their opinions. (Frequency refers to the number the juries).

**Table (5)**

**The Relative Mean of Difficulties in each Oral Communication Skills as Determined by Juries (opened questions)**

<table>
<thead>
<tr>
<th>N</th>
<th>Skills</th>
<th>Frequency</th>
<th>Relative Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Appointment</td>
<td>7</td>
<td>100 %</td>
</tr>
<tr>
<td>2</td>
<td>Socializing</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Invitations</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>Problem and Advice</td>
<td>4</td>
<td>57 %</td>
</tr>
<tr>
<td>5</td>
<td>Regrets and criticism</td>
<td>4</td>
<td>57 %</td>
</tr>
<tr>
<td>6</td>
<td>Future plans and Intentions</td>
<td>4</td>
<td>57 %</td>
</tr>
<tr>
<td>7</td>
<td>Finding the way</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>8</td>
<td>Apology and Excuses</td>
<td>4</td>
<td>57 %</td>
</tr>
<tr>
<td>9</td>
<td>Giving your Opinion</td>
<td>4</td>
<td>57 %</td>
</tr>
<tr>
<td>10</td>
<td>Reservations</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>11</td>
<td>Asking &amp; answering questions</td>
<td>4</td>
<td>57 %</td>
</tr>
<tr>
<td>12</td>
<td>Requests and Offers</td>
<td>7</td>
<td>100 %</td>
</tr>
<tr>
<td>13</td>
<td>Certainty and uncertainty</td>
<td>7</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results of juries' opinion confirm the results of diagnostic test, which means that there were difficulties in oral communication skills.
1-2- Difficulties in Oral Communication Skills as Determined by the Diagnostic Speaking Test

The researcher designed a diagnostic speaking test to evaluate the ability of English majors to employ oral communication skills in daily situations. The most important skills were included in the test. (giving opinions, reservations, request and offers, certainty and uncertainty, finding the way, future plans, regrets and criticism, invitation, socializing, appointment). The results of the first question in the diagnostic speaking test revealed that there were serious difficulties in main skills of oral communication.

1- The first question in the diagnostic speaking test evaluated the ability of English majors to produce some expressions related to her/him (CV) through some questions in which encourage the students to speak freely.

2- The second question in the diagnostic speaking test evaluated the ability of English majors to produce one or two functional expressions related to a communicative social situations.

The third question in the diagnostic test evaluated the ability of English majors in interact with each other by dialogue. The results showed that there were difficulties facing English majors to produce functional expressions, interact with each other by dialogue, and produce sequence functional expressions. Table (6 & 7) revealed the mean of students’ grades in the oral test.

**Table (6)**
The Mean of Students’ Grades in the Oral Test

<table>
<thead>
<tr>
<th>Norms</th>
<th>N</th>
<th>Means</th>
<th>Std.Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td>130</td>
<td>2.2308</td>
<td>.9363</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>130</td>
<td>2.1538</td>
<td>.9762</td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
<td>130</td>
<td>1.9077</td>
<td>.9017</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>130</td>
<td>1.5462</td>
<td>.8814</td>
</tr>
<tr>
<td><strong>Body language</strong></td>
<td>130</td>
<td>1.5692</td>
<td>.9313</td>
</tr>
</tbody>
</table>

Table (6) showed that there were difficulties in all norms, because all the means are between (1.6) and (2.3) it is less than the test value (2.4) equal 60% or more being the minimum grade for success at I.U.G.
Table (7)

One Sample T-Test

<table>
<thead>
<tr>
<th>Norms</th>
<th>t</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td>-2.061</td>
<td>129</td>
<td>.041</td>
</tr>
<tr>
<td>Grammar</td>
<td>-2.875</td>
<td>129</td>
<td>.005</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>-6.225</td>
<td>129</td>
<td>.000</td>
</tr>
<tr>
<td>Fluency</td>
<td>-11.045</td>
<td>129</td>
<td>.000</td>
</tr>
<tr>
<td>Body language</td>
<td>-10.171</td>
<td>129</td>
<td>.000</td>
</tr>
</tbody>
</table>

Table (7) showed that students' level of fluency in these norms was low. This indicates that students face real difficulties in these norms.

Summary of the Results of the First Question of the Study

The results show many difficulties facing English majors in oral communication skills in daily situations. The difficulties were in employment these oral communication skills: (socializing, regrets and criticism, finding the way, reservations, request and offers certainty and uncertainty, and appointment). These skills had the most serious errors, in the oral test (diagnostic test) during communicating in English language. The researcher explained the common causes of the difficulties in the result of the first question. As it is clear in this result, English majors face difficulties in most oral communication skills. This fact motivated the researcher to suggest a program to tackle the difficulties facing English majors in communicating orally.

2- Test the Study Hypothesis:

In testing the hypothesis which states " there are no statistically significant differences at ($\alpha \leq 0.05$) in oral communication skills difficulties facing English majors in IUG, related to gender (male and female) . The researcher analyzed English majors' diagnostic speaking test of results , these results of the test were computed .The researcher used t-test to know if there statistically significant differences at ($\alpha \leq 0.05$) between male and female in oral communication difficulties. The result of the t-test was computed. Table (8) shows the differences in the oral communication difficulties among English majors in IUG.
T-test Results of Differences between male and female

Table (8)

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Divination</th>
<th>T</th>
<th>Sing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>24.6111</td>
<td>6.8354</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>112</td>
<td>25.7679</td>
<td>5.5475</td>
<td>-0.794</td>
<td>0.429</td>
</tr>
</tbody>
</table>

"t" Table value at (129)d f. at (0.05)sig. level equal = 1.96

Table (8) indicates that "t" computed value is smaller than "t" table value. This means that there are no significant differences at (α≤ 0.05) in oral communication skills difficulties facing English majors in IUG, related to the gender (male & female).

3- The Answer of the third Question:

In answering the third research question which states "what is the suggested program which tackles the difficulties facing university English majors in oral communication skills in Gaza?".

- In the light of the difficulties determined by the results of diagnostic speaking oral test.

3-1- The suggested program depends on the difficulties as determined by the results of diagnostic speaking oral test.

The suggested program was prepared to present some of the language functions via oral communication skills sequences that included the serious difficulties were determined by the results of diagnostic speaking oral test. It include seven skills; these skills represent the content of the suggested program.

The results of the test as a whole reveals that there were serious difficulties facing English majors to employ oral communication skills in participation with each others. This result indicates a high serious level of difficulties which affects quality of English Department and the university. Therefore, to overcome this result teachers and English majors should make more remedial efforts. The result of the oral test confirms the juries opinions about
specific difficulties, and what had been mentioned by Rababah (2003), EL-Ghunaimi (2003), Brand (2005) and Al-Ghussian (2001). (go back to page 31).

