



**Faculty of Education  
Department of Curriculum  
and Instruction**

# **Developing EFL Student-Teachers' Oral Communication Skills in Light of the Toastmasters Approach**

A Thesis

Submitted in partial Fulfillment for the requirements of the  
M. A. Degree in Education (Curriculum and EFL Instruction)

By

**Amira Mahmoud Mohammed Elsayed**

Demonstrator at the Curriculum and Instruction Department (EFL), Faculty of  
Education, Ain Shams University

**Supervised by**

**Prof. Dr. Zeinab A. El-Naggar**

Professor Emerita of Curriculum,  
and EFL Instruction, Faculty of  
Education, Ain Shams University

**Dr. Dalia I. Yahia**

Lecturer of Curriculum and EFL  
Instruction, Faculty of Education,  
Ain Shams University

**2017**

**Title:** Developing EFL Student-Teachers' Oral Communication Skills in Light of the Toastmasters Approach

**Author:** Amira Mahmoud Mohamed Elsayed

**Supervisors:** Dr. Zeinab A. El-Naggar and Dr. Dalia I. Yahia

**Institution:** Ain Shams University, Department of Curriculum and Instruction (EFL), Faculty of Education

**Year:** 2017

### **Abstract**

The purpose of the present study was to investigate the effect of a program based on the Toastmasters Approach on developing EFL student teachers' oral communication skills. The study adopted the pre-experimental one group pre-posttest design. Participants comprised a voluntary group (N = 9) from third year, English Department (basic education), Faculty of Education, Ain Shams University. The following instruments were used in the study: an open-ended needs analysis question, a list of oral communication skills, oral communication skills pre-posttest, a scoring rubric, and a satisfaction questionnaire. A training program based on the Toastmasters Approach with a student's handbook and a trainer's manual was developed. The program was taught to students in a three-week period (21 hours). Paired t-test was used to measure the effect of the training program on the students' oral performance. Results revealed that the program was effective in developing students' oral communication skills as there were statistically significant differences between the pre and post administrations of the test. Finally, a set of recommendations and suggestions for further research were proposed.

**Key words:** *Toastmasters approach, oral communication skills, EFL student-teacher.*

## **Acknowledgements**

The journey of finalizing this academic work could have never been started or proceeded without the help of Allah who bestowed on the researcher the kind and constant support and guidance of her supervisors, family members, and friends.

The researcher would like to express her deep sincere gratitude for her academic mother, Professor Zeinab A. El-Naggar who started encouraging her since seeing her first presentation in the special diploma. From that time on, she never stopped pushing the researcher forward, boosting her self-confidence, and backing her with all the academic and motivational help needed for making a good researcher. Along this research journey, the researcher received Professor Zeinab's continuous patience, guidance, and love that gave her the power to continue her work. The researcher's appreciation also goes to her sister-like supervisor, Dr. Dalia Yahya, who never spared any effort for providing help and assistance and for being always available despite her heavy responsibilities.

No words could ever express the researcher's grace to her two mothers and three fathers. She has double motherly-care from her mother and elder sister and triple fatherly-guidance from her father and two elder brothers. They have exerted more than the due effort for providing her with the suitable atmosphere for conducting and finalizing this study.

Since reaching the idea of the research and up till the last minute before submitting the thesis, the researcher has been backed by her sisterly friends. She cannot express her gratitude to Hanan Alaa and Mai Kamal for giving an unstoppable flow of academic and emotional support, Samia Salama for always following up with providing her valuable opinions, and Aya Ibrahim for always being positive and supportive.

A final word of thanks goes to the researcher's students who - with the glare of thirst for knowledge in their eyes - always give her the push to continue her research and the desire for doing further research.

	<b>Page</b>
	<b>Table of Contents</b>
Abstract	i
Acknowledgements	ii
Table of Contents	iii
List of Tables	vi
List of Figures	viii
List of Abbreviations	ix

## **Chapter One Background and Problem**

1.1. Introduction	1
1.2. Context of the problem	6
1.3. Statement of the problem	9
1.4. Hypotheses	10
1.5. Delimitation of the study	10
1.6. Significance of the study	10
1.7. Definition of terms	11
1.8. Organization of the Remainder of the Thesis	12

## **Chapter Two Theoretical Background and Related Studies**

2.1. The TM Approach	13
2.2. Essential Components of a TM meeting	14
2.3. TM Approach Underpinning Theories	18
2.3.1. Learning by Doing	18
2.3.2. Social constructivism	24
2.3.3. Social Constructivism and TM Approach	25
2.4. TM and Second Language Teacher Education (SLTE)	28
2.5. TM and NNES [non-native English speaking] teachers' anxiety	30
2.6. Communication	34
2.7. Defining oral communication Skills in the EFL context	36
2.8. Communicative competence	37
2.8.1. Models of Communicative Competence	37
2.8.2. Communication Strategies (CSs): classification and teachability	39
2.9. Commentary	43
2.10. Conclusion	43

## **Chapter Three Method**

3.1. The Experimental Design	44
3.2. Participants of the Study	44
3.3. Variables of the Study	45
3.4. Instruments of the Study	45
3.4.1. Needs Analysis Interview question	45
3.4.2. Oral Communication Skills Checklist	47
3.4.3. The Oral Communication Pre-Posttest	48
3.4.3.1. Objective of the Test	48
3.4.3.2. Construction of the Test	48
3.4.3.3. Pre-posttesting	49
3.4.3.4. Validity of the Test	49
3.4.3.5. Reliability of the Test	50
3.4.4. The Scoring Rubric	50
3.4.5. The Satisfaction Questionnaire	51
3.5. The Toastmasters-Based Training Program	52
3.5.1. The Overall aim of the Program	52
3.5.2. Objectives of the Program	53
3.5.3. Construction of the Program	53
3.5.4. Teaching the program	54
3.5.5. Evaluation Techniques of the Program	55

## **Chapter Four Results and Discussion**

4.1. Quantitative Results	56
4.1.1. The First Hypothesis	56
4.1.2. The second Hypothesis	57
4.1.3. The third hypothesis	61
4.2. Qualitative Data	64
4.2.1 Participants' Reflections	65
4.2.2. The Researcher's Reflections	68
4.3. Discussion of Study Results	70

## **Chapter Five**

### **Summary and Recommendations**

5.1 Summary of the Study	73
5.2. Findings of the Study	74
5.3. Conclusions	75
5.4. Recommendations	75
5.5. Suggestions for Further Research	76

<b>References</b>	<b>77</b>
-------------------	-----------

### **Appendices**

A. The Two versions of the Oral Communication Skills Checklist	85
B. The Two Versions of the Pre-post Oral Communication Skills Test	91
C. The Two Versions of Oral Communication Skills Scoring Rubric	102
D. The Two Versions of the Satisfaction Questionnaire	110
E. Student's Handbook	113
F. Trainer's Manual	147
G. Sample Evaluation Forms	168
H. List of Jury Members	174
Arabic Summary	

<b>List of Tables</b>		<b>Page</b>
2.1	Comparison between Kolb’s four stage cycle and the Toastmasters roles	20
3.1	Participants’ challenges in English oral communication.	46
4.1	t-test results comparing the obtained data for overall pre-posttest results of the study participants	56
4.2	t-test results of the obtained data comparing the pre-administration to the post-administration mean scores for study participants in the rubric section “speech organization”	57
4.3	t-test results of the obtained data comparing the pre-administration to the post-administration mean scores for study participants in the rubric section of “vocal delivery”	58
4.4	t-test results of the obtained data comparing the pre-administration to the post-administration mean scores for study participants in the rubric section of “body language”	58
4.5	t-test results of the obtained data comparing the pre-administration to the post-administration mean scores for study participants in the rubric section of “word choice”	59
4.6	t-test results of the obtained data comparing the pre-administration to the post-administration mean scores for study participants in the rubric section of “listening skills as audience or co-communicator”	59
4.7	t-test results comparing the effect size of the program on the overall communication skills	61
4.8	The descriptive statistics of the participants’ satisfaction about the Toastmasters-based training program in their language improvement	61
4.9	The descriptive statistics of the participants’ satisfaction about the Toastmasters-based training program in their public speaking skills	62
4.10	The descriptive statistics of the participants’ satisfaction about the Toastmasters-based training program from the affective and social perspective	63

4.11	The descriptive statistics of the participants' overall evaluation of the Toastmasters-based training program	64
------	---	----

<b>List of Figures</b>		<b>Page</b>
2.1	Kolb's experiential learning cycle	20
2.2	Vygotsky's Zone of Proximal Development	27
2.3	Components of communication process	35
4.1	The mean scores of the study participants on the pre and post administration of the oral communication scoring rubric sections	60

## **List of Abbreviations**

TM	Toastmasters approach
OCSs	Oral Communication Skills
EFL	English as a Foreign Language
SLTE	Second Language Teacher Education
NNES	Non-native English Speaking Teachers
CC	Communicative Competence
CSs	Communication Strategies
ETS	Educational Testing Service
TI	Toastmasters International

# **Chapter One**

## **Background and Problem**

# **Chapter One**

## **Background and Problem**

### **1.1. Introduction**

As a global language and the lingua-franca of almost all the world's countries, English language is a core requirement for global communication. English language teaching and learning has gained special attention as an international language. As mentioned in Zainuddin's study (2002), English language teaching approaches have changed through years. Starting from the grammar translation method in the 17<sup>th</sup> century and reaching to the communicative approach to language teaching, educational systems started to deal with the English language as a means of communication rather than as a set of grammatical rules. Stressing on the importance of communication in English, Brown (2000) clarified that foreign language learning started to be viewed not just as a potentially predictable developmental process but also as a creation of meaning through interactive negotiation among learners. This shift of interest assigned new roles to English language teachers, and consequently, to the designers of English language teachers' preparation courses.

Language teachers in particular need to be competent leaders in their classes and proficient communicators in the target language in order to communicate with their students and help them use the target language for communication. The appeal to communicators and leaders in today's world drew the attention of scholars to find ways to develop leadership and communication skills. One of the recently used approaches to develop leadership and communication skills all over the world is the Toastmasters approach (TM).

In any country, the educational system is a sign of progress or retrogression. Education especially that of a foreign language, is increasingly important to the success of both individuals and nations in the changing world of the 21<sup>st</sup> century. In today's world, language is considered a bridge that links different cultures and a means that facilitates mutual understanding between people from various backgrounds.

Professional leaders and communicators are highly recognized in today's globalized, media-driven world. They are not just recognized; rather, they are given the tools to shape the world's awareness throughout their highly influential positions as motivational speakers,

politicians, journalists, and educators. Communication and leadership became mandatory skills for educators in the 21st century.

English language teachers' preparation courses are expected to upgrade student-teachers' abilities to meet their future students' needs in the 21<sup>st</sup> century; namely, if students need to learn language for communication, teachers need to know, in the first place, how to use language in communication and, then, how to teach language communicatively. Asserting the importance of communication for students and, consequently, for teachers, Wagner (as cited in Saavedra & Opfer, 2012: 8) mentioned that "effective oral and written communication" as one of the survival skills that students need in the 21<sup>st</sup> century. Moreover, among the five characteristics that successful EFL teachers share, Awad (2013: 2) mentioned "interpersonal communication".

Furthermore, Hammond (2006: 2) specified some roles that English language teachers should know and be able to perform in their classrooms. For example, English language teachers should be able to present and communicate meaning the way it should be communicated in the target language and incorporate culture and community contexts for learning. Since teachers abilities are crucial contributors to students' learning and development of skills, student teachers need to master oral communication in order to transmit this skill to their future students.

According to the previously mentioned roles and responsibilities of the successful EFL teacher in the 21<sup>st</sup> century, mastering the linguistic aspect "linguistic competence" of the language is not enough for the English language teacher. Rather, "communication/performance" in the target language is the keyword to define the efficient English language teacher who can equip his students with the skills that they need for their future.

The distinction between "linguistic competence" and "communicative competence/performance" in language production has been the focal interest of many applied linguists over years. In his book "Aspects of The Theory of Syntax", Chomsky (1965) showed "competence" as the monolingual speaker-listener's knowledge of language (their mental ability), and "performance" as the actual use of this linguistic knowledge in real situations, namely the ability to communicate using the linguistic competence of language. Supporting this view, Harmer (1983) saw that communication entails the fact that language is a social construct as much as it is a mental ability. He further argued that it is important for non-native English speakers to be aware of this in English as they are in their own language.

The previously mentioned views of communicative competence in contrast with linguistic competence highlight the difference between knowledge "about" language forms and knowledge that enables a person to communicate functionally and interactively (Brown, 2000).

This idea drew the attention of many applied linguists to put models to specify the components of communicative competence.

Communicative competence consists of some combination of the following components (Bachman 1990, Canale & Swain 1980) as cited in Brown (2000: 68):

- Organisational competence (grammatical and discoursal)
- Pragmatic competence (functional and sociolinguistic)
- Strategic competence

Unlike organizational and pragmatic competences, strategic competence has nothing to do with the linguistic stored knowledge. Rather, it has to do with aspects such as self-confidence and risk taking in using language. It is composed of the knowledge of verbal and non-verbal communication strategies that are recalled to compensate for breakdowns in communication due to insufficient competence on one or more components of the speaker's communicative competence. These strategies include paraphrasing, circumlocution, repetition, reluctance, avoidance of words, guessing, and message modification (Bagaric, 2007).

Thus, grammatical explanations or drills or exercises cannot - independently - lead to communicative competence in second/foreign language. Brown (2001) is of the opinion that if we aim at reaching the ultimate goal of a language classroom, i.e. communicative competence, instruction needs to include all its components: organizational, pragmatic, and strategic. In his book "Teaching by Principles", he further clarified:

*Communicative goals are best achieved by giving the attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world. (p. 69).*

Comparing this communicative view of language teaching to the reality of English non-speaking communities, it becomes clear that the educational systems in these communities set goals for using language in communication; however, they stop at the level of the mechanic learning and reproduction of grammatical rules and patterns of language. This notion is presented in Rababah (2002) as a status-quo in a number of Arab countries. For example, In Jordan, the goals of teaching English at the secondary stage include writing grammatically correct passages and communicating using a variety of ideas and linguistic functions based on everyday

situations. However, it has been reported that comparing to reality, these goals were too ambitious and had not been achieved. Furthermore, in Yemen and Saudi Arabia, students start learning English in late stages and they are accepted in English department in the university in spite of their low proficiency level in English.

Rababah (2002) also illustrated that the overall ability of Arab learners to communicate freely in the target language is weak. For him, this may be due to the methods of language teaching and the learning environment, which may be described as unsuitable for learning a foreign language.

The Egyptian reality of English language teaching and learning is not very different from that of the previously mentioned Arab countries. Soliman (2014) explained that the traditional face to face classes are not enough for upgrading students oral skills in the foreign language. Furthermore, Ibrahim and Ibrahim (2017) stated that although English language is supposed to be seen as an extremely important subject for the doors it can open for a better job and a higher social standard, English language teaching in public schools in Egypt does not give enough attention to oral communication. Rather it is based on the traditional approaches to language teaching that focus on grammar, vocabulary and translation.

The inefficient oral communication skills of non-native English language users triggered researchers worldwide to address this issue in their researches. In Mexico, for example, Luo (2013) conducted a study to develop adults' oral English communicative competence in an EFL environment. Allen Bruner, Sinwongsawat and Radic-Bojanic (2014) carried out a study to investigate EFL oral communication teaching practices in Thailand. In Egypt, Zuheer (2008) used a program based on cooperative language learning to develop university level students' oral communication skills in Sainai University. Elsalamoni (2016) also carried out a study using a multimedia-based program to improve technical college students' oral communication skills. It is worth mentioning that one of newest trends to developing oral communication skills worldwide is the Toastmasters approach.

Toastmasters International is a non-profit organization, founded by Dr. Ralph C. Smedly in 1924 during his time working for the Young Men's Christian Association (YMCA) in Bloomington, United States. As a director of education at the YMCA, Smedly found a need for the people in community to learn how to speak, conduct meetings, plan programs and work on committees. He decided to organize a club where they could learn these skills in a social environment. He named the group the Toastmasters Club; "toastmaster" was a popular term that referred to a person who gave toasts at banquets and other occasions (Toastmasters, 2015).

To date, there are nearly 200,000 members, spanning 10,000 Toastmasters clubs in more than 90 countries worldwide. Among the 10,000 clubs, about 115 clubs are in Taiwan (Toastmasters, 2006). Most of these clubs, including those clubs located in EFL regions, use English to communicate. Therefore, the club serves two main purposes: it is a place where students not only practice their skills in English oral communication but also undergo public speaking training (Yu-Chin, 2008). As mentioned in Nordin and Shaari (2004), Toastmasters clubs focus on developing effective communication and public speaking skills amongst its members worldwide and emphasize learning through practice.

The following pertinent information about the construction of the Toastmasters club is gleaned from Yu-Chih (2008): the average number of Toastmasters participants per club ranges from 20 to 30, with two-hour meetings held weekly or twice a month. Participants proceed through a series of ten speaking projects designed to develop a foundation in public speaking and oral communication. There is no instructor in a Toastmasters club. Instead, members ‘learn-by-doing’; that is, members learn autonomously by hosting a variety of sessions in the meeting, by delivering prepared speeches, and by evaluating each other’s oral presentations. Each meeting offers each member different roles to play, including (1) director and host of meetings (Toastmaster of the day), (2) joke teller, (3) presenter of impromptu speeches (table topics), (4) presenter of prepared speeches, and (5) speech evaluator. This Toastmasters design of roles and of agendas rests on an environment that is cooperative, supportive, and dynamic. Roles may also differ from one club to another according to the purpose and nature of the club.

Throughout exchanging emails with the Toastmasters Organization, the researcher was informed that Toastmasters is made up of over 14,000 individual clubs, each of which follows the basic Toastmasters' format. However, each club has its own flavor. For instance, there are Toastmasters programs for retired people, teachers, doctors, bankers, and faculty students as well (DePauw, 2015).

As for the field of EFL, a number of studies proved the effectiveness of the Toastmasters approach in developing oral communication skills of non-native English speakers. For example, Kuo & Chen (2009) applied a modified program based on the Toastmasters approach to junior high school English classroom in Taiwan. Results of the study showed that the program provided a stage for most students to show what they have learned at school or from other sources out of the classroom, which made them use authentic English when speaking.

In 2012, Hsu conducted a study in Taiwan to enhance faculty students' global awareness through campus Toastmasters clubs. The study showed that campus Toastmasters clubs offered an enjoyable way to practice communication and leadership skills. Further, it was reported that the method matched the qualifications that are essential to the development of speaking a language such as having both a supportive atmosphere and a comfortable environment. Moreover, in this study, Toastmasters promoted English language communication skills and enhanced students' leadership capabilities beyond the four walls of the classroom.

Furthermore, Nordin and Shaari (2004) carried out a series of Toastmasters meetings in their Professional Communication Skills classes at Universiti Teknologi PETRONAS. The results of the study showed that learners who go through the Toastmasters program learn how to speak English out loud, build confidence, listen to opinions, and evaluate others' performance.

Lately, some Arab countries started to pay attention to the Toastmasters approach as a means of professional development, especially in the field of teacher education. TESOL Arabia - a not-for-profit teachers' membership organisation - started to hold Toastmasters meetings for EFL teachers since Jan 10, 2015 (Tesolarabia.co, 2015). Further, in the NileTESOL 19<sup>th</sup> Annual international conference, there was a call for applying the Toastmasters approach in the EFL classroom in a session entitled "Toastmastering the classroom: Learning Language and Communication Skills by Doing" (Abdelmoetic, 2015).

However, to the researcher's best knowledge, no research in Egypt attempted to implement the Toastmasters approach to enhance oral communication skills in a TEFL setting. It would be, therefore, beneficial to apply this approach to EFL student-teachers' preparation course in Egypt.

## **1.2. Context of the problem**

Communication in a foreign language, either orally or in writing, is the ultimate goal of teaching or learning this foreign language (Abdallah, 2008). However, as De Porto (1997) pointed out that it is challenging for EFL teachers to improve students' oral communication in non-native English speaking communities where English is dealt with as a curricular subject more than as a means of communication.

In the Egyptian context, English language teaching still focuses on writing and reading neglecting listening and oral communication. In this respect, Desouky (2012) clarified that

learners in industrial schools struggle in speaking and listening, which make them unable to express themselves in English. She attributed their weakness to neglecting teaching these skills due to the limited time of the English language class, learners' huge number as well as their low proficiency level in English. The focus is more on memorizing vocabulary and grammatical chunks in order to pass the exams that depend mainly on the written form of language.

In the same vein, Ghoneim and Elghotmy (2016) mentioned in their study on Egyptian EFL pre-service teachers that most English major students face serious problems in the oral production of language. They further explained that English major students are obliged (by constraints of time and syllabus) to memorize language forms and rules and reproduce them in their final exams with no attention to the oral practice of language.

According to the researcher's knowledge as a graduate from Faculty of Education, Ain Shams University, English Language Department, after studying English for nine years, Egyptian students who want to join English Language Department at the Faculty of Education, Ain Shams University are selected according to their grades in English language "written" achievement test in Thanawya Amma regardless of their level of oral proficiency.

When joining English Language Department, student-teachers study literature, linguistics, and educational subjects for four years and they are promoted according to their grades in their "written" achievement tests. They do not practice language orally in real contexts since it is not required in their exams. As a result, they face many communicative problems such as lack of self-confidence, hesitation, long pauses, inaccurate phrasing, wrong intonation, and mispronunciation.

Thus, English major student-teachers at the Faculty of Education, Ain-Shams University do not have the chance to practice oral communication in English due to the lack of programs that promote its skills. Consequently, they probably will not be able to improve oral communication skills of their future students. To informally investigate this problem, the researcher used:

### **a. Observation**

Throughout her job as a demonstrator who trains Egyptian EFL student teachers at the Faculty of Education, Ain Shams University, the researcher noticed the following:

1. In the microteaching section, student-teachers tend to use Arabic more than English in explaining English lessons. When they introduce an activity, they mostly use Arabic in giving instructions.
2. When asked to use only English while explaining in microteaching section, they feel awkward, nervous, and frustrated. Further, they argue that their future learners will not be able to understand them if they do not use a mix of the target language and the mother language.
3. Student-teachers who started their practicum reported that they could not make their students use the target language and they find them afraid and intimidated to use it. They also clarified that they (as trainee teachers) do not use English as frequent as they use Arabic.
4. When asking student-teachers about their plan for their future career, a considerable number of them choose to join white collar jobs such as translation or office work. They clarified that they prefer that over teaching for they will not be required to speak in English on daily basis, and consequently avoid hesitation, fear of making mistakes and thinking in Arabic.

