

**A Task Based Program to
Develop EFL Oral
Communication Skills for Al-
Azhar Secondary Stage
Students**

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Introduction:

Oral communication is the process of expressing ideas, thought, the medium of speech and this plays a decisive role in the life of students.

Verbal or oral communication can take many forms, ranging from informal conversation that occurs spontaneously and, in most cases, for which the content cannot be planned, to participation in meetings that occur in a structured environment, usually with a set agenda.

Samantaray (2014: p18) point out that teaching English language falls short of fulfilling its goals. Even after years of English teaching, the learners do not gain confidence in using the language in and outside the class. He adds that real communication involves ideas, emotions, feelings, appropriateness, and adaptability. The traditional English class hardly allows the learners to use language in this manner and develop fluency in it.

Schulz (2001: p2) emphasizes that "the terms language and communication often mean the same thing as sports and exercises". So, it is important to develop communicative skills in the English language and learning. **Llach (2011: p17)** adds that "the success of second language teachers is ultimately measured by how well their students have learned how to communicate in the foreign language. Explaining what communication is, **Valette (2001: p4-7)** states that it is the ability to understand what one hears or reads, and the ability to express oneself in speaking and writing. So, it means receiving as well as producing messages, either written or spoken.

Oral communication means using the language appropriately in social interactions. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation (**Shumin, 2002: p204-211**). Also **Hismanoglu (2000: p12)** gives examples of communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation, all of which are techniques used by learners so as to keep a conversation going. The purpose of utilizing these techniques is to avoid interrupting the flow of communication.

Chen (2005) argues that "in real-life communication, we use language to express what we mean, however, language is more than a tool for communication, and it represents social and cultural backgrounds. Learning merely the target linguistic knowledge cannot successfully engage learners in real-life communications in the target culture, they also need to acquire the target pragmatic competence, the capacity to

incorporate cultural knowledge into language use and choose appropriate language in different socio-cultural contexts".

Oral communication in the teaching of English as a foreign language includes many different aspects of the English language. For instance, the students can read different types of dialogues aloud or they can present something that they have prepared in advance to the class.

Listening plays a vital role in communication resulting from people's daily lives. According to **Mendelson (2000: p9)** "of the total time spent on communicating, listening takes up 40-50 %; speaking 25-30 %; reading 11-16 %; and writing about 9 %". Emphasizing the importance of listening in language learning. **Peterson (2001: p87)** states that "no other type of language input is easy to process as a spoken language, received through listening ... through listening, learners can build an awareness of the interworking of language systems at various levels and thus establish a base for more fluent productive skills.

Listening has a vital role not only in daily life but also in classroom settings. **Anderson & Lynch (1988: p 3)** state that "we only become aware of what remarkable feats of listening, we achieve when we are in an unfamiliar listening environment, such as listening to a language in which we have limited proficiency. Most people think that being able to write and speak in a second language means that they know the language; however, if they do not have the efficient listening skills, it is not possible to communicate effectively. That is, listening is the basic skill in language learning and over 50% of the time that students spend functioning in a foreign language will be devoted to listening.

Rost (1994: p141-142) explains the importance of listening in a language classroom as follows:

1. Listening is important in the language classroom as it provides input for the learner. Without understanding such input at the right level, any learning simply cannot begin.
2. Spoken language supplies a means of interaction for the learner because learners must interact to obtain understanding. Access to speakers of the language is essential. Furthermore, learners' fail to understand the language they hear is a motive, not an obstacle, to interaction and learning.

3. Authentic spoken language offers a challenge for the learner to comprehend language as native speakers use it.
4. Listening exercises provide educators with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

Speaking is a skill in producing oral language. It is not an utterance but also a tool of communication. It occurs when two or more people interact with each other aiming at maintaining the social relationship between them (**Brown, 2007: p103**).

The ability to speak naturally is required to create good communication. That is why some learners sometimes avoid this type of situation as they often lose words and feel difficulty in presenting a good image of themselves. 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 communicative language. Communication is derived essentially from interaction (**Rivers, 2018: p543**).

Speaking skill should be taught and practiced in the language classroom because any language course should enable the students to communicate in English. So speaking skill needs special treatment. In daily life, most of the time people speak more than write; yet many EFL teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills.

In the light of the researcher's experience, it is quite hard to get all students to take an active part in discussions and conversations in English. Although many students have excellent English skills, they are quiet in class when practicing oral communication. It seems like a great challenge for an EFL teacher to motivate and encourage all students to be orally active in an English foreign language classroom. It also seems hard to assess the student's ability to communicate orally in English because the students' oral activity is closely linked to their emotions.

