

The Effective Role of Training in Promoting Sudanese Secondary School Students' Standard in Oral Communication

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ABSTRACT :

This research paper is devoted to investigating the effective role of training in raising the students' standards of oral communication at secondary schools in Khartoum State. The paper is divided into seven main sections that contain the introduction, key words, the materials and the methods (Methodology), analysis, findings, and conclusion. Effective training in oral communication helps learners to communicate effectively and quickly. Training can lead to positive results such as giving students the chance to speak with confidence without fear and hesitation. Therefore, the research paper aims at finding out whether training in oral communication can help in creating competent learners with an acceptable standard of oral communication by using up to date methods of oral communicative that help increase the learners' motivation and interest and overcome their anxiety. A questionnaire was designed for collecting the data. The participants chosen for this study are English language teachers. Two hundred English language teachers were the subject of the study. They were requested to give their views on 16 items of the questionnaire. According to the frequency distribution table for the question of the research paper in the second table, it is noticed that over seventy five of the teachers' views ranged between (Strongly agree) and (agree). While less than twenty five percent ranged between (undecided, disagree and strongly disagree). The results confirmed the importance of the fourteen items in playing an effective role in improving the students' oral communication standard. Also in figures, response answers showed that (1220) (38.1%) strongly agreed and (1320) (36.7%) agreed. This confirms the importance of introducing technology in teaching oral communication and enhancing the teaching and learning process.

Key words: *trainer – communication – fluency – competence – improving*

المستخلص :

تهدف هذه الورقة البحثية الى تقصي الدور المؤثر للتدريب في رفع مستويات الطلاب في مجال التخاطب بالمرحلة الثانوية بولاية الخرطوم وتحتوي الورقة على سبعة اقسام تشمل المقدمة، المفاتيح، مواد وطرق جمع البيانات، تحليل

البيانات، النتائج المتحصل عليها والخاتمة لا شك أن التدريب الجيد في التخاطب يساعد في رفع مستوى الدارسين في التخاطب بصورة مؤثرة وسريعة وذلك تسنده النتائج الايجابية التي تمكن الطلاب من التحدث بثقة دون خوف او تردد وعليه فان هذه الورقة البحثية قد اكدت ان التدريب في مجال التخاطب سيساعد على رفع كفاءة الدارسين في مجال التخاطب وذلك باستخدام طرق تعلم معاصرة تساهم في زيادة اهتمام الطلاب وحثهم على التخاطب تم تصميم استبانة لجمع البيانات من عينة المشاركين من معلمي اللغة الانجليزية بالمرحلة الثانوية ، وعددهم مائتان وطلب منهم ابداء وجهات نظرهم في اربعة عشر بندا من بنود الاستبانة وفقا للنتائج المتحصل عليها في الجداول المرفقة أظهرت الدراسة أن أكثر من خمسة وسبعين في المائة من المعلمين تراوحت وجهات ردودهم ما بين (موافق بشده / موافق) وأن أقل من خمسة وعشرين في المائة تراوحت ردودهم ما بين (لا احدد / لا أوافق / لا أوافق بشده) وبذلك تاكد أهمية ما تم ذكره في هذه الاستبانة وهو الدور الهام لاستخدام الطرق الحديثة من اجل الارتقاء بمستوى الطلاب في التخاطب الشفوي. ومن ناحية الارقام يوضح الجدول رقم (5) ان الفين ومئتين وعشرين اجابو (اوافق بشده) والف وثلاثمائة وعشرين (موافق) الشئ الذي يؤكد اهمية التدريب في رفع مستويات الطلاب في مجال التخاطب الشفوي.