## **b. Group discussion**

The researcher led discussions with over 100 student-teachers (second year, English major, basic education). The participants expressed their problem in the following points:

1. They cannot express themselves using proper English.
2. They feel shy while speaking English in front of a group of people (stage fright).
3. They cannot communicate with native speakers of English.
4. They think in Arabic before producing English, which causes stops, hesitation, and confusion in the message.
5. They cannot fully understand someone who speaks in English for a long time.
6. They attend all the lectures as passive receivers of knowledge and they are not encouraged to express their ideas orally.

## **c. Pilot study**

Furthermore, the researcher conducted a modified version of the TOEIC (Test of English for International Communication – see Appendix. B) on a group of 19 second year, English major, basic education students. Their mean score was 23% and standard deviation 77%. This illustrates that the majority of the students lack the basic oral communication skills that the

TOEIC measures:

1. picture description;
2. answering informal interview questions;
3. proposing solutions to an audible problem,
4. and giving opinions about a certain topic.

Students' main weaknesses were illustrated in their lack of speech organization, shyness, and failure in impromptu speeches. They tended to use fillers such as "erm, mmm, aaa" rather than "let me thin, I am not sure, it seems like". Some students asked for more time for preparation before answering the questions and others asked to write their answers and read them instead of speaking right away. Moreover, they showed weakness in pronouncing most of the words plus some intonation problems.

### **1.3. Statement of the problem**

The English Language Department student-teachers (basic education) are poor in their oral communication skills, a basic requirement for effective English language teachers. This problem may be attributed to the lack of courses that deal directly with improving English oral communication skills, the traditional way of lecturing students and the insufficient chances given to students to express themselves in the target language. Therefore, this study sought to find answers to the following main question:

**What is the effect of a program based on the Toastmasters approach on developing oral communication skills of EFL student-teachers?**

To answer the above main question, the following sub-questions were also answered:

1. What are the oral communication skills that EFL student-teachers need to develop?
2. What are the components of the program based on the Toastmasters approach to develop EFL student-teachers' oral communication skills?
3. To what extent will the program based on the Toasmasters approach develop EFL student-teachers' oral communication skills?
4. How far will EFL student-teachers be satisfied with the proposed program based on the Toastmasters approach in developing their oral communication skills?

## 1.4. Hypotheses

1. There would be a statistically significant difference between the mean scores of the study participants on the pre and post administrations of the test in overall oral communication skills in favor of the post-administration.
2. There would be a statistically significant difference between the study participants' mean scores on the pre and post administration of the test in each of the oral communication sub-skills in favor of the post-administration.
3. Study participants would be satisfied with the proposed program based on the Toastmasters Approach.

## 1.5. Delimitation of the study

This study was delimited to:

1. A group of third year, English major students (basic education) at the Faculty of Education, Ain Shams University.
2. The following oral communication sub-skills:
  - Using avoidance
  - Using circumlocution
  - Using fillers and hesitation devices
  - Organizing speech in a logical sequence
  - Using attention grabbers
  - Using body language to best convey the meaning
  - Listening actively
3. The mid-year vacation of the academic year 2016-2017.

## 1.6. Significance of the study

1. The study is expected to help in preparing well-qualified **English language teachers** who will be able to teach language for communication. This will be reflected on **EFL learners**.
2. The study is expected to provide **EFL researchers** with theoretical foundation as well as recommendations for further research.
3. The study may draw the attention of the **developers and designers of EFL student-teachers preparation courses** to implement the Toastmasters approach as an integral part of their preparation courses.

## **1.7. Definition of terms**

### **1.7.1. Toastmasters Approach**

Toastmasters approach is a learning approach developed by Ralph C. Smedly in 1924 for promoting public speaking and communication skills. Smedley (n.d) describes the **Toastmasters club** as a voluntary association of people who desire to gain facility in the art of communication. The approach is based on the idea of “learning by doing.” It provides the learners with a series of opportunities to speak in public. Learners improve their oral communication and public speaking skills by putting into practice the techniques set out in the Toastmasters’ manuals, which all learners receive, as well as from positive evaluations of their speeches. During the Toastmasters meeting, learners gain confidence in different ways: by giving their own prepared speeches, by participating in improvisational sessions or by giving/benefiting from evaluations (Toastmasters Paris - The Europeans, 2015).

In this study, Toastmasters approach stands for an enlightened viewpoint toward teaching oral communication skills to English majors at Faculty of Education, Ain Shams University. The approach will be applied through conducting a series of meetings with EFL student-teachers. In each meeting, a real context for using English will be created and learners will learn by doing throughout carrying out different roles and responsibilities including:

- Toastmaster of the day: a meeting's director and host.
- Meeting speaker: gives prepared speech about a previously determined topic.
- Grammarian: helps club members improve their grammar and vocabulary.
- Ah-counter: notes any overused words or filler sounds.
- Table Topic Speaker: speaks about a topic on the spot (impromptu).
- Evaluator: provides verbal and written feedback to meeting speakers.
- General Evaluator: evaluates everything that takes place during the club meeting.

### **1.7.2. Oral Communication Skills**

Murray (2010) used research from authors Canale and Swain’s 1980 study to define oral communication skills as being composed of four components: Grammatical competence (concerned with the well-formedness of language), sociolinguistic competence (the ability to be appropriate with language), discourse competence (knowledge of the connections between utterances in a text to form a meaningful whole), and strategic competence (the ability to

compensate for imperfect language knowledge).

In the current study, oral communication skills are the skills that enable student-teachers to use and teach English spontaneously for communication. These skills have to do with some non-cognitive aspects of the mind such as self-confidence and readiness to take risks. The previously mentioned skills are tied to “strategic competence”, one major component of communicative competence according to many applied linguists.

## **1.8. Organization of the Remainder of the Thesis**

**Chapter two** deals with review of literature and related studies. Literature review is divided into two main parts: the first part is concerned with the Toastmasters Approach and the second part has to do with the oral communication skills. Related studies about both parts were included.

**Chapter Three** tackles the method used in the study in terms of the design, the participants, and the instruments of the study. Moreover, it deals with the implementation of the Toastmasters-based program.

**Chapter four** discusses the results of the current study in light of verifying the study hypothesis. It also includes the quantitative and the qualitative discussion of the study results.

**Chapter five** consists of a summary of the current study along with recommendations for further research.

**Chapter Two**  
**Theoretical Background and Related Studies**

## **Chapter Two**

### **Theoretical Background and Related Studies**

This chapter deals with the two variables of the study: Toastmasters Approach (TM) and oral communication skills (OCSs). The first part of the chapter tackles the history of TM, the theoretical background of the TM Approach, the role of TM in second language teacher education (SLTE) and its importance for non-native English speaking (NNES) teachers. The other part of the chapter deals with oral communication skills (OCSs) in the EFL context, communicative competence (CC), and its models. Then it moves to special focus on strategic competence, its components, and teachability. The chapter ends with some implications for the study drawn from literature and related studies.

#### **2.1. The TM Approach**

TM is the name of a social club initiated in 1924 by Dr. Ralph C. Smedly-the director of education of Young Men Christian Association (YMCA) in America at that time. Dr. Smedly took the step of starting the first TM club when he realized the pressing need of YMCA members to become better leaders and communicators to speak in public, conduct meetings, plan programs, and work in committees.

The first TM club started in October 1924, when Dr. Smedly assembled a group of YMCA members in the basement of the Santa Ana, California to conduct a social meeting where members practiced speaking skills in a supportive, informal atmosphere. Dr. Smedly named that first group “The Toastmasters Club”. In the early 1900, the word “toastmaster” was used to refer to a person who proposed the toasts and introduced speakers at festivities and receptions. That is why for Dr. Smedly, the name “Toastmasters” suggested a delightful social atmosphere (“Toastmasters International Fact Sheet”, 2015). One year later, another TM club started in Anaheim, California. After sometime, a third one was constructed in Los Angeles. The number of TM clubs continued to increase over years in different regions in the United States.

In 1930 and after the formation of a club in Victoria, British Columbia, the group became known as Toastmasters International (TI). The core of today’s Communication and Leadership programs introduced by TI was introduced in 1942 and has been expanded and updated many times since then to keep abreast of the time’s and members’ needs. After the end of World War II, membership in TI increased rapidly and by 1954 the number of TM clubs reached 1500. In

1962, World Headquarters offices were moved to a new building in Santa Ana, California, where they remain to this day (“The Story of Toastmasters”, 2016). Today, TI is a worldwide non-for-profit educational organization that empowers individuals from diverse fields and backgrounds to become more effective communicators and leaders. Headquartered in Rancho Santa Margarita, California, the organization's membership exceeds 332,000 in more than 15,400 clubs in 135 countries (“Toastmasters International Fact Sheet”, 2015).

Over the past decade and to date, TM approach is being used by many organizations to promote their employees’ leadership and communication skills and to make them able to cope with the drastic changes of today’s world. Nearly one-third of all Fortune 500 companies now offer in-house TM clubs to help employees become better communicators and leaders. Industry giants such as Apple, Bank of America, The Coca-Cola Company, Exxon Mobil, Google, Microsoft, and The Walt Disney Company have found the TM International program to be an effective staff development tool that benefits their organization on different levels (Toastmasters, 2015).

In the field of education, a limited number of researches used the TM approach to promote global awareness, public speaking, and communication skills of non-native English speakers. Recent researches implemented the TM approach to the second language classroom to promote speaking and communication skills. Most recently, TM is used in English language teachers’ professional development in Dubai (Tesolarabia.co, 2015). However and to the researcher’s best knowledge, no research has yet tackled using the TM approach as part of EFL student-teachers’ preparation course to develop their OCSs. This study investigated how far a training program based on TM approach could develop EFL student teachers’ OCSs.

## **2.2. Essential Components of a TM meeting**

A TM club or meeting is mainly learning by doing experience. It is the club members’ responsibility to make the club’s experience educational and enjoyable. Thus, the success of any TM meeting depends mainly on how aware the members are of their roles in that meeting. Each meeting includes some roles that are rotated among the members from time to time and which vary from club to club according to the nature and the purpose of the club. According to the (“Toastmasters International - Club Meeting Roles”, 2016), a typical TM meeting includes the following ten roles:

**1. Toastmaster of the day:** is the leader of the meeting who is responsible for preparing, hosting and chairing the whole meeting. He calls upon other participants, introduces them, and creates an atmosphere of interest and receptivity. This role focuses on developing leadership, organization and meeting management skills.

Leadership skills are crucial for EFL teachers since language teaching is not merely a mechanical process of transmitting information. Rather, English language teachers need to connect with their students on the emotional and psychological levels through motivating and leading them to guarantee their success (York-Barr and Duke, 2004).

Bhindi and Duignan (1997: 206) clarified that when teachers are leaders, they become “aware of their own limitations, tolerant of imperfection in others, and able to help others learn, grow, mature, and succeed”. In the same area, Begley (2006) added that for the teachers to be successful, they need to be aware of the human nature and students’ motivations. These capacities are tied to promoting leadership skills in teachers.

According to recent studies (e.g. Greenier, & Whitehead, 2016), leadership skills help EFL teachers to confidently deal with the challenges they face while teaching a foreign language. Having the essential leadership skills, EFL teachers gain self-awareness and internalized moral/ethical perspective which have direct links to core concepts in ELT such as managing the classroom through leading by example, maintaining positive atmosphere that serves the educational outcomes as well as encouraging and motivating their students to take risks in language learning.

**2. Meeting Speaker:** gives prepared speeches based on a pre-assigned topic (project). The speaker receives the project on which he will prepare the speech some days prior to the meeting. He prepares the speech based on the guideline illustrated in the project. In the meeting, the speaker needs to focus on following the guidelines in the given project, manage his time (each project has an allocated time that cannot be exceeded), and receive feedback on his speech from the speech evaluator. Being a meeting speaker promotes a number of skills, that vary from one project to another, plus presentation and time management skills.

Presentation skills are integral part of the teaching craft. Finch (2014) mentioned that it is not enough for the teacher to be expert in the field; he needs to master the presentation skills that will enable him to convey his knowledge to the learners. These skills include using the suitable pace. i.e., the speed of talk, using the pitch suitable for the content and situation. i.e., varying the

tone of voice, maintaining eye contact with students, using appropriate gestures and movements, managing stance. i.e., the way the teacher stands in the class, and choosing when and when not to use notes. All of these skills are addressed throughout TM competent communicator manual projects.

**3. Speech evaluator:** is responsible for evaluating the speech of the meeting speaker. In order to effectively evaluate the speech, the evaluator needs to read the speaker's speech manual beforehand and the "notes to evaluator" attached to each speech to understand the speech objectives and the criteria he/she will follow in evaluating the speaker. During the speech, he will listen actively in order to be able to give the evaluation. Finally, he will give his evaluation in the form of a mini speech (Sandwich Technique +/-) (i.e. mentioning the positive points first, presenting areas that need improvement and ending with a final point of strength.) In so doing, the speaker will enjoy hearing and making the recommended changes and the evaluator's listening, speaking, and feedback skills will be developed.

**4. Table Topic Master:** is responsible for assigning theme-based topics on the spot to help members improvise and enhance their impromptu skills. Here one can develop his creative skills by bringing interesting ways for members to give their impromptu talks (e.g. read a piece of paper and make a speech or have a debate and give your opinion). Table topic masters also need to present the table topic in an interesting and inviting way to encourage members to participate in it.

**5. Table Topic Speaker(s):** is/are given a topic during the meeting to speak about. He/They improvise(s) speech about that topic for a limited time (2 minutes). This role forces speaker(s) to get their message across clearly in English within the allotted time; speakers of other languages will not have time to think in their first language or to translate into English, which will help them think in English and speak on their feet.

**6. Grammarian/Word Smith:** has two roles: introducing a new word - at the opening of the meeting - to be used during the meeting and points out grammatical errors in a constructive way by the end of the meeting. Listening for members' use of grammar, means that the grammarian first must know the right grammar and can pick the mistakes. By teaching members a new word each meeting, the grammarian first must learn the word and how to use it. It is well known that the best way of learning something is teaching it. Accordingly, this role helps in increasing participants' vocabulary and improving their grammar. In addition, this role improves

listening and speaking skills since the grammarian listens to how well members used his word during the meeting and gives them feedback on using it in the form of a demo.

**7. Joke Teller:** is responsible for telling a joke or a funny story to keep the humorous atmosphere and to keep audience and speakers relaxed. This role helps improving presentaiton skills and gives the speaker confidence and courage to speak up in public since the whole atmosphere is humorous and funny.

Using humor in the EFL classroom has been mentioned for being advantageous by a number of researchers. Harmer (1984:39), for instance sees using jokes in the EFL classrooms as a "...balanced activities approach". By that he means it can balance between the components of input and output in language teaching. Moreover, Medgyes (2002:5) justifies using humour in language teaching as it:

- provides authentic cultural information,
- enables practicing language items in genuine contexts,
- releases language learning tension,
- develops creative thinking,
- provides memorable chunks of language,
- crerates a happy learning atmosphere, and
- motivates learners.

**8. The time keeper:** keeps track of the time allocated for each speech/role for smooth running of the meeting. Also, when the timekeeper gives his report, he can practice reading times aloud that each member used. By taking on this role, the time keeper can better understand the importance of timing and learn time management. For EFL teachers, time management is crucial.

Ammar (2013) conducted a study investigating the effects of enhancing time management strategies of prospective EFL teachers on their teaching performance and instructional self-efficacy. The study findings pointed out the prospective teachers who receive the time management training managed to create student-centered classroom environments. In addition, they could develop a positive sense of instructional self-efficacy. That was apparent in their positive beliefs in their capabilities to use effective instructional strategies and manage their classes in ways that maximize student production.

**9. Ah-Counter:** counts the overused words and fillers in any speech to keep speakers aware of their use of unwanted fillers like“ah’s”, “em’s” and silent pauses. Taking on this role, the

member can improve his active listening skills. In learning a second language, listening and speaking are connected; the better a person listens, the better he can speak (Ziane, 2011).

**10. General evaluator:** gives feedback about everything that has happened during the TM meeting and evaluates the roles of all participants. Taking this role, a member can improve active listening, critical thinking and evaluation skills.

Although a typical TM meeting consists of the previously explained ten roles, it is flexible to replace any of the roles with other roles or to add new roles. Any modification in the basic components of the TM meeting depends mainly on the nature of the TM club and the requirements of its members, e.g., a TM club for teachers-to-be might add some roles related to teaching to empower and motivate them in the beginning of their career. An example of these roles is:

**Quote master** – this person brings a new quote related to teaching profession to the club each week. He reads that inspiring quote once or twice and explains why it is meaningful to the novice teachers. The speaker can develop his ability to read aloud, explain the inspiring quote with strong eye contact and high level of connectivity to the audience.

## **2.3. TM Approach Underpinning Theories**

Dr. Smedly's TM clubs are based on learning by doing, i.e. learning leadership by leading, speaking by speaking and learning communication by communicating. In a TV show defining the idea of Toastmasters, Dr. Smedley clarified: "I believed in some pedagogical principles of learning by doing." (Toastmasters, 2014). Also, the principles of TM are highly related to social constructivism.

### **2.3.1. Learning by Doing**

Albert Einstein once said "The only true source of knowledge is experience." Learning by doing is one of the synonyms of experiential learning, also referred to as learning through action, learning through experience, and learning through discovery and exploration. As defined by the Association for Experiential Education (para. 2), "Experiential learning is a philosophy

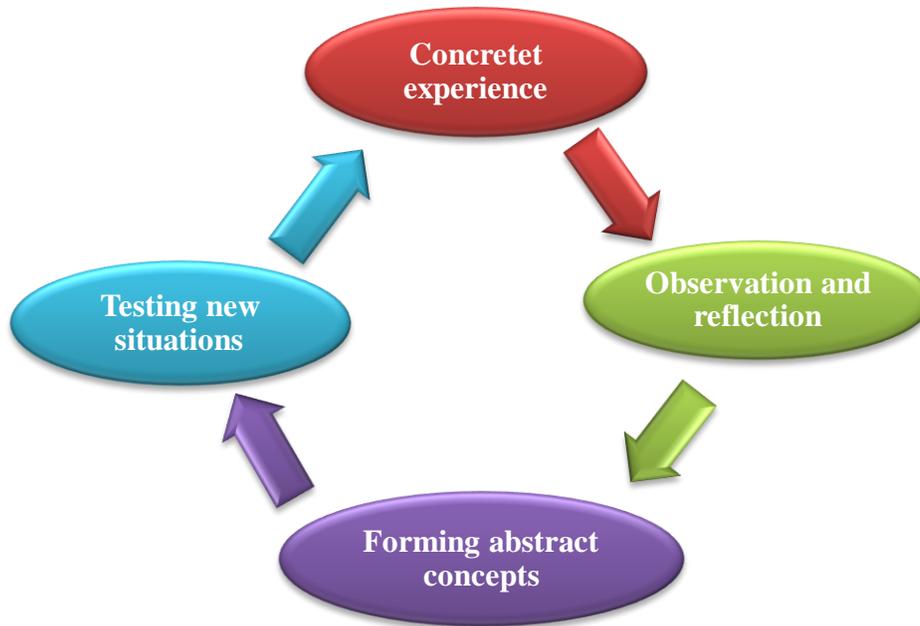
and a methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values”.

Learning by doing or experiential learning is not a new concept in education. Famous educational philosophers and psychologists founded the premises of experiential learning theory long time ago. John Dewey (1938), one of the earliest and most famous proponents of experiential learning, defined experiential learning as learning from experiences resulting directly from one’s own actions, as contrasted with learning from watching others perform, reading others’ instructions or descriptions, or listening to others’ instructions or lectures.

John Dewey (as cited in “Ord 6”) provides a distinctive viewpoint of experience. For him, painful and pleasant experiences are not necessarily educative. For the experience to be educative, one needs to have two-way interaction with the outer world: “trying” and “undergoing”. By “trying”, Dewey means the learner’s engagement and exploration of the environment by the purpose of having an impact on that environment. By “undergoing”, he refers to the impact of the environment on the learner. For instance, if a child touches a flame, he will experience pain, yet it is not considered as an educative experience. Nevertheless, touching a flame and having pain will be considered an educative experience when the child reaches the conclusion that flames result in burns and pains. The previous example demonstrates the nature of learning by doing as Dewey conceptualized; i.e., learning from experience by doing, reflecting on that doing and reaching a generalized conclusion to be applied in similar situations ("John Dewey (1859–1952) - Experience and Reflective Thinking, Learning, School and Life, Democracy and Education").

Based on the foundational works of John Dewey, Carl Rogers, Kurt Lewin and Jean Piaget, Kolb (1984) sees experiential learning as the creation of knowledge throughout experience transformation into existing cognitive frameworks that cause learners’ change of thinking and behaviours. He also outlined the framework of experience-based learning. He highlighted the importance of the concrete experience as the backbone of a meaningful learning experience. In his experiential learning cycle, he sees learning as a progressive process that starts at the point of concrete experience and moves smoothly towards reflective observation, abstract conceptualization, and then further experimentation (figure 2.1).

Figure 2.1. Kolb's experiential learning cycle (1984)



Comparing Kolb's four stage cycle of experiential learning to the roles a participant carries out in the Toastmasters learning experience; the researcher found out that the later conforms to the earlier as clarified in table (2.1):

**Table (2.1):** Comparison between Kolb's cycle of experiential learning and TM roles:

<b>Kolb's Experiential learning four stage cycle (Kolb, 2014)</b>	<b>Toastmasters learning experience roles</b>
1. Concrete experience (Do): the learner actively experiences an activity such as a live presentation or a lab session.	1. A new TM meeting member actively participates in the meeting by being an active listener (for filling an evaluation form, managing time or counting the unnecessary pauses in the speakers' speech), question asker, table topic speaker or joke teller.

<p>2. Reflective observation (Observe): the learner reflects on the learning experience.</p>	<p>2. The learner reflects on other (speakers’) speaking performances by presenting their evaluation in the form of oral feedback, telling their consumed time or saying the number of unnecessary pauses they have used.</p>
<p>3. Abstract conceptualization (Think): the learner conceptualizes a theory or model of what has been observed.</p>	<p>3. Throughout being involved and responsible for evaluation, time management and number of unnecessary pauses, the learner reaches a conclusion of what should be done and what should not in the coming presentations.</p>
<p>4. Active experimentation (Plan): the learner, in this stage, starts to plan how to test the conceptualized model or theory or to plan for a forthcoming experience.</p>	<p>4. When the learner takes the role of the meeting speaker, he/she plans for his coming speech (experience) using the conceptualized knowledge formed from giving feedback, counting the time and the unnecessary pauses. Thus, whilst this planning for the new experience, he/she avoids the unwanted behaviours and tests the wanted ones.</p>

Furthermore, the researcher noticed that most of experiential learning principles put by the Association for Experiential Education (2011, para 4) accurately define the TM meeting circumstances that surround the educative experience participants live in TM meetings:

1. **Experiences are structured to require the student to take initiative, make decisions and be accountable for results:** Each TM meeting (the educational experience) requires participants to be totally responsible for running the whole meeting throughout taking different roles; starting from the Toastmasters of the day till the quote master (see p.12). In running the TM meeting, participants go through an ongoing process of decision making, planning, applying, and evaluating all by themselves, which makes the meeting a rich learning by doing experience.