Al Hosni (2014: p26) points out that most students who study English as a foreign language share a common problem with organizing and communicating their thoughts and ideas orally. This may be due to the fact that learners do not benefit from sufficient practice and

opportunities to speak in the classroom. Second, learning to speak is a complex process not readily known to the learners; learners are not familiar with the skills and strategies they can use to develop their speaking ability. Third, EFL learners have little opportunity to develop the skills for arranging their ideas cohesively and coherently while speaking. Fourth EFL learners are not familiar with the criteria by which their oral performances are assessed.

Dieter (2001) showed that a part of the problem is that foreign language learners can feel anxious about learning EFL. In addition, the fear of being chosen during whole- class discussions or looking foolish in front of classmates causes students to hesitate about asking questions. Therefore, it is important to investigate new methods for teaching and learning English as a foreign language to use them effectively.

Nunan is the few authors, who integrate task-based learning to communicative teaching. The following features characterize Nunan's approach to language teaching:

- 1- An assurance of learning to communicate through interaction in the target language.
- 2- The introduction of authentic texts in learning situations.
- 3- The provision of chances for learners to focus, not only on language but also on the learning tactic itself.
- 4- An increase of the learner's own experiences as vital contributing elements to classroom learning.
- 5- An attempt to link the classroom language learning process with language activities outside the classroom (**Nunan, 1991**).

These characteristics reflect Nunan's adoption of task-based learning and how it leads to better communication inside and outside the classroom. He gives examples of tasks which help in achieving communication: problem-solving tasks, decision-making tasks, jigsaw, role- plays, simulations, oral discussions, and project work.

Tasks include some form of input that may be verbal or nonverbal, followed by an activity which is obtained from the input. This activity demands learners to engage in activities concerning the input. Tasks have goals and roles for both educators and students. **Nunan (2004: 41)** points out that, course designers should consider the following elements when

designing a task: goals, input, procedures, teacher role, learner role, and setting.

Goals: They refer to the common intentions behind any learning task.

Nunan provides a link between tasks and curriculum. Goals relate to general outcomes or may directly describe the teachers' or learners' behavior. **Nunan (2004: p42)** outlines that communicative goals in a curriculum suggest that language is utilized for establishing and preserve interpersonal relationships and for the exchange of information, ideas, opinions, attitudes, and feelings to get things done. This includes listening to, reading and responding to the imaginative use of target languages such as stories, poems, songs, dramas or learners' creations.

Input: It refers to the spoken, written and visual data that learners work within the course of completing a task. Data can be provided by a teacher, a textbook or another source. Alternatively, it can be generated by the learners themselves. Input can come from a wide domain of sources, including letters, menus, postcards, bus timetables, picture stories or hotel entertainment courses.

Setting: It refers to the classroom order specified or implied in the task. It requires consideration of whether a task is to be implemented wholly or partly outside of the classroom. It is useful to differentiate between mode and environment when setting tasks. Mode refers to if the learner is operating on an individual, pair or group basis. Environment refers to where the learning happens. It may be in a conventional classroom in a school, a language center, a community class, a workplace setting, a self-access center or a multi-media language center.

Willis (1996) the task-based language teaching comprises three steps in its structural framework. The first step was to raise the students' consciousness and also introduce the students with the subject and task; this was called the pre-task cycle. The teacher explores the topic with the students highlights useful words and phrases and helps them understand task instruction and prepare. Here, the teacher may use a picture, make use of recording or even text as a lead into a task.

The second step was named task cycle, which has three parts in it; those are tasks, planning, and report. In the planning, students do the task; it can be pairs or small groups. The students are free to experiment without the teacher's intervention, since the teacher monitors from a distance, encourage all attempts at communication, and does not correct. Mistakes don't matter; the students prepare to report to the whole class; it can be orally or in writing how they did the task, what they decided or discovered. Students can request teacher's help for language advice, as they will report publicly and they need for sure it will accurate.

The last step was named language focus which has two parts in it; analysis and practice. When the analysis is undergoing, the students examine and then discuss specific features of the text or transcript of the recording, they can enter new words, phrases, and patterns in vocabulary books. Afterward, the teacher will conduct the practice of new words, phrases, and patterns occurring in the data, either during or after the analysis.

