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## Effectiveness of Teaching English Unlimited Special Edition on Developing Speaking Skill: The case of Students of the Preparatory Year Program at Al-Baha University

Ahmed Ibrahim Mohammed ElNaggar

Lecturer of English, English Language Center, Al-Baha University, Saudi Arabia

**Corresponding Author:** Ahmed Ibrahim Mohammed ElNaggar, E-mail: ahmedelnaggar77@gmail.com

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*Speaking skill, Unlimited English Special Edition 1 (EUSE), preparatory year of the university of Al-Baha*

### ABSTRACT

The aim of the study is to investigate effectiveness of teaching the Book English Unlimited Special Edition 1 (EUSE) on Developing Speaking Skill for Students of Preparatory Year of Al-Baha University. In order to answer the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (50) students of preparatory year of Al-Baha University. The speaking skills integrated in the set book were used with the study group in the first term of the academic school year (2019 – 2020). A test of (20) items was designed to be used as a pre -posttest. The study indicated that there are statistically significant differences in mean scores of speaking skills test in favor of the post application. Speaking skills (request, suggestion and asking for directions) included in the taught course (EUSE 1) book are convenient to enhance those students' understanding and language progress. They can be considered as a remedial program to what they lacked in secondary schools as well as upgrading preparatory year students' levels. In the light of these results, the study recommended the suitability of using Unlimited Special Edition (EUSE) for developing Speaking Skill for Students of preparatory year of Al-Baha University. It also suggested that further research should be conducted on the role of teaching listening to enhance speaking skill for students of preparatory students at Al-Baha University.

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## INTRODUCTION

Dictionary (1987) states that speaking is to make language in an ordinary, not singing, to state view, wishes etc. or an act of spokesman. Meanwhile, Tringa (1981) defines that speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinion, or feeling. The last is from (Yonsisno, 2014) who states that oral communication or speaking is a two way process between speaker and listener and involves the productive skill of speaking and receptive skill of understanding. It means that speaking is the process of sharing with another person with knowledge, interests, attitudes, opinions, or ideas.

Delivery of ideas, opinions, or feeling is some important aspects of the process of speaking which a speakers' idea becomes real to them and listeners.

Nevertheless, circumstances changed in Saudi school community and speaking skill has become an essential part in the course design recently. Speaking evaluation has been reintroduced in students' assessment. Saudi students in intermediate and secondary schools, all grades, are not allowed to move from one grade to another without being examined continually through the whole school year in speaking skill as well as listening. Those who fail or absent are considered to have make up exam in the entire course including

speaking skill again. 7-This study paves the way for any relevant studies or educational projects to improve and develop the applied course (English Unlimited) in related topics.

### **Statement of the study**

Effectiveness of Teaching the Book English Unlimited Special Edition (EUSE) on Developing Speaking Skill for Students of Preparatory Year of Al-Baha University.

It is a syllabus guaranteed by the Cambridge International corpus. It is a goal-based course to use global English.

### **Objectives of the study**

This study paves the way for any relevant studies or educational projects to improve and develop the applied course (English Unlimited) in related topics. This study shows the strengths points in the book Unlimited Special Edition (EUSE) that help the student of the year to develop communication skills.

This study is a real

### **Significance of the study**

(4) Schools administration can benefit from the study to support teachers and learners with the technological equipment and appliances The study concentrates to be a good background to whom it may concern at the university to prepare a clever student able to study scientific majors without obstacles. In most cases, the sub level in the scientific majors is due to the low level in English especially speaking. It can draw attention to construct a remedial programme to treat the shortcomings of speech development. Syllabus designer can use this study to develop the English language courses currently taught. (3) Syllabus designers can make further improvements in course design in relation to speaking skill needed in the classrooms to help teach speaking skill effectively. It is an endeavor to connect between the sample of the

study and its surrounding tribal community to reflect a trustful view for what is being practiced.

### **Questions of the study**

- (1) To what extent does speaking skills included in English Unlimited Special Edition (EUSE) enhance understanding FL for students of preparatory year at Al-Baha University appropriately and adequately.
- (2) How far can students of preparatory year at Al-Baha University understand the importance of studying speaking as a new way of assessment during the school year?

### **Hypotheses**

Based on the statement of the problem above and in the light of the research questions, the present study has the following hypotheses:

- (1) Speaking skills included in English Unlimited Special Edition (EUSE) enhance understanding FL.
- (2) Students of preparatory year of the university of Al-Baha in the Kingdom of Saudi Arabia are aware of the importance of speaking skill.

### **The Instruments and Materials of the Study**

The researcher used experimental method for conducting this study. The data collected will be analyzed statistically by the SPSS program .The experimental design consists of three tools:

1-Two groups of students selected randomly from the students of preparatory year of Al-Baha University in Saudi Arabia. The first group is an experimental group (50 students)

2- The second group is a control one which will not receive any instructions or guides of teaching the intended course . They will only be taught through the traditional way. (50 students).

3- An intervention.

Twelve hours of teaching English Unlimited Special Edition level one per week. This is only for the experimental group for two months

4-Pretest and posttest: The two groups are required to take a pretest (two copies of a spoken test). The same two groups will take the same spoken test after twelve hours of continuous teaching for two months.

