

A Proposed Program to Improve Oral Communication Among 10th Graders

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The study aimed to build a proposed program based on the principles of civilizational dialogue and to measure its impact on developing oral communication skills among 10th graders in Arabic language in Jordan. The program was designed in terms of the principles of the global civilizational dialogue that was used to reformulate three units in Arabic language textbook for the 10th grade. The researcher designed the proposed program including the proposed lessons, teaching methods, evaluation methods and tools, and lesson planning. The researcher prepared situations that required conducting the dialogue among the female students, and a card for assessing oral communication skills in Arabic language. The proposed teaching program and the study tool were applied to a sample of (48) female 10th graders who were randomly selected from the Al-Omariya Secondary School for Girls of the University District Directorate. The study found that there is a significant impact of the proposed program based on the principles of civilizational dialogue and developed female 10th graders' oral communication skills in Arabic language.

Keywords: *Civilizational dialogue, oral communication, proposed program.*

Introduction

Language occupies a role in the function of social and cultural participation as well as communication and exchange of information and knowledge that constitute human civilization. Persons cannot reveal their natural desires and creative energies unless they are very cultivated in their language and culture. Thus, language assures persons' balance and harmony, and realizes their entity. Languages strengthen peoples' feeling of belonging to their social and cultural identity.

Language represents the fabric of cultural expressions, as it is the carrier of identity, values and visions of the world. It is the continuum of cultural diversity and dialogue among civilizations and provides bridges to strengthen the relationship between societies. It enriches the diversity of expressions and interactions and the exchange of support and empowerment. The Arabic language



is at the heart of this approach as it has verbal repository of other language. Arabic language provides verbal formulas and terminology. It is the language of the main sources of legislation in Islam; the Holy Qur'an, and the Prophet's hadiths. In addition, prayers cannot be performed (and other forms of worship) in Islam, except after the mastery of some of its words. Also, it is a major ritual language for a number of churches in the Arab world. Furthermore, Arabic was the written language by a number of the most important religious and intellectual Jewish works in the Middle Ages.

Today, the world is aware of the role and the contribution of Arabic language in preserving and spreading human civilization and culture. It is the language of twenty-two countries and is spoken by more than 422 million Arabs. Also, it is needed by more than a billion and a half Muslims. In addition, it is one of the six official languages in the United Nations system. It is formally or informally taught in the Islamic and African countries neighboring to the Arab world. Thus, Arabic language is necessary to achieve broader cooperation between peoples through multilingualism, cultural rapprochement and civilizational dialogue (UNESCO, 2012).

Language is "a purely human, non-innovative way, used to communicate ideas, emotions and desires through a system of voluntarily produced symbols" (Sapir, 1921, p. 7). It is the main instrument of expression, and the tool that helps students learn and develop (Bernad-Cavero & Llevot-Calvet, 2018, p. 237). It is a tool for communicating, exchanging and transmitting messages or information from one person to another during a specific situation. Communication is either orally as face-to-face interview, or in writing such as postal correspondence (Sipacio & Balgos, 2016, p.4).

Teaching Arabic aims to enable students to acquire language skills that help them to communicate with others. This requires students to read texts whose cultural, lexical, structural and stylistic balance is related to their linguistic and cultural needs, and the most frequently communicative situations in their lives. They can express orally their observations, needs, feelings and thoughts using a variety of phrases indicating their understanding to their meaning and linguistic connotations, gaining speaking habits and etiquette, developing students' functional and creative ability such as conversation, discussion, explanation, commenting, and expressing experiences, opinions, etc. especially in a manner that is characterized by clearly defined ideas, correctness and organization (Soman, 2010).

Oral communication is defined as a two-way communication process that takes place between the speaker and the listener, and includes the ability to speak and understand the voice (Singay Wanakha Central School, 2020, p.26). In addition, some features of facial expressions, body movements, and gestures help the listener understand (Bygate, 1987, p. 5).