Referring to the opinions and recommendations of specialist, the program passed through some stages that results in finalizing the form of its components making it valid and reliable to be used as the main tool of the study.

- The details of the suggested program have already been presented in chapter three of this study (chapter. 3). However, it is worth summarizing here the final from of it:

- **Suggested program construction steps:**

  The study aims to develop a suggested program to tackle some difficulties committed by students in oral test at I. U.G. The diagnostic test explained some important oral skills which showed these seven skills had serious difficulties, these difficulties include the content of the suggested program.

**These are the following steps:**

Firstly: Aims of the Suggested Program

- The general aim of the program, is that English majors overcome these difficulties at the end of the program.

- The specific aims are the learning activities objectives that are supposed to be achieved at the end of the suggested program units.

Secondly: Content of the suggested program

  It includes the difficulties oral communication skills for English major's students as determined by the result of the diagnostic speaking test:

  - Appointment

  - reservations

  - regrets and criticism
- Certainty and uncertainty – request and offers – socializing

- finding the way.

-Thirdly: Techniques and activities of the suggested program.

In the light of the aims and the content of the suggested program in addition to the literature reviews, some techniques and activities based on oral communication skills such as:

-A project team work (discussion, group work, role – play, individual and pairs group, dialogue, and simulation).

Fourthly: Evaluation

**Two types of evaluation were used:**

A- Formative Evaluation: the purposes of formative evaluation are to evaluate what is effective and change what isn't so that the course effectively meets student's needs, to give students say in their learning, to provide information for the redesign of the course".

B- Summative Evaluation: this kind of evaluation is placed after the program has been implemented. It seeks information about effective achievement of the course aims, what students learned, material works, adequacy of objectives, amount of time for each unit proper of teaching methods.

Summary:

This chapter answered the three questions of the study by presenting the results of the five tools: teachers' open questionnaire, list of oral communication skills, teachers interview, diagnostic speaking test, and the suggested program.
Chapter Five

Discussion

- Results
- Conclusion
- Recommendations
Discussion

This study has been accomplished through five chapters that aimed to suggest a program for tackling some difficulties facing English majors oral communication skills at I.U.G. In the light of the educational literature reviewed and discussed throughout this study in addition to the practical experience of applying the tools of the study, this chapter aimed at discussing the results and connecting them with the results of the previous studies, providing recommendations, giving suggestions for further researches.

The Discussion of the Results of the First Question

The results of the teachers' open questions, the diagnostic test expressed that there were serious difficulties in oral communication skills. The difficulties in appointment, socializing, regrets and criticism, finding the way, reservations, request and offer, certainty and uncertainty. The difficulties in oral communication skills may be due to the fact the most English majors do not interact with each other and train to participation in all situations with teachers or they ignore to communicate orally may be because these difficulties related to exercises, activities are not enough time for training to communicate orally which are essential for communicating in daily situations as mentioned in communication approach (Al–Ghunaimi 2003). The results of juries' opinion confirm the results of the diagnostic test, there were high levels of difficulties in oral communication skills especially the main skills appointment, reservations, regrets and criticism, finding the way, requests and offers, certainty and uncertainty, socializing, . These results confirm the results of (El-Khuli 2000), (Al-Dakel 2001), (Rababah 2003), (Brand 2005) studies, which revealed oral communication difficulties. The researcher motivation is to search for the causes of these difficulties; which related to English majors and teachers (as it clear in the previous chapter 3). May be this is because English majors and teachers the most important elements of the inputs of the learning process. And they play a very important role in the learning process especially at the university level.
The researcher justifies the low results for the following reasons. The causes were classified into four sources:

The researcher interviewed teachers of oral communication in the English department at I.U.G. and asked them about the causes of each difficulty in the light of the learning inputs, Appendix (D).

- **Causes of the difficulties in oral communication skills related to English majors (students)**

Students are the main input of the learning process, at the same time they are the main output of this process. So students' achievement or the results of evaluating them reveal the level of achieving the aims of the learning process. The following causes are related to English majors:

- English majors don't perform oral communication effectively.

- Students do not use language functions in oral communication process.

- Students do not master English communication competence such as: grammatical, discoursal, sociolinguistic, and strategic competence.

- They do not practice to use oral – communication skills in daily life situations.

- They have previous negative knowledge about the subject or teachers.

- University students continue to make some basic and frustrating errors in pronunciation, spilling, morphology, and syntax.

- They do not try to relate with native speakers.

- Students do not use the different equipments: (T.V programs, project team work, T.V movies).

Students do not encourage themselves to speak English orally even when making mistakes.
- **Causes of difficulties in oral communication skills related to teacher:**

  Teachers have an essential and effective role in achieving the aim of the learning process successfully. Therefore, it is essential to know the causes of difficulties related to teacher in order to pay more efforts to improve and fulfill the aims of the learning process. The following possible causes were reached. The researcher interviewed teachers of oral communication in the English department at IUG and asked them about the causes of each difficulty in the light of the learning inputs, Appendix (C).

  - Some teachers do not give the interest in students needs to communicate orally.
  - Some teachers don't provide students opportunities to practice orally in English communication skills.
  - Teachers don't give chance to use the English language in more effective ways in oral communication.
  - Teachers don't use variety of oral communication techniques.
  - Teachers don't prepare effective materials.
  - Some teachers have a weak personality, which affects controlling and managing the class.
  - Teachers don't use motivation of learning oral communication skills successfully.
  - Teachers don't give much concern to oral interaction (participation) between English majors.
  - There are no specialist teachers in oral communication skills especially native speakers of the foreign language.
  - There is no practice for mastering communication orally.

- **Causes of the difficulties in oral communication skills related to material**

  It is considered as the main elements in achieving the aims of the learning process, which leads countries to develop their curriculum. As it is known, developing a country is one of the aims of the learning process. So, the researcher finds it is essential to view the difficulties
related to subject to invite teachers to think in re arranging their subjects. The oral communication subjects:

- Are not suitable for students' level to having oral communication skills.

- Lack practice and examples related to students' real environment.

- Lack of organized, effectiveness, and sufficient materials.

The students need to imply the day – by day learning objectives, define the goals for learning English orally, and balance between four skills.

- Lack of methods that focus on day to day effective patterns of oral communication skills.

- Lack of flexibility in instructional patterns.