Nunan (2013: p25) the concept of task-based is still widely misunderstood and is only slowly beginning to gain attraction in the classroom. The concept itself has evolved over the years and is only now beginning to challenge pedagogical orthodoxy. He looked at the key issues of authenticity (both text and task), Content-based instruction, learning beyond the classroom, and a performance-based approach to language assessment.

The task-based approach is a flexible approach in which content and tasks are developed in tandem (**Nunan, 1998: p16**). Task-based instruction focuses on describing the design for an oral communication skills course in an academic setting. Therefore, in the task-based design of the oral communication skills the rich complexity of tasks, the better classroom situation. Institutional contexts need to be incorporated.

Context of the problem:

To confirm that there is a problem, the researcher reviewed previous studies related to the EFLoral communication skills in the context of the Arab countries, including Egypt. This revealed the actual problems in instructing EFLoral communication skills.

In addition, through classroom observation, while teaching, the researcher noticed that the situation was difficult; ranging from the poor tradition in language teaching to anchoring in the Grammar-Translation method. Attention is focused on the form rather than meaning. Grammar is considered of primary importance. Vocabulary teaching consists mainly of memorization of either synonyms or Arabic "equivalents".

The major skills to be developed are reading and writing. Little interest is given to speaking and listening. Students are expected to interact with one another or with their teacher. Students are successful learners if they can translate successfully from the target language into their own and vice versa.

A pilot study was conducted to check the performance of the 1st year secondary school students in oral skills. The pilot study focused on oral skills test of a sample of students from Abo Hariz secondary institute: the results were.

Table (1): The results of the pilot study

The oral skills	Percentage
Listening for gist, guessing the meaning of idioms	30%
Listening for specific information	40%
Listening for details	20%
Asking for clarifications	30%
Giving opinions	20%
Making polite requests and replies	30%

The results showed that the majority of the pilot sample had problems in oral skills. As a result, the researcher tried to find out if this problem could be reduced through task-based language teaching (TBLT).

Statement of the problem:

In the light of the previous discussion, the problem of the current study could be stated in the poor performance of first-year students in EFL oral communication skills. Therefore, this study was an attempt to

develop the necessary oral communication skills for the EFL first-year secondary stage students adopting the task-based program.

Questions of the study:

The present study attempted to answer the following main question:

What is the effectiveness of using a task-based program in developing oral communication skills for AL-Azhar Secondary Stage Students?

The following sub-questions emerge from the above main one:

- 1- What are the necessary oral communication skills for 1st year Al-Azhar secondary school students?
- 2- How far do the 1st year Al-Azhar secondary students master oral skills?
- 3- What are the features of a task-based program that may be used to enhance the communicative oral skills of Al-Azhar secondary school students?
- 4- What is the effectiveness of the proposed program?

Purpose of the study:

This study aimed at:

- 1- Identifying some EFL oral skills required for first-year Al-Azhar secondary school students.
- 2- Developing oral communication skills by using a program based on task-based.

Study significance:

The current study might be important for:

1- Students as it may:

- a) Improve their oral skills.
 - b) Encourage them to communicate in English accurately and fluently.
 - c) Change students' roles from passive recipients to active learners through the different activities and tasks they will be asked to do.
- 2- **EFL teachers:** as the study provided them with guidelines for using task-based language teaching.
- 3- **The supervisors:** as they conducted training courses for their teachers based on task-based language teaching.

4- **Curriculum designers:** as they can provide the students' books with some topics and activities based on task-based language teaching.

Instruments of the study:

-A test to measure the oral communication skills before and after treatment.

-A rubric to assess the performance of the participants.

-An observation sheet.

Delimitations of the study: The study was delimited to

- A random sample from first -year Al-Azhar secondary stage students.

- Some oral communicative skills required for 1st year Al-Azhar secondary stage students as identified by the jury members.

Procedures of the study: To answer the research questions, the following procedures were conducted:

1-Reviewing literature and previous studies related to the study variables

a) Independent variable: Task-Based Language teaching to frame the study experiment.

b) Dependent variable: Oral communication to crystallize the target oral communication skills.

2-Designing an oral communication checklist of the main and sub oral communication skills, suitable for secondary school students, judging it by TEFL jury members and modifying it according to their opinions.

3-Translating the approved oral communication skills into a pre/posttest, and observation sheets.

4-Choosing the study participants from Al-Azhar institutes and dividing them into experimental and control groups.

5-Designing the proposed program in light the of purpose, activities, methods, procedures, and learner's and teacher's role.

6-Preadministrating the study instruments to both groups.

7-Teaching the experimental group by the proposed program while the control group is taught regularly.

8-Postadministrating the study instruments to both groups.