INTRODUCTION :

Oral communication training or communication skills' training refers to various types of training to develop necessary skills for communication. Effective communication training is vital for success in various situations. Individuals undergo oral communication training to develop and improve communication skills. Training is very useful for developing oral communication skills and help learners express their ideas publicly with great confidence. As technology grows, it is important to keep the preparation up – to – date by using all available means. The internet, computers as well as E-learning provide new insights to effective training and can be adapted to meet different needs. Training in oral communication helps the learners to communicate quickly and effectively. This can be done by training them to use a range of tools and techniques anticipated positive results in speaking

with great confidence. Also, successful training usually produces desired results and a measure of success of training is the relationship that develops between trainer and trainees. The process may involve the teaching of new skills, methods and procedures as well as training contributions to develop oral skills such as conversation skills. The theme of this study centers on investigating the effective role of oral communication training in raising the students' standards of oral communication at secondary schools in Khartoum state. This research paper aims to answer the following question

1-To what extent can training in oral communication help in raising the students' standard of oral communication?

Methodology 3.1 Introduction

The section introduces the research methodology used in this study and how it has guided data collection, analysis and development of theory. It provides information about the specific steps or procedures taken by the researcher to evaluate the data. In general, the goal of a methodology section is to explain the analytical tools that are employed to answer the initial paper question.

3.2 The participants

One method was chosen for this study. A questionnaire was administered for English language teachers because they are the central part of the educational process. The intention was to reach out to a large number of teachers. Questionnaires required (Troost, 2001:10). The questionnaire is in English language with multiple choice questions. The answers in the questionnaire have been compiled in a quantitative way and the results are shown in numbers and percentages. The participants of the study are 200 English language teachers at secondary schools: 147 (73.5%) are males and 53 (26.5%) are females. The teachers are selected from different categories. Some of them are supervisors and others are recognized experts. Some of them work in governmental schools while others work in private schools. The researcher believes that through their experiences, these teachers can provide more justified responses to the questionnaire. A 14 item questionnaire was designed and administered to study the sample. The respondents indicated

their degree of agreement on a 5 – point likert scale that ranged from strongly disagree (1) to strongly agree (5). It consists of two parts. Part one is about background information for the English language teachers. Part two is about teachers' views on the role of technology in helping secondary school learners in Khartoum state in learning oral communication actively.

3.3 Validity of the questionnaire

Vital and Jansen (2001:32 – 33) argue that validity is an attempt to “check out whether the meaning and interpretation of an event is sound or whether a particular measure is an accurate reflection of what you intend to find out, while reliability, is about the consistency of a measure, score or rating”. The questions have been formulated after a thorough review of the relevant literature and other studies that have carried out surveys for similar purposes. To assess the validity of the questionnaire, it was referred to experts in the areas of educational research and English teaching to receive their comments and recommendations. All of them are Ph.D holders except for one who is M.A holder. The experts are supplied with copies of the questionnaire to judge the instrument validity and suggest any changes that they considered necessary. Their comments and recommendations are taken into account.

3.4: Reliability of research tools”

It is meant the reliability of any test, to obtain the same results of the same measurement that is used more than one time under the same conditions. In

addition, the reliability means when a certain test was supplied on a number of individuals and the marks of everyone were counted, then the same applied another time on the same group and the same marks were obtained, then we can describe this test as reliable. In addition, reliability is defined as the degree of accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability.

1-Split – half by using Spearman – Brown equation

2-Alpha – cronbach coefficient

3-Test and Re-test method

4-Equivalent images method

5-Guttman equation

The validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for. The researcher calculated the validity statistically using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using

(split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

above equation, the researcher was distributed about (20) questionnaires to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

Table No.(1)The statistical reliability and validity of the pre-test sample about the study questionnaire

	Reliability	Validity
Overall questionnaire	0.80	0.89

Source: The researcher from applied study, SPSS Package, 2014

It is noticed from the results of above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's item, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates to the

high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

In response to the research question

1-To what extent can training in oral communication help in raising the students' standard of oral communication?, the following results were conducted according to the following distribution of the tables.

Data Analysis:Introduction

In this section, data analysis for the study and test of the question of the research will be carried out. To do this, the researcher considers the instruments of applied study, which contain the description of the study's population and its sample, methods of data collection, reliability and validity of the study tool, and the statistical treatments

according to which the methodology of the study is used.To achieve the objectives of the study and to test the question of the research paper to obtain accurate results, Statistical Package for social Sciences (SPSS) is used. In addition, to design the graphical figures, which are needed for the study, the computer programme (Excel) is also used.