- **Causes of the difficulties in oral communication skills related to university system.**

  University has an essential role in the learning process, because it is the director of the learning process. And it is responsible for evaluating the final achievement of the teachers, students, and subjects. There are many causes related to university system.

  - Classes are crowded which makes it difficult for teachers to tackle oral communication problems and give attention to each one.

  - Lack of staff in the English department which leads to overload the teachers for example, the teacher teaches several courses per semester. This affects regularity of the teacher in the class. Also, spending consecutive hours in teaching without rest which affects preparing lessons effectively.

  - Physical environment prevents project team work.

  - Lack of the training time to spend on laboratory to acquire English language orally.

  - Lack of more courses including oral communication learning, should be provided instead of one course in all four years.
The Discussion of the Results of the second Question

"There are no statistically significant differences at ($\alpha \leq 0.05$) in oral communication skills difficulties facing English majors in I.U.G related to the gender (male & female)?The result of this study confirm to the results of El-Said study (2002).

Who stated that English students consistently reported less positive attitudes toward second language learning. The researcher thinks that English majors are not interested in learning English language and they haven't not positive attitudes towards it in order to pass their final examinations and join the jobs. Also, the researcher thinks that students were more affected by political circumstances, moreover, strikes and demonstrations play a role in the loss of university lectures especially in I.U.G. In addition students do not have opportunities to join centers or clubs for teaching practicing English language.

The Discussion of the Results of the third Question

The results of the diagnostic speaking test expressed that there were serious difficulties in oral communication skills. It is a result due to low level of interaction, participation with English language. This is may be because English majors ignore the training with each other. The diagnostic speaking test depend on presentation orally, all students pass the exam orally with using the scale to evaluate fluency. There were difficulties in references due to different students' skills level. In the light of these difficulties (errors) the researcher suggests a program which depend on the selected content to achieve the aims. As it clear in this result English majors face difficulties in the most of skills. This motivated the researcher to suggest a program to tackle some difficulties facing English majors in acquiring the oral communication in I.U.G. The researcher produces the program to specialist and juries at English Department. The suggested program included the general aims, specific aims, objective learning, various content, methodology, and techniques, activities and exercises and evaluation tools. These results confirm the results of Al-Ghunaimi study's(2003);which revealed the difficulties facing students in oral communicative skills of the 11th grade and prepared suggested training program via video to tackling these problems.
Recommendations

In the light of the results review throughout this study, the result of questionnaire and diagnostics speaking test, the researcher finds it important to give some recommendations to overcome these difficulties, and to develop the learning process in the English Department at I U G.

Recommendations for English Majors

The students are the basic element in the learning process. As a result of this important discussion students (English majors) must participate effectively to success this process. The following recommendations may guide English majors to gain the mark positively:

- They should be aware of the importance of oral communication skills process.

- They should train themselves to participate a lot, to interact of different situations of oral communications skills.

- It is more useful if they train themselves to work in group, pairs in side lectures and out side.

- It is useful if they involve themselves with native speakers to acquire the language orally (fluency).

- It is recommended that they should expand their ability by participating in different daily situations.

Recommendations for Teachers

The teachers' role in learning process is to facilitate it, and to elucidate the subjects. It is not easy to find alternatives to do the role of the teachers, because they are the leaders so, the teachers must do the best to fulfill the learning aims, and their duties. The researcher hopes that the following recommendations provide them with hints that could help them to improve the performance of English majors.

- Exposing students to the natural use of English with native speakers, so that they can observe and acquire the verbal and non-verbal communication skills.
- Focusing on the spoken language in the teaching activities and let them communicate with each other.

- Encouraging shy students to participate orally by using different activities that depend on project team work.

- Providing motives for the students who keep speaking at lecture and for the students who present a summary of the English programs they watched at home such as the news.

- Using new methods of teaching English language orally such as, project team including many techniques and activities to enhance the participation with each others.

**Recommendations for Preparing Learning Materials**

- Teaching oral communication will be more effective if the learning materials include real life situations and interested subjects.

- Subjects should be provided by models of good techniques and activities to participate orally.

- The curriculum designers must consider continuity, sequence, and integration in building learning materials.

- It is preferable to re-design oral communication course to serve oral communication skills.

- It must be built in a way to motivate English majors for communicating orally.

- It is useful if the English Department is provided with other courses to students not one course depend on oral communication skills.

**Recommendations for the University System**

The university system is responsible: for managing elements of learning process, facilitating the roles of the teachers, and giving opportunities for students to do their duties. The following recommendations may improve the role of I.U.G., especially since, the current study discusses the main role of the university, which is provides researchers to solve situated problems:
- It is more useful if the English Department is provided with specialists in curricula designers' oral communication skills.

- It would be a good idea if the university adds more time for training students with using all different situations to communicate orally with each others as "English Village" (Rababah 2003). Most of the students' speaking-time was in English since they were exposed to target language as presented by its native speakers.

**Suggestions for Further studies**

The researcher offers the following recommendations for further studies:

- Evaluating oral communication skills books (speaking, listening, writing, and reading).

- Doing other studies similar to the study present but in other skills of language such as (listening, reading, writing).

- Evaluation the new – Palestine English curriculum in the light of the results this study.
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Appendix
Appendix (A)

List of Juries

Dr: Nazmi AL-Masri
Dr: Akram Habbib
Sadiq Ferwana
Abedrabuh Ea'leian
Hassan EL-Nabih
Sumar Abou Shabban
Dr: Abedlmoti Alagha
Prof: E'zzo Afana
Dr: Sana Abou Daqa
Awad Keshta
Kamal Mortaja

TESOL-IUG
TESOL-IUG
M A of English – IUG
M A of English – IUG
M A of English – IUG
A M of English – IUG
Doctor of Curriculum studies-IUG
Doctor of Curriculum studies-IUG
Doctor of Research and Evaluation
I U G.
Ph.D in Methodology- I U G.
Ph.D in TEFL – IUG.
Appendix(B )
Teachers' Open Question

بسم الله الرحمن الرحيم

الأخ الدكتور الأساتذة المحترم

السلام عليكم و رحمة الله و بركاته

تقدم الباحثة خيرات خليل القاضي بإجراء بحث تربوي بعنوان:-

A suggested Program for tackling Difficulties facing English Majors in Oral Communication Skills in Gaza

لنيل درجة الماجستير من قسم المناهج و طرق التدريس ،و لإتمام ذلك أرجو الإجابة عن السؤال التالي:

ما أهم المهارات الأساسية و ما يندرج تحتها من مهارات فرعية يفترض أن يمتلكها طالبة البكالوريوس في قسم اللغة الإنجليزية كي يتمكنوا من التواصل الشفوي للتعامل مع اللغة الإنجليزية؟

شكرًا لكم حسن تعاونكم،

الباحثة

خيرات خليل القاضي
Appendix(c)
Teachers' Open Question

ящم الله الرحمن الرحيم

الأخ الدكتور الأستاذ ....... المحترم.