Despite the importance of using oral communication skills in classroom, it is neglected (Singay, 2018, p. 74). This is due to several main reasons that prevent learners' ability to communicate orally; namely: the lack of interest in developing the skill of oral communication as part of language learning, discouraging students from participation and interacting orally in the classroom as well as the traditional teaching methods (LaPrairie, 2014; Wu & Liang, 2007; Aliyu, 2017), in



addition to the insufficient teaching hours, unskilled teachers, poor student competence (Chang & Goswami, 2011; Chen & Goh, 2011), large class, and inadequate facilities and equipment (Aduwa-Ogiegbaen & Iyamu, 2006) to improve the learners' ability to communicate verbally. Despite the efforts made and still being made to improve communication skills, the problem still exists in the Arab School (Suleiman, 2005).

Accordingly, it is highly important to search for modern teaching methods that help empower students' abilities, develop their skills to speak and listen, and encourage them to participate and to orally interact in the classroom in order to promote effective communication.

The subject of civilizational dialogue has been and continues to be the focus of attention of scholars, politicians and researchers. This subject was advocated in the nineties as a more peaceful and fair global political discourse. The idea of civilizational dialogue has received the attention of many public conferences and international meetings (Michael, 2009). Civilizational dialogue is concerned with social and cultural interaction, and the ability to deal with religious and political beliefs and various values. Civilizational dialogue is a useful concept for informing people of different cultures and civilizations of the benefits of pluralism and cultural exchange. To achieve such dialogue, one must be prepared to tolerate people who have other ways of thinking, and who live according to their values and experiences, and to maintain mutual respect (Parliament of Malaysia, 2013).

Therefore, the researcher suggested building a program based on the principles of civilizational dialogue aiming to supplement the continuous research for ways that would raise the level of female students in oral communication skills in Arabic language. This program aims to contribute to overcoming the weaknesses and hesitations of students, and to improve their skills that enable them to communicate fluently and easily with their communities and their world effectively.

Research problem

Despite numerous attempts to develop curricula, the problem of the weak ability to communicate orally and in writing is still ongoing. The majority of the students do not possess basic communication skills and they cannot handle the required topic and treat it well, as well as their inability to express it in appropriate language structures. This weakness increases in the absence of logical hierarchy, apart from the disruption of style, lack of vocabulary and linguistic and intellectual wealth (Barakat, 2003; Al-Shawabkeh, 2011; Eid, 2011).

Because of the importance of oral communication in Arabic language, and the weakness of students and learners in these skills, several studies were conducted presenting proposals and attempts to develop oral communication skills in Arabic language at various educational levels such as the study of (Zerba, 2014). This is confirmed by the observation of one of the researchers during her teaching of Arabic language course for the upper basic classes. She noticed weakness among students in oral communication skills. Based on the above, the researchers built a proposed program based on the principles of the civilizational dialogue and measured its impact on

developing students' oral communication skills. Accordingly, this research aims to achieve the following objectives:

1. Investigate whether the average scores of female 10th graders' oral communication skills in the Arabic language differ according to the different teaching programs (based on the principles of civilizational and ordinary dialogue).
2. Assess the impact of the proposed program based on the principles of civilizational dialogue on the development of female 10th graders' oral communication skills in the Arabic language.

Research questions

1. Do the average scores of the female 10th graders' oral communication skills in Arabic language differs according to the different teaching program (based on the principles of the civilizational and ordinary dialogue)?
2. Is there an impact of the proposed program based on the principles of the civilizational dialogue to develop the female 10th graders' oral communication in Arabic language?

Literature review

Civilizational dialogue

Civilizational dialogue is not limited to the various activities undertaken by individuals, institutions and organizations to develop a common platform for mutual understanding, interaction, recognition and cooperation among different civilizations and cultures. Rather, it is something far that dealing with some conceptual aspects of the dialogue among civilizations (Berghout, 2008). Berghout (2008) defines the civilizational dialogue as a joint creative activity carried out by people of different civilizations and cultures in order to understand each other and coexist to serve humanity in general. A civilizational dialogue is an argumentative process for moving from disagreement to agreement or vice versa, but it is carried out in a spirit of collective participation and mutual respect, and a sincere intention to interact and know each other. Berghout notes that the lack of willingness to accept and tolerate difference will make dangerous situations triggered by fanaticism to explode.