2. **Throughout the experiential learning process, the student is actively engaged in posing questions, investigating, experimenting, being curious, being creative and constructing meaning:** for the TM meeting to be run successfully, all members need to be active participants, each throughout his/her role. Audience can ask questions to investigate more about the topic the meeting speaker presents and the meeting speaker can ask questions to discuss his topic with the audience and engage them. Evaluators investigate speakers' performance in order to provide them feedback based on which other audience experiment an alternative performance when they become speakers in subsequent meetings. All participants experience different levels of curiosity in learning because: firstly they know nothing about the meeting speaker's presentation before giving it; secondly, they cannot be told about the table topic before being surprised by it on the spot to practice their impromptu skills in speaking; thirdly, they cannot expect either the evaluators' feedbacks about the given speeches or the speakers comments on these feedbacks. As for creativity, every speech project requires speakers to use their creativity to strengthen the project's target skills; e.g., a speech focusing on using body language requires the speaker to choose a topic that best employs their body language and interests his audience. Participants construct meaning and reach conclusions based on the experiences they live in the TM meeting; i.e; giving and receiving feedback as well as prepared and impromptu speeches of different types and durations of time.
  
3. **Students are engaged intellectually, emotionally, and socially. This involvement produces a perception that the learning task is authentic:** Unlike a traditional educational experience, in TM meetings, participants use their intellect in different directions such as; choosing a topic that interests their audience, presenting the topic using body language, persuasion, thought organization, different kinds of attention grabbers/ speech openers (anecdotes, inspirational stories, jokes, visualization, etc.) In addition, speakers interact with their audience and try to interest, influence and inspire them. Audience, on the other side, are engaged on both the intellectual and the emotional levels. Evaluators also use their intellect to give their feedback in a constructive diplomatic way throughout short presentations. On the social level, the TM club is considered as a small community of support, respect, mutual understanding and acceptance; all participants interdepend to contribute to the success of the TM meeting. Speakers depend on the evaluators, the grammarian, the timer and the ah-counter to know how far they met the objectives of the given project and to improve their overall communication performance. All meeting participants depend on the grammarian in increasing their vocabulary and

correcting their grammar. They also rely on the joke teller to add fun and interest to the meeting. Finally, all participants cooperate to create a relaxing productive atmosphere of learning.

- 4. Relationships are developed and nurtured: student to self, student to others and student to the world at large:** When TM meeting participants are encouraged to speak up, give presentations and impromptu speeches, lead and organize meetings, and give and receive feedback all by themselves, they gain self confidence and their self esteem increases. This is because they take lead of their own learning and they find themselves encouraged to make mistakes as steps for improvement. When they find that their deficiencies in language and presentation are met gently with constructive correction, they become more motivated to go for a new learning experience and to make more mistakes to learn more depending on themselves and on their fellow meeting members. Thus, their relationship with themselves and with their colleagues highly improve in a secure learning by doing environment.
  
- 5. The instructor and student may experience success, failure, adventure, and risk-taking because the outcomes of the experience cannot totally be predicted:** because the TM meeting is not totally pre-planned, taking risks, going through adventures and experiencing failure are expected and accepted. Students go through a new adventure every TM meeting when they explore the meeting's topic, joke, quote, and the new vocabulary. They also explore how they did in the whole meeting and how well each role was played through giving and receiving feedback. Participants take risks every time they decide to give a speech, especially impromptu speeches that require them to think on their feet and in the target language, English. Throughout exploration and risk-taking, participants can succeed or fail.

In sum, the TM approach - as Dr. Ralph believed - is based on some of the learning by doing (experiential learning) pedagogical principles. Drawing on Dewey's perception of experiential learning, the TM meeting members "try" by being involved in the meeting roles like time keeper, speech evaluator, ah-counter, and table topic speaker. They also "undergo" the changes that the experience brings to their life when they apply what has been learned throughout the observed desired and undesired behaviors and applying them in the new situations/roles such as meeting speaker, Toastmasters of the day and table topic speaker. TM meeting roles are also presented in the four stage cycle that Kolb (1984) outlined as a structured

framework for an experiential learning training. Moreover, TM meeting social and educational circumstances are reflected in most of the pedagogical principles that the Association for Experiential Education suggested in 2011.

While the previous section dealt with experiential learning as one of the theoretical pillars of TM Approach, the next section will tackle social constructivism as the second theoretical underpinning of it.

### **2.3.2. Social constructivism**

Constructivism is a pedagogical theory that explains how people learn. From a constructivist viewpoint, people gain knowledge throughout constructing their understanding of the outer world by being exposed to real experiences and reflecting on them. Reflection in that sense means interaction between the new knowledge and the learner's prior knowledge. Throughout reflection, the learner builds on his prior knowledge, changes it or discards the new knowledge. The interaction between the new knowledge and the learner' prior knowledge requires the learner to ask questions, explore, and evaluate that new knowledge in comparison to what he already knows ("Constructivism - Learning and Teaching - The University of Sydney", 2017, para. 1).

Social constructivism and cognitive constructivism are the two variants of constructivism that have been tackled in research literature. Piaget and his followers like Bruner are believed to be the earliest theorists of cognitive constructivism. For them, knowledge is not acquired mechanically, neither is it transmitted from one individual to another. Rather it is constructed in the learner's mind within the circumstances of the surrounding learning environment, which means that social environment and the social interaction act merely as stimulus for the learner's cognitive process of acquiring knowledge. For Piaget (1985), new knowledge is shaped to fit the learner's prior knowledge that is, consequently, modified to accommodate the new knowledge. Based on Piaget's viewpoint of the cognitive processes of knowledge construction, two concepts are explained: (1) assimilation; i.e., the learner's perception of new objects or events in terms of existing cognitive structures; (2) accommodation; i.e., the process of modifying the existing cognitive structures to account for the new perceived knowledge ("Education Theory/Constructivism and Social Constructivism - UCD - CTAG", 2017). Learner-centered learning and discovery learning are the most known educational models that were involved in Piaget's cognitive constructivism (Liu, & Matthews, 2005).

Social constructivism, on the other hand, stems from the works of Vygotsky, who is considered the father of social constructivism. Vygotsky rejected Piaget's notion about minimizing the role of the social context of learning. He stressed the central role of the social environment cognitive development; for him, all cognitive functions must be attributed to successful social interactions since learning cannot be a mere process of assimilation and accommodation of the new knowledge; rather it results from the successful integration of the learner in the learning community ("Social Constructivism | GSI Teaching & Resource Center", 2017). Clarifying the importance of social interactions in learning, Vygotsky (1978) states:

*Every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (p. 57)*

Four basic principles are found in applying the Vygotskian social constructivist theory of learning in Chen's e-book (n.d. para 2):

- a) Learning and development is a social, collaborative activity
- b) The Zone of Proximal Development can serve as a guide for curricular and lesson planning
- c) Classroom activity should be reality-based and applicable to the real world
- d) Learning extends to the home and other out-of-school environments. (Para. 1)

### **2.3.3. Social Constructivism and TM Approach**

Social constructivism and its concepts are considered one of the bases of TM educational system. This educational system gives learners the chance to learn communication and leadership skills in a meaningful real social context. During TM meetings, learners are put in situations that resemble the future situations where they will be required to apply what they have learned. For example, a TM communication club for EFL teachers focuses on equipping them with the necessary fillers, hesitation devices, use of attention grabbers, technique to keep their presentation going in English, persuasion skills, use of body language in teaching and various methods of organizing thoughts. The previously mentioned skills are expected to promote

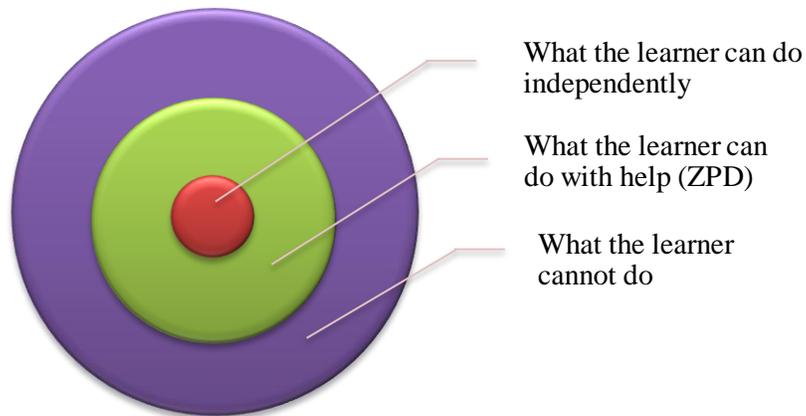
teachers' self-confidence, improve their ways of managing their future classes, give them the tools to influence their future students, and open doors for their lifelong growth as language teachers.

The construction and nature of TM oral communication clubs are based on social constructivism because the whole learning process depends on the social environment, learners' experiences, how they reflect on their experiences and what they learn from that reflection. Learners are engaged in a learning community of support and positivity. The learning community consists of different roles that are interdependent. Each learner is exposed to a new experience each meeting since he carries out a different role each meeting. For example, a learner who takes the role of a table topic speaker lives the experience of thinking on his feet and talking on the spot. He then receives feedback about his performance from the table topic evaluator, who makes his reflection on his own performance. The table topic speaker then learns from that reflection and takes into account the points he needs for future improvement. Later on, when this table topic speaker is put in a situation in the real world where he has to talk without preparation, he applies what he has learned from his club experience.

In addition to gaining confidence in future similar situations, the table topic speaker learns how to receive and accept feedback for development. Also, the evaluator learns how to give constructive feedback. Thus, both evaluators and speakers collaborate for learning and future development. The previously mentioned example clarifies that TM meetings apply the first concept of the Vygotskian social constructivist learning, i.e., "learning and development is a social, collaborative activity". This is because both speakers and evaluators have a collaborative social - more than academic - relationship which results in developing their skills in similar contexts in the future.

Another concept of Vygotsky's social constructivism, the role of Zone of Proximal Development (ZPD) (fig. 2.2), also applies to how learners expand their abilities throughout the TM collaborative club experience. The idea of ZPD simply implies that learners do not come to the classroom with or without a given skill. Rather, they come with a certain level of mastery of that skill (what they can do alone). TM oral communication club participants also come to the meeting with a certain level of mastery of speaking the target language (English), namely, the things they can do alone such as using their vocabulary and grammar in forming linguistically correct sentences. However, they cannot make a full presentation in English, communicate for a long time without pausing, organize their ideas while speaking, persuade others, or speak immediately on a given point without prior preparation.

Figure 2. 1: Vygotsky's Zone of Proximal Development



According to the ZPD concept, learner's level of skill mastery can be elevated throughout their following of teacher's guidance or involving in supportive collaboration with their peers (what they can do with help) (Chen, n.d.). When the learner finds the required kind of support, his skills expand and thus learning happens within the area of ZPD (see figure 2.2). Thus ZPD, according to Vygotsky (n.d), comprises cognitive structures that are still in the process of maturing, but which can only mature under the guidance of or in collaboration with others ("Education Theory/Constructivism and Social Constructivism - UCD - CTAG", 2017).

TM participants' ZPD is reached throughout positive support and guidance from their fellow club members. For example, if a participant has the basic linguistic ability for forming sentences, but cannot stand in public to give a full presentation, he finds support from the members of his club. They listen carefully and help him whenever needed. Moreover, they provide him with feedback using the sandwich technique; i.e., mentioning positive points, areas of improvement and ending with a noticeable progress in his performance. Repeating this process of mutual collaborative support, TM participants' mastery of communication skills expand in their ZPD.

TM approach in learning provides learners with the opportunity to learn in a supportive collaborative social context. They are put in situations similar to those they will be faced with in the outer world. Emerging the learner in a supportive social learning community is the core of the TM club. Members' help and support to one another expands their existing abilities to a higher level where learning takes place in their ZPD. The skills learned in the TM meetings are

expandable to the outer world. The social community, the role of ZPD and extending the learned experiences to the outer world make the TM meetings a social constructivism-based experience.

## **2.4. TM and Second Language Teacher Education (SLTE)**

There are a number of variables that control language teacher education, which makes it an ever changing subject. Since language teaching is highly related to culture and mutual communication, language teacher education needs a rethinking with every evolution in culture and in the position of English language internationally. Every development in the modern world needs to be linked to language teaching and learning to promote acceptance and understanding among citizens from different backgrounds. Consequently, language teaching and learning can no longer be limited to a mere process of language patterns memorization and reproduction. Rather it is a deep process of promoting the ability to communicate different meanings and viewpoints using the target language (Richards, 2008).

According to Deyrich and Stunel (2014), today's globalized world puts new demands on the EFL teacher. Language teachers will need to communicate different types of knowledge in different contexts to their students. In some specific situations, teachers may focus on teaching lists of vocabulary or expressions, reading, writing and speaking. However, the previous skills are not an end in themselves; rather they are expected to be tools that will lead learners to master communication in the target language within a communicative context, i.e., acquire the communicative competence. Since we cannot pour from an empty vessel, non-native speaking EFL teachers need to be competent communicators – in the first place – to be able to help their students acquire the communicative competence.

In 2008, Richards previewed the noticeable changes in SLTE from the 60s till the present time. In 1960s, teacher training programs focused on equipping new teachers with the practical classroom skills that will help them apply the new methods at that time – Audiolinguism and Situational language teaching. In the 1990s, teacher training and teacher development appeared as two new terms link theory to practice in SLTE. While teacher training focused on providing English student-teachers with entry-level teaching skills in relation to a given teaching context, teacher development focused on in-service teachers in terms of making them master a number of competencies.

In recent times, a reconsideration of teacher training is made based on some factors such as the emergent need to respond to the position of English as a lingua franca and the demand of practical language skills, i.e., the need for mastering communication skills in English. Consequently teacher training is seen as teachers' socialization in a community of practice. This

is to exchange ideas, experiences and feedback for future and continuous professional development. In the same vein, a close look at the new perspective of SLTE will reveal that it is influenced by the socioculture theory (Lantof 2000, as cited in Richards, 2008) and the field of teacher cognition (Borg 2006, as cited in Richards, 2008).

Viewing SLTE as socioculture process that happens in a community of practice, Richards (2008) further distinguished between two types of knowledge that second language teacher (SLT) can acquire during their education: the knowledge how and the knowledge about. The knowledge about represents topics like language analysis, discourse analysis, phonology, curriculum development and is taught to SLT in the university level. The knowledge how, on the other side, includes methodology courses that equip teachers with the skills of how to teach language.

The previous distinction of the knowledge acquired by SLT during their education and practice does not necessary signify that all SLT can link the knowledge how to the knowledge about in their actual practice in classrooms. A growing body of research (e.g. Bartles, 2005) ensure that most teachers fail to apply the “about” knowledge in the “how” situation in their classrooms. For instance, a teacher may have adequate knowledge about the theory and premises of communicative language teaching but sticks to the grammar translation method in the real classroom for he does not have the skills or the confidence to teach language communicatively.

The gap between theory and practice as well as the language deficiency of non-native language teachers directed research to find ways for improving the nature SLTE programs. Recent research recommended that non-native teacher education programs and training courses take place in a context that requires teachers’ active participation and interaction for learning. This is because translating theories into practice does not happen in reality. What can be effective according to Richards (2008) is constructing new theories and practices through engaging teachers in specific social contexts, experiences and activities that respond to their real experiences in their classrooms.

Describing the new perspective of SLTE and drawing on sociocultural theory, Freeman (2002:11) put some characteristics of the programs that develop non-native English language teachers. For him, the course room should represent a community of practice. This community enables learners to cooperate, actively participate and create discourses in a social context. Moreover, Knowledge transmission is changed from one way transmission (from trainer to

trainees) to collaborative inquiry, i.e., trainee teachers need to inquire about knowledge and assess it for constructing meaning.

Having a close look at the need to equip non-native English language teachers with the communicative competence, the new responsibilities that the new world put on non-native English language teachers' shoulders, and the new vision of SLTE based on sociocultural theory, it will seem clear that TM can be the suitable approach to be integrated to the SLT education programs. This is because English is the only means of communication in TM meetings. In a TM club for teachers, participants can talk about teaching-related topics and experiences in their meeting speech or table topics. Whether a meeting speaker or a table topic speaker, teachers receive feedback about their performance on how well they communicated in English, how well they conveyed their meaning and how accurate they managed their time. Based on that constructive feedback, teachers develop better performance every TM meeting.

In a TM club for teachers, teachers are all involved in a collaborative community of learning where they can actively participate as speakers and receive feedback from their fellow meeting members. So teachers collaborate to construct new knowledge that can be applied to their real classrooms where they can link two experiences (their prior knowledge and club experience) to come up with a new experience to apply in reality.

## **2.5. TM and NNES [non-native English speaking] teachers' anxiety**

A number of researches have proved that English language teachers' and student-teachers' nonnativeness might cause them some psychological troubles that negatively affect their performance in the classroom (Horwitz, 1996). Since non-native English language teachers invested considerable time learning English and studying theories about how to teach it, they might set unrealistic expectations about their performance as foreign language teachers, but reality turns them down in most cases (Tum, 2012).

The gap between non-native English language teachers' expectations and reality brings their experience of feelings of uneasiness and inadequacy in the target language every now and then. According to Horwitz's (1996) Teacher Foreign Language Anxiety Scale (TFLAS), when the previous feelings are frequently repeated in different situations, a teacher may suffer from chronic foreign language anxiety. Tum (2012) reported Horwitz's (1996) study that he conducted

on a number of non-native English language teachers using his TFLAS. In his study, Horwitz clarified some undesirable effects on the foreign language classroom (p.2056):

1. Teachers who suffer from feelings of foreign language anxiety might tend to avoid implementing activities that will make them use the target language intensively. Since the teacher and the classroom activities are two main sources of input for foreign language learners, they will be less exposed to the target language, which will affect their language abilities.
2. Teachers' foreign language anxiety may be transmitted to their students since they will not present a good model of foreign language learners.
3. The fact that English language teachers are required to use English daily with their students has a negative impact on anxious teachers' job satisfaction.

The previously mentioned effects conform to the researcher's observation of EFL student-teachers in Faculty of Education, Ain-Shams University (see page 8). Thus completing university level in faculties of education, English language teaching departments does not necessarily imply that the graduates will be efficient language users or foreign language teachers. Supporting this point of view, Horwitz (1996) claimed that language learning is a never-ending process. He further saw non-native English language teachers as foreign language learners but in different proficiency level. Plus their current proficiency level, they need some tools to maintain effective communication such as overcoming stage fright, having strong self-confidence, and owning the strategies to compensate for communication breakdowns. In the field of EFL, Toastmasters educational system has been implemented to a number of studies in both school and university levels, each of which approved it for improving one or more of the following: public speaking skills, self-confidence, leadership skills, oral communication abilities, and overcoming speech anxieties and stage fright.

Kuo and Chen (2009) conducted a study using a Toastmasters-based program to high school English classroom to enhance students' speaking abilities. The findings of the study showed that learners gained confidence and interest in English language speaking. Learners also expressed, throughout a questionnaire that schools should focus on teaching them how to speak and communicate in English. In the delimitation of the same study, Kuo and Chen clarified that Toastmasters International is a club that NNES teachers need to join for learning. This is because English is the only language for communication in the club; NNES teachers can maintain their speaking proficiency and communication skills by actually becoming a member of it and

participating in it. Moreover, they can practice English together and increase their experiences in integrating TM into their classroom.

In 2001, Chiang conducted a study implementing Toastmasters meeting in her college English classes at National Yang-Ming University in Taiwan. Furthermore, Nordin and Shaari (2004) conducted a study to investigate the L2 students' perception of implementing Toastmasters meetings into their English speaking class in **Universiti Teknologi PETRONAS (UTP)** in Malaysia. 65 Malaysian students whose first language is not English participated in the study. Results of both studies indicated a positive response from participants with improvement in their self-confidence and English speaking skills. They also perceived TM meetings as fun, enjoyable and interesting activity. They were given the opportunity to interact and converse, thereby improving their self-confidence and communication skills.

In the same vein, Yu-Chih carried out a study in 2008 integrating the Toastmasters approach to enhance public speaking skills of EFL learners in Taiwan and to investigate the feasibility of weaving a Toastmasters model to and EFL speech class. The study is conducted on 18 non-native English speaking participants who attended oral communication skills course in the university level. Results of the study illustrated that the Toastmasters Approach promoted learners' confidence, reduced their speech anxiety, and encouraged their motivation for autonomous learning. The qualitative data results of the Toastmasters-approach survey indicated improvement in public speaking skills, language learning skills (listening, speaking, reading, writing, vocabulary, pronunciation, and communication), leadership skills, affective and social relationships. Thus, the approach is proved to be effective not only in improving public speaking skills, but also language proficiency skills.

In 2012, Hsu initiated 20 college campus Toastmasters clubs all over Taiwan to investigate their effect on improving the global awareness of their participants throughout building up their confidence as well as effective communication and leadership skills. The study found out that members gain self confidence in speaking in certain issues within the group setting. The study also implies that self-confidence is enhanced by honing participants' communication and leadership skills and putting them into practice throughout Toastmasters training and public speaking events.

Yee and Abidin (2014) correlated between lessening English language speaking anxiety due to lack of self-confidence and gaining public speaking skills. They assumed that public speaking could demolish speaking anxiety for a two reasons: (1) speakers build up confidence by

persuading others with their ideas, i.e., influencing them and getting them into action. (2) Students who are involved in public speaking activities become more self-motivated in generating new ideas and opinions to share in further presentations. This self-motivation comes from the chances students get to present in front of their peers, observing, and feedback. In the same paper, ten public speaking programs were discussed and suggested to be implemented to undergraduate and post-graduate courses for improving self-confidence and overcoming speaking anxiety of non-native English speaking students. Toastmasters communication program was among the ten programs suggested by Yee and Abidin. The study stated that Toastmasters International educational programs start with the Competent Communication Manual. The training then extends to another 15 Advanced Communication manuals for specific communication skills. Public speaking as well as opportunities to evaluate, give feedbacks, mentoring, and practice in their leadership skills are promoted.