السلام عليكم و رحمة الله و بركاته

تقوم الباحثة خيرات خليل القاضي بإجراء بحث بعنوان:

A Suggested Program for Tackling Difficulties facing English Majors in Oral Communication Skills In Gaza

لنيل درجة الماجستير من قسم المناهج و طرق التدريس، و لإتمام ذلك أرجو الإجابة عن السؤال التالي:

كونكم خبراء في تدريس العديد من مساقات الاتصال و التواصل الشفوي في قسم اللغة الإنجليزية أرجو أفادتي بالإجابة عن السؤال التالي:

- ما الصعوبات التي تواجه طلبة قسم اللغة الإنجليزية في امتلاك مهارات التواصل الشفوي مع اللغة الإنجليزية؟

شكرًا لكم حسن تعاونكم

الباحثة

خيرات خليل القاضي
Appendix (D)
Teachers' Interview

بسم الله الرحمن الرحيم

A: The first difficulty is asking and answering questions skill. The causes domains:
- English major,
- teacher,
- subject,
- university system,
- other causes

B: Future plans & intentions
- English major,
- teacher,
- subject,
- university system,
- other causes

C: Socializing
- English major,
- teacher,
- subject,
- university system,
- other causes
D: Finding the way skill
- English major,
- teacher,
- subject,
- university system,
- other causes

E: Appointment
- English major,
- teacher,
- subject,
- university system,
- other causes

F: Apologize and Excuses
- English major,
- teacher,
- subject,
- university system,
- other causes

G: Giving your opinion
- English major,
- teacher,
- subject,
- university system,
- other causes

H: problem and advice
- English major,
- teacher,
- subject,
- university system,
- other causes

I: Reservations
- English major,
- teacher,
- subject,
- university system,
- other causes

**J: Invitations**

- English major,
- teacher,
- subject,
- university system,

- other causes

**K: Requests and offers**

- English major,
- teacher,
- subject,
- university system,

- other causes

**L: Certainty and uncertainty**

- English major,
- teacher,
- subject,
- university system,

**M: Regrets and criticism**

- English major,
- teacher,
- subject,
- university system,

- other causes
Appendix (E)

بسم الله الرحمن الرحيم

الأخ الدكتور .................................................... حفظه الله

السلام عليكم و رحمة الله و بركاته

بين يديك استبيان يتضمن قائمة مهارات الاتصال الشفوي الرئيسية و الفرعية الواجب امتلاكها لدى خريج قسم اللغة الإنجليزية.

فأرجو التكرم بتحكيم هذه القائمة بكونكم خبراء في هذا المجال ، و ذلك بوضع علامة (X) في خانة yes إذا كانت المهارة واجب امتلاكها لخريج قسم اللغة الإنجليزية أو في خانة No إذا كانت لا تشكل مهارة واجب امتلاكها لخريج قسم اللغة الإنجليزية.

حيث أن الباحثة تقوم بإعداد بحث لنيل درجة الماجستير من قسم المناهج و طرق التدريس.

شكرًا لكم حسن تعاونكم ،

الباحثة

خيرات خليل القاضي
Appendix(F)
First draft of the Diagnostic Speaking Test

بسم الله الرحمن الرحيم

الأخوات الطالبات:

السلام عليكم ورحمة الله وبركاته

لقد صمّم هذا الاختبار بهدف التعرف على مدى امتلاكم لمهارات التواصل الشفهي، و ذلك لتعزيز مواطن القوة وتلقي نقاط الضعف. حيث تقوم الباحثة بدراسة حول الصعوبات التي يواجهها طلبة قسم اللغة الإنجليزية في الجامعة الإسلامية في امتلاك مهارات التواصل الشفهي، ولهذا أرجو منكم أن تأخذوا الأمر بالجدية التي تليق به حتى يتم الحصول على نتائج صحيحة.

شكرًا لكم حسن تعاونكم،

الباحثة

خيرات خليل القاضي
The Diagnostic Test
First draft of the speaking test

Answer the following questions:

Communicative Expression:

Question 1:

What would you say in the following situations?

1. You friend is out when you telephone, so you want to leave a message.
2. You offer an ice-cream but she refuses.
3. You promised your friend to attend her birthday, but you couldn't.
   How would you apologize to her/him?
4. Your friend advises you not to eat much chocolate as it is harmful to you.
   How would you reply?
5. Ask a man who is sitting in front of you in a bus not to smoke, as it disturbs you.

Question 2:

With your friend what would you say in each following communication acts:

1. I think that hunting should be banned.
   A: ..................................................(agrees strongly).
   B: ..................................................(refuses strongly).
2. Would you like to come with me for riding at weekend?
   A: ..................................................(refuses politely).
   B: ..................................................(persists).

Question 3: Ask your partner:

1. Do you think cities will be built under the sea?
2. Do you think people will ever live to be at least 150?
Question 4:

Look at the following map:

1-A stranger standing at the bus stop and ask you the way to the Islamic University, How do you give simple directions?

2-A: If only I hadn't taken that job in Palestine
   B:.......................................................(Express sympathy)

3-A: I shouldn't have spoken to Peter like that
   B:.......................................................(Express hope)

4-A: I must have been stupid to have lent him the money.
   B:.......................................................(Express general resignation)

5-A: Do you enjoy fishing?
   B:.......................................................(like)

6-A: Ask a person likes/dislikes wasting time?
   B:.......................................................(Like)
   B:.......................................................(Dislike)

7- I prefer hot weather to cold, don't you?
   Answer:.......................................................(Agreeing)

8-I would rather play tennis than golf, won't you?
   Oh,.......................................................(Disagreeing)
Appendix(G)
Final draft of the Diagnostic Speaking Test

The Diagnostic Test

Instructions for the teacher:
To achieve the aim of the test, it is advisable to do the following:
1-Read the question clearly to the students providing a description for the situation.
2-Let each pair of the students exchange roles in the dialogue.
3-Follow their performance carefully in order to evaluate it according to the five norms of the evaluation form.
4-Fill in the evaluation form after the student finishes her/his turn and leaves the room.