#### **Variables of the Study**

The study included the following variables: a. The independent variable is represented in the integrated communication skills included in the set book, English Unlimited for Special Edition Level 1. b. The dependent variable is represented in the development of English communicative skills for another group.

For the purpose of conducting this study, the researcher adopts the descriptive method. The descriptive method is a questionnaire which is used for searching some problems under investigation. (Teachers' questionnaire 54 teachers) This questionnaire was set even to search for the importance of speaking skill and students' problems or difficulties with this skill. The teachers of preparatory year are expected to choose their responses from four choices; agree, strongly agree, neutral, disagree, and strongly disagree. (Likert Scale). The questionnaire will be analyzed statistically to seek information about speaking problems and the reasons behind them. The data collected will be analyzed statistically by the SPSS programme.

#### **Validity**

The validity of these data and questions was reviewed by a number of referees who are considered experts in the field of teaching English. The language used and content validity of the questions were evaluated by research specialists to edit the mistakes. Thus, they reviewed it and made some comments that the researcher took them in his consideration before applying.

#### **LITERATURE REVIEW**

Ur Rahman and Alhaisoni (2013) states that language exposure encompasses everything the language learner hears and sees in the new language. It may include a wide variety of situations - exchanges in restaurants and stores, conversations with friends, watching television, reading street signs and newspapers, as well as classroom activities (speaking) - or it may be very sparse, including only language classroom activities and a few books and records'. But unfortunately, the situation in Saudi Arabia is very pathetic. The students hardly avail any chance to use English except their language classroom, though there are adequate number of facilities like, English newspapers, T.V. programs, and expatriates available in the Kingdom. They can go to so many places where they can speak and practice English language with native and non-native speakers in their own country with no need to travel abroad to acquire L2.

#### **What is meant by speaking?**

Mora (2010) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on competence and curriculum, speaking is one of the four basic competences that the students should gain well. It has an important role in communication. In carrying out speaking, students face some difficulties one of them is about language itself. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. Speaking is the productive skill. It could not be separated from listening. When we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from

pronunciation as it encourages learners to learn the English sounds.

According to Mora (2010), speaking is described as the activity and ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. It means that speaking as the way of communication influences our individual life strongly.

Zhang (2010, p.29) asserts that pupils who study English as a foreign language (EFL) usually have limited opportunities to communicate in English outside the classroom and also have limited exposure to English speakers or members of the international community. This might be one reason for teachers to provide more situations, activities and strategies for pupils to strengthen their oral communication performance.

In this respect, the researcher suggests communication skills included in (EUSE 1) which can be one of those activities/exercises which encourage students to learn and practice English. It is goals-based course for adults to prepare foreign language learners to use English autonomously for international communication. This course is a trail to make learners more active communicators. Teaching (EUSE) depends mainly skills which provides learners opportunities to speak with self-confidence. (EUSE) work book contains more practice in tackling vocabulary and grammar in the book to consolidate development in carrying out the communicative goals. The teacher can play different roles while teaching. He can be participant, feedback provider, facilitator and prompter.

### 11. The analysis and discussion of the data

	Mean	N	Std. Deviation	Std. Error Mean
Experimental pre1	1.84	50	.370	.052
Experimental post1	1.08	50	.274	.039
Control pre2	1.86	50	.351	.050
Control post2	1.66	50	.479	.068

Table (4.1) Comparison of students' performance on the pre-test and post-test

Group	Tes t	Me ans scores	Differ ence of means	Std. Devi ation	T	Si g. (2-tailed)
Experimental group	Pre	1.84	.061	.728	12.457	.000
	Post	1.08				
Control group	Pre	1.86	.057	.706	3.500	.001
	Post	1.66				

According to table (4.1), t-test was used to estimate the students' performance of experimental group and control group in the pretest and posttest. The pre-test was submitted to determine the students' actual level before they exposed to speak English.

A comparison between the two group results was hold to check if there are differences noticed after speaking. As the table above shown the mean score of the pre-

test for the experimental group is (1.84), while for the control group is ( 1.86 ) which means the two group were at the same level. The post-test tests the noticeable that the two groups improved and the mean of the post-test was higher than of the pre-test. The difference of the two means for the experimental group was (1.08), from (1.66 ) and the standard deviation was (.61). For the control group, the difference was (.57) the standard deviation. The t-value ranged from (12.45) to (3.500).

As the table shows, the probability (Sig.) values were less than the significance level (0.00), which means there is a significant difference between the two groups. The experimental group achieved the highest scores.

Correlation between forms spearman-Brown Coefficient	Validity	Reliability Cronbach's Alpha	No. of items
.89	.94	.96	50

#### Correlation of questionnaire

Correlation between forms spearman-Brown Coefficient	Validity	Cronbach's Alpha	No. of items
.75	.86	0.92	54

#### Conclusions

The outcome of this study substantiates an initial belief regarding the fact that the study group learners were able to comprehend the integrated speaking skills and provide some fluent speaking skills. In fact, even

though the learners started from a slightly sublevel level of English, they developed their speaking skills and performed the integrated skills successfully.