Application of the Study's Tool:

After the step of checking the questionnaire reliability and validity, the questionnaire was distributed to the study sample (200) teachers, then the researcher analyzed the data collected and constructed the required tables.. This step consists of the qualitative (nominal) variables (Strongly agree, Agree, Undecided, Disagree, strongly disagree) to quantitative variables (5, 4, 3, 2,1)

Table (2) Frequency distribution table for the research paper question

No	Statements	Number &Percent				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	The teacher should give enough oral communication training to improve the learners' oral communication skills.	134 67.0%	56 28.0%	2 1.0%	7 3.5%	1 0.5%
2	Training helps learners to fulfill their needs, attitudes and knowledge.	106 53.0%	83 41.5%	4 2.0%	5 2.5%	2 1.0%

3	Many teachers are keen to train students in speaking well.	71 35.5%	42 21.0%	28 14.0%	45 22.5	14 7.0%
4	Training usually provides chances for exchanging ideas and experiences.	111 55.5%	69 34.5%	9 4.5%	10 5.0%	1 0.5%
5	Training helps teachers update their knowledge and skills in language teaching and learning.	125 62.5%	65 32.5%	4 2.0%	6 3.0%	0 0.0%
6	Training helps teachers in acquiring effective teaching techniques that can be applied in schools.	120 60.0%	70 35.0%	7 3.5%	2 1.0%	1 0.5%
7	Through training teachers help students to speak well.	110 55.0%	73 36.5%	8 4.0%	6 3.0%	3 1.5%
8	Active speaking, watching T.V and listening to the radio in English are good means for raising the students' standards in oral communication.	135 67.5%	51 25.5%	6 3.0%	5 2.5%	3 1.5%
9	Living with native speakers of English raises student' standards of oral communication	137 68.5%	56 28.0%	4 2.0%	2 1.0%	1 0.5%
10	Training of teachers helps them update their knowledge of language teaching.	106 53.0%	81 40.5%	8 4.0%	3 1.5%	2 1.0%
11	Training in oral communication encourages students to use and develop their English language proficiency.	95 47.5%	90 45.0%	10 5.0%	4 2.0%	1 0.5%
12	Through training students gain many benefits	93 46.5%	91 45.5%	12 6.0%	4 2.0%	0 0.0%

13	Training in oral communication helps in enhancing oral communication skills.	110 55.0%	83 41.5%	5 2.5%	1 0.5%	1 0.5%
14	Training raises the students' standards and encourage them to express themselves confidently	122 61.0%	73 36.5%	3 1.5%	1 0.5%	1 0.5%

Source: The researcher from applied study, SPSS Package, 2014

According to the results shown in table No (2), to the first statement, the response of one hundred thirty four (67%) was strongly agree; fifty six (28%) agree. The total number is one hundred ninety out of two hundred. The second statement, the response of one hundred and six (53%) strongly agree, eighty three (41%) agree. The total number is one hundred eighty nine out of two hundred. The third statement, the response of seventy one (35.5%) strongly agree and forty two (21%) agree. The total number is one hundred thirteen out of two hundred. The fourth statement, the response of one hundred and eleven (55.5%) strongly agree; sixty six (34.5%) agree and the total number is one hundred eighty out of two hundred. The fifth statement, the response of one hundred twenty five (62.5%) strongly agree, sixty five (32.5%) agree and the total number is one hundred ninety out of two hundred. The sixth statement, the response of one hundred twenty (60%) strongly agree, seventy (35%) agree and the total number is one hundred ninety out of two hundred. The seventh statement, the response of one hundred and ten (55%) strongly agree, seventy three (36.5%) agree and the total number is one hundred eighty three. The