Answer the following questions

Communicative Expression:

Q1: What would you say in the following situations:
A- You are on the first day of the university year, how would you introduce yourself to your classmates?
B- Your friend is out when you telephone, so you want to leave a message.
C- You offer an ice-cream but she refuses.
D- You promised your friend to attend her birthday, but you couldn't. How would you apologize to her?
E- Your friend advises you not to eat much chocolate as it is harmful to you, how would you reply?
F- Ask a man who is sitting in front of you in a bus not to smoke, as it disturbs you.

Q2): With your college what would you say in the expressions or phrases in each of the following communication acts:

A: I think that hunting should be banned.
B: .................................................................(agrees strongly)

A: Would you like to come with me for riding at weekend.
B: ..............................................................................(refuses politely)
A: Do you think cities will be built under the sea?
B:……………………………………………………………………(expresses probability)

A: Do you think people will ever live to be at least 150?
B:……………………………………………………………………(expresses uncertainty and doubt)

Q3) A: Look at the following map:

B: Ask your partner:
1-A: If only I hadn't taken that job in Palestine.
B:…………………………………………………..(expresses sympathy)

2-A: I shouldn't have spoken to Peter like that.
B:…………………………………………………..(expresses hope)

3-A: I must have been stupid to have lent him the money.
B:……………………………………………………..(expresses general resignation)

4-Can you speak English?............................................(answer)
5-Are you student?....................................................(answer)
6-Good morning, how are you?..............................(reply greeting)
7-Do you think will be an explosion at a nuclear power station?..........(certainty)
8-You decide not to buy the book...........................................(answer)
9-Servant asks you if you want to drink tea or coffee
?.................................................................(answer)
CONTENT OF THE SUGGESTED PROGRAM

The suggested program aims at tackling some difficulties facing English majors in oral communication skills process via teaching some functions of English language depend on, oral skills that represent the content of the suggested program.

The oral communication skills:
- Socializing
- Finding the way.
- Appointment
- Certainty and uncertainty
- Reservations
- Regrets and Criticism
- Request and Offers

The content of the suggested program from (oral communication books, head way, listening and speaking books). The selected content was sequenced and divided into seven units. Each one included social conversations in various situations. The suggested program apply many techniques and activities. It focus on tasks work (project team) as different ways of creating opportunities for language learning. The program provides many types for evaluation of the students' progress throughout the activities (formative evaluation, summative evaluation). The following part includes the lesson plan of the units, includes learning objectives, language expressions, pre-viewing activities, viewing post-activities, exercises and practices.

Unit (1): Socializing

Learning Objective:
By the end of this unit, the students are supposed to be able to:
- Give personal information related them with others.
- Be able to talk clearly about experiences and ideas.
- Be able to adapt and adopt their oral language techniques and content to whatever social – content they find themselves in.

- Familiarize themselves with oral communication types (socially).
Language Expressions:

-- I am…………………………

- It's a pleasure to meet ..................

-I really missed you, too………………

-Well , did you do anything interesting ............... 

-I feel ..................................................

-Oh ,dear .I am sorry……………………………

-Yes, I have been to……………………………

Pre-viewing activities : (time: 10 minutes)

-Explain the meaning of "socializing" by asking some students about social situations.

-By using "project team work" all students should communicate orally to presentation social context with each others .The project team work involves students working in small groups , choosing a topic of interest , and designing a question to investigate the topic. Then administer the questionnaire , analyze and interpret the data and present their existence in class.

-Introduce the variety tasks and exercises by using language expressions following that:" 

-A task is an activity which learners carry out using their available language resources and leading to real outcome .

-Teacher allows students to participate (interaction) in small groups , using language expressions . This would familiarize the students with content of the sequence by using a project team.

Viewing activities :(30 minutes)

-Distribute worksheet including the key expressions.

-Students read the expressions then all group select one of them.

-By using variety activities depend on work team , students can do :
Imagine meeting a tourist in Palestine who has been here for two weeks. Ask him about his stay in Palestine and how he has found it?

You:…………………………. (first student).
Tourist:……………………….(second student).

Practice: Ask your partner:
- What places he/she has been to. (Have you…………………?)
- What stories he/she has read. (Have you ………………….?)
- What games she/he has played. (Have you ………………….?)

Read the following short dialogues and try to imagine the situations with your partner:

Make a dialogue:
Teacher choose four students to make dialogue talking about the weather in summer, winter, autumn, and spring.
-A…………………………………………………………………..
-B…………………………………………………………………
-C…………………………………………………………………
-D…………………………………………………………………..

-Teacher attract all students attentions to the ways of doing these practices, to do that between them.

Post-viewing activities (time: 15 minutes).
Discuss the types differences appeared in the practice with your students.
- Discuss the behavior of some characters and their reactions in some situations.
- Involve your students in short tasks of role-play make dialogue, group work by giving each group a card contains one of language functions to perform their practices in front of the classroom.

Notice: The activities may be prepared to the student who will play the role in order to facilitate the task and save lecture time.
- These activities evaluate the extent of their acquisition of the target language functions and their ability to consolidate the vocabulary, grammar functional, expressions and pronunciation. This step helps students to fill in what they have missed and apply their learning to new situations. You can evaluate progress throughout the unit by observing their interaction with oral communication skills, and their responses to the various activities.

- Set some activities as a homework in order to reinforce their oral communication skills abilities.

Read the following situations and discuss with your partner what would you say in each one of them:
- You step on someone's foot.
……………………………………………………………

You want to borrow something
……………………………………………………………

- You want to change the T.V channel.
……………………………………………………………

- Someone asks to borrow your umbrella.
………………………………………………………………

--Someone apologizes for visiting you late at night.
………………………………………………………………

-Someone asks to explain the clinical sheet. (medicinal instructions).
………………………………………………………………

- You'd like another glass of water.
………………………………………………………………
Unit (2): (Finding the way ) (description : things, places, persons, ways).

Learning objectives:
By the end of this unit, the students are supposed to be able to:
- Give simple directions.
- Give simple ways to describe appearance, things, and places.
- Ask and answer someone about the way.

Language expressions:
- How to ask someone about the way?
- How to answer?
- How to say you are unable to give directions?
- How to give simple directions?
- How to describe a person appearance?

Pre-viewing activities (time: 20 minutes)
- Arouse the students' interest by asking each other about some places and description such as (Islamic University, El-shefa, hospital) (things, ways) (persons).
- Ask then about directions, and simple description of those things, places, and people.