The study also assured that participants who participated in Toastmasters meetings get the opportunity to practice their speeches in systematic strategies that help them improve in public speaking gradually on their own pace. As for decreasing speaking anxiety, Toastmasters meetings are basically designed to be friendly, motivating and non-threatening environment for the speakers to practice speaking in front of the members in a supporting encouraging way. That is why more than 4 million people around the world have improved their public speaking and leadership skills throughout participating in TM club meeting regularly (Toastmasters International).

Watkins, a leader in Toastmasters International who has a success story about overcoming his public speaking fear, conducted a study in 2014 to identify strategies for ESL students in community colleges to develop their public speaking skills. Watkins Master's project paid considerable attention to improving oral communication skills as crucial for employees in workplace and in different levels. The project's program focused on three key areas: 1) ways to reduce public speaking anxiety; 2) the role of small groups in planning and presenting oral presentations; and 3) the use of feedback to improve public speaking skills. In his project, Watkins assumed that ESL students can be well prepared for succeeding in their education and future career if equipped with strong self-confidence and effective public speaking skills. The project provided a handbook of strategies to overcome anxiety of public speaking and promoting oral communication skills of ESL college students. The handbook of strategies reflected techniques from the Toastmasters educational program of communication and was proven effective in elevating participants' self-confidence, oral communication, and public speaking skills.

To conclude, stemming from the scholarly proven facts that NNES teachers are in need for improving their language proficiency and self-confidence, the researcher decided to test the Toastmasters Approach's effect on developing NNES student-teachers' oral communication skills. As the previous part focused on the Toastmasters Approach, the coming part sheds light on communication in general and oral communication skills in particular.

## **2.6. Communication**

The famous axiom of Watzlawick, Beavin, and Jackson (1967) says: "one cannot not communicate". Communication is an essential need; it is as important as breathing. It is also a life skill through which man can reach and influence others. Effective communication skills are required in life in general and in workplace in particular to reduce conflict and enhance human relations. The phenomenon of communication has drawn the attention of scholars to explore its nature, discuss and analyse its meaning and components and the needed skills to communicate effectively.

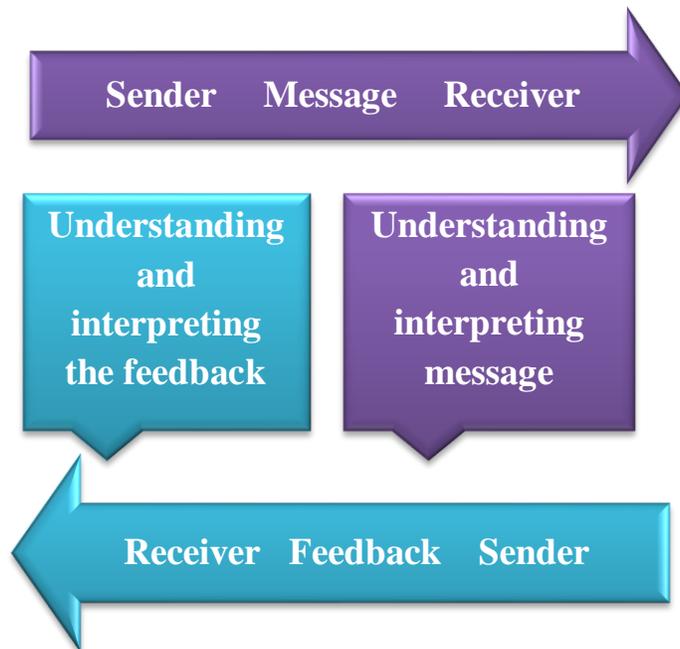
Scholars who tried to define the phenomenon of communication looked at it from different lenses. It has been mentioned in Losee (1999) that the word "communication" has been derived from the Latin "communis," that means "common", i.e. "to communicate" is "to make common" or "to make known" or "to share". Thus, the core of communication is to create a common ground "common understanding" between the participants involved in that act of communication.

That common understanding involves some or all of the participants' interests, needs, desires, background, and knowledge. Communication is thus defined as "any act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge, or affective states". Communication takes place throughout the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior (De Valenzuela, 1992).

As Velentzas and Broni (2014) clarified, any kind of communication requires the same components for the process to be successful. The basic five elements of communication are sender, receiver, message, channel, and feedback. The sender of the message encodes it with certain intent in mind. This message is the information or the knowledge exchanged and transmitted through a channel like a phone, email, letter or just face-to-face communication. The receiver tries then to decode the message to understand it and gives the sender feedback to let him know whether his decoded message was correctly understood or not. Afterwards, the sender

starts to interpret the feedback he received from the receiver “now sender” and decides whether to resend the message or just start a new one (See figure 2.3).

Figure 2.3: components of communication process



The presence of the previously mentioned components of communication does not necessarily lead to successful communication. If the sender and/or receiver lack any of the communicative skills needed, the whole process will fall apart. Besides the five components of communication, both interpersonal and intrapersonal skills are needed for an effective communication process. Among these essential skills are: speaking, listening, observing, questioning, processing, analyzing and evaluating. For example, recipients of a message must be able to identify the sender's intent, take into account the message's context, resolve any misunderstandings, accurately decode the information, and decide how to act on it (Velentzas & Broni, 2014). Acting on the message will vary based on the type of communication, i.e. oral, written, visual, or a combination of all three. The current study is concerned with developing NNES student teachers' oral communication skills.

## 2.7. Defining oral communication Skills in the EFL context

Speaking and oral communication are two completely different skills. In the foreign language, mastering speaking does not necessarily imply mastering effective communication while speaking. People can speak a lot without being able to communicate effectively. For example, a person might spend a long time speaking in an argument without being able to reach a midway consensus with the other party of the argument. This might be because he/she lacks the basic communication skills like active listening, eye contact, body language or persuasive skills. The failure of communication can also be drawn to the communicator's limited knowledge of the language he/she is communicating with. When the one speaks, he only lets ideas to pass from his mind to someone else's mouth. However, when one communicates, he conveys the ideas to the other one's mind throughout allowing himself to listen actively, interact appropriately and use his eye contact, body language and try to reach the communication partner/audience in every possible way (Lunenburg, 2010).

Stressing on the fact that successful oral communication is not limited to the verbal interaction or to the linguistic knowledge supporting it, Shumin (2002) clarified that the internalized linguistic knowledge of language, i.e., knowing its grammatical and semantic rules is not enough for effective oral communication in the target language. Rather, the knowledge of how native speakers use language based on the interaction of a number of factors is required by EFL learners in order to be able to communicate in the target language effectively. Examples of such factors include: paralinguistic elements of speech such as pitch, stress, and intonation (Shumin, 1997: 8), non-linguistic elements such as body language, facial expressions and eye contact, communicative strategies such as avoidance, circumlocution, gestures, paraphrasing, and appeal for help (Hismanoglu, 2000).

In the same vein, Chen (2005) further mentioned:

*In real-life communication, we use language to express what we mean, however, language is more than a tool for communication, it also represents social and cultural background. Learning merely the target linguistic knowledge cannot successfully engage learners into real-life communications in the target culture, they also need to acquire the target pragmatic competence, the capacity to incorporate cultural knowledge into language use and choose appropriate language in different socio-cultural contexts. (p.170).*

This is to conclude that the limited or the nonexistence of adult EFL learners' exposure to the target language in real social contexts and contact with native speakers result - in most cases - in the poverty at oral communication in the target language, especially regarding fluency, control of idiomatic expressions, and understanding of cultural pragmatics. Few can achieve proficiency in oral communication (Shumin, 2002).

## **2.8. Communicative competence**

Communicative competence in the foreign language has been defined by a number of scholars starting from the sixties till the present time. In 1965, Chomsky defined communicative competence as "a part of developing a theory of the linguistic system itself, idealized as the abstract language knowledge of the monolingual adult native speaker, and distinct from how they happen to use and experience language" (para.2). In his definition of communicative competence, Naoko (2002), saw it form a socio-cultural viewpoint that puts communication in an information exchange frame. To him, it is the capability to comprehend others' messages and to transmit one's message depending on a socio-cultural knowledge. Communication in that sense entails the ability to interact politely and to maintain healthy personal relationships.

Favoring the idea of communicative fluency over grammatical accuracy, Chen (2005) defined communicative competence as learners' ability to express their meaning in the target language and achieve communication in social contexts without paying much attention to their grammatical correctness. He thus saw the basic goal of learning the language as developing learners' communicative skills that are more important than the linguistic structure of language. Acar (2005) showed conformation to Chen's viewpoint of language learning throughout his definition of communicative competence. In his viewpoint, the aim of the theory of communicative competence is following a communicative approach in teaching language that would make a nonnative speaker communicatively competent in the target language.

### **2.8.1. Models of Communicative Competence**

Recent research displays three models of communicative competence: the model of Canale and Swain, the model of Bachman and Palmer and the description of components of communicative language competence in the Common European Framework (CEF). In spite of its simplicity and the presence of a more detailed model of communicative competence by Bachman (1990) and Bachman and Palmer (1996), Canale and Swain's model dominated the field of second language acquisition for more than a decade and is still being used by many researchers

of communicative competence (Bagarić, 2007). That is why the current study will focus on Canale and Swain model of communicative competence.

The first model of communicative competence proposed by Canale and Swain (1980 & 1981) defined communicative competence in terms of three main components: grammatical, sociolinguistic, and strategic competence. A more modified version of Canale and Swain (1983 & 1984) added a fourth component to the previous model: discourse competence:

**a. Grammatical Competence:** has to do with the mastery of linguistic knowledge, i.e., vocabulary, semantics, phonology, morphology, and phonetics. Having this competence, the speaker masters the skills needed for understanding and expressing the literal meaning of language. In language teaching this competence has traditionally been given special attention compared to other competences (Dornyei, 1991).

**b. Sociolinguistic competence:** includes the awareness of rules and conventions that are required for appropriate comprehension and use of language within a given sociolinguistic and sociocultural contexts. Mastering sociolinguistic competence, language user knows when to use formal and informal language and how to respond in different situations using the target language.

**c. Discourse competence:** is defined as the successful combination of forms and meanings to achieve a meaningful unity of spoken or written discourse. This unity is achieved by means of cohesion (i.e. pronouns, conjunctions, parallel structure, etc.) and coherence (i.e. repetition, relevance of ideas, consistency, etc.).

**d. Strategic Competence (also known as communication strategies):** is represented in the knowledge of verbal and non-verbal communication strategies that are used to compensate for communication breakdowns due to insufficient mastery of one or more of the previous three components of communicative competence. Examples of strategies that form strategic competence are paraphrasing, circumlocution, avoidance, and modification of message.

It is to be noted that applied linguists considered strategic competence as a crucial yet neglected component of communicative competence. Since strategic competence development strengthens foreign language learner's ability to maintain successful communication in the target language despite his limited language knowledge, it needs to be taught in the EFL classroom. However, practicing teachers are not aware of the importance of strategic competence and,

consequently, no activities have been developed to include this competence in language teaching (Dornyei, 1991). Since the time of Dornyei, arguments have been made for and against the teachability of strategic competence. And a number of studies have contributed to integrating communication strategies into the EFL classroom.

### **2.8.2. Communication Strategies (CSs): classification and teachability**

Unlike the other three components of communicative competence, strategic competence is different in the sense that it is not made up of stored knowledge; rather it has to do with non-cognitive elements such as self-confidence and readiness to take risks in using the target language. As defined by Canale and Swain (1980: 30), strategic competence is “verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence”. In other words, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems (Shumin, 1997: 8).

The basic classification for communication strategies were established by Varadi (1973), Tarone (1977), and Faerch and Casper (1983) (as cited in Dornyei, 1995):

- 1. Avoidance or reduction strategies:** using avoidance strategies, the speaker either alters, reduces or totally abandons the message for he does not have the linguistic ability to convey it. Reduction strategies include:
  - a.** Message abandonment, which implies leaving the message incomplete because of language difficulty.
  - b.** Topic avoidance, that means avoiding topic areas for which the speaker does not have sufficient linguistic knowledge.
  
- 2. Achievement or compensatory strategies:** offer alternative plans for the speaker to continue conveying their message throughout manipulating his available language resources. Compensatory strategies are:
  - c.** Circumlocution; i.e., if the speaker does not know the exact word for a given concept/object, he will use his language to describe or exemplify that concept/object (e.g., the thing you open bottles with for corkscrew).
  - d.** Approximation, which means using an alternative word for a given unknown lexical item as closely as possible (e.g. ship for sail boat).

- e. Use of all purpose words, meaning that extending a general empty lexical item (e.g. stuff, make, do, thing) to contexts where specific words are lacking due to linguistic diffeciency.
- f. Word coinage by creating a non-existing L2 word based on a presupposed rule (e.g. vegetarianist for vegetarian).
- g. Use of non-linguistic means such as miming, gestures, facial expressions or sound imitation.
- h. Literal translation; i.e., translating a lexical item literally form L1 to L2.
- i. Appeal for help, which is considered a cooperative strategy; i.e., it involves seeking help from the communication partner either directly (e.g. what do you call?) or indirectly (e.g. varying the tone of voice, using pauses, using eye contact, etc.)

3. **Stalling for time strategies:** include using fillers, hesitation devices or gambits to fill conversation pauses due to difficulty in communication. Speakers are supposed to use these strategies to gain time to think during the conversation and at the same time maintain communication. Examples of fillers and hesitatioonn devices are: you know what I mean, well..., let me think..., let me see..., as a matter of fact...etc.

Although the previously mentioned strategies are not commonly taught in the EFL classroom, a number of scholars argued for the possibility of imbedding communication strategies in the EFL classroom. O'Malley's (1987: 143) research, for example, approved the teachability of communication strategies. He concluded: "Teachers should be confident that there exist a number of strategies which can be embedded into their existing curricula, that can be taught to students with only modest extra effort, and that can improve the overall class performance".

Replying to the need for determining procedures for equipping EFL learners with the communication trategies, Dornyei (1995, p.63-64) put six interrelated procedures that can be applied in communication strategy training after approving the teachability of communication strategies (CSs):

1. **Raising learner awareness about the nature of CSs:** this happens through making learners aware of the strategies they already have and the possibility of applying them in real situations.
2. **Increasing risk-taking potential in the learners while using CSs:** throughout helping them manipulate available language without being afraid of making mistakes. This requires teachers to prvide a secure learning atmosphere.

3. **Providing models of certain CSs use:** teachers can do this through using demonstrations, listening materials or videos and then make learners pick and categorize the strategies that native speakers used.
4. **Clarifying cross-cultural differences in CSs use:** throughout highlighting the degrees of stylistic appropriateness of CSs. In some cultures, some CSS might indicate bad style.
5. **Teaching CSs directly:** this can be done throughout providing learners with the linguistic items necessary for using certain CSS. For example, verbalizing circumlocution requires some core vocabulary and sentence structure to describe shape, size, color, etc. Thus teaching circumlocution requires the teacher to introduce linguistic items such as bowl-shaped, square, it has the shape of..., it looks like..., it sounds like...etc.
6. **Providing opportunities for CSs use:** teachers here need to create real situations where learners can apply the CSS they have learned. Teachers can do this throughout role-plays, acting or using games.

A considerable number of studies concerned with developing oral communication stressed on the importance of teaching strategic competence or communication strategies (CSs) for EFL learners in different ages. For example, Sanad (2009), conducted a study promoting strategic competence using the direct and the indirect approaches. In her study, Sanad claimed that strategic competence is neglected as compared to the other three communicative competences (linguistic, sociolinguistic and discourse) in spite of its crucial role in helping EFL learners communicate effectively in the target language. The study targeted 58 first year secondary school students who received communication strategy training based on the direct and the indirect approaches. Results of the study revealed that participants' strategic competence has improved due to the program. Based on the finding of the study, the researcher recommended that EFL teachers need to use the direct and the indirect approaches to train their students on using communication strategies to help them be fluent in the target language.

Lin (2013) carried out a study to investigate the effectiveness of communication strategies on university level students in Taiwan. The study made on 45 English major in Taiwan. The study's target was to point out the CSs produced by Taiwanese students and how they reflect on these strategies after being trained on CSs for a semester. The results of the study showed that the participants were able to cope with their linguistic problems throughout using the CSs. Furthermore, the study assured that EFL learners became more able to attain their communicative goal by using communication strategies in order to compensate for their linguistic problems.

In the same direction, Huei-Chun (2012) tested how communication strategy training in university EFL classroom in Taiwan works in enhancing learners' communication effectiveness. Participants received 15 weeks of direct communication strategy training. Results of the study indicated the increase of CSs used by the participants after being exposed to the training program. Using more CSs significantly improved participants' communicative effectiveness. That is why the study implies the feasibility and the importance of teaching communication strategies to EFL college students to help them become effective communicators in the target language.

In 2014, Majd carried out a study to investigate the impact of teaching CSs on EFL learners language anxiety level and language learning motivation. The study focused on teaching CSs to 40 Iranian participants (12-14 years old) whose English proficiency level is intermediate. Participants were instructed on how to use CSs in their oral communication for three months. Findings of the study indicated that CSs direct instruction to EFL learners is considered as an effective way of improving their communication skills, increasing their motivation and lessening their language anxiety level.

From the previously mentioned studies on CSs training, it can be concluded that embedding CSs in the EFL context increases learners fluency, helps them overcome their linguistic challenges, increases their motivation in language learning, decreases their language anxiety, this makes them more confident and efficient communicators in the target language.

As proven in research literature, NNES English language teachers suffer from different levels of language anxiety that make them lack self-confidence, fall short of representing a good role model of language learner, and transmit language anxiety to their students. The pressing need of making EFL learners effective communicators in the target language and the fact that one cannot pour from an empty vessel make NNES English language teachers in dire need to be trained on CSs. Because SLTE is recently seen as a socioculture process that takes place in a community of practice, training NNES English language teachers need to happen in a social context where they can exchange experiences, build on their previous knowledge to construct new knowledge that they can apply in future contexts. That will help them link theory to practice; i.e., filling the gap between the knowledge "about" and the knowledge "how".

Having a close look at the educational programs offered of TI, the researcher found out that some of TM competent communicator manual projects can address the challenges faced by NNES English language teachers and offer a social context for training those teachers on the CSs needed to lessen their language anxiety and increase their self-confidence in the target language.

Despite having the TM educational program applied to the EFL context in a number of studies, there are no studies approached applying the TM approach to EFL student teachers training, to best of the researcher's knowledge. That is why the researcher aims throughout this study to promote EFL student-teachers' OCSs throughout a training program based on the TM approach.

## **2.9. Commentary**

In sum, reviewing literature and related studies helped the researcher in more than one respect. Firstly, it gave the researcher a clearer image of the challenges faced by NNES teachers in general, which justified the problem she observed in the EFL student-teachers at Faculty of Education, Ain Shams University. The researcher's awareness of these challenges gave her insights while determining the oral communication skills that participants of the study needed to develop. Secondly, the idea that communication strategy training is recommended by scholars and the provided detailed steps for that training supported the researcher in building the training program. Consequently, the researcher decided to dedicate part of the program for communication strategy training before involving participants in Toastmasters meetings. Thirdly, reviewing the studies that implemented the Toastmasters Approach with different ages provided the researcher with a clear idea about how the Toastmasters meeting is run and how it is expected to be perceived by the study's participants. The same studies also made the researcher aware of how to build a satisfaction questionnaire and how to include scales and subscales related to the proposed training program.

## **2.10. Conclusion**

To conclude, this chapter dealt with the two variables of the study in detail. It shed light on the TM Approach, its components, theories, and its relation to second language teacher education. The chapter also presented communication, in general, oral communication skills, in particular, as well as oral communication in the EFL context and the communicative competence and its teachability. The coming chapter will present the method followed in this research.

## **Chapter Three**

### **Method**

## **Chapter Three**

### **Method**

This chapter presents the methodology of the study in terms of its design, participants, instruments, and the implemented program.

#### **3.1. The Experimental Design**

This study followed the mixed research methodology. The quantitative part focused on the statistical analysis of participants' results in the pre-posttest. One pre-post experimental group was used. The experimental group was interviewed and then exposed to a modified version of the Test of English for International Communication (TOEIC). After the intervention, participants were requested to fill a satisfaction questionnaire about the program. The qualitative part of the study focused on the qualitative analysis of the participants' responses to the open-ended question in the satisfaction questionnaire in addition to the researcher's comments on the participants' progress by the end of the program.

#### **3.2. Participants of the Study**

The present study targeted EFL student teachers in the Faculty of Education, Ain Shams University. The experimental group was derived from third year students in the English language Department at Faculty of Education, Ain Shams University. 15 students (4 males and 11 females) volunteered to participate in the present study after being introduced to its importance for them as EFL prospective teachers. Random selection was not possible since the researcher was not a regular teacher for the third year students in the academic year when the study was conducted (2016-2017). After dropouts, the participants reached the number of nine (two males and seven females). The final number of the sample (9) turned out to be an ideal class size for a Toastmasters meeting. This is because the Toastmasters club meeting has ideally 10 roles distributed on and rotated among 10 participants, so having 9 participants enabled each participant to carry out at least one role each meeting.

Third year students in the English language Department, Faculty of Education, Ain Shams University were targeted for a number of reasons: First, they have the linguistic requirements to start a Toastmasters-based communication program, i.e., they have the basic

grammar and vocabulary that would enable them to be trained as speakers. Second, they did not receive any regular English oral communication training before participating in this study. Third, at the time of the treatment, it has been three months since they had started their practicum in public schools as trainee teachers and they needed to be familiarized with the oral communication skills that they could apply during their practicum to gain more confidence as EFL teachers-to-be. Fourth, the program was especially designed for EFL non-native English speaking prospective teachers.

Participants of the study are graduates of public schools who have studied English for ten years before the intervention. During their years of studying English, only their reading and writing skills were focused on in teaching and testing, but no English oral communication was given attention to in teaching or exams. In addition, participants were heterogeneous in terms of their academic level in English and they had different problems in their English oral communication. That was apparent from their replies in the interviews and their scores in the TOEIC pre-test.

### **3.3. Variables of the Study**

**3.3.1. The Independent Variable:** A program based on the Toastmasters approach.

**3.3.2. The Dependent Variable:** A number of oral communication skills (see page 47).

### **3.4. Instruments of the Study**

The present study depended on a number of instruments: an open ended interview question, oral communication skills checklist, oral communication skills pre-posttest, a scoring rubric, and a satisfaction questionnaire.

#### **3.4.1. Needs Analysis Interview question**

The researcher posed one open-ended interview question before testing each student: “What challenges you in oral communication in English?” This was a kind of an informal question to ensure that the designed program would be based on selected oral communication skills that catered for the participants’ actual needs. The researcher phrased some of the participants’ responses to the question as follows (it is not worthy to mention that the researcher has secured the permission of participants to use their names):

**Mai:** “I have a problem speaking English in front of people. I can speak from behind a screen like when giving an online course, but once I face real audience, my mind just goes blank.”