eighth statement, the response of one hundred thirty five (67.5%) strongly agree, fifty one (25.5%) agree and the total number is one hundred eighty six out of two hundred. The ninth statement, the response of one hundred thirty seven (68.5%) strongly agree, fifty six (28%) agree and the total number is one hundred ninety three out of two hundred. The tenth statement, the response of one hundred and six (53%) strongly agree, eighty one (40.5%) agree and the total number is one hundred eighty seven out of two hundred. The eleventh statement, the response of ninety five (47.5%) strongly agree, ninety (45%) agree and the total number is one hundred eighty five. The twelfth statement, the response of ninety three (46.5%) strongly agree, ninety (45%) agree and the total number is one hundred eighty three out of two hundred. The thirteenth statement, the response of one hundred and ten (55%) strongly agree, eighty three (41.5%) agree and the total number is one hundred ninety three out of two hundred. The fourteenth statement, the response of one hundred twenty two (61%) strongly agree, seventy three (36.5%) agree and the total number is one hundred ninety five out of two hundred.

Table No (2) shows a high percentage responded positively which confirms the importance of the fourteen items related to the research paper question.

Test of the question of the research:

To answer the question of the research, the median will be computed for each item of the questionnaire that shows the opinions of the study respondents about the effective role of training in raising the students' standards of oral communication in secondary schools in Khartoum state. To do that, five degrees are given for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer "undecided", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree".. This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, the

Table No.(3): The median of respondents' answers about the items of the questionnaire

No	Question	Median	Result
1	The teacher should give enough oral communication training to improve learners' oral communication skills.	5	Strongly agree
2	Training helps learners to fulfill their needs, attitudes and knowledge.	5	Strongly agree
3	Many teachers are keen to train students in speaking well.	5	Strongly agree
4	Training usually provides chances for exchanging ideas and experiences.	5	Strongly agree
5	Training helps teachers update their knowledge and skills in language teaching and learning.	5	Strongly agree
6	Training helps teachers in acquiring effective teaching techniques that can be applied in schools.	5	Strongly agree
7	Through training teachers help students to speak well.	5	Strongly agree

non-parametric chi-square test is used to know if there are statistical differences amongst the respondents' answers about the items of the research paper

1- Results of the question of the research

The question of the research states the following:

1-To what extent can training in oral communication help in raising the students' standard of oral communication? To test this question, it is important to know the trends of the respondents' opinions about each item of the research question and for all questions. The median is computed, which is one of the central tendency measures, that is used to describe the ascending or descending order for the answers.

8	Active speaking, watching T.V and listening to the radio in English are good means for raising the students' standards in oral communication	5	Strongly agree
9	Living with native speakers of English raises students' standards of oral communication	5	Strongly agree
10	Training of teachers helps them update their knowledge of language teaching.	5	Strongly agree
11	Training in oral communication encourages students to use and develop their English language proficiency.	5	Strongly agree
12	Through training students gain many benefits.	5	Strongly agree
13	Training in oral communication helps in enhancing oral communication skills.	5	Strongly agree
14	Training raises the students' standards and encourage them to express themselves confidently.	5	Strongly agree
	Overall	5	Strongly agree

Source: The researcher from applied study, SPSS Package, 2014

Table No (3) shows the following:

The calculated value of the median for the respondents' answers of the 1st question is (5). This means that most of the respondents "strongly agree" that "The teacher should give enough oral communication training to improve the learners' oral communication skills". The calculated value of the median for the respondents' answers of the 2nd question is (5). This means that most of the respondents "strongly agree" that "Training helps learners to fulfill their needs, attitudes and knowledge". The calculated value of the median for the respondents' answers of the 3rd question is (5). This means that most of the respondents "strongly agree" that "Many teachers are keen to train students in speaking well". The calculated value of the median for the respondents' answers of the 4th question is (5). This means that most of the respondents "strongly agree" that "Training usually provides chances for

exchanging ideas and experiences". The calculated value of the median for the respondents' answers of the 5th question is (5). This means that most of the respondents "strongly agree" that "Training helps teachers update their knowledge and skills in language teaching and learning". The calculated value of the median for the respondents' answers of the 6th question is (5). This means that most of the respondents "strongly agree" that "Training helps teachers in acquiring effective teaching techniques that can be applied in schools". The calculated value of the median for the respondents' answers of the 7th question is (5). This means that most of the respondents "strongly agree" that "Through training teachers help students to speak well". The calculated value of the median for the respondents' answers of the 8th question is (5). This means that most of the respondents "strongly agree" that

“Active speaking, watching T.V and listening to the radio in English are good means for raising the students’ standards in oral communication”.