However, in order to obtain better results, the researcher believes that there is an urgent need to develop new materials and resources adapted to non-native adult learners.

#### Question one

To what extent does speaking skills included in English Unlimited Special Edition (EUSE) enhance understanding FL for students of preparatory year at Al-Baha University appropriately and adequately.

#### The first Hypotheses

Speaking skills included in English Unlimited Special Edition (EUSE) enhance understanding FL for students of preparatory year at Al-Baha University appropriately and adequately.

The answer to question one and the verification of hypothesis depend on what comes clear from the pretest and the posttest applied to the experimental group which witnesses differences noticed after students' exposure to intensive course of (EUSE) for the experimental group resulted in a good progress in their level particularly speaking skill. As the table above shown the mean score of the pre-test for the experimental group is (1.84), while for the control group is ( 1.86 ) which means the two group were at the same level. The post-test tests the noticeable that the two groups improved and the mean of the post-test was higher than of the pre-test. The difference of the two means for the experimental group was (1.08), from (1.66 )

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As table show, the probability (Sig.) values were less than the significance level (0.00), which means there is a significant difference between the two groups. The experimental group achieved the highest score. The researcher himself could reach this fact after a great deal of suffering with the sample of the students to carry out teaching the course in details to reach clear results to support the study and verify the hypotheses. Students were up to the required levels in language acquisition. Accordingly, the answer and hypotheses are positive.

#### **Question two**

How far can students of preparatory year at Al-Baha University understand the importance of speaking as a new way of assessment during the school year?

#### **The second Hypotheses**

Students of preparatory year of the university of Al-Baha in the Kingdom of Saudi Arabia are aware of the importance of speaking skill.

As a result of the pretest and posttest Answer to this hypothesis This hypothesis came evident from the results of students of the experimental group, which showed a good progress in their speaking. Consequently, the hypotheses are greatly accepted.

#### **Findings**

1-Students of preparatory year at Al-Baha University like to practice speaking skill which can contribute

widely to strengthen language acquisition. They have the positive attitude but lack the effectiveness

2- Speaking skills (request, suggestion and asking for directions) included and taught in (EUSE) book are convenient to enhance those students' understanding and language progress. They can be considered the corner stone for them as a remedial programme to what they lost in secondary schools.

3-The student' motivation to speak English is an issue under discussion and investigation. That may be as a result of changing teachers of English throughout the school year which lead to instability.

4-Giving students serious speaking tests can push students to pay more attention to training and developing speaking unlike what was happening in secondary stage

5-The amount of speaking skills (role playing, games, short stories, etc) and grammatical rules in the syllabus design of (EUSE) are satisfactory for the levels of the sample of the study. Students can use them to communicate with the world around them well. They are a good start for those students who want to do post graduate studies.

6-The experiment proved that using short sentences to train students' speaking is beneficial and useful for them to speak accurately and fluently.

7- Contact hours of teaching hours of English for the preparatory students of different majors are suitable to help improve speaking skill. This is what can be made use to develop students' level of speaking.

8-The researcher noticed that twelve hours of teaching communication skills for the students of study are very satisfactory to take them to advanced levels particularly speaking.

9-The (EUSE) taught currently in the University of Al-Baha and other universities in the Kingdom of Saudi Arabia is a very suitable entrance as a therapeutic program that contributes to upgrading preparatory year students, but it should go side by side with other activities that promote that course.

10- Experiments have shown the high level of students, especially after teaching (EUSE). The clear difference between the experimental and control groups, proved that the well-defined course has a significant impact on the development of language skills, especially speaking. To know what your students need is the right start to reach the goal.

11-The researcher noticed that paying attention from the side of the deanship regarding teaching the course contributed highly to the improvement of the levels of students especially speaking.

12-The taught course (EUSE) is divided into four levels. The four levels are taught to students of medical majors because they need to enrich their language skills in relation to their academic specialization, while some theoretical majors study only three levels according to their needs. They also have other academic subjects taught in English.

### **Recommendation**

1-Language acquisition cannot come totally from one specific course like (EUSE) or any other course alone. Learning foreign language is comprehensive, culture, traditions, costumes and linguistics.

2-The motivation factor of students should be exploited to develop the general skills of students especially speaking.

3-Students desire to learn English should be exploited.

4-Teachers should encourage students to speak using short sentences to be fluent.

5-There should be more highly coordination between Al-Baha university and Cambridge University, the provider of (EUSE), to facilitate students to travel abroad to enrich their knowledge of speaking skill. This experiment produced good results from those who traveled abroad and returned with a master's and doctoral degree.

6-The researcher noted and recommended that the allocating time to enrich speaking skill for those students has a significant impact on their interaction and progress, especially if they know that this will not be included in their assessment.

7-The sources of education should be exploited like running videos for native speakers to students.

8-Speaking skill should have explicit goals at the national level including preparing students to take the IELTS and TOEFL international tests which qualify students for postgraduate studies and study abroad.

### **Recommendations for further study**

The following topics are recommended to study:

1-The role of teaching listening to enhance speaking skill for students of preparatory students at Al-Baha University.

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