**Rana:** “I do not like dealing with audience since I cannot organize my thoughts while speaking to them. When I attempt to speak in English, I think in Arabic and then translate into English and most of the time I do not find the English equivalent to my Arabic word and here I stop talking I feel ashamed.”

**Sylvia:** “I am very shy and I cannot speak in front of a group of people. Once I am on a stage to speak, I get breathing problems and I face serious challenge forming a single sentence in English.”

**Mostafa:** “When I am asked a question in English, I might have the answer inside my mind but I have difficulty gathering the words of this answer in English sentences.”

**Catherine:** “I believe I know the correct grammar and vocabulary that would enable me to communicate in English. However, I feel my mind is frozen when I am invited to speak in public; I find it a very heavy task for me.”

**Table (3.1):** participants’ challenges in English oral communication:

<b>Oral communication challenge</b>	<b>Percentage of participants</b>
Shyness	44%
Stage fright	44%
Lack of speech organization	33%
Lack of self confidence	33%
Failure in impromptu speech	22%
Mispronunciation	11%

Table (3.1) above shows that shyness and stage fright challenged 44% of the participants, lack of speech organization, and lack of self-confidence challenged 33% of the participants. Failure in impromptu speech challenged 22% of the participants while mispronunciation challenged only 11% of the participants.

Students expressed their lack of self-confidence, difficulty in organizing thoughts, fear of public speaking, and failure in impromptu speech as the main issues that hindered their oral communication in English. It is clear that shyness, stage fright, speech organization, lack of self-confidence, and failure in impromptu speech took the highest ranks amongst the challenges faced by participants in their oral communication in English.

### 3.4.2. Oral Communication Skills Checklist

To answer the first sub-question of the study: “What are the oral communication skills that EFL student-teachers need to develop?” a list of 11 oral communication skills have been selected from literature and based on the needs analysis:

#### 1. Strategic competence skills:

- a. Using avoidance
- b. Using fillers and hesitation devices
- c. Using circumlocution
- d. Using appeal for help

#### 2. Sociolinguistic competence skills:

- a. Selecting appropriate words and sentences according to the proper social setting
- b. Organizing speech in a meaningful and logical sequence (introduction-body-conclusion)
- c. Using language as a means of expressing values and attitudes.
- e. Listening actively to give/get feedback
- f. Using attention grabbers

#### 3. Para-linguistic skills:

- a. Using pitch, stress, and intonation appropriately to convey the intended meaning

#### 4. Non-linguistic skills:

- a. Using body language, gestures, and facial expressions to best convey the intended meaning

The list of the 11 oral communication skills was submitted to a panel of jury members of 5 specialists in TEFL and applied linguistics to determine the most suitable oral communication skills for EFL student teachers needs, the following 7 skills have been chosen by the majority of the jury members:

- a. Using avoidance.
- b. Using Circumlocution.
- c. Using fillers and hesitation devices appropriately.

- d. Using body language to best convey the meaning.
- e. Organizing speech in a meaningful logical sequence.
- f. Listening actively to give/get feedback.
- g. Using attention grabbers.

The two oral communication skills checklists (before and after modifications) are shown in appendix (A).

### **3.4.3. The Oral Communication Pre-Posttest**

In order to answer the third sub-question of the study: “To what extent will the program based on the Toasmasters approach develop EFL student-teachers’ oral communication skills?” the researcher developed a pre-post oral communication skills test that was adapted from the Test of English for International Communication (TOEIC). The test was submitted to a panel of jury members and after modifications, the final version of the test became suitable for the nature of the selected oral communication skills for EFL student-teachers (see appendix B).

#### **3.4.3.1. Objective of the Test**

The pre-posttest TOEIC test was developed to identify the participants’ performance in the oral communication skills before being exposed to the program, and to evaluate the effectiveness of the suggested program in developing their oral communication skills.

#### **3.4.3.2. Construction of the Test**

The test consists of four sections with six questions that are devoted to test different aspects of the participants’ oral communication skills:

##### **Section1:** Picture description:

In this part, participants were presented to a picture and asked to describe it in detail. This part measures using fillers and hesitation devices, organizing thoughts in a meaningful sequence, and using avoidance.

**Section 2: Responding to questions:**

Three questions were asked to participants to measure active listening, using body language to best convey the meaning, and using circumlocution.

**Section 3: Proposing a solution:**

In this part of the test students listened to a recorded problem to propose a solution. This part tests active listening, organizing thoughts in a meaningful logical sequence, and using fillers and hesitation devices.

**Section 4: Giving opinion:**

This part introduces students to a controversial issue to give their opinion about. This part aims at measuring the use of circumlocution, using body language to best convey the meaning, and organizing thoughts in a meaningful logical sequence.

**3.4.3.3. Pre-posttesting**

Participants were pre-tested for 5 hours before the training program to determine each participant's actual performance level in the seven oral communication skills before the intervention for purposes of post treatment comparisons. After the intervention, participants were post tested for another 5 hours. Participants were tested individually and their oral responses were videotaped during the pre and post testing for evaluation and scoring.

**3.4.3.4. Validity of the Test**

The researcher adapted the pre-posttest from the Test of English for International Communication (TOEIC). The TOEIC has an established validity that is proven throughout a number of points: First, the TOEIC developers are world-class assessment specialists, who keep up to date on current developments in language learning and language testing. Second, the TOEIC developers also have access to specialists in other areas of testing at the Educational Testing Service (ETS) as well as access to specialists in the other language testing programs that ETS operates (e.g., the TOEFL program). Third, the process that is used for reviewing test items once they are written is exceedingly thorough. For the TOEIC items, some 20 reviewers inspect each and every test question before it is used. Some questions do not survive this scrutiny, and others may undergo extensive revision before they meet the required standards of quality. And

finally, each distinct type of question is thoroughly pilot-tested in the design phase to make sure it performs properly. As for the adapted version of the TOEIC, it was submitted to a panel of jury members to determine the extent of its validity for the purpose of the present study. The panel provided some suggestions to modify/add some items in/to the test. Finally, the jury members agreed that the final form of the test was generally valid for the purpose of the study.

#### **3.4.3.5. Reliability of the Test**

In the TOEIC pre-test, every question type is scored by two different raters for the purposes of collecting inter-rater reliability statistics. The first rater was the researcher and the second rater is a voice and accent trainer at the American University in Cairo. The correlation between the scores of the first rater and the scores of the second rater was calculated using the Pearson's  $r$  ( $r = 0.81$ ). This means that there is a high positive correlation between the scores of both raters, which proves the reliability of the test.

#### **3.4.4. The Scoring Rubric**

The total score of the adapted version of the TOEIC test is 20. The test was scored based on a holistic scoring rubric that was used to evaluate participants' performance in the test. The rubric was adapted from Oral Presentation Holistic Scoring Rubric (Southeast Missouri State University) and General Education Assessment Criteria - Oral Communication (University of South Carolina). The first version of the adapted rubric was submitted to the jury members who suggested some modifications. For example, in the section of "speech organization", the first version generally focused on having a catching introduction, having transitions that recap each point, and having a summarizing conclusion. The modified version of the rubric in the "speech organization section", focused on including effective attention grabber in the introduction besides the previously mention points in the same section before modification. This modification was suggested to make the rubric matching to the skills introduced in the proposed program. After all the modifications were done according to the jury members' recommendations, the rubric became more suitable for assessing the seven oral communication skills.

The rubric consists of five criteria; each is scored from (1-the least mark) to (4-the highest mark) according to the participant's performance. The two versions of the rubric (before and after modifications) are shown in Appendix (C).

### 3.4.5. The Satisfaction Questionnaire

In order to answer the fourth sub-question of the study: “How far will EFL student teachers be satisfied with the proposed program based on the Toastmasters approach in developing their oral communication skills?” a satisfaction questionnaire was adapted from Yu-Chih (2008) with the purpose of gathering information about participants’ attitudes and perceptions about the Toastmasters-based training program. Participants filled the satisfaction questionnaire at the end of the Toastmasters-training program. The questionnaire includes 22-items with a 5-point Likert scale for each item. The responses ranged from 1 (strongly disagree) to 5 (strongly agree). Also, the questionnaire contained 1 open-ended question asking about the participant’s experience with the Toastmasters-based training program. The 22-item Likert-scale questions corresponded to one of the following five main items: (1) English-language improvement; (2) public speaking improvement; (3) affective and social perspective; and (5) overall evaluation of the training program. Each main item of the questionnaire is fully explained below:

The first main item measured whether or not the Toastmasters-based program improved the participants’ language skills (fluency, listening, vocabulary, grammar, and oral communication).

The second main item measured participants’ perception of how their experience of the Toastmasters-based program improved their public speaking. Items branching from this main item addressed five topics: managing stage fright; using body language; expressing ideas effectively; managing impromptu speech; giving constructive feedback; delivering different kinds of speech; and improving self-confidence.

The third main item measured students’ affective and social perspective. This main item included the following items: supporting others; increasing self-esteem; lessening anxiety; considering TM as beneficial in the participant’s future career as English teacher; leading comprehensive communication in English; and enjoying safe learning environment.

The fourth and final main item measured whether the participants held positive overall attitudes toward the Toastmasters approach or negative overall attitudes toward the approach. It has to do with deciding whether the TM approach is helpful or not; whether they will apply it in

their future classes or not; and whether they intend to attend college TM club - if held in the future - or not. The last part of the questionnaire contained one open ended question asking students to summarize their experience of the Toastmasters-based training program.

The satisfaction questionnaire along with the open-ended question was submitted to a panel of jury members who suggested some modifications before approving it as suitable for its purpose. For instance, in the fourth main item “overall evaluation of the program”, majority of the jury members suggested deleting the point: (overall, I enjoyed the Toastmasters-based speech class) because it has a similar meaning to another point in the same main item that says (Overall, the Toastmasters approach helped me). The two versions of the satisfaction questionnaire (before and after modifications) are found in Appendix (D).

### **3.5. The Toastmasters-Based Training Program**

In order to answer the second sub-question of the study: “What are the components of the program based on the Toastmasters approach to develop EFL student-teachers’ oral communication skills?”, the researcher reviewed the Toastmasters International educational programs with special attention to the “competent communicator manual”. Previous studies and related literature were also reviewed to determine the theories upon which the program is built; learning-by-doing and social constructivism. After that, the program’s content and activities were determined in light of the program’s objectives. Finally, the researcher designed the program’s student’s book and the trainer’s manual that included the program’s objectives, content, activities, and evaluation techniques. Thus, the third sub-question of the study was answered.

#### **3.5.1. The Overall aim of the Program**

The researcher designed and taught the suggested program with the aim of developing oral communication skills of third level students at English Department, Faculty of Education, Ain Shams University. The main aim of the program was phrased in specific objectives distributed on each of the four modules of the program.

### 3.5.2. Objectives of the Program

By the end of the program, participants would be able to:

1. Identify the aspects of the Toastmasters Educational Program.
2. Compare between Toastmasters meeting roles.
3. Specify the importance of Toastmasters meeting for EFL student-teachers.
4. Identify the components of communicative competence.
5. Identify some of oral communication strategies.
6. Use avoidance strategy in conversation.
7. Define circumlocution strategy.
8. Use circumlocution strategy in conversation.
9. Differentiate between preferable and unpreferable fillers and hesitation devices.
10. Pick fillers and hesitation devices from a movie clip.
11. Suggest usages for fillers and hesitation devices.
12. Implement fillers and hesitation devices in speech.
13. Talk about interests, ambitions and background.
14. Select an appropriate outline for the speech.
15. Use appropriate transitions when moving from one idea to another.
16. Create a strong opening (attention grabbers) and conclusion
17. Connect with the audience using eye contact.
18. Make facial and body movements suitable to the message.
19. Use stances and gestures to retain the attention of the listeners.

### 3.5.3. Construction of the Program

The Toastmasters-based training program consists of a Student's Book (see Appendix. E) and a Trainer's manual (see appendix. F). The program's design mixed between communication strategy training, that was taught by the researcher, and the Toastmasters competent communicator manual projects, that were carried out by the participants. The final form of the student's handbook consists of an introduction plus four modules:

**Introduction:** this is an orientation that aimed at answering the following questions:

- What is Toastmasters International?
- What's in it for an EFL teacher-to-be?
- What is the sequence of the training program based on the Toastmasters?

**Module 1:** Communication strategy training. This module covered the following:

- How to use avoidance?
- How to use circumlocution?
- How to hesitate like a native speaker?

**Module 2:** The ice breaker. This module aimed at making participants master:

- Introducing yourself before an audience.
- Talking about your interests, ambitions and background.

**Module 3:** Organize your speech. This module focused on:

- Organizing thoughts in a logical sequence.
- Building speech outline (introduction, body, conclusion).
- Using attention grabbers to best draw audience's attention.

**Module 4:** Your body speaks. This module sheds light on:

- Connecting with audience using eye contact.
- Making appropriate facial and body movement.
- Using stances and gestures to retain the audience's attention.

### **3.5.4. Teaching the program**

Carrying out the Toastmasters-based training program was a shared responsibility between the researcher and the participants. The researcher conducted the orientation session (introduction) and taught the first module (communication strategy training). Teaching the first module, the researcher depended on some teaching aids like the white board, powerpoint presentations, flashcards, folded papers and handouts. As for the teaching strategies applied in the first module, the researcher relied on cooperative learning, communicative teaching, games, videos, and audios.

At the end of the last session in the first module, the researcher started to delegate the responsibility to the participants. She acted as a facilitator; i.e. she only distributed Toastmasters roles on the participants and explained what was required from each role. In addition, she showed the participants a video as an example of the "Ice Breaker" and they discussed it. The following session, participants came prepared, each with his/her role, and they carried out the

whole session independently while the researcher was at the back of the class videotaping the Toastmasters meeting. After the Toastmasters meeting, the researcher played the videotape and reflected on the session with the participants. Again, she distributed roles for the coming Toastmasters meeting and discussed an example video on “Organize your Speech”. Thus, each Toastmasters meeting was totally led by the participants.

### **3.5.5. Evaluation Techniques of the Program**

Throughout the implementation of the Toastmasters-based program, the researcher used formative assessment. After each session in the first module (Communication Strategy Training), students were asked to record audios while talking about some given topics using the communication strategy taught in the session. These recordings were evaluated by the researcher and students were given feedback about their performance at the beginning of the subsequent session.

In each Toastmasters meeting, students were given two kinds of evaluation, one from their peers and the other was self-evaluation. The Toastmasters roles include speech evaluator, table topic evaluator, and general evaluator. Speech evaluator is given an evaluation form each meeting (see appendix. G) while table topic evaluator and general evaluator wrote down comments to give feedback following the sandwich technique (+/-/+). Thus, the meeting speaker received evaluation from the speech evaluator, the table topic speaker(s) received evaluation from the table topic evaluator, and all the meeting members received evaluation of the roles they carried out from the general evaluator. In addition, each meeting was videotaped and played by the researcher at the end of each meeting with the purpose of reflecting on the whole meeting in cooperation with the participants. Summative assessment is characterized at the end of the course, when the posttest was administered to evaluate the overall outcome of the program.

In brief, this chapter dealt with the study’s experimental design, clarified the variables of the study, gave details about the participants of the study, and the instruments used. The next chapter will deal with study results, qualitative and quantitative data analysis, and discussions.

# **Chapter Four**

## **Results and Discussion**

## Chapter Four Results and Discussion

This chapter deals with results, data analysis, and discussion of both the quantitative and qualitative aspects of the study.

### 4.1. Quantitative Results

The results of this study are reported in terms of the study hypotheses.

#### 4.1.1. The First Hypothesis

The first hypothesis of the present study states: “There would be a statistically significant difference between the mean scores of the study participants on the pre and post administration of the test in overall oral communication skills in favor of the post administration.”

In order to test the validity of this hypothesis, a paired t-test was used to compare the participants’ total mean scores on the pre-post administration of the test.

**Table (4.1):** t-test results comparing the obtained data for overall pre-posttest of the study participants:

Oral communication skills test	N	M	S.D	t-value		Level of significance
				Calculated	Tabulated	
Pre-administration	9	8.38	3.34	3.18	2.5	0.01
Post-administration		12.94	2.69			

Table (4.1) above indicates that the total mean scores of the study participants on the post-administration of the test (*M*.12.94, *SD*. 2.69) is higher than their total mean scores on the pre-administration of the test (*M*. 8.38, *SD*. 3.34).

The “t” calculated value (3.18) is higher than the “t” tabulated value (2.5) with (8) degrees of freedom at the (0.01) level of significance. Therefore, there is a statistically significant difference between the study participants’ mean scores on the pre-posttest administration of the oral communication skills test in favor of the posttest. Thus, the first hypothesis of the study is proven statistically valid.

#### 4.1.2. The second Hypothesis

The second hypothesis of the present study states: “There would be a statistically significant difference between the study participants’ mean scores on the pre and post administration of the test in each oral communication skill in favor of the post administration.”

**Table (4.2):** t-test results of the obtained data comparing the pre-administration to the post-administration mean scores for the study participants in the rubric section of “speech organization” that measures (using attention grabbers) and (organizing speech in a logical sequence):

Rubric section	Test	N	M	S.D	D.F	t-value		Level of significance
						Calculated	Tabulated	
Speech organization	Pre	9	1.611	0.6009	8	8.102	2.5	0.01
	Post		2.667	0.7071				

Table (4.2) above shows that the “t” calculated value (8.102) is higher than the “t” tabulated value (2.5) with (8) degrees of freedom at the (0.01) level of significance. Thus, there is a high significant difference between the mean scores of the pre and post administration of the test in favor of the post one in the first section of the rubric (speech organization), which measures (using attention grabbers) and (organizing speech in a logical sequence). Thus, the Toastmasters-based program was effective in developing (using attention grabbers) and (organizing speech in a logical sequence).

**Table (4.3):** t-test results of the obtained data comparing the pre-administration to the post-administration mean scores for the study participants in the rubric section of “vocal delivery” that measures (using fillers and hesitation devices):

Rubric section	Test	N	M	S.D	D.F	t-value		Level of significance
						Calculated	Tabulated	
Vocal delivery	Pre	9	1.833	0.5590	8	5.657	2.5	0.01
	Post		2.500	0.5000				

Table (4.3) displays that “t” calculated value (5.657) is higher than the “t” tabulated value (2.5) with (8) degrees of freedom at the (0.01) level of significance. Thus, there is a high significant difference between the mean scores of the pre and post administration of the test in favor of the post one in the second section of the rubric (vocal delivery), which measures (using fillers and hesitation devices). Thus, the Toastmasters-based program was effective in developing the participants’ use of fillers and hesitation devices.

**Table (4.4):** t-test results of the obtained data comparing the pre-administration to the post-administration mean scores for the study participants in the rubric section of “body language”:

Rubric section	Test	N	M	S.D	D.F	t-value		Level of significance
						Calculated	Tabulated	
Body Language	Pre	9	2.000	0.8292	8	5.367	2.5	0.01
	Post		3.000	0.5590				

Table (4.4) above indicates that “t” calculated value (5.367) is higher than the “t” tabulated value (2.5) with (8) degrees of freedom at the (0.01) level of significance. Thus, there is a high significant difference between the mean scores of the pre and post administration of the test in favor of the post one in the third section of the rubric (body language). Thus, the Toastmasters-based program was effective in developing the participants’ use of body language.

**Table (4.5):** t-test results of the obtained data comparing the pre-administration to the post-administration mean scores for the study participants in the rubric section of “word choice”, which measures (using avoidance and circumlocution):

Rubric section	Test	N	M	S.D	D.F	t-value		Level of significance
						Calculated	Tabulated	
Word choice	Pre	9	1.333	0.4330	8	4.619	2.5	0.01
	Post		2.000	0.4330				

Table (4.5) above indicates that “t” calculated value (5.619) is higher than the “t” tabulated value (2.5) with (8) degrees of freedom at the (0.01) level of significance. Thus, there is a high significant difference between the mean scores of the pre and post administration of the test in favor of the post one in the fourth section of the rubric (word choice). Thus, the Toastmasters-based program was effective in developing the participants’ use of avoidance and circumlocution.

**Table (4.6):** t-test results of the obtained data comparing the pre-administration to the post-administration mean scores for the study participants in the rubric section of “listening skills as audience or co-communicator”, which measures (listening actively to give/get feedback):

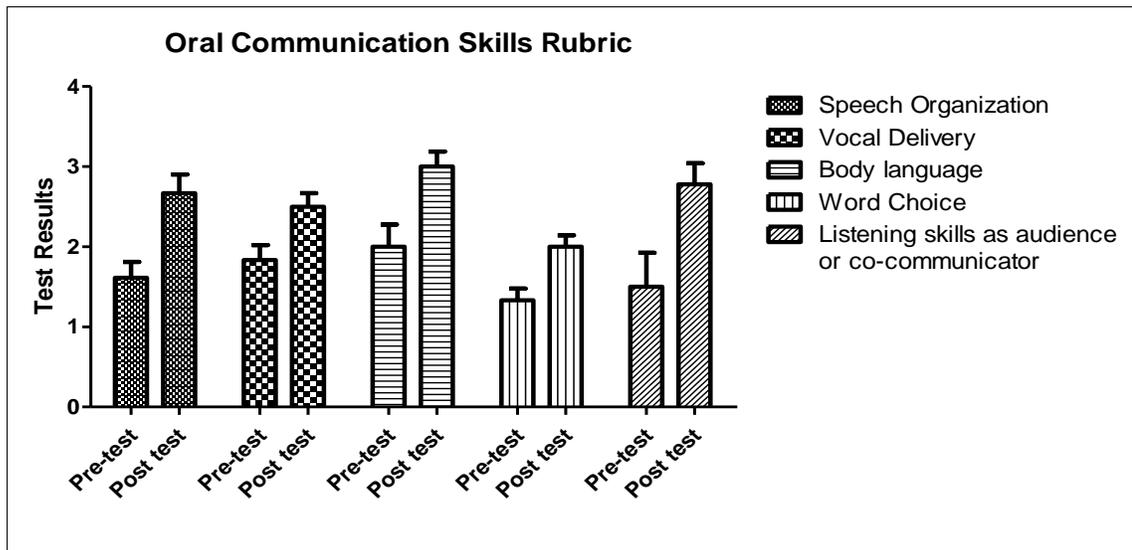
Rubric section	Test	N	M	S.D	D.F	t-value		Level of significance
						Calculated	Tabulated	
Listening skills as audience or co-communicator	Pre	9	1.500	1.275	8	5.080	2.5	0.01
	Post		2.778	0.7949				

Table (4.6) above indicates that “t” calculated value (5.080) is higher than the “t” tabulated value (2.5) with (8) degrees of freedom at the (0.01) level of significance. Thus, there is a high significant difference between the mean scores of the pre and post administration of the test in favor of the post one in the fifth section of the rubric (Listening skills as audience or co-communicator), which measures (listening actively to give/get feedback). Thus, the

Toastmasters-based program was effective in developing the participants' ability to listen actively to give/get feedback.