Viewing activities: (time 25 minutes)
- Distribute worksheet which include language expressions among students.
- Students describe all of types (places, people, ways, things)
- Attract the students attention to the verbs that often go with some kinds of description

Excuse me, could you tell me the way to ...................................
It's ...................................................kilometers north.
(right, left, turn right, north, east)
- Walk down go along-carry on up the road..............................
- Conduct oral dialogue with the students about this episode.
For example: How the stranger man can find the Palestine Hotel?
How the man can give him simple directions?
- Check the students' understanding ability with using this activity
- You want to know the way to:
- The postoffice
- The bus station
Post-viewing activities (15 minutes)
- Involve your students in group work activity in which one of the students in each group describe place, directions and people. Go around the groups to observe the extent of their interaction.
- Evaluate their understanding for the finding the way or description places, persons, things and ways.

For example:
- Repeat directions following the example:
  A: You turn right and then go left.
  B: I see. I turn right and then go left.

  A: You walk down this road and then you turn right.
  B: ...........................................................

  A: You turn right, then left and then right again.
  B: ...........................................................

- Set some questions as homework in order to reinforce their learning.
- Look at the following map: Direct person to the following places:
  A: Excuse me. Can you tell me the way to the I.U.G.?

Unit (3): Requests and offers

Learning objectives:
By the end of this unit, the students are supposed to be able to:
- Give order and respond to them through project team activities.
- Ask for requests and respond of them through variety of request and offers.

Language expressions:
- How to offer things?
- How to request and offer?
- How to make polite request or promises?
- How to ask permission?
- How to give permission?
Pre-viewing activities: (15 unites)
- Explain the meanings of:"request" and "offers" by asking the students gently to help you in doing something. Then, give instructions to all students.
- Ask them whom they can give orders to, or receive from.
- Introduce the project team activities and distribute the roles among students.
- Tell them that they are going to hear some students in different situations giving orders(offer) and asking for requests.
- Ask them to notice the way of saying them(formal, informal gently strictly). This step would familiarize the students with the content of unit.

Viewing activities: (35 minutes)
- Distribute work sheets including the target expressions that were said by the students Mixed with others in the same scope of the target language functions.
For example: "Your friend has trouble with a camera. offer to help. Mack dialogue like this:
- A: Can I………………………………………………………….
  B: Yes, please. I'm trying to ………………………., but ………………………………
  A: Have you…………………………………………………………
  B: Yes ,I have done that.
  A: (Clarifies causes of the trouble).
- Certainly of course, I, d be glad to ………………………………………
Distribute the work sheets of the second activity, in which they are asked to decide whether the statements are true or false according to their understanding.
- View the second part of the unit which includes some activities in different situations.
- The student has to stimulate the different situations in front of all students.
Imagine yourself in a friend's house
A: Say that you want to use his computer.
B: Respond to your partner's request positively or negatively.

You are all students in the same college. Try to borrow things from another student.
A: Excuse me, could you lend me……………………………………?
  (may I borrow…………………………………………………………?
B: I’m sorry, I've forgotten mine, too.
  (I ,m afraid I need it myself)
I suppose so, but I me had it back before leaving the college.
Post-viewing activities (20 minutes)

- Discuss the different situations appeared in the activities with your students, especially if they affect the meaning of the situations.
- Discuss the behavior of some students and their reaction in some situations.
- Involve your students in short task of role-play, group work, assimilation.
- Choose situations in which they can use the language function, they have already learnt.
- Encourage all students to perform their dialogues in front of the students.

Examples: a) you are studying for an exam, your little brother are making noise. What would you say? How do you express answer?

b) you missed a point of this lesson, ask your teacher to repeat it.

c) you are a guest at your friend's home. You want to make a telephone call. Ask for that, then say what you expect her to respond.

- This activity evaluate extent of their acquisition of the target language function and their ability to consolidate the vocabulary, grammar functional expressions and pronunciation.

Accordingly, this step helps the students fill in what they have missed and apply their learning to new situations.

- You can evaluate their progress throughout the unit by observing their interaction with the activities and their responses to the various activities.

- Set same questions as homework in order to reinforce their learning.

Examples: offer, accept, and refuse:

Look at the picture and offer things to eat and drink like this:

Offer: Would you like……………………………………

Accept: Yes, please.

Refuse: No, thanks.

How would you answer the following requests?

A: Please, can you clean the chalk board?

B:…………………………………………………..

A: Would you mind opening the door, please?

B:…………………………………………………..
Your brother is out, you phoned him on his mobile to buy you a book which is necessary for your exam tomorrow. You say:

a) Buy me "English of Grammar". I have an exam tomorrow.

b) I wonder if you could please buy me "English of Grammar".

c) Would you please buy me "English of Grammar" on your way? I have an exam tomorrow.

**Unit (4): Appointment**

**Learning objectives:**

By the end of this unit, the students are supposed to be able to:

- Make an appointment.
- Cancel an appointment and postponing.
- Talk in the phone.
- Request a particular person/service.

**Language expressions:**

- How to make an appointment
- Confirming an appointment
- Cancelling an appointment
- Postponing an appointment

**Pre-viewing activities: (15 minutes)**

- Explain the meanings of appointment by asking students in doing some types of appointment.
- Introduce the video tasks by telling them that they are going to hear some people in different situations giving/make appointment in several activities.
- Divided students into groups work to assimilate these tasks with each other.

**Viewing activities (35 minutes)**

- Distribute worksheets including the target expressions that were said by students, mixed with others in the same scope of the target language functions.
- Complete the following dialogues:

Receiver: Good morning; El Sawada company.

Caller: ......................................................
Receiver: ………………………………, Mr. El Sawada's away on business.
Caller: Oh. When………………………………………….? 
Receiver: He………………………………….on 7th March , can………………you?
Caller: No , thanks .I'll ………………………………………………………? 

2- Receiver : Hello. Linda Redwan.
Caller: Good morning Mrs. Redwan……………………………..Mr.Radwan……………..please?
Receiver: I ’m…………………………….sorry . My husband's not……………… now.
Can I…………………………………………………..a message?
Caller: Yes, would you ……………….his computer is ready ………………the experts.
Receiver: Oh, yes , He………………………………..be back …………….long.I 'll give him the………………………………………………………

Post – viewing activities(20 minutes)
-Discuss the activity by filling in the missing parts of dialogue.
-Involve your students in short tasks of role- play by giving group situations in which they can use the language function they have already learnt .
-All group assimilation her/his role in front of the classroom .
Example: Role- play :practice conversation using the following situations.
-Making an appointment with the dentist.
-Making a dinner appointment.
-Canceling an appointment with a friend for tonight because a stormy weather.

