



Faculty of Graduate studies for Education  
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**An Enrichment Program Based on the  
Eclectic Approach for Developing English  
Oral Communication Skills of Student  
Teacher, Faculty of Education,  
Zawya University, Libya**

**Dissertation**

*Submitted for the Fulfillment of the Ph.D Degree Major of English  
Curriculum and Methods of Teaching*

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**Abstract**

The main objective of this study was to investigate the effectiveness of an instructional program, based on the eclectic approach, on developing the oral communication skills of Libyan student teachers, English Department, Faculty of Education, Zawya University. The participants of the study consisted of 30 Libyan student-teachers from the Faculty of Education, Zawya University, who were divided to two groups: an experimental group (N: 15) taught by the proposed program and a control group (N: 15) taught conventionally. The instruments of the study included (1) a checklist of oral communication skills, (2) a pre-test and post-test of oral communication skills and (3) a rubric. The enrichment program was conducted over a period of twelve weeks throughout the Libyan academic year 2014-2015. The findings of the study revealed that there are statistically significant differences between the mean scores of student teachers in the experimental group and control group in the scores of oral communication skills in the pre- and post-tests in favour of the experimental group. The study also revealed that the eclectic approach adopted by the enrichment program greatly improved the oral communication skills for Libyan student teachers of English at Zawya University. Accordingly, relevant recommendations and suggestions for further research were provided.

**Keywords:**

EFL, eclectic approach, oral communication skills



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# **Chapter One**

## **Background to the Problem**



## **Chapter One : Background to the Problem**

### **Introduction**

The success of English learning as a foreign language mostly depends on the student's capability of communication, and expressing his/her needs fluently. Oral communication skills (namely, speaking and listening) play a key role in the development of the students' skills on the personal and social levels, and enable them to understand the others through the understanding of themselves. One reason for this is that the oral communication process reflects the learners' ability to learn.

Language is a social phenomenon whereby individuals exchange opinions, ideas and views, since it is a means of communicating information and expressing their emotions, and language is a means of communication between the individual on the one hand and community on the other.

The preparation of the EFL student-teacher should be geared towards communication skills, especially oral ones. This preparation process would be more fruitful if the listening and speaking skills and sub-skills are enhanced. Norkans (2011, p. 110) suggests that learning oral communication skills will aim at producing effective conversations to make them able to carry out social communication and participation in all their activities, and to overcome any difficulties of oral communication skills. They can also perceive the mistakes of traditional teachers that are focused on the learning of reading and writing skills only, with lesser focus on the speaking and listening skills, thus their main objective is that the student passes the exam by evaluating the writing skills only.