The above tables show that “t” calculated value of the oral communication skills distributed on the five sections of the oral communication rubric varied from each other but confirmed to be significant at the level of (0.01). The “t” calculated value of each of the first, second, third, fourth, and fifth sections of the rubric are; (8.102), (5.657), (5.367), (4.619), and (5.080) respectively is significantly higher than the “t” tabulated value (2.5) with (16) degrees of freedom. Therefore, there is a statistically significant difference between the study participants' mean scores on the pre and post administration of the test in each oral communication skill in favor of the post administration. Thus, the second hypothesis of the study is verified. This is clearly illustrated in figure (4.1).

**(Figure 4.1):** The mean scores of the study participants on the pre and post-administration of the oral communication scoring rubric sections.



To measure the total effect of the suggested program based on the Toastmasters Approach on developing the overall oral communication skills, Eta square ( $\eta^2$ ) value was calculated. The criteria to which the effect size is judged are:

( $\eta^2$ ) = 0.2 (small effect size)

( $\eta^2$ ) = 0.5 (medium effect size)

( $\eta^2$ ) = 0.8 (large effect size)

**Table (4.7):** t-test results comparing the effect size of the program on the overall oral communication skills:

The Test	N	M	S.D	t-value		Level of significance	Effect size ( $\eta^2$ )
				Calculated	Tabulated		
Pre-administration	9	8.389	3.343	3.182	2.5	0.01	0.5586
Post-administrations		12.94	2.698				

Table (4.7) above clarifies that the value of the effect size on developing the overall oral communication skills is 0.5 which means that the program has a medium effect size on developing the overall oral communication skills. In other words, 56% of the overall development of the oral communication skills is attributed to the suggested training program based on the Toastmasters Approach.

### 4.1.3. The third hypothesis

The third hypothesis of the present study states: “Study participants will be satisfied with the proposed training program based on the Toastmasters Approach.” To test the validity of this hypothesis, the mean and the standard deviation of each questionnaire subscale were calculated.

**Table (4.8):** the descriptive statistics of the participants’ satisfaction about the Toastmasters-based training program in their language improvement:

Language improvement items	Mean	S.D
Speaking skills (fluency)	3.667	0.8660
Listening skills	4.111	0.9280
Vocabulary	3.667	0.8660
Grammar	3.444	0.7265
Oral communication became less stressful	4.778	0.4410

Table (4.8) above indicates that oral communication and listening skills received the highest mean scores among the language skills. Vocabulary and speaking skills took the same mean score, whereas grammar improvement took the least mean score. These results show that, for the participants, the Toastmasters-based program was more effective in improving their oral production and listening skills than it was in improving vocabulary and grammar.

**Table (4.9):** the descriptive statistics of the participants' satisfaction of the Toastmasters-based training program in their public speaking skills improvement:

<b>Public speaking items</b>	<b>Mean</b>	<b>S.D</b>
Overcoming stage fright	4.556	0.5270
Using body language in public speaking	4.333	0.5000
Improving the ability to express ideas	4.444	0.8819
Improving impromptu skills	4.222	0.6667
Giving constructive feedback	4.333	0.8660
Delivering different kinds of speeches	3.667	0.8660
Improving self-confidence in public speaking	4.889	0.3333

Table (4.9) above illustrates results with regards to participants' satisfaction regarding their public speaking skills improvement after receiving the Toastmasters-based program. Improving self-confidence received the highest mean score (4.889), and it is followed by the mean score of overcoming stage fright (4.556). Improving the ability to express ideas comes in the third rank with the mean score of (4.444). Then comes giving constructive feedback with the mean score of (4.333), and improving impromptu speech skills (4.222). Finally, delivering different kinds of speech received the mean score of (3.667). According to the table, participants rated overcoming stage fright, using body language, the ability to express ideas, impromptu speech skills, giving constructive feedback, and improving self-confidence higher than 4.000 on

the 5-point Likert scale. These results indicate that the Toastmasters-based program is seen by the participants as satisfactory in improving their public-speaking skills.

**Table (4.10):** the descriptive statistics of the participants' satisfaction about the Toastmasters-based training program from the affective and social perspective:

<b>Affective and social perspective items</b>	<b>Mean</b>	<b>S.D</b>
Learning how to encourage and support others	4.444	1.130
Increasing self-esteem	4.333	0.5000
Lessening anxiety in using English in public	4.000	0.5000
TM is beneficial in my future career as an English language teacher	4.667	0.7071
Leading smooth and comprehensive communication in English	3.889	0.9280
Providing safe enjoyable learning environment	4.778	0.4410

As shown in table (4.10) above, participants expressed their satisfaction of the Toastmasters-based program from the social and affective perspective. Their perception of the Toastmasters-based program as a provider of safe and enjoyable learning environment took the highest mean score (4.778). Their view of the program as beneficial for them in their future career as English language teachers came in the second rank with the mean score of (4.667). Their belief of the program as being the reason why they learned how to support and encourage others came in the third place with the mean score of (4.444). Participants also expressed their satisfaction about increasing their self-esteem, which came in the fourth place with the mean score of (4.333). Lessening anxiety of speaking English in public took the fifth rank with the mean score of (4.000). Finally, leading smooth and comprehensive communication in English took the sixth rank with the mean score of (3.889). Overall, participants ranked 5 out of 6 items 4.000 and greater on the 5-point Likert scale. Thus, participants are satisfied about the social and affective part of the program.

**Table (4.11):** the descriptive statistics of the participants’ overall evaluation of the Toastmasters-based training program:

<b>The program’s overall evaluation items</b>	<b>Mean</b>	<b>S.D</b>
Overall the Toastmasters-based program helped me	5.000	0
I will try to apply the Toastmasters club experience on my future students to help them communicate better in English.	4.667	0.5000
I intend to attend Toastmasters club meetings if they are held in my college.	4.889	0.3333

Table (4.11) above is concerned with measuring the participants’ overall evaluation of the program. The table indicates that all participants perceived the Toastmasters-based program as being helpful for them since they rated this item 5.000 on a 5-point Likert scale. They also expressed their desire to attend college Toastmasters club in the future if held with the mean score of 4.889. In addition, the item of the participants’ intention of applying the Toastmasters approach in their future classes received the mean score of 4.667. The results show that overall; participants give high evaluation of the Toastmasters-based program.

The previous part dealt with presenting and analysing the quantitative data of the study in light of its hypotheses. The coming part will shed light on the qualitative data of the study from the perspective of both the participants and the researcher’s reflections on the training program.

## **4.2. Qualitative Data**

In this section, qualitative data will be presented to introduce in-depth analysis of the study’s findings. Throughout collecting and presenting qualitative data, the researcher could reflect on the exceptional teaching experience of the Toastmasters-bases Program and present a clear description of how the participants perceived it.

### 4.2.1 Participants' Reflections

Qualitative data collected from participants included participants' feedback after each session and participants' responses to the open-ended question at the end of the satisfaction questionnaire. Participants' reflections on each session helped the researcher make some modifications on the subsequent sessions according to their needs and preferences. The data collected from the open-ended question reflected the participants' overall evaluation of the program and their attitudes towards this learning experience.

At the end of each session, the researcher asked participants to write down their feedback about the session on a blank piece of paper without name highlighting the things they liked the most and any suggestions they have for the coming session. The feedback of participants reflected their impression about each session in general along with their reflection on themselves as part of the new learning experience. Most of trainees expressed their excitement about the new learning experience clarifying that they have never been exposed to a similar one where they can totally be leaders of their own learning. After the first Toastmasters meeting, one of the trainees wrote:

*“The day is perfect. You made us to do something that we never did or heard about in Egypt. That thing made us feel responsible and very excited to complete this course.”*

Moreover, trainees found that Toastmasters meetings can be run smoothly and - at the same time - they can bring valuable learning outcomes. As English language student teachers, trainees found Toastmasters meeting as an enjoyable tool for language learning. Some trainees wanted to start a Toastmasters club in their faculty and others expressed their desire to use it with their future learners. Trainees expressed their desire to extend their Toastmasters experience writing:

*“I will do this English club in the faculty with my friends.”*

*“After today's Toastmasters meeting, I was thinking about how to apply it on big classes. I want to make my future students experience it.”*

Although most of the trainees' comments on the sessions were positive, two trainees stated their need for the researcher's evaluation of their performance. They stated:

*“I see that you should to evaluate us and tell us if we are going in the right way or not?”*

*“I think you should evaluate our speech or the general performance”*

Based on their comments, the researcher re-designed some exercises on the student’s handbook. The new exercises required trainees to record their answers to a number of questions and send them to the researcher on Whatsapp (smartphone application) so that she can send them an immediate feedback on their performance while using oral communication strategies.

On a parallel side, trainees’ responses to the open ended question at the end of the satisfaction questionnaire spotted the areas that benefited them the most in the Toastmasters-based program and presented an overall evaluation of the program. All of the trainees found the Toastmasters experience as enjoyable, pleasant, and secure learning experience; some of their comments read:

*“Well, it was the most enjoyable environment I have learned in”*

*“At the end, the most enjoyable experience I’ve ever tried was the Toastmasters club. I really enjoyed every moment of each meeting; it was a lovely and warm meeting”*

In their overall evaluation, trainees also explained how the Toastmasters-based program developed their self-confidence and oral communication skills. In their responses, it was clear that this learning experience gave them the sense of responsibility towards their autonomy. They wrote:

*“This learning atmosphere helped me develop my communication skills and get over my fear of public speaking.”*

*“The meetings made me speak a lot and not being shy or afraid of speaking in public.”*

*“In the beginning of the course, I haven’t any self-confidence and can’t speak with the public and can’t use body language to express what I want to say. But in the course I learned to use these techniques in my speaking.”*

*“The program developed my confidence and I became depending on myself.”*

Other trainees clarified the difference they felt in their performance after being exposed to the program. They felt more in control while communicating in English since by the end of the program they owned the tools of communication and put them into action throughout the Toastmasters meetings. One of the trainees accurately described her experience in this area writing:

*“At the pre-test, I was sooo bad & I can’t complete a sentence & I think I have used like a million mmm and aaa. I was thinking of escaping form the test. In the post exam, I was surprised because I found myself using the things I have gained from the Toastmasters club and I found that I have become more fluent & can speak for like 7 minutes without stopping. I am happy and very lucky because I was a member in the first Toastmasters club for English teachers in Egypt.”*

Trainees’ comments also reflected the role of teacher’s motivation in students’ progress. As the researcher always believed that learners meet their teacher’s expectations about them, she expected a lot from her trainees and this paid off at the end of the program. One of the trainees wrote:

*“I agreed to attend the course at first because of Ms. Amira because she was the only one who made me continue in teaching and encouraged me and my friends when we were down because of our grades at college. This course helped me to stand and speak in public without being afraid or shy. I also gained new methods to teach myself in the future.”*

In general, participants’ reflections on the Toastmasters-based program reveal positive impressions about it. In addition, they expressed that they have gained new techniques that they can implement in their future classrooms. For example, one of the trainees mentioned:

*“First of all, I have learned a lot of things that will help me in teaching English in the future. I learned to lead a group of people in an organized way. I also learned how to give feedback in the right way. I will play the games I saw in this course with my students in the future to make learning fun.”*

## 4.2.2. The Researcher's Reflections

The previously mentioned positive comments and attitudes of the participants towards the Toastmasters-based Program conformed to the researcher's impressions and comments on their interaction and involvement in it. Throughout conducting the program, the researcher noticed the following points:

- **Increased Motivation:**

From the first session, participants were excited and eager to get involved in the program because its goals matched their need to speak English fluently and with confidence with their future students. At the beginning of the program, they equated speaking to oral communication, which needed some clarification from the researcher's part. Participants showed commitment in more than one respect. Most of them insisted on coming at least thirty minutes before the beginning of the session to practice what they have learned in the last session. They were determined to communicate in English even outside the classroom (in break time). Moreover, they showed interest to know their mistakes to learn from them, and that is why they asked the researcher for a clear performance evaluation.

- **Sense of Responsibility:**

Since the training program is based on learning by doing, it smoothly delegated the learning responsibility from the researcher to participants. At the beginning, participants were a bit confused about how to run a whole session by themselves. After the first Toastmasters meeting, participants found out that taking over the whole responsibility for learning is doable. After that, they worked on the Toastmasters projects at home independently. They prepared the speeches all by themselves; they also used creative ways in delivering their speeches. Evaluators took the responsibility of clarifying their evaluation criteria and giving constructive feedback. In each session, every participant was eager to know his role and how it interacts with the other roles. Jokers took the responsibility of spreading fun, and quote masters did not save effort to impress the audience by their remarkable quotes about teaching. It is worth mentioning that the researcher never helped the participants in any of the Toastmasters meetings' preparation.

- **Interpersonal Support:**

At the beginning of the course, each participant was acting as an individual rather than as a part of a team. That is to say, each one was concerned only with him/herself in avoiding committing mistakes and in absorbing the information. Nevertheless, after being exposed to more

that one session of the program, whose meeting roles are interdependent, working in teams, and giving and getting feedback, participants gained the sense of the team. Participants became more supportive to one another. The researcher noticed that if one of the participants is reluctant/shy to speak, the group members enthusiastically encouraged him/her to speak up, which created a secure learning atmosphere and raised participants' self-esteem.

- **Increased Self-confidence:**

Most of the participants expressed their lack of self-confidence before getting exposed to the training program. They also attributed their shortness in English oral communication skills to it. In the Toastmasters meetings, participants were encouraged to express themselves and even commit mistakes. They were never interrupted and they were given constructive feedback in a gentle way, i.e. mentioning the positive points, then the things that could have made the performance better if included, and ending with one final good point. The nature of the Toastmasters meetings boosted participants' self-confidence. That gave them space to be creative in their presentations and to focus on delivering them using the most accurate language possible for them.

In addition, the videos taped before and after applying the program (the pre- and posttest videos) gave the researcher insight to reflect on participants' performance changes. From the videos, the researcher could note the progress in participants' oral communication skills in general and pinpoint the success each participant achieved after being exposed to the program.

In general, the language used by all participants in the posttest videos have been clearly improved and they managed to use time stalling expressions such as “**Let me think**” in a meaningful way in the context used. Not only did the participants use the expressions correctly, but they were able to use them with correct intonation most of the time despite having mother tongue intervention (MTI) in their accent.

Although **Rana** was fluent from the beginning, she was more confident and enthusiastic in the posttest video and that was clearly recognized through her tone. Also, her grammatical errors and pauses were noticeably reduced. In the pre-test video, **Sylvia**'s tone was neutral and somehow confusing and she was crossing hands while talking in contrast to the posttest video, where she showed an energetic attitude and her fluency was improved to the extent that she could express her ideas in a comprehensive way and use her body language to serve her message delivery. Her intonation was also clearly developed.

**Mai** already has a good level of language proficiency, but in the second video, she was more aware of her linguistic errors and she successfully auto-corrected herself. Moreover, her message was more organized. **Catherine's** linguistic performance was impressive in the posttest video. She had a higher level of accuracy and fluency and she was a way more confident. This had a positive impact on her language delivery.

Although some participants have shown much improvement in their vocal delivery and they should have scored 3/4 in the posttest video, but the word “appropriate pronunciation” found in the rubric prevented them from getting higher grades. The same thing is applied for word choice; participants should have scored higher grades; but the flowing sentence “the speaker manifests no grammatical errors” prevented them from getting 3/4.

In sum, the experience of teaching the Toastmasters-based program gave the researcher the chance to monitor the participants' language progress and change of attitudes. Self-confidence, sense of the team, and tendency to support others were noticeably promoted in the participants. On the language level, participants manifested more speech organization, could use fillers and other communication strategies in the right context and make body language as part of their communication. Based on the participants' reflections, language improvement and positive attitudes were developed in an enjoyable and secure learning environment.

### **4.3. Discussion of Study Results**

A number of researches (e.g. Horwitz, 1996 & Mousavi, 2007) agreed that a good command of internalized L2 is not enough for nonnative EFL teachers since they will face challenges while putting this knowledge into practice in certain unplanned situations such as communicative language teaching. Horwitz (1996:366) attributed the challenges that nonnative EFL teachers might face in presenting the target language and interacting with their students to their lack of self-confidence as language users. He also recommended that nonnative EFL teachers maintain a plan for developing their language in a community of practice away from their students. Spotting the idea of “community of practice”, Toastmasters International educational system serves as the suitable place for nonnative EFL teachers' ongoing language proficiency, self-confidence, and communication skills improvement.

The present study was conducted with the aim of investigating the effect of a program based on the Toastmasters approach on developing some oral communication skills of the third level students in English Department, Faculty of Education, Ain Shams University.

Results of the present study showed that there is a statistically significant difference between the mean scores of the study participants on the pre and post administration of the test in overall oral communication skills in favor of the post administration. Thus, Toastmasters-based program helped to develop the participants' oral communication skills. This might be attributed to the safe and enjoyable community of practice provided in the Toastmasters meetings. Also, the activities used during the training sessions were engaging and that enabled the participants to express themselves freely in a communicative context that made them confidence and open for participation using the target language. This result is consistent with many studies conducted by Shumin (1997); Chiang (2001); Yu-Chih (2008); Hsu (2012); Abidin (2014) and Yee and Abidin (2014).

Among oral communication skills rubric sections, speech organization took the first place in improvement with calculated "t" value (8.102) compared to the tabulated "t" value (2.5) and with (8) degrees of freedom at the (0.01) level of significance. This means that the two oral communication skills represented in this rubric section (using attention grabbers and organizing speech in a logical sequence) were the most developed skills. This might be because they were introduced from the first Toastmasters meeting and that enabled participants to practice them more frequently than the skills presented in the subsequent sessions.

Vocal delivery section took the second place in improvement with calculated "t" value (5.657) and tabulated "t" value (2.5) and with (8) degrees of freedom at the (0.01) level of significance. This signifies that participants' use of fillers and hesitation devices took the second place in improvement. This might be a justification for the idea that study participants' communication breakdowns have not totally disappeared and that they put their knowledge of the correct use of fillers and hesitation devices to compensate for these breakdowns.

The improvement of using body language to best convey the message came in the third place with calculated "t" value (5.367) and tabulated "t" value (2.5) and with (8) degrees of freedom at the (0.01) level of significance. Participants got the chance to practice the skill of using body language only in two Toastmasters meeting. Thus, the skill of using body language could have been more improved if give more time of practice.

Listening skills as audience or communicator rubric section that represents the skill of (listening actively to give/get feedback), came fourthly in improvement with calculated "t" value (5.080) and tabulated "t" value (2.5) and with (8) degrees of freedom at the (0.01) level of significance. From the first Toastmasters meeting, participants were exposed to the experience of giving and getting feedback. Evaluation forms were ready-made (form the Toastmasters Competent Communicator

Manual). Maybe participants were to achieve more progress in this skill if did not depend on a ready-made form of evaluation. That would give them the chance to listen more actively instead of listening selectively to fill in the evaluation form sections.

Finally, word choice section was improved with calculated “t” value (4.619) and tabulated “t” value (2.5) and with (8) degrees of freedom at the (0.01) level of significance. Word choice rubric section reflects the improvement in the skills of using avoidance and circumlocution. In the Toastmasters meetings, there were no specifically designed situations where participants “have to” use avoidance and circumlocution. That is to say, using these skills was left for chance. And, consequently, those two skills were not extremely developed. Thus, participants would have reached more improvement if exposed to situations that require them to implement avoidance and circumlocution.

The overall effect size of the Toastmasters-based Program is medium (0.5586). This might be due to the short period of applying the training program (21 hours). The effect size might have been larger if the participants were exposed to the suggested training program for a longer period.

The obtained data from the satisfaction questionnaire indicated that participants were generally satisfied with the Toastmasters-based Training Program in a number of aspects: language improvement, public speaking ability, and social skills. Their responses to the items of the satisfaction questionnaire were further justified and supported by their answers to the open-ended question at the end of the questionnaire. These results conform to the results in the study conducted by Yu-Chin (2008).

In conclusion, this chapter overviewed the findings of the study in terms of the quantitative and qualitative aspects, validated the study hypotheses, and presented the discussion of the obtained data in relation to previous studies. The next chapter will provide summary of the study and briefly presents the main findings, conclusions and introduce a set of recommendations and suggestions for further research.

**Chapter Five**  
**Summary and Recommendations**

## **Chapter Five**

### **Summary and Recommendations**

This chapter presents a brief summary of the current study along with the main findings and conclusions reached in it. Moreover, it gives recommendations and suggestions for further research.

#### **5.1. Summary of the Study**

Based on the researcher's observation, pilot study, and the review of literature and related studies, it was clear that there is a problem facing EFL student teachers in their English oral communication skills. This problem hinders their ability to present the target language, communicate with their students, and become good role models as language learners. Thus, the present study aimed at investigating the effect of applying a program based on the Toastmasters Approach on developing EFL student teachers' oral communication skills in Faculty of Education, Ain Shams University. In this respect, the present study targeted answering the following main question:

**What is the effect of implementing a program based on the Toastmasters approach on developing oral communication skills of EFL student-teachers?**

Attempting to answer the above main question, the following sub-questions were also answered:

1. What are the oral communication skills that EFL student-teachers need to develop?
2. What are the components of the program based on the Toastmasters approach to develop EFL student-teachers' oral communication skills?
3. To what extent will the program based on the Toastmasters approach develop EFL student-teachers' oral communication skills?
4. How far will EFL student-teachers be satisfied with the proposed program based on the Toastmasters approach in developing their oral communication skills?

Furthermore, the study attempted to validate the following hypotheses:

1. There would be a statistically significant difference between the mean scores of the study participants on the pre and post administrations of the test in overall oral communication skills in favor of the post-administration.

2. There would be a statistically significant difference between the study participants' mean scores on the pre and post administration of the test in each of the oral communication sub-skill in favor of the post-administration.
3. Study participants would be satisfied with the proposed program based on the Toastmasters Approach.

To verify the study hypotheses, a program based on the Toastmasters Approach was conducted on a voluntary group (N = 9) of participants from third year, English Department, Faculty of Education, Ain Shams University.

The following instruments were used to collect the data for the current study:

- An open ended interview question for needs analysis.
- Oral communication skills checklist.
- Oral communication skills pre-posttest.
- A scoring rubric.
- And a satisfaction questionnaire.