Unit (5): Reservations

Learning objectives:
By the end of this unit , the students are supposed to be able to:
-Make all of types reservations (hotel , restaurant, cinema, air reservation).
-Ask about the price.
- Cancel a reservation.

-Language Expressions:
-How to make reservations
- How to make restaurant reservation
- How to make a flight reservation
- How to make a hotel reservation
- How to make cancelling reservation

Pre-viewing activities (10 minutes)
- Explain the types of reservations, such as restaurant, hotel, airport.
- Teacher can also divide students all group which presenting the activities with each by using types of project team.
- Ask them to choose many situations in which they can use in the language function they have already learnt.
- Introduce some tasks prepared to types reservation to help them to do the same situation with each others.
- Attract the students attention to the way of asking and responding about types of reservations.

Post-viewing activities: (10 minutes)
- Discuss different situations appeared in the activities with your students.
- Discuss behavior of some students and their reactions in some situations.
- Involve your students in types of project team to choosing the activity and situation to learn them with each others.
Example: Role–play
- Practice conversations, using the following situations:
  Reserving three tickets from Amman to Kuwait on afternoon flight, in the name of Alma Musing.

Making a reservation for a table for three on Thursday evening.

Making a reservation for Mr. and Mrs. Marwan on Friday evening.
Cancelling a reservation for a table on 10 August, at 10:00 in the name of Badwan.
These activities evaluated the extent of their acquisition of the target language functions.
- Set some questions as homework in order to reinforce their learning.
Example: practice conversations using the following situations:
- Booking a double room for July 10th in the name of Halide.
- Reserving the single room for 20 the to September 25th.
- Reserving suite for December 31st.
Unit (6): Regrets and Criticism

Learning Objectives:
By the end of this unit, the student are supposed to be able to:
- Develop oral fluency by focusing on skills.
- To express regrets and criticism.
- Talk about people critically and criticize something.
- Talk about wishes and regrets in all situations.
- Express a stronger regrets.

Language expressions:
- How to express regrets?
- How to express a stronger regret in the past?
- How to talk about wish and regrets in the past?
- How to talk about people critically?
- How to criticize something?

Pre-viewing activities: (20 minutes)
- Arouse the students' interest by asking them different tasks.
- The activity focusing on language expressions.
- The activities enable students to draw on their own life experience, feelings and cultural knowledge.
- To develop their ability to express their ideas confidently and fluency.
- The activities focusing on a regrets and criticism.

Viewing – activities: (20 minutes)
- Offer wide variety of different tasks, discussion ideas, with project team and simulation, based on expressions regrets and criticism.
- Attract the students attention to the verbs that often go with some kind of the way of expressions regrets and criticism:
  wish + past perfect (continuous) is used to express regrets in the present about something which happened in the past.
- To talk about wishes and regrets in the past, we can use:
  wish + had + pp (I wish I had helped him).
- Conduct oral dialogue with the student about express regrets and criticism.
For example:
Father: I'm so worried about Fayez what are we going to do about him?
Mother: I don't know. He doesn't even open a book.
Father: When did he last go to school? Does he ever go to school?
Mother: No, I'd be happier if he wants to go to school.
Father: And does he ever help in the garden?
Mother: No, I'd be happier if he help in the garden?

Exercise: Complete the sentences below, to shooing regrets, a desire, for things to be different.
1- Sameer went for jogging. He broke his leg.
   (I) He wishes ..............................................
   (ii) If he .........................................................

2- We didn't take our coats. We felt cold.
   (I) We wish ...................................................
   (ii) If we .........................................................

Post-viewing activities: (20 minuets)
- Involve your students in groups work activity in which one of the students in each group exercise regrets and criticism.
- Go round groups to observe the extent of their interaction.
- Evaluate their understanding and abilities for supply with learning expressions

Example: Respond to the following situations:
1- A person has left his car unlocked and it was stolen.
   ........................................................................

2- Someone is at a restaurant waiting for another person who has been late and didn't phone.
   ........................................................................

3- Someone who has been hurt in an accident because he was not careful.
   ........................................................................

- Set some questions as homework in order to reinforce their learning.
Example:
Complete the following sentences:

a-If you …………………………………., you might make faster progress;
b-If he wanted to , he ……………………………….better work.
c-If you ………………………………………….harder , you might have made faster progress.
d-If he ……………………………………………..his umbrella, he wouldn't have been wet.

Unit (7) : Certainty and Uncertainty

Learning Objectives:
-Show certainty and uncertainty in different situations.
-Make a certainty about the future.
-Give confirming obligations and release people from obligations.

Language expressions:
-How to show certainty?
-How to show uncertainty?
-Degree of certainty about the future.
-Confirming obligation
-Questioning obligations
-Releasing people from obligations.

Pre-viewing activities (10 minutes)
-Explain the meaning of certainty and uncertainty by asking students to tell someone to answer about certainty and uncertainty situations.
-Teacher can also introduce some examples includes the key expressions.
-Introduce the video task to explain some situations expressing certainty and uncertainty.
-Students participation with using oral communication skills. (different project team activities).
-Make pauses after the key expressions. This would familiarize the students with the content of the sequence.
**Viewing – activities (20 minutes)**

- Distribute worksheets including the key expressions that were said by the main characters.
- Students read the expressions then turn the sheets over.
- View the sequence, students are asked to listen carefully in order to tick the expression they heard.
- Use strategies to motivate all students to participation with oral communication skill.

**Example:**

Fill the missing parts of dialogue.

1- Muna and Alma talking about Salwa. Salwa is going to have her exam in English;
Mona: I hope ..............................................................
Amal: I know Salwa, she will fail.

2- Munnar in the classroom waiting for the instructor who should have come at 10 o'clock. It's 10:10 now and the structure hasn't come yet. He's speaking to his friend Salim.

Munnar:..........................................................
Saliem: Yes, he may come soon, but I'm not certain.
To complete such dialogue, students watch and listen to the language, then they fill the missing parts.
- While reading their answers in pairs.
- Students have to simulate the way of producing the language of the video including pronunciation, gesture and body language.

**Post-viewing activities: (10 minutes)**

- Discuss the cultural differences appeared in the video film with your students.
- Discuss the behaviors of some characters and their reactions in some situations.
- Involve your students in short tasks of role-play by giving each group a card contains the description of the characters' role. Choose situations and divide the class into small groups to simulation.
- Encourage the students to perform their dialogues in front of the class.
Example:
In group, take turns to make certainty situations or uncertainty.