According to Godenzi (1996), civilizational dialogue is the task of building new intercultural relationships that transcends conflict, domination, and unequal relationships to establish equitable relationships based on dialogue. All this is built in the context of equality and mutual respect, where there is openness to different perspectives without giving up one's self, but both can transform themselves through mutual enrichment.

Therefore, the integration of cultural dialogue within the educational framework does not depend on the content, but on a new form based on the relationship of respect (Candela, 2013). In this context, Hodson (1999) assumes that teaching based on civilizational dialogue requires metacognition that leads to thinking about individual's perceptions of others, and allows them to understand and control them. This reduces the risks of incorrect assimilation.

Oral communication

Since communication is a process, it is not enough for students to have a simple knowledge of the forms of language, meanings, and targeted functions. Rather, they should be able to apply this knowledge during negotiation, so that the meaning becomes clear during the interaction between the speaker and the listener (Larsen-Freeman, 1986, p. 123). So, the main goal of this is that speaking in the classroom should be an aid to the learner to produce a language that is fluent, easy to understand, and accurate, commensurate with the educational situation. For this to happen, the learner must receive understandable inputs to work on in order to stimulate and develop his learning mechanisms. In addition, they should interact with other speakers and negotiate meaning through interaction (Ellis, 1985, as cited in Glew, 1998). This is no less important than the outputs during the exchange of conversation between peers. Learners do not only receive the meaning of the inputs, but they also test the efficiency of their outputs and the ability to communicate the message. In addition, they test their ideas about language and create meaning through negotiation (Reyes 2002, p. 22).

The process of language learning in the semester has three stages (Dunn, 1984):

Silent period: During this period, children can communicate in their own language, and they want to use the language in the correct way. If they cannot do this, they feel frustrated and lose interest. At this point, teachers should provide children with useful or pre-established phrases to help them broaden their language skills.

Intermediate period: Children skip the silent period and begin to use pre-established phrases, repeat and practice them in different situations, and communicate using short phrases with speakers in the environment around them.

The breakthrough period: Children begin to collect the acquired language together to express meaning. It is the foundation process, in which children incorporate an utterance that an adult uses in a phrase that is already installed or a phrase that is created from elements that have already been learned. In this way, children begin to learn the rules of language.

However; not all learners go through the same stages due to the influence of a group of psychological, social and cognitive factors, which create individual differences between people. That directly or indirectly affect the language learning process, and accordingly some people can learn faster or less quickly than others (M.E.N, 1999).

Previous studies

Several studies focused on oral communication in the field of language. Scullen & Jourdain (2000) conducted a study to reveal the effect of direct oral education to develop communication skills for French language students. The sample consisted of (17) students studying French as a foreign language in Boston, USA. The results revealed an improvement in the oral communication skills of the study sample.



The Nakatani (2005) study aimed to develop awareness of the use of oral communication strategies. The sample of the study consisted of (62) Japanese studying English in Fukuoka Prefecture in Japan. The study revealed that the training had an impact on language learning as reflected in the method of questioning, auditing of understanding, and rewriting the audio. In general, a clear development has occurred in the students' oral performance.

Gutierrez (2005) conducted a study at Pretalia High School in Spain aimed at exploring the impact of interaction and a mission-based approach on improving the quality and development of speaking skills of the 9th graders. The members of the study consisted of (40) male and female students. To achieve the aim of the study, the researcher followed the procedural research method, and prepared the questionnaire and observation card to measure speaking skills. The results have shown that the task-based learning approach is effective to improve oral skills. The study revealed that the use of interactive and communicative tasks has allowed students to interact in different situations using the foreign language, improving their oral production, gaining confidence while speaking, overcoming fear of making mistakes and realizing that speaking is an ongoing exercise process.

Casla et al. (2008) conducted a study to find out the effect of storytelling on the development of oral communication among students in Madrid. The sample of the study consisted of (15) students. To achieve the goal of the study, a qualitative research methodology based on observation, audio and video recordings, document analysis and interviews was followed. The results revealed the effectiveness of storytelling to develop oral communication among the study sample.