## **5.2. Findings of the Study**

The following list of findings emerged from the current study:

- The Toastmasters-based Program was effective in developing EFL student teachers oral communication skills in general.
- Speech organization was at the top of the developed skills.
- Using fillers and hesitation devices took the second rank in development. This indicates that participants did not overcome communication breakdowns by the end of the program. Nevertheless, they gained the tools to compensate for those breakdowns.
- Using body language took the third place in development.
- Listening skills as audience or communicator came in fourth place in improvement.
- Using avoidance and circumlocution were the least skills developed.
- The effect size of the program was medium.
- Participants were generally satisfied with the Toastmasters-based program and they generated positive attitudes towards it.

### 5.3. Conclusions

To date and to the researcher's best knowledge, there is no study conducted in Egypt to develop EFL student teachers oral communication skills using the Toastmasters Approach. The current study aimed at investigating the effect of a program based on the Toastmasters Approach on developing EFL student teachers oral communication skills at Faculty of Education, Ain Shams University. To investigate the effectiveness of the program, the researcher implemented several instruments to the study. As results indicated, the implemented training program generally developed EFL student teachers oral communication skills. Furthermore, skills have not been equally developed due to a number of factors. Additionally, participants showed satisfaction and positive attitude about the proposed training program and expressed their intention to apply the Toastmasters Approach with their future students. Drawing on the previously mentioned results, it can be concluded that the Toastmasters-based program is proved effective in developing EFL student teachers' oral communication skills. It is worth mentioning that the program can be more effective if applied for a longer period.

### 5.4. Recommendations

Stemming from the findings of the current study, a number of recommendations were reached:

- **Recommendations for Faculties of Education:**
  1. Initiating Toastmasters clubs in Faculties of Education so that EFL student teachers can practice communication and leadership skills in a safe and fun atmosphere.
  2. Starting Toastmasters clubs for EFL/ESL teachers from different nationalities to promote Egyptian EFL teachers cultural awareness and widen their teaching experiences.
  3. Specifying time for training EFL student-teachers on presentation skills.
  4. Training EFL student-teachers on how to start and run a Toastmasters club so that they can form Toastmasters clubs with their future students to help them learn presentation skills, leadership skills and presentation skills at a young age.
  5. Tweaking microteaching sections to follow the frame of a Toastmasters meeting.
- **Recommendations for Ministry of Education:**
  1. Constructing Toastmasters clubs for in-service EFL teachers where they can exchange experiences and form a community of practice.
  2. Including communication strategy training in English language learners handbooks so that they can incorporate strategies for effective communication in their early years of language learning.

## 5.5. Suggestions for Further Research

The following research issues are suggested for further research:

1. Conducting a communication strategy training program to improve young learners' listening and speaking skills.
2. Investigating the effect of applying Toastmasters clubs in faculties of Education on improving EFL student teachers teaching skills.
3. Investigating the relationship between communication strategy training and EFL learners fluency and accuracy.
4. Exploring the relationship between EFL student teachers' continuous participation in Toastmasters meetings and affective variables such as motivation, cooperation, self-esteem, self-confidence, autonomy and self-efficacy.
5. Conducting a longitudinal study using the Toastmasters Approach that starting with participants in the 3<sup>rd</sup> year and continuing with them until they are enrolled in the 4<sup>th</sup> year the Faculty of Education to examine the participants' teaching skills development in the practicum.
6. More studies need to be conducted to investigate the effect of affective variables such as self-esteem and self-confidence on EFL teachers' performance and career development.

## **References**

- Abdallah, M. (2008). Multiple Ways to be Smart: Gardner's Theory of Multiple Intelligences and its Educational Implications in English Teaching and Oral Communication. *Online Submission*. Retrieved from <http://eric.ed.gov/?id=ED502634>
- Abdelmoetie, S. (2015). Toastmastering the classroom: Learning Language and Communication Skills by Doing. In *NileTESOL*. AUC, Cairo, Egypt.
- Acar, A. (2005). The Communicative competence controversy. *Asian EFL Journal*, Volume 7. Issue 3, Article 5.
- Adams, E. 2001. 'A proposed causal model of vocational teacher stress. *Journal of Vocational Education and Training* 53/2: 223-246.
- Allen Bruner, D., Sinwongsuwat, K., & Radic-Bojanic, B. (2014). EFL Oral Communication Teaching Practices: A Close Look at University Teachers and A2 Students' Perspectives in Thailand and a Critical Eye from Serbia. *English Language Teaching*, 8(1). doi:10.5539/elt.v8n1p11
- Ammar, A. M. I. (2013). The Effects of Enhancing Time Management Strategies of Prospective EFL Teachers on Their Teaching Performance and Perceived Instructional Self-Efficacy.
- Ankara Toastmasters,. *What Is Toastmasters*. 2016. Web. 12 Dec. 2016.
- Association for Experiential Education <http://www.aee.org/>
- Awad, S. (2013). *The Effectiveness of a Training program on Developing Classroom Management and Verbal Interaction Skills in English for English Language Student Teachers*. (Master's thesis, Helwan University).
- Bachman, L.F. (1990). *Fundamental Considerations in Language Testing*. Oxford etc.: OUP.
- Bachman, L.F., & Palmer, A.S. (1996). *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford etc.: OUP.
- Bagaric, V. (2007). Defining Communicative Competence. *Metodika*, 8.
- Bartels, Nat (ed). 2005. *Applied Linguistics and Language Teacher Education*. New York: Springer.
- Begley P (2006). Self-knowledge, capacity and sensitivity: perquisites to authentic leadership among principals. *Journal of Educational Administration* 44(6): 570–90.

- Bhindi N, Duignan P (1997) Leadership for a new century: authenticity, intentionality, spirituality and sensibility. *Education Management and Administration* 25(2): 117–32.
- Bradford, David. "Communication Skills As The SACS-QEP". America: Melbourne University, 2011. 4. Print.
- Brown, D. (2000). *Principles of Language Learning and Teaching (4th ed.)*. New York: Longman.
- Brown, D. (2001). *Teaching by Principles (2nd ed.)*. New York: Longman
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In Richards, J. C., & Schmidt, R. W. (Eds.), *Language and Communication*, 2-27. London: Longman.
- Canale, M. (1984). A communicative approach to language proficiency assessment in a minority setting. In Rivera, C. (Ed.), *Communicative competence approaches to language proficiency assessment: Research and application*, 107-122. Clevedon: Multilingual Matters.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Canale, M., & Swain, M. (1981). A Theoretical Framework for Communicative Competence. In Palmer, A., Groot, P., & Trostler, G. (Eds.), *The construct validation of test of communicative competence*, 31-36.
- Chen, I. *An Electronic Textbook on Instructional Technology* (1st ed.). Retrieved from <http://viking.coe.uh.edu/~ichen/ebook/et-it/4vygo.htm>
- Chen, Y. H. (2005). Computer mediated communication: the use of CMC to develop EFL learners' communicative competence. *Asian EFL Journal*, Volume 7. Issue 1, Article 10, March.
- Chiang, F. 2001. Implementing the Toastmasters Tradition in the University Language Classroom Setting. *Hwa Kang Journal of TEFL*.  
<http://www.geocities.com/CollegePark/Classroom/1930/Journal/May2001/Chiang/>  
accessed on 25 March 2017.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, Massachusetts: The M.I.T. Press.

- Constructivism - Learning and Teaching - The University of Sydney*. (2017). *Sydney.edu.au*. Retrieved 21 March 2017, from [http://sydney.edu.au/education\\_social\\_work/learning\\_teaching/ict/theory/constructivism.shtml](http://sydney.edu.au/education_social_work/learning_teaching/ict/theory/constructivism.shtml)
- Corder, S. P. (1981). *Error analysis and interlanguage*. Oxford: Oxford University Press.
- Darling-Hammond, L. (2006, June 10). Constructing 21st-century teacher education. Retrieved February 19, 2015, from <http://jte.sagepub.com/content/57/3/300.full.pdf+html>
- Day, R. *Models And The Knowledge Base Of Second Language Teacher Education*. Retrieved 7 December 2015, from <http://www.hawaii.edu/sls/wp-content/uploads/2014/09/Day.pdf>
- De Porto, B. (1997): “Developing speaking skills by creating our own simulations for the EFL courses.” *Forum* 35(3)
- DePauw, J. (2015).
- Desouky, E. (2012). *The Effectiveness of a Suggested Strategy in Developing the Listening and Speaking Skills of the TEFL Industrial Secondary School Students* (Ph.D). Cairo University, Institute of Educational Studies, Department of Curriculum & Instruction.
- De Valenzuela, J. (1992). *National Joint Committee for the Communicative Needs of Persons with Severe Disabilities*. p.2
- Dewey, J. (1938). *Experience and education*. New York: Macmillan.
- Deyrich, M., & Stunnele, K. (2014). Language Teacher Education Models: New Issues and Challenges. *Utrecht Studies In Language And Communication*, 27. <http://dx.doi.org/10.1093/elt/45.1.16>
- Dörnyei, Z. (1991). Strategic competence and how to teach it. *ELT Journal*, 45(1), 16-23. <http://dx.doi.org/10.1093/elt/45.1.16>
- Dörnyei, Z. (1995). On the Teachability of Communication Strategies. *TESOL Quarterly*, 29(1), 55. <http://dx.doi.org/10.2307/3587805>
- Education Theory/Constructivism and Social Constructivism - UCD - CTAG*. (2017). *Ucdoe.ie*. Retrieved 21 March 2017, from [http://www.ucdoer.ie/index.php/Education\\_Theory/Constructivism\\_and\\_Social\\_Constructivism](http://www.ucdoer.ie/index.php/Education_Theory/Constructivism_and_Social_Constructivism)

- Elaine, Tarone. "Teaching Strategic Competence In The Foreign Language Classroom". *Eric*(1983): n. pag. Print.
- Elsalamoni, B. (2016). *The Effect of a Multimedia - Based Program on Enhancing Students' Oral Communication Skills in Technical Colleges* (M.A). Ain Shams University, Faculty of Education, Curriculum and EFL Instruction Department.
- ESL/ESOL Standards by skills booklet.
- Faerch, C. and G. Kasper (eds.). 1983. *Strategies in Interlanguage Communication*. London: Longman.
- Finch, A. (2014). *TKT Workshop. Presentation*.
- Freeman, Donald 2002. The hidden side of the work: Teacher knowledge and learning how to teach. *Language Teaching*, 35, 1-13
- Ghoneim, N., & Elghotmy, H. (2016). Using Voice Thread to Develop EFL Pre-Service Teachers' Speaking Skills. *International Journal Of English Language Teaching*, 4(6), 14.
- Greenier, V., & Whitehead, G. (2016). Towards a Model of Teacher Leadership in ELT: Authentic Leadership in Classroom Practice. *RELC Journal*, 47(1), 79-95.  
<http://dx.doi.org/10.1177/0033688216631203>
- Harmer, J. (1983). *The Practice of English Language Teaching* (3rd ed.). Longman.
- Harmer, J. (1984) *The Practice of English Language Teaching*. London: Longman. 39
- Harmer, J. (2007) *The Practice Of English Language Teaching*. 1st ed. Harlow, England: Pearson Longman Print.
- Hismanoglu, M. (2000). Language learning strategies in foreign language learning and teaching. Hacettepe University (Ankara, Turkey). The
- Horwitz, E. K. (1996). Even teachers get the blues: Recognizing and alleviating non-native teacher's feelings of foreign language anxiety. *Foreign Language Annals*, 29, 365-372.
- Hsu, T. (2012). Enhancing college students' global awareness through campus Toastmasters clubs. *International Journal Of Research Studies In Education*, 1(1).  
<http://dx.doi.org/10.5861/ijrse.2012.v1i1.1>
- <https://www.ets.org/Media/Research/pdf/TC-10-08.pdf>
- Ibrahim, M., & Ibrahim, Y. (2017). Communicative English language teaching in Egypt: Classroom practice and challenges. *Issues In Educational Research*, 27(2), 287-288.

- John Dewey (1859–1952) - Experience And Reflective Thinking, Learning, School And Life, Democracy And Education. *Education.stateuniversity.com*. N.p., 2017. Web. 16 Mar. 2017.
- Kim, S. (2004). 'When and how to resolve language issues of non-native-English-speaking teachers-in-preparation in TESOL programs'. *NNEST Newsletter*, TESOL 6/2.
- Kolb, D. (1984) *Experiential Learning, Experience as the Source of Learning and Development*, Englewood Cliffs, NJ: Prentice Hall.
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.
- Kuo, L., & Chen, J. (2009). Integrate Toastmasters Program into Junior High School English Classroom to Enhance Students' Speaking Abilities. *ResearchGate*. Retrieved 3 December 2014, from [https://www.researchgate.net/publication/242196556\\_Integrate\\_Toastmasters\\_Program\\_into\\_Junior\\_High\\_Sch](https://www.researchgate.net/publication/242196556_Integrate_Toastmasters_Program_into_Junior_High_Sch)
- Lin, G. (2013). *Revealing the effectivenesses of communication strategies*. Presentation, No. 168 Jifeng Eastern Rd., Wu Feng District Taichung City, Taiwan.
- Liu, C., & Matthews, R. (2005). Vygotsky's philosophy: Constructivism and its criticisms examined. *International Education Journal*, 6(3), 387-388. Retrieved from <http://iej.cjb.net>
- Losee, R. (1999). Communication Defined as Complementary Informative Processes. *Journal Of Information, Communication And Library Science*, 5(3), 7, 8, 9.
- Lunenburg, F. (2010). Communication: The Process, Barriers, And Improving Effectiveness. *Schooling*, 1, 1-2.
- Luo, F. (2013). *Developing Adults' Oral English Communicative Competence in an EFL Environment: Collaborative Studies of a Chinese Teacher and Her Students*. (Master's thesis, The University of New Mexico).
- Majd, G. (2014). Teaching communication strategies to EFL learners and its impact on anxiety level and motivation: A hindering or facilitating factor?. *English For Specific Purposes World*, 15(42), 2,7.
- Maleki, Ataollah. "Techniques To Teach Communication Strategies". *Journal of Language Teaching and Research* 1.5 (2010): 643. Web.
- Medgyes, P. (2002) *Laughing Matters: Humour in the language classroom*. Cambridge: CUP. 1-7

- Motley, M. (1990). On whether one can(not) not communicate: An examination via traditional communication postulates. *Western Journal Of Speech Communication*, 54(1), 1-20. <http://dx.doi.org/10.1080/10570319009374322>
- Mousavi, E. (2007). EXPLORING 'TEACHER STRESS' IN NON-NATIVE AND NATIVE TEACHERS OF EFL. *ELTED*, 10, 33-34.
- Murray, N. (2010). Conceptualizing the English language needs of first year university students. *The International Journal of the First Year in Higher Education*, 1(1), 55-64.
- Nordin, S., & Shaari, Z. (2004). Implementing The Toastmasters Tradition in The L2 Classroom. *The English Teacher*, XXXIV(60-66), 65.
- O'Malley, J. M. 1987. 'The effects of training in the use of learning strategies on learning English as a second language', in Wenden, A. and J. Rubin (eds.). 1987.
- Ord, Jon. "Experiential Learning In Youth Work In The UK: A Return To Dewey". *International Journal of Lifelong Education* 28.4 (2009): 493-511. Web. 7 Mar. 2017.
- Piaget, J. (1985). *Equilibration of cognitive structures*. University of Chicago Press.
- Rababah, G. (2002). *Communication Problems Facing Arab Learners of English..* *Eric.ed.gov*. Retrieved 9 January 2015, from <http://eric.ed.gov/?id=ED473079>
- Richards, J. (2008). Second Language Teacher Education Today. *RELC Journal*, 39(2), 158-177. <http://dx.doi.org/10.1177/0033688208092182>
- Rizk, Laila. "Learning By Doing: Toward An Experiential Approach To Professional Development". *IFLA PUERTO RICO*. Cairo, Egypt: N.p., 2011. 2,3,4. Web. 14 Mar. 2017.
- Rose, R. (2008). Filled pauses in language teaching: Why and how. *Bulletin of Gunma Prefectural Women's University*, 29, 47-64.
- Saavedra, A., & Opfer, V. (2012, October 1). Learning 21st-century skills requires 21st-century teaching. Retrieved February 14, 2015, from <http://goo.gl/2D40UV>
- Sanad, H. (2009). *Promoting Strategic Competence through Integrating the direct and the Indirect Approaches* (M.A). Benha University, Faculty of Education, Curriculum and Instruction Department.
- Seong, Y. (2014). Strategic Competence and L2 Speaking Assessment. *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, 14(1), 13-24.
- Shumin, K. (1997). Factors to consider, developing adult EFL students' speaking abilities, *English Teaching Forum*, Volume. 35 No 3, July

- September.

- Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking , English Teaching Forum, Volume. 35 No 3, July
- Smedley, R. (n.d). *District 58 Toastmasters*. *Toastmasters-d58.org*. Retrieved 12 March 2015, from <http://www.toastmasters-d58.org/resources/smedley.shtml>
- Social Constructivism | GSI Teaching & Resource Center*. (2017). *Gsi.berkeley.edu*. Retrieved 21 March 2017, from <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/social-constructivism/>
- Soliman, N. (2014). Using E-Learning to Develop EFL Students' Language Skills and Activate Their Independent Learning. *Creative Education*, 05(10), 752-757. <http://dx.doi.org/10.4236/ce.2014.510088>
- Tarone, E. (1983). *Teaching Strategic Competence in the Foreign Language Classroom* (pp. 122-125). University of Illinois, USA.
- Teng, Huei-Chun. (2012). Teaching communication strategies to EFL college students. In A. Stewart & N. Sonda (Eds.), *JALT2011 Conference Proceedings*. Tokyo: JALT.
- Tesolarabia.co,. (2015). *TESOL Arabia | EFL/ESL Professional Development Network*. Retrieved 24 March 2015, from <http://www.tesolarabia.co/>
- The Club Experience*. Toastmasters, 2012. Video.
- The Story of Toastmasters*. (2016). *Northrise-toastmasters.org*. Retrieved 18 March 2016, from <http://www.northrise-toastmasters.org/about/story.htm>
- Toastmasters International -Club Meeting Roles*. (2016). *Toastmasters.org*. Retrieved 20 March 2016, from <https://www.toastmasters.org/Membership/Club-Meeting-Roles>
- Reese, H. (2011). The learning-by-doing principle. *Behavioral Development Bulletin*, 17(1), 1-19. <http://dx.doi.org/10.1037/h0100597>
- Toastmasters International Fact Sheet*. (2015). *Toastmasters.org*. Retrieved 18 March 2016, from <https://www.toastmasters.org/~media/72E42091D1CC47D2A75B988FE87D015F.ashx>
- Toastmasters International Fact Sheet*. (2016). *Toastmasters.org*. Retrieved 18 March 2016, from [https://s3.amazonaws.com/filecache.drivetheweb.com/mr5smr\\_toastmasters/202207/2016+Media+Kit.pdf](https://s3.amazonaws.com/filecache.drivetheweb.com/mr5smr_toastmasters/202207/2016+Media+Kit.pdf)

- Toastmasters Paris - The Europeans,. (2015). *Toastmasters learning method - Toastmasters Paris - The Europeans*. Retrieved 3 February 2015, from <http://www.toastmasterseuropeans.org/toastmasters-learning-method/>
- Toastmasters,. (2014). *Ralph C. Smedley (February 22, 1878 – September 11, 1965) was the founder of Toastmasters International, an international speaking organization with more than 313,000 members in 126 countries and more than individual 14,650 clubs..* Retrieved from <https://www.youtube.com/watch?v=ePaqynV4QqI>
- Toastmasters,. (2015). *Toastmasters International -History*. *Toastmasters.org*. Retrieved 10 February 2015, from <http://www.toastmasters.org/About/History>
- Toastmasters,. (2015). *Fortune 500 Companies Develop and Enhance Talent Through Toastmasters*. Retrieved 30 November 2015, from <http://www.toastmasters.org/>
- Toastmasters.org,. (2006). *All about Toastmasters*. Retrieved 21 February 2015, from <http://www.toastmasters.org/>
- Tum, D. (2012). Feelings of Language Anxiety Amongst Non-native Student Teachers. *Procedia - Social And Behavioral Sciences*, 47, 2055-2059. <http://dx.doi.org/10.1016/j.sbspro.2012.06.948>
- Velentzas, J., and Broni, G. (2014). Communication cycle: Definition, process, models, and examples. In *Recent Advances in Financial Planning and Product Development* (1<sup>st</sup> ed., p.118). Greece: World Scientific and Engineering Academy and Society (WESAS).
- Watkins, C. (2014). *Strategies for ESL Students in Community Colleges to Develop Their Public Speaking Skills* (Master's project). University of San Francisco.
- Whatley, Janice and Chrissi Nerantzi. 1st ed. Santa Rosa, California: Information Science Press, 2016. Print.
- Yee, K., & Abidin, M. (2014). The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety. *International Journal On Studies In English Language And Literature (IJSELL)*, 2(11), 1. Retrieved from <http://www.arcjournals.org>
- York-Barr J, Duke K (2004) What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Education Research* 74(3): 255–316.
- Yu-Chih, S. (2008). The Toastmasters Approach: An Innovative Way to Teach Public Speaking to EFL Learners in Taiwan. *RELC Journal*, 39(1), 113-130. <http://dx.doi.org/10.1177/0033688208091143>
- Zainuddin, H. (2002). *Fundamentals of teaching English to speakers of other languages in K-12 mainstream classrooms*. Dubuque, Iowa: Kendall/Hunt Pub. Co.

Ziane, Randa. *The Role of Listening Comprehension in Improving EFL Learners' Speaking Skill Case Study: Second Year Students (LMD) at Biskra University*. MS thesis. 2011.

Zuheer, K. (2008). *The Effect of Using a Program Based on Cooperative Learning Strategy on Developing some Oral Communication Skills Of Students, at English Department, Faculty of Education, Sana'a University (M.A)*. Faculty of Education, Sana'a University.

# **Appendices**

**Appendix (A): The Two versions of the Oral Communication Skills Checklist**

## **Dear jury member**

The researcher is conducting an M.A study entitled "Developing EFL student-teachers' oral communication skills in light of the Toastmasters approach". One of the steps of this study is to identify the oral communication skills that are necessary for the target student-teachers.

Following is a list of the oral communication skills determined by the researcher through reviewing previous related studies and the literature concerned with oral communication skills. Kindly you are required to delete and modify whatever you see in this list in order to determine the importance and suitability of the identified skills for the target students as well as adding whatever you see as oral communication skills/ sub skills.

