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Weaknesses of Oral Composition Skills of Intermediate School Students and A Suggested Remedial Program

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Abstract

Weaknesses of Oral Composition Skills of Intermediate School Students and A Suggested Remedial Program

The Study aimed at defining the weak sides in oral composition skills of Intermediate students, then suggested a remedial work for this weakness because of importance and the effects of the oral composition skills on Intermediate students. To achieve the study Objectives, the researcher put the following questions:

1-what is the standard in the light of, we can evaluate the oral composition skills of Intermediate students?

2- What are t5he weak sides in oral composition skills of Intermediate students?

3-What is the suggested remedial program for the weakness of the oral composition skills of the Intermediate students?

To answer these questions the researcher did the following:

- ◆ Identifying a list of oral composition skills required for Intermediate students by a questioner presented to a group of experts to judge and agree on it according to Delphi manner.

This list included 20 skills, classified under main five following headings:

(Intellectual side, linguistic side, sound side, body language side, personal side).

- ◆ Build a standard to evaluate the oral composition skills for intermediate students, judge it by a group of experts according to Delphi manner. And to be ashore of its credibility and stability. The slandered consists of introduction and instructions and observation card and a slandered key.
- ◆ Implementing the study standard on a sample of (275) intermediate students chose randomly from Riyadh, in order to define the weakness of the oral composition skills required for them.
- ◆ Suggesting a remedial program for the weak sides of the oral composition skills of the Intermediate students consisted of many elements such as (the general aim, the basis of the

program building, special objectives of the program, the contents of the program, teaching methods, related activities, teaching aids, evaluation methods, time plan of the program that consists of five main training units carried in 22 classes.

- ◆ The researcher used two ways in this study: first, analyzing descriptive way, to identify the skills and build standards. Second, surveying descriptive way, to implement the standard on the sample of the study.

To deal with the data statistically, the researcher used (frequency, ratio rate, Average, Person Correlation, Coper equation, Alfa Chronbakh equation, ANOVA , Shaefe Test).

The results of the study:

- ◆ Identifying a list of oral composition skills required for intermediate students of 20 skills classified under five main sides (intellectual side, linguistic side, sound side, body language side, personal side).
 - ◆ Build a standard to evaluate the oral composition skills for intermediate students.
 - ◆ The use of the standard study in identifying the weakness in the oral composition skills for intermediate students.
 - ◆ The level of the students was very low in the oral composition skills required for them. The weakness was very clear in 17 skills out of 20 skills required for the students, the general ratio for their performance was 59.8%.
 - ◆ There was a critical deference between the intermediate students means in their performance in oral composition skills to students of high average.
 - ◆ Building a remedial program for the weak sides in the oral composition skills of the Intermediate students .

In the light of the results of the study the researcher recommended the following:

- ◆ Diagnosing the oral composition skills of the intermediate students, and organizing remedial training courses for them.

- ◆ Using the list of the oral composition skills in the study in building the curriculum of oral composition for intermediate stage.
- ◆ Using the standard of the study in evaluating the oral composition skills of intermediate students to guarantee a level of subjectivity and fair.
- ◆ Necessity of training for Arabic language teachers to teach the skills of oral composition, and provide them with appropriate scientific standards to evaluate oral composition skills.
- ◆ Putting a new school subject specialized in teaching oral composition skills in all public teaching stages.
- ◆ Necessity of revising the plan of teaching Arabic language implemented in intermediate schools especially of oral composition learning.
- ◆ Using and applying the program in developing oral composition skills for intermediate students.