9-Comparing the pre/ post results statistically of both groups.

10-Concluding, suggesting's for further studies.

Data Analysis:

To determine whether students overall oral communication skills improved after implementing the experimental treatment using the Task-Based Program, the hypotheses of the study were tested by using the Statistical Package for Social Sciences (SPSS v19) Program. T-test was used in order to check whether there is any difference between the mean scores of the treatment group on pre and post- administration.

Verifying the study Hypotheses:

The first Hypothesis:

The first hypothesis stated that "There is a statistically significant difference between the mean scores of the experimental and the control groups in the post administration of the EFL oral communication test, in favor of the experimental group".

To verify this hypothesis, the researcher used the Independent sample t-test to compare the mean scores of the experimental group students who used the Task-Based Program with those of the control group students who used the traditional method, in the post-test. The results are presented in the following table.

Table (2): Post t-test results of the control and the experimental groups in the EFL oral communication skills

Skill	Group	N	M	S.D	D. f	t-value	sig
1- Comprehension	Control	16	4.19	.981	30	11.05	0.000
	experimental	16	6.56	.727			
2- Pronunciation	Control	16	3.69	.763			
	experimental	16	5.63	.500			

3- Fluency	Control	16	3.06	.998	9.25	0.000
	experimental	16	6.19	.911		
4-language functions	Control	16	3.88	1.31	5.38	0.000
	experimental	16	6.16	1.10		
Overall EFL oral communication skills	Control	16	14.81	3.22	11.70	0.000
	experimental	16	25.56	1.75		

The table above indicates that the mean scores of the experimental group students are higher than those of the control group in the EFL overall communication skills and its sub-skills, where t-value is, (11.70) for overall communication skills, (11.05) for Comprehension, (8.25) for Pronunciation, (9.25) for Fluency, (5.38) for language functions, which is significant at 0, 01 level of significance. Therefore, this hypothesis was confirmed. These differences can be attributed to the Task-Based Program developed and taught.

The Second Hypothesis:

The second hypothesis states that "There is a statistically significant difference between the mean scores of the experimental group in the pre and post administrations of the EFL oral communication test in favor of the post-administration."

To verify this hypothesis, the researcher used the paired sample t-test to compare the mean scores of the experimental group who used the Task-Based Program in the pre and post-test. The following table includes the results.

Table (3): Post t-test results of the experimental group pre and post in the EFL oral communication skills

Skill	Group	N	M	S.D	D. f	t-value	sig
1- Comprehension	pre	16	2.75	1.06	15	19.62	0.000
	post	16	7.56	.727			
2- Pronunciation	pre	16	3.31	.793	15	9.77	0.000
	post	16	5.63	.500			
3- Fluency	pre	16	2.56	.659	15	14.15	0.000
	post	16	6.16	.911			
4-language functions	pre	16	2.38	1.40	15	8.66	0.000
	post	16	6.19	1.10			
Overall EFL oral communication skills	pre	16	11.00	2.19	15	22.79	0.000
	post	16	25.56	1.75			

The table above indicates that the mean scores of the experimental group students are higher in the post -test than those of the pre-scores in the EFL oral communication skills and its sub-skills, where t-value is, (22.79) for overall EFL oral communication skills, (19.62) for Comprehension, (9.77) for Pronunciation, (14.15) for Fluency, (8.66) for language functions, which is significant at 0, 01 level of significance. Therefore, this hypothesis was confirmed. These differences can be attributed to the Task-Based Program developed and taught.

The Third Hypothesis:

The third hypothesis states that "There is a statistically significant difference between the mean scores of the experimental group in the pre and post administrations of the EFL oral communication observation card in favor of the post- administration."

To verify this hypothesis, the researcher used the paired sample t-test to compare the mean scores of the experimental group who used the Task-Based Program in the pre and post-administration of oral communication observation sheet the following table includes the results.

Table (4): Post t-test results of the experimental groups in the EFL oral communication observation sheet

Skill	Group	N	M	S.D	D. f	t-value	sig
1- Comprehension	Pre	16	6.25	1.88	15	15.59	0.000
	Post	16	15.13	1.45			
2- Pronunciation	Pre	16	7.69	1.77		12.57	0.000
	Post	16	11.13	.885			
3- Fluency	Pre	16	6.38	1.25		5.72	0.000
	Post	16	9.38	2.09			
4-language functions	Pre	16	6.81	3.16		5.71	0.000
	Post	16	10.31	1.53			
Overall EFL oral communication observation card	Pre	16	27.13	4.55		29.08	0.000
	Post	16	45.94	4.34			

The table above indicates that the mean scores of the experimental group students are higher in the post -administration than those of the pre-scores in the EFL oral communication observation card, where t-value is, (29.08) for overall EFL oral communication observation card, (15.59) for Comprehension, (12.57) for Pronunciation, (5.72) for Fluency, (5.71) for language functions, which is significant at 0, 01 level of significance. Therefore, this hypothesis was confirmed. These differences can be attributed to the Task-Based Program developed and taught.