-There are always certain things which you mustn't do. These things depend on where you are or what are you doing. Say what you mustn't do in each cases.
  1-When you are at a petrol station.
  2-When you are driving down town.
  3- When you are in library.

-This activity evaluated the extent of their acquisition of the target language function and their abilities to consolidate the vocabulary, grammar functional expressions and pronunciation.
-Set some questions as homework in order to reinforce their learning;

Exercise:
-What do the following sentences mean? Express them in another way.
  1- You don't have to do it.
  2- You mustn’t eat chocolate.
  3- You don't have to wear you seat belts.
  4- You must try this food.
## Appendix(I)

List of Oral Communication Skills and Level of Important

<table>
<thead>
<tr>
<th>N</th>
<th>Skills</th>
<th>Level of importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100-90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VIP</td>
</tr>
<tr>
<td>1</td>
<td>Asking and answering question</td>
<td>82%</td>
</tr>
<tr>
<td>2</td>
<td>Future plans and intentions</td>
<td>85%</td>
</tr>
<tr>
<td>3</td>
<td>Socializing</td>
<td>96%</td>
</tr>
<tr>
<td>4</td>
<td>Finding the way</td>
<td>94%</td>
</tr>
<tr>
<td>5</td>
<td>Apologize and excuses</td>
<td>88%</td>
</tr>
<tr>
<td>6</td>
<td>Appointment</td>
<td>93%</td>
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<tr>
<td>7</td>
<td>Giving your opinions</td>
<td>80%</td>
</tr>
<tr>
<td>8</td>
<td>Problem and advice</td>
<td>82%</td>
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<tr>
<td>9</td>
<td>Reservations</td>
<td>92%</td>
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<td>10</td>
<td>Invitation</td>
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<td>Requests and offers</td>
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<tr>
<td>12</td>
<td>Certainty and uncertainty</td>
<td>94%</td>
</tr>
<tr>
<td>13</td>
<td>Regrets and criticism</td>
<td>95%</td>
</tr>
</tbody>
</table>
## Appendix (J)

### Speaking evaluation form

**Student Name:**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Meaning (vocabulary)</th>
<th>Grammar</th>
<th>Pronunciation</th>
<th>Fluency</th>
<th>Body language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking and answering question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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الملخص

برنامج مقترح لعلاج بعض الصعوبات التي تواجه طلبة قسم اللغة الانجليزية في مهارات التواصل الشفوي

في الجامعة الإسلامية بغزة

هدفت الدراسة إلى بناء برنامج مقترح لعلاج بعض الصعوبات التي تواجه طلبة قسم اللغة الإنجليزية في مهارات التواصل الشفوي في الجامعة الإسلامية بغزة، وذلك من خلال الإجابة عن التساؤلات التالية:

- ما الصعوبات التي تواجه طلبة قسم اللغة الإنجليزية في التواصل مع مهارات التواصل الشفوي في الجامعة الإسلامية؟

- هل توجد فروق ذات دلالة إحصائية تعزى إلى عامل الجنس في امتلاك مهارات التواصل الشفوي.

- ما هو البرنامج المقترح الذي سيعالج بعض الصعوبات التي تواجه طلبة قسم اللغة الإنجليزية في التواصل مع مهارات التواصل الشفوي؟

ولتحقيق أهداف الدراسة قامت الباحثة: بإعداد قائمة مهارات التواصل الشفوي الواجب توافرها لدى طلبة قسم اللغة الإنجليزية، وفلم الدرجة القصيرة للتفاعل الشفوي خارج البيئة الصفية، بلغ عدد المهارات (13) مهارة رئيسية: الأسئلة والاجابة بواسطة الحوار، التخطيط للمستقبل، الاتصالات، الإرشاد والوصف، الاعتزاز، تحديد المواضع وتعيينها، إعطاء الرأي، مشكلة وعرض النصيحة، الحجز في عدة مجالات، الدعوات، العرض والطلب، التحقق من الأشياء، التعلق والانتقاد. استخدمتها الباحثة في إعداد الاختبار الشفوي التشخيصي لقياس مدى امتلاك الطلبة لهذه المهارات، وذلك بعد عرض استبيان يتضمن مهارات الاتصال الشفوي الرئيسية وفرعية الواجب امتلاكها لدى خريجي قسم اللغة.
الأنجليزية. تم تطبيق الاختبار على (عينة مسحية) من المستوى الرابع آداب و التربية في الجامعة الإسلامية.

و للكشف عن أسباب الصعوبات، تم إجراء مقابلة مفتوحة وتوجيه أسئلة مفتوحة للأساتذة مساقات التواصل الشفوي في قسم اللغة الإنجليزية بالجامعة الإسلامية بغزة وبلغ عددهم أربعة أساتذة.

استخدمت الباحثة النسب المنوية، اختبارات لإيجاد الفرق بين الطالبات و الطلاب في استقلال تلك المهارات، معادلة هولستي و معامل الارتباط.

توجهت الباحثة إلى النتائج التالية:

- وجود صعوبات في امتلاك مهارات التواصل الشفوي.

- كشفت نتائج الاختبار التشخيصي لل التواصل الشفوي عن وجود عدد من المهارات الشفوية الأكثر صعوبة في امتلاكها متمثلة فيما يلي: التفاهم، الابداع، الاحترام، التواصل، تحديد المواقيت، الادعاء والوصف، الحزم في عدة مجالات التحقق من الأشياء وعلى ضوء تلك النتائج تم بناء البرنامج المقتضى ليتضمن المهارات الأكثر صعوبة لدى الطلبة.

- وجود أسباب تكمن وراء هذه الصعوبات تتعلق بكل من: الطالب، المعلم، الميادين المقدمة للطلبة، نظام الجامعة.

وقدمت الباحثة العديد من التوصيات لكل من الطلبة و الأساتذة و نظام الجامعة و لإعداد المساقات التعليمية و من أهمها:
- تشجيع الطلبة على التواصل باستمرار مع اللغة الإنجليزية داخل و خارج المحاضرة.

- أوصت الدراسة الأساتذة في قسم اللغة الإنجليزية بزيادة الاهتمام مع الطلبة لكسر حاجز الخوف، القلق، التوتر لدى الطلبة أثناء التواصل مع اللغة.

- التعاون في مجال تصميم مناهج دراسية تركز على طرق تدريس متجددة و فعالة.

- ضرورة الاستعانة في قسم اللغة الإنجليزية بأساتذة أجانب للتواصل مع أهـل اللغة لاكتساب طرق التواصل الشفوي في مساق التواصل الشفوي.