Hamzah & Lu (2011) indicated in a study that aimed to reveal the effect of teaching in groups on developing speaking skills for the tenth graders in the schools of Dami Jaya, Malaysia. The study members consisted of (33) students. To achieve the goal of the study, the sample was divided into groups that were trained in a group of oral situations. The researchers prepared note cards, and a questionnaire to know the students' attitudes towards this method and its effect to develop their speaking skills. The results showed the effectiveness of this method to develop the skills of accuracy, fluency and organization, as well as strengthened the spirit of cooperation and responsibility for them.

Darsini (2013) conducted a study aimed at improving the skill of speaking through cooperative learning strategy for eighth graders in Indonesia. The study members consisted of (36) male and female students, including (21) male students and (15) female students, distributed into five groups. To achieve the goal of the study, the researcher applied two tools: Speaking test and questionnaire before and after the groups. The results of the study showed that there are statistically significant differences between the averages of students' performance on each of the speaking skills due to the cooperative learning strategy.

Accordingly; the current study differs from previous studies as the current study sought to explore the impact of a proposed educational program based on the foundations of civilizational dialogue on developing oral communication skills in Arabic language for tenth graders in Jordan.

Method

Due to the nature of the research that aims to design a proposed program based on the principles of civil dialogue, the researcher prepared the proposed program. To verify the validity of the proposed program, it was presented to seven experts in teaching the Arabic language, and they were asked to express their opinions. Their feedback was taken into consideration, and necessary adjustments were made to the components.

The researcher used an assessment card for oral communication skills, as it is mainly based on verbal communication between two people in an existing relationship in order to understand and to indicate the examinee's strengths and weaknesses points. The researcher calculated the stability through the agreement factor, where the researcher used the agreement factor method to determine the clarity of the terms of the assessment card by evaluating two parameters for a sample of (5) female students and applying the Holsti equation to extract the agreement for the stability factor between the two observed parameters. The total agreement between the two parameters is (0.92), which is considered an educationally and statistically acceptable.

The two researcher used the semi-experimental approach. The study sample consisted of (48) 10th female graders in the secondary schools for girls of the university district directorate. The school was chosen intentionally. Due to the nature of the study that aims to reveal the effect of an independent variable, which is a program based on the principles of civil dialogue in oral communication skills, the researcher relied on pre-post experimental design for two groups; experimental and control.

Researcher carried Obtaining a formal approval from the Curriculum Department and the Special Education Directorate to start implementing the study, Choosing the study participants and randomly assign the experimental group and the control group.

Results

RQ1: Do the average scores of the female 10th graders' oral communication skills in Arabic language differs according to the different teaching program (based on the principles of the civilizational and ordinary dialogue)?

Table 1 shows that there are apparent differences in female students 'averages in the post application attributed to the program. To find out whether the apparent differences in the averages of female students' scores are statistically significant at the significance level ($\alpha \leq 0.05$), the two researchers used the ANCOVA test.

Table 1. Arithmetic averages and standard deviations for the pre and post oral communication skills assessment card for sample members according to the program (total score = 30)

program		pre	post
The proposed program based on the principals of civil dialogue	Mean	22.00	26.58
	Number	24	24
	St. Deviation	5.01	2.92
The normal program	Mean	19.62	20.75
	Number	24	24
	St. Deviation	3.13	3.25

Table 2 shows the value of the calculated (F) test for the difference between the average of female students' grades according to the teaching program, experimental (the proposed program based on the principles of civil dialogue), and control (the regular program) in oral communication in Arabic language amounted to (59.076). The statistical significance reached (0.000), which is less than the level of significance ($\alpha \leq 0.05$), and therefore it is clear that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the mean of the experimental and control groups in the post-application of the oral communication assessment card in Arabic language according to the teaching program.