The Fourth Hypothesis:

The fourth hypothesis states that "The Task-Based Program has a positive effect on improving EFL oral communication skills."

To verify this hypothesis, it can be calculated the effect size by using the paired sample t-test to compare the scores of the experimental group in the EFL oral communication skills in the pre and the posttest using Cohen's formula.

Table (5): the referential framework for identifying the effect size for T- test value

Effect size	Interpretations
From 0.2 till less than 0.5	Small
From 0.5 till less than 0.8	Median
From 0.8 till less than 1.10	Large
From 1.10 till less than 1.50	Very large
1.50 or more	Huge

Table (6): The effect size of the experimental group in EFL oral communication skills as a whole in the pre and the post test

Skill	Test	N	M	S.D	T value	Eta square	Effect size
1- Comprehension	pre	16	2.75	1.06	19.62	.881	2.72
	post	16	7.56	.727			Huge
2- Pronunciation	pre	16	3.31	.793	9.77	.764	1.80
	post	16	5.63	.500			Huge
3- Fluency	pre	16	2.56	.659	14.15	.851	2.39
	post	16	6.16	.911			Huge
4-language functions	pre	16	2.38	1.40	8.66	.707	1.55
	post	16	6.19	1.10			Huge
Overall EFL oral communication skills	pre	16	11.00	2.19	22.79	.935	3.79
	post	16	25.56	1.75			

Significant at (0, 01)

Table (6) indicates that the effect size of the experimental group students in the post test are greater and higher than those of the pre-scores in the EFL overall oral communication skills, where the effect size is (3.79) for overall oral communication skills, (2.72) for Comprehension, (1.80) for Pronunciation, (2.39) for Fluency, and (1.55) for language functions, which is significant at 0,01 level of significance. Therefore,

this hypothesis was confirmed. These differences can be attributed to the Task-Based Program developed and taught.

According to the findings of Cohen's formula and the interpretations of the effect size, the percentage 3.79 indicated Task-Based Program had an effect on improving the students' EFL oral communication skills.

Table (7): the effect size of the experimental group in EFL oral communication skills as a whole in the pre and the post administration of the observation sheet

Skill	Test	N	M	S.D	T value	Eta square	Effect size
1- Comprehension	pre	16	6.25	1.88	15.59	.881	2.72
	post	16	15.13	1.45			Huge
2- Pronunciation	pre	16	7.69	1.77	12.57	.615	1.26
	post	16	11.13	.885			Very large
3- Fluency	pre	16	6.38	1.25	5.72	.446	8.97
	post	16	9.38	2.09			Huge
4-language functions	pre	16	6.81	3.16	5.71	.345	7.26
	post	16	10.31	1.53			Huge
Overall oral communication Observation card	pre	16	27.13	4.55	29.08	.826	2.18
	post	16	45.94	4.34			Huge

Significant at (0, 01)

Table (7) indicates that the effect size of the experimental group students in the post administration of the observation card are greater and higher than those of the pre-administration in the EFL overall oral communication observation card, where the effect size is (2.18) for overall oral communication observation card, (2.72) for Comprehension, (1.26) for Pronunciation, (8.97) for Fluency, and (7.26) for language functions, which is significant at 0,01 level of significance. Therefore, this hypothesis was confirmed. These differences can be attributed to the Task-Based Program.

Results of the study:

Ultimately, the general results of the current study confirm that:

- a) There is a statistically significant difference between the mean scores of the experimental and the control groups in the post administration of the EFL oral communication test, in favor of the experimental group.
- b) There is a statistically significant difference between the mean scores of the experimental group in the pre and post administrations of the EFL oral communication test in favor of the post-administration.
- C- There is a statistically significant difference between the mean scores of the experimental group in the pre and post administrations of the EFL oral communication observation card in favor of the post-administration.
- D-The Task-Based Program has a positive effect on improving EFL oral communication skills.