The calculated value of the median for the respondents’ answers of the 9th question is (5). This means that most of the respondents “strongly agree” that “Living with native speakers of English raises students’ standards of oral communication”.The calculated value of the median for the respondents’ answers of the 10th question is (5). This means that most of the respondents “strongly agree” that “Training of teachers helps them update their knowledge of language teaching”.The calculated value of the median for the respondents’ answers of the 11th question is (5). This means that most of the respondents “strongly agree” that “Training in oral communication encourages students to use and develop their English language proficiency”.The calculated value of the median for the respondents’ answers of the 12th question is (5). This means that most of the respondents “strongly agree” that “Through training students gain many benefits”.The calculated value of the

median for the respondents’ answers of the 13th question is (5). This means that most of the respondents “strongly agree” that “Training in oral communication helps in enhancing oral communication skills”.The calculated value of the median for the respondents’ answers of the 14th question is (5). This means that most of the respondents “strongly agree” that “Training raises the students’ standard and encourage them to express themselves confidently”.The calculated value of the median for the respondents’ answers about all the questions that are related to the research paper question is (5). This value, in general, means that most of the respondents “strongly agree” with what is mentioned in the items of the questionnaire because as it is mentioned in the table, there are some respondents who disagree with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the questions, the chi-square test is used to indicate the differences for each item of the questionnaire. The following table No (4) explains the results of the test for the items as follows:

Table No.(4): Chi-square test results for respondents’ answers about the items of the research questionnaire

No	Questions	Degree of freedom	Chi-square value
1	The teacher should give enough oral communication training to improve the learners’ oral communication skills.	4	328.65
2	Training helps learners to fulfill their needs, attitudes and knowledge.	4	338.80

3	Many teachers are keen to train students in speaking well.	4	45.25
4	Training usually provides chances for exchanging ideas and experiences.	4	231.60
5	Training helps teachers update their knowledge and skills in language teaching and learning.	3	198.04
6	Training helps teachers in acquiring effective teaching techniques that can be applied in schools.	4	281.40
7	Through training teachers help students to speak well.	4	238.45
8	Active speaking, watching T.V and listening to the radio in English are good means for raising the students' standards in oral communication.	4	322.40
9	Living with native speakers of English raises students' standards of oral communication	4	348.15
10	Training of teachers helps them update their knowledge of language teaching.	4	246.05
11	Training in oral communication encourages students to use and develop their English language proficiency.	4	231.05
12	Through training students gain many benefits.	3	141.80
13	Training in oral communication helps in enhancing oral communication skills.	4	275.40
14	Training raises the students' standards and encourage them to express themselves confidently.	4	305.60

Source: The researcher from applied study, SPSS Package, 2011

According to the above table, the results can be demonstrated as follows:

The calculated value of chi-square for the significance of the differences in the response to the first statement was (328.65) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly

agree that "The teacher should give enough oral, communication to improve the learners' oral communication skills". The calculated value of chi-square for the significance of the differences in the response to the second statement was (338.80) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant

differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Training helps learners to fulfill their needs, attitudes and knowledge”.The calculated value of chi-square for the significance of the differences in the response to the third statement was (45.25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Many teachers are keen to train students in speaking well”.The calculated value of chi-square for the significance of the differences in the response to the fourth statement was (231.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Training usually provides chances for exchanging ideas and experiences”.The calculated value of chi-square for the significance of the differences in the response to the fifth statement was (198.04) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is

mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Training helps teachers update their knowledge and skills in language teaching and learning”.The calculated value of chi-square for the significance of the differences in the response to the sixth statement was (281.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Training helps teachers in acquiring effective teaching techniques that can be applied bin schools”.The calculated value of chi-square for the significance of the differences in the response to the seventh statement was (238.45) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Through training teachers help students to speak well”.The calculated value of chi-square for the significance of the differences in the response to the eighth statement was (322.40) which is greater than the tabulated value of chi-square at

the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Active speaking, watching T.V and listening to the radio in English are good means for raising the students’ standards in oral communication”.The calculated value of chi-square for the significance of the differences in the response to the ninth statement was (348.45) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Living with native speakers of English raises students’ standards of oral communication”The calculated value of chi-square for the significance of the differences in the response to the tenth statement was (246.05) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Training of teachers helps them update their knowledge of language teaching”. The calculated value of chi-

square for the significance of the differences in the response to the eleventh statement was (231.05) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Training in oral communication encourages students to use and develop their English language The calculated value of chi-square for the significance of the differences in the response to the twelfth statement was (141.80) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Through training students gain many benefits”.The calculated value of chi-square for the significance of the differences in the response to the thirteenth statement was (275.40) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that “Training in oral

communication helps in enhancing oral communication skills".The calculated value of chi-square for the significance of the differences in the response to the fourteenth statement was (305.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree that "Training raises the students standards

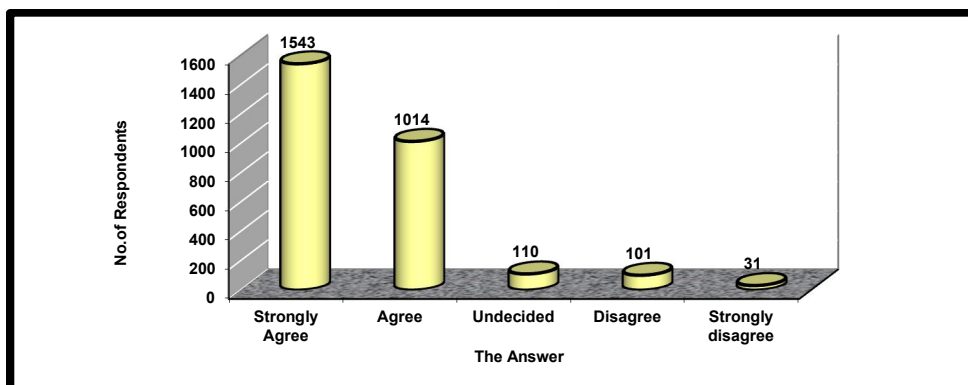
and encourage them to express themselves confidently"From the above, it is noticed that the question of the research was achieved through each item that is related to it, and to check the achievement of the question of the research, we see that, the total number of the questions is (14), and for each item there hypothesis for all questions, we see that the number of the questions is (14), and for each question there are (200) answers, so the total number of answers will be (2800) answers. The following table summarizes these answers:

Table No.(5)The frequency distribution for the respondents' answers about all items of the questionnaire

Answer	Number	Percent
Strongly Agree	1543	55.1
Agree	1014	36.2
Undecided	110	3.9
Disagree	101	3.6
Strongly disagree	31	1.1
Total	2800	100.0

Source: The researcher from applied study, 2014

Figure No.(6) frequency distribution for the respondents' answers about all items of the questionnaire



Source: The researcher from applied study, Excel Package, 2013

It is clear from table No.(5) and figure (6) that 1543 (55.1%) strongly agreed about all items that are related to the questionnaire. 1014 (36.2%) agreed, 110 (3.9%) undecided and 101 (3.6%) were disagreed, 31(1.1%) strongly disagreed. The value of chi-square test for the significant differences among these answers was (4551.96) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who strongly agree with the items of the questionnaire. From the above results, we see that the question of the research "To what extent can training in oral communication help in raising the students' standard of oral communication? The result is fulfilled.

Conclusion

Responses to all the fourteen items of the research questionnaire show the overwhelming high percentage of (strongly agreed) and (agree). This confirms, the need for training secondary school standards in oral communication to raise their competence in spoken English.

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