Table 2. ANCOVA test results for female students in oral communication according to the teaching program

Variance	sum of squares	Df.	Mean	F Value	Sig	Effect size
pre	271.091	1	271.091	72.943	0.000	0.618
Teaching program	219.556	1	219.556	59.076	0.000	0.568
The error within the groups	167.242	45	3.716			
Overall	27732.0	48				

Table 3 shows the adjusted mean for the experimental group (the proposed program based on the principles of civil dialogue) was (25.894); greater than the adjusted mean for the control group (the regular program) which reached (21.440). This indicates the differences between the two groups are in favor of the greater arithmetic - the experimental group that was taught according to the proposed program based on the principles of civil dialogue.

RQ2: Is there an impact of the proposed program based on the principles of the civilizational dialogue to develop the female 10th graders' oral communication in Arabic language?

Table 3 shows the impact size of the proposed program that has reached (0.568); a value greater than the upper limit of the impact size according to the reference criterion which is (0.14). Therefore, it is concluded that there is a very high impact of the proposed program based on the principles of civil dialogue to develop oral communication in Arabic language for the tenth graders.

Table 3. Adjusted arithmetic averages and the standard error of oral communication in Arabic language in post-application among study subjects according to the teaching program

The teaching program	Mean	St. Deviation
The proposed program based on the principals of civil dialogue	25.894	0.402
The normal program	21.440	0.402

Discussion

This study showed that the proposed program based on the principles of civil dialogue achieves a significant impact to develop oral communication among 10 graders. The researcher attribute this significant impact of the program, based on the principles of civil dialogue, to many reasons as follows: The dialogue atmosphere provided by the proposed program contributed to the exchange of opinions and ideas between students and consequently was reflected in their ability to express an opinion objectively and clearly. The educational and life situations discussed in the proposed program provided the students with the opportunity to express orally and to exchange conversation with others. The proposed program provided ample opportunities for female students to train to speak, either through expressing positions or through discussions and dialogues that follow the presentation of positions. The diversity of teaching strategies used in the proposed program, which allowed students to interact and communicate with each other. The proposed program provided activities; attitudes and experiences that helped support the dimensions of the civil dialogue. The proposed program uses a variety of non-traditional evaluation tools that include tests, worksheets, watch lists, rating scale, a record of the learning progress record, and a narrative record. This is reflected in the students' oral communication skills. The feedback provided by the teacher helped in controlling the classroom dialogue among female students and that reflected the students' ability to manage and control the dialogue. These results are in agreement with the results of previous studies (Scullen & Jourdain, 2000; Nakatani, 2005; Gutierre, 2005). Scullen & Jourdain (2000) revealed an improvement in the oral communication skills of the study sample. Nakatani (2005) found that the training had an impact on language learning. Gutierre (2005) . revealed that the use of interactive and communicative tasks has allowed students to interact in different situations using the language.



Conclusions and recommendations

The research reached many conclusions, which are summarized as follows:

1. This study showed that There is a statistically significant difference at ($\alpha \leq 0.05$) between the mean scores of the experimental and control groups in the post-application of the oral communication skills assessment card attribute to the teaching program.
2. This study showed that the proposed program based on the principles of civil dialogue achieves a significant impact to develop oral communication among 10 graders.

Recommendations

In light of the findings of the two researchers, they recommend the following:

- Reconsidering the content of the Arabic language curricula, so that the principles of civil dialogue to be included in the Arabic curricula for the lower and upper basic stage.
- Reconsidering normal teaching strategies and relying on strategies based on dialogue situations.
- Convening an introductory training workshop for male and female teachers on the importance of the principles of a civil dialogue which can help them to develop students' oral communication skills.
- Training male and female teachers to employ life and scientific situations that require dialogue and discussion between female students.
- Including programs for preparing the Arabic language teacher in faculties of education with some situations, issues, and activities that train female students in cultural dialogue.
- Training male and female teachers to employ current events (cultural, sports, social) in teaching Arabic language to develop oral communication skills.
- Attracting the attention of male and female teachers to caring for the oral communication skills that students need in the basic education stage.
- Studying the effect of a proposed program based on the dimensions of civil dialogue in developing 21st century skills such as (respecting the other, accepting opinions, etc).



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