Discussion:

Based on the statistical analysis of the results and their discussions, it could be concluded that:

- 1-The results of the study proved that the use of the task-based program develops the participants of the treatment group in their oral communication skills.
- 2-Students were active and enthusiastic during the sessions of implementing the task-based program which motivated them to communicate orally with each other through various activities.
- 3-The task-based program developed the students' ability to monitor their performance through evaluating their own or their peers' oral production. These led students' recognize general patterns of errors they made in spontaneous speech and locate where and why there were communication breakdowns or difficulties, thus learn, restructure their language and change their performance.
- 4- The process of self-monitoring might have become a strategy used automatically even during real time communication which fostered students' oral communication skills.
- 5- Teaching can be made learner- centered, with more emphasis on the learning process.

- 6-The change in the teacher's role from an authoritarian to a discussion organizer, a facilitator and a language adviser allows students to share more responsibilities for their learning, express themselves freely and become the center of the learning process.
- 7-Helping students to plan before communicating and interacting orally proved to be effective in enhancing students' oral performance. It can lead FL learners to produce more developed speech. It helps also to ensure that any change occurring in the language system can be drawn upon during oral language use and production.
- 8-There is evidence that providing supportive feedback throughout task cycle is highly effective. Through feedback, students' strengths in communicating can be highlighted and appreciated and possible suggestions for improvement can be offered in a way that helps students develop their oral skills and gain clearer insights of others' expectation.

Recommendation:

Based on the results of present study, the following can be recommended:

- Utilizing TBLT approach to FL teaches oral communication skills at the secondary stage and other educational stages.
- Students need to be given plentiful opportunities to interact orally in the target language.
- It is also recommended to design activities for the post-task language focus phase.
- There is a need for training teachers in designing tasks in light of the TBLT principals.
- Students should become the center of the learning process and should share more responsibilities in their learning of oral skills.
- Students should be offered opportunities to self-evaluate their oral performance. In this way, they can become more independent and more involved in learning oral communication.
- Supportive feedback should be offered throughout the task cycle, not only to help students identify their weaknesses in oral communication and ways of overcoming them but also to encourage their strengths and consequently increase their motivation and involvement in oral communication.

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برنامج قائم على المهام في تنمية مهارات التواصل الشفهي باللغة الانجليزية لدى طلاب المرحلة الثانوية الازهرية

الملخص:

تمثل الدراسة الحالية محاولة لتنمية مهارات التواصل الشفهي كلغة أجنبية لطلاب المرحلة الثانوية من خلال برنامج قائم على المهام ، ولتحقيق هذا الغرض إستخدم الباحث نظام المجموعة التجريبية والمجموعة الضابطة ، حيث إختار الباحث عشوائيا اثنان وثلاثون طالبا من طلاب الصف الأول الثانوى بمعهد ابو حريز الاعدادى الثانوي ، إدارة كفر صقر التعليمية الازهرية، محافظة الشرقية ،حيث إشمتمت المجموعة التجريبية على ستة عشر طالبا والتي درست بإستخدام البرنامج القائم على المهام، وستة عشر طالبا للمجموعة الضابطة و التي درست بالطريقة التقليدية ، وقد قام الباحث بإعداد كلا من أ) إجتبار لقياس مهارات التواصل الشفهي كلغة أجنبية، ب) وبطاقة ملاحظة لملاحظة اداء الطلاب وتطبيق كليهما قبليا و بعديا ، هذا و قد استغرقت الدراسة الحالية ثماني جلسات خلال ثمانية اسابيع من الفصل الدراسي الأول للعام الدراسي ٢٠١٩ - ٢٠٢٠ ، وبعد إجراء التحليل الإحصائي توصلت الدراسة إلى النتائج الآتية أ) وجود فروق ذات دلالة إحصائية بين متوسطى درجات طلاب عينة الدراسة فى إختبار التواصل الشفهي كلغة أجنبية قبليا و بعديا لصالح التطبيق البعدى، ب) وجود فروق ذات دلالة إحصائية بين متوسطى درجات طلاب المجموعة التجريبية والمجموعة الضابطة في اختبار التواصل الشفهي كلغة اجنبية قبليا وبعديا لصالح المجموعة التجريبية، ج) وجود فرق ذات دلالة إحصائية بين متوسطى درجات طلاب المجموعة التجريبية والمجموعة الضابطة في بطاقة الملاحظة قبليا

وبعديا لصالح المجموعة التجريبية (د) البرنامج القائم علي المهام له أثرا إيجابيا فى تنمية مهارات التواصل الشفهى كلغة أجنبية لطلاب المرحلة الثانوية .