Thanks a lot

Amira Mahmoud El-Sayed

**First form of the oral communication skills for 3<sup>rd</sup> year English department students, basic education.**

**Name of jury member:** -----

**Title:**-----

Oral communication skills/subskills	Is the skill suitable for 3 <sup>rd</sup> year University students?			Additional remarks
	very	Some what	Not	
<b>Strategic Competence skills/subskills</b>				
1. <b>Using avoidance:</b> the learner masters how not to talk about concepts for which the target language item or structure is not known.				
2. <b>Using fillers and hesitations devices:</b> when they cannot find the exact word to describe something (e.g. sort of, like...) or when they want to stall for time (e.g. that's a good question, now let me think...) or when they want to fill in their speech (e.g. I mean, you know, the thing is...)				
3. <b>Using circumlocution:</b> The learner masters how to describe the properties of the object or action instead of using the appropriate target language item or structure.				
4. <b>Using appeal for help:</b> The learner asks for the correct term (e.g., "What is this? What do we call..?").				
<b>Sociolinguistic Competence skills/subskills</b>				
5. Selecting appropriate words and sentences according to the proper social setting, audience, situation and subject matter.				
6. Organizing thoughts in a meaningful and logical sequence (introduction-body-conclusion).				
7. Using language as a means of expressing values and judgments.				
8. <b>Opening the speech with an attention grabber:</b> anecdote, story, humor, sensory technique, personalization technique, puzzle technique, question technique, or quotation technique.				

Oral communication skills/subskills	Is the skill suitable for 3 <sup>rd</sup> year University students?			Additional remarks
	very	Some what	Not	
9. <b>Active listening:</b> Listening actively to give/get feedback				
<b>Para-linguistic communication skills</b>				
10. Using pitch, stress and intonation appropriately to convey the intended meaning.				
<b>Non-linguistic communication skills</b>				
11. Using body language, gestures, and facial expressions to best convey the intended meaning.				

References of the skills:

1. ESL/ESOL Standards by skills booklet.
2. Tarone, E. (1983). Teaching Strategic Competence in the Foreign Language Classroom (pp. 122-125). University of Illinois, USA.
3. Zuheer, K. (2008). *The Effect of Using a Program Based on Cooperative Learning Strategy on Developing some Oral Communication Skills Of Students, at English Department, Faculty of Education, Sana'a University* (M.A). Faculty of Education, Sana'a University.
4. Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. *Methodology in language teaching: An anthology of current practice*, 12, 204-211
5. <https://goo.gl/uUn54K>
6. <https://goo.gl/iLorru>

**Final form of the oral communication skills for 3<sup>rd</sup> year English department students, basic education.**

**Name of jury member:** -----

**Title:**-----

Oral communication skills/subskills	Is the skill suitable for 3 <sup>rd</sup> year University students?			Additional remarks
	Very	Some what	Not	
<b>Strategic Competence skills/subskills</b>				
1. <b>Using avoidance:</b> the learner masters how not to talk about concepts for which the target language item or structure is not known.				
2. <b>Using fillers and hesitations devices:</b> when they cannot find the exact word to describe something (e.g. sort of, like...) or when they want to stall for time (e.g. that's a good question, now let me think...) or when they want to fill in their speech (e.g. I mean, you know, the thing is...)				
3. <b>Using circumlocution:</b> The learner masters how to describe the properties of the object or action instead of using the appropriate target language item or structure.				
<b>Sociolinguistic Competence skills/subskills</b>				
4. <b>Organizing thoughts</b> in a meaningful and logical sequence (introduction-body-conclusion).				
5. <b>Using attention grabbers skillfully:</b> anecdote, story, humor, sensory technique, personalization technique, puzzle technique, question technique, or quotation technique.				
6. <b>Listening actively</b> to give/get feedback				

Non-linguistic communication skills				
7. <b>Using body language</b> , gestures, and facial expressions to best convey the intended meaning.				

References of the skills:

7. ESL/ESOL Standards by skills booklet.
8. Tarone, E. (1983). Teaching Strategic Competence in the Foreign Language Classroom (pp. 122-125). University of Illinois, USA.
9. Zuheer, K. (2008). *The Effect of Using a Program Based on Cooperative Learning Strategy on Developing some Oral Communication Skills Of Students, at English Department, Faculty of Education, Sana'a University* (M.A). Faculty of Education, Sana'a University.
10. Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. *Methodology in language teaching: An anthology of current practice*, 12, 204-211
11. <https://goo.gl/uUn54K>
12. <https://goo.gl/iLorru>

**Appendix (B): The Two Versions of the Pre-post Oral  
Communication Skills Test (TOEIC)**

**Dear jury member,**

The researcher is conducting an M.A study entitled "Developing EFL student-teachers' oral communication skills in light of the Toastmasters approach". One of the steps of this study is to measure the target student-teachers' oral communication skills. The test measures some oral communication skills explained later in the test.

Following is a test of oral communication skills. Kindly you are required to review this test with the aim determine the relevance of each item for the skill(s) it is intended to measure.

Thanks a lot

The researcher: Amira Mahmoud Mohammed El-Sayed.

## **The first form of the pre-post oral communication skills test for 3rd year English Section Student-teachers**

Adopted from the TOEIC “Test of English for International Communication”

### **Instructions for the student-teacher:**

- 1- Read each question carefully.
- 2- The test is made up of 6 questions that measure different aspects of your English oral communication ability.
- 3- For each type of question, you will be given specific directions, including the time allowed for preparation and speaking.

**I- Question(1): Describe the picture:**

**Instructions:** take 30 seconds to prepare yourself and then describe the following picture in maximum of 2 minutes.



Is the question above appropriate to measure the following skills?	Yes	No
a. Using fillers and hesitation devices?		
b. Organizing thoughts in a meaningful logical sequence.		
c. Using avoidance.		
d. Using pitch, stress and intonation to express the meaning.		

**II- Question (2-4): Respond to questions:**

**Instructions:** In this part of the test, you will see a prompt and then answer 3 questions. For each question, begin responding immediately (no preparation time will be given to you). For questions

2 and 3, you will have 30 seconds in order to reply. For question 4, you will be given 1 minute to respond.

Imagine that a Canadian marketing firm is doing research in your country. You have agreed to participate in a telephone interview about television viewing.

**Question 2:** How often do you watch television?

(30 seconds)

Is the question above appropriate to measure the following skills?	Yes	No
a. Using body language and eye contact to best convey the meaning.		
b. Using circumlocution.		
c. Using appeal for help.		
d. Using language to express values and judgments.		

**Question 3:** What kind of programs do you usually watch?

(30 seconds)

Is the question above appropriate to measure the following skills?	Yes	No
a. Selecting appropriate words to the situation and audience.		
b. Using appeal for help.		

c. Using circumlocution.		
d. Using fillers and hesitation devices.		

**Question 4:** Describe your favorite television program? (1 minute)

Is the question above appropriate to measure the following skills?	Yes	No
a. Circumlocution.		
b. Using body language, eye contact and facial expressions to best convey the meaning.		
c. Using pitch, stress and intonation appropriately to convey the meaning.		

### III- Propose a solution:

**Instructions:** In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 1 minute to prepare. Then you will have 2 minutes to speak.

**Respond as if you work at the taxi company.**

In your response, be sure to:

- Show that you recognize the problem, and
- Propose a way of dealing with the problem.

*Now listen to the voice message.*

Is the question above appropriate to measure the following skills?	Yes	No
a. Organizing thoughts in a meaningful logical sequence.		
b. Selection of appropriate words and sentences according to the social setting, audience, situation and subject matter.		
c. Fillers and hesitation devices.		
d. Avoidance		

#### IV- Express an opinion:

**Instructions:** In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 30 seconds to prepare. Then you will have 2 minutes to speak.

*Some people prefer to take a job that does not pay well but does provide a lot of time off from work. What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion.*

Is the question above appropriate to measure the following skills?	Yes	No
a. Organizing thoughts in a meaningful logical sequence.		
b. Using language as a means of expressing values and judgments.		
c. Avoidance.		

d. Appeal for help		
--------------------	--	--

## **The final form of the pre-post oral communication skills test for 3rd year English Section Student-teachers**

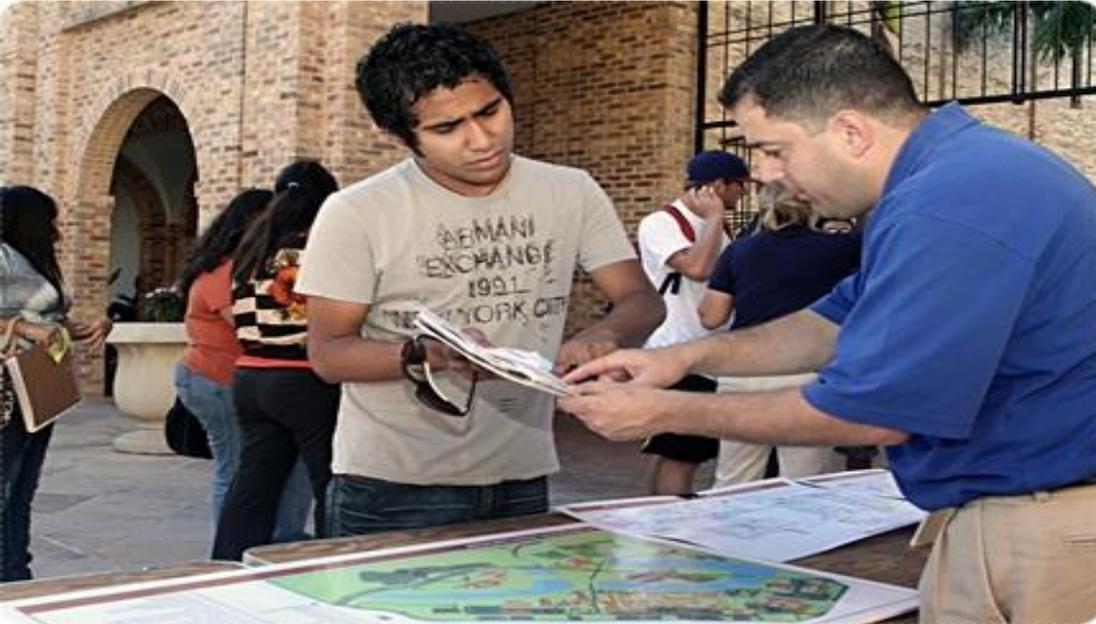
Adopted from the TOEIC “Test of English for International Communication”

### **Instructions for the student-teachers:**

- 1- Read each question carefully.
- 2- The test is made up of 6 questions that measure different aspects of your English oral communication ability.
- 3- For each type of question, you will be given specific directions, including the time allowed for preparation and speaking.

## II- Question(1): Describe the picture:

**Instructions:** take 30 seconds to prepare yourself and then describe the following picture in maximum of 2 minutes.



II-

## Question (2-4): Respond to questions:

**Instructions:** In this part of the test, you will see a prompt and then answer 3 questions. For each question, begin responding immediately (no preparation time will be given to you). For questions 2 and 3, you will have 30 seconds in order to reply. For question 4, you will be given 1 minute to respond.

Imagine that a Canadian marketing firm is doing research in your country. You have agreed to participate in a telephone interview about television viewing.

**Question 2:** Why do you think talk shows are widespread these days?

(30 seconds)

**Question 3:** What kind of programs do you usually watch? Why?

(30 seconds)

**Question 4:** Describe your favorite television program? Why? (1 minute)

### III- Propose a solution:

**Instructions:** In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 1 minute to prepare. Then you will have 2 minutes to speak.

**Respond as if you work at the taxi company.**

In your response, be sure to:

- Show that you recognize the problem, and
- Propose a way of dealing with the problem.

*Now listen to the voice message .*

### IV- Express an opinion:

**Instructions:** In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 30 seconds to prepare. Then you will have 2 minutes to speak.

*Some people prefer to take a job that does not pay well but does provide a lot of time off from work. What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion.*

**Best Wishes ☺**

**Appendix (C): The Two Versions of Oral Communication Skills  
Scoring Rubric**

## The first form of the oral communication skills scoring rubric:

Criteria	Outstanding	Effective	Adequate	Ineffective
<b>Organization of speech</b>	The speech has a clear introduction that catches the audience's attention effectively and is connected to the whole; effective transitions recap each main point; the conclusion effectively summarizes the speech and is related to the whole.	The introduction catches the audience's attention and is connected to the whole; transitions signal movement to another point; the conclusion is related to the whole.	The introduction and conclusion are clear and somewhat related to the whole. Introduction is not catchy. No transitions were used. There is no clear plan to the speech.	No attempt has been made to compose an effective introduction or conclusion; there is no logical plan to the speech.
<b>Vocal delivery</b>	Clear enunciation: Appropriate pronunciation, volume and pitch, throughout. The speaker sounds genuinely interested in the topic. Delivery appears spontaneous throughout; notes may assist but do not interrupt or control delivery.	Clear enunciation: Appropriate pronunciation, volume and pitch are generally maintained, but occasionally the speaker's voice is lacking somewhat in the appropriate enthusiasm or energy level. Delivery appears spontaneous throughout; notes may assist but do not interrupt or control delivery. A few empty vocalizations are noticeable but	Enunciation is hampered by occasional lazy articulation (such as slurring or run-together words); Some inappropriateness of pronunciation, volume or pitch may be noticeable, but such instances do not seriously hinder the speaker's audibility. Delivery generally appears spontaneous, but some moments of apparent recitation, reading of notes, or reference to	Inappropriate or ineffective enunciation, pronunciation, volume and pitch seriously hinder the speaker's audibility or obstruct communication with the audience. Reading of or reference to notes, recitation, inappropriate display or lack of energy level, or empty vocalizations adversely affect the vocal delivery.

		are not distracting.	notes occasionally interrupt. Empty vocalizations are somewhat distracting.	
<b>Body language</b>	Eye contact is effectively established with the audience; facial expressions are consistently compatible with the content; physical presentation is appropriate and purposeful in enhancing the speakers comments; body movements and gestures are natural, appropriate, and relaxed; no excessive use of vocalized pauses (e.g., “ah, um”).	Eye contact is established with the audience. Any lack of eye contact is only momentary. Facial expressions are consistently compatible with the content; body movements and gestures are mostly used to reinforce particularly important ideas. Body movements and gestures are usually natural, appropriate, and relaxed. Any nervous movements do not interfere with the presentation. Some vocalized pauses are used.	Eye contact with the audience is hardly established. Facial expressions seem either limited or occasionally incompatible with the spoken content. Gestures and body movements or gestures are seldom used to reinforce particularly important ideas; vocalized pauses are used frequently.	No eye contact is made with the audience. Facial expressions seem either limited or incompatible with the spoken content. gestures and body movements or gestures are not used to reinforce particularly important ideas; vocalized pauses are used in abundance and distract from the overall message.

<b>Word choice</b>	The speaker chooses words and expressions for both maximum clarity and variety; the speaker manifests no grammatical errors	The speaker's word choices and expressions achieve both clarity and at least some distinctiveness; the speaker manifests no grammatical errors.	The speaker's expressions are accurate and clear, but rarely distinctive. An occasional grammatical error is noticeable.	The speaker's expressions are, for the most part, accurate and clear but rarely distinctive. The speaker's meaning is often muddled or his/her credibility undercut by distracting faults in usage.
<b>Listening skills as audience or co-communicator</b>	The student's evident active attention to oral communications of others encourages further communication; student recognizes responsibilities for listening and for gaining clarification of incomplete communication. The student demonstrates an accurate and thorough understanding of communication content through oral responses.	The student's active attention to oral communications of others provides visual feedback to the other of respect and interest; the student's responses indicate understanding of information, opinions and ideas presented orally.	The student listens with physical and mental attention to oral presentation of others and demonstrates the understanding of the major points or threads of an argument through appropriate oral response.	The student's attention lacks focus and is reflected in oral responses where meanings and information are incomplete or inaccurately understood.

The final form of the oral communication skills scoring rubric:

Criteria	Outstanding	Effective	Adequate	Ineffective
<b>Speech organization (attention grabbers, transitions, and conclusion)</b>	<ul style="list-style-type: none"> <li>- The presenter uses a strong attention grabber that catches the audience's attention and is linked to the whole.</li> <li>- The speech has a logical sequence (introduction, body and conclusion)</li> <li>- Effective transitions are used to recap each main point.</li> <li>- The conclusion effectively summarizes the speech and is related to the whole.</li> </ul>	<ul style="list-style-type: none"> <li>- The presenter uses an attention grabber that catches audience's attention</li> <li>- The speech has a logical sequence (introduction, body and conclusion)</li> <li>- Transitions are used to move from point to another.</li> <li>- The conclusion is related to the whole.</li> </ul>	<ul style="list-style-type: none"> <li>- The speaker uses an attention grabber that is not catching but somehow related to the whole.</li> <li>- The logical sequence (introduction, body, and conclusion) of the speech is not clear.</li> <li>- No transitions have been made to move from point to another.</li> <li>- The conclusion is not related to the whole.</li> </ul>	<ul style="list-style-type: none"> <li>- No attention grabbers were used.</li> <li>- No attempt has been made to logically organize the speech (introduction, body, and conclusion).</li> <li>- There is no clear use of transitions.</li> <li>- The conclusion is not effective or related to the whole.</li> </ul>
<b>Vocal delivery (using fillers and hesitation devices)</b>	<ul style="list-style-type: none"> <li>- The speaker's pronunciation is clear with appropriate vocal variety.</li> <li>- The speaker seems confident and in complete mastery of employing fillers and/or hesitation devices.</li> <li>- No use of notes interrupts the speaker's presentation.</li> </ul>	<ul style="list-style-type: none"> <li>- The speaker's pronunciation is clear but lacks the appropriate vocal variety.</li> <li>- The speaker somehow uses fillers and/or hesitation but also relies on notes.</li> <li>- A few empty vocalizations are noticeable but are not distracting.</li> </ul>	<ul style="list-style-type: none"> <li>- The speaker shows occasional lazy articulation (such as slurring or run-together words).</li> <li>- Some inappropriateness of vocal variety is shown because of nervousness but audibility is not hindered.</li> <li>- The speakers occasionally use</li> </ul>	<ul style="list-style-type: none"> <li>- The speaker's pronunciation is not appropriate in most sentences.</li> <li>- Vocal delivery seriously hinders the speaker's audibility.</li> <li>- With rare or no attempts to use fillers and/or hesitation devices, the speaker depends totally on notes reading and recitation.</li> <li>- Empty vocalizations adversely affect the vocal delivery.</li> </ul>

	- There are no empty vocalizations (e.g., “ah, um”).		fillers and/or hesitation devices but heavily depend on notes reading. - Empty vocalizations are somewhat distracting.	
<b>Body language</b>	- Eye contact is effectively established with the audience. - Facial expressions are compatible with the content; - Body movements, stances, and gestures are natural, appropriate, and relaxed.	- Eye contact is established with the audience and any lack of eye contact is momentary. - Facial expressions are consistently compatible with the content. - Body movements and gestures are mostly used to reinforce particularly important ideas. - Body movements and gestures, and stances are usually natural, appropriate, and relaxed. - Any nervous movements do not interfere with the presentation.	- Eye contact with the audience is hardly established. - Facial expressions seem either limited or occasionally incompatible with the spoken content. Gestures, stances, and body movements are seldom used to reinforce particularly important ideas.	- No eye contact is made with the audience. - Facial expressions seem either limited or incompatible with the spoken content. - Gestures, stances, and body movements are not used to reinforce particularly important ideas.

<p><b>Word choice (Using circumlocution and avoidance)</b></p>	<ul style="list-style-type: none"> <li>- The speaker's choice of words achieves maximum clarity and variety.</li> <li>- The speaker seems confident and in complete mastery of using circumlocution (not relying on notes).</li> <li>- The speaker handles the audience's questions comfortably using avoidance.</li> <li>- The speaker manifests no grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>- The speaker's word choices and achieve both clarity and at least some distinctiveness.</li> <li>- The speech appears spontaneous and the speaker is somehow confident using circumlocution but relying on notes.</li> <li>- The speaker handles some of the audience's questions using avoidance.</li> <li>- The speaker manifests no grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>- The speaker's expressions are accurate and clear, but rarely distinctive.</li> <li>- The speech appears spontaneous in general, but some moments of apparent recitation, reading of notes, or reference to notes occasionally interrupt with weak use of circumlocution.</li> <li>- The speaker shows occasional tries of using avoidance to answer the audience's questions.</li> <li>- An occasional grammatical error is noticeable.</li> </ul>	<ul style="list-style-type: none"> <li>- The speaker's expressions are, for the most part, accurate and clear but rarely distinctive.</li> <li>- With no attempt to use circumlocution, the speaker depends heavily on notes, recitation, or inappropriate display.</li> <li>- There is not attempt shown of using avoidance in answering audience's questions and the speaker seems nervous when face with a question.</li> <li>- The speaker's meaning is often muddled or his/her credibility undercut by distracting faults in usage.</li> </ul>
<p><b>Listening skills as audience or co-communicator</b></p>	<ul style="list-style-type: none"> <li>- The student shows active attention to oral communications of others that encourages further Communication.</li> <li>- The student demonstrates an accurate and thorough understanding of communication content through</li> </ul>	<ul style="list-style-type: none"> <li>- The student shows active attention to oral communications of others that provides visual feedback of respect and interest to the speaker.</li> <li>- The student's feedback indicates understanding of information,</li> </ul>	<ul style="list-style-type: none"> <li>- The student listens with physical and mental attention to oral presentation of others and demonstrates the understanding of the major points or threads of an argument through appropriate oral feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- The student's attention lacks focus and is reflected in oral responses where meanings and information are incomplete or inaccurately understood.</li> </ul>

	giving constructive feedback to the speaker.	opinions, and ideas presented orally.		
--	--	---------------------------------------	--	--

## **Appendix (D): The Two Versions of the Satisfaction Questionnaire**

**The first form of the satisfaction questionnaire:**

Scale	Subscale	5	4	3	2	1
English language improvement	The program has improved my speaking fluency (I can speak faster and with less pauses).					
	The program has improved my listening skills (I learned to listen actively).					
	The program has improved my vocabulary.					
	The program has improved my grammar.					
	The program has made English oral communication easier and less stressful for me.					
Public speaking improvement	The program has helped me to overcome stage fright.					
	I have learned to effectively use my body language in public speaking.					
	I have improved my ability to express my ideas even if my language is not sufficient.					
	I have learned to speak without prior preparation (impromptu speech skills).					
	I have learned to give constructive feedback.					
	I have learned to deliver different kinds of speeches.					
	The program developed my confidence while speaking English in public.					
Affective and social perspective	Toastmaster has taught me how to encourage and support others.					
	My experience of the Toastmasters approach has increased my self-esteem and self-confidence.					
	Toastmasters experience has lessened my anxiety toward using English in public speaking.					
	Toastmasters is beneficial for my future career as an English language teacher.					
	Toastmasters helped me to lead smooth and comprehensive communication in English.					
	Toastmasters club meetings provided me with a safe, fun and enjoyable learning environment.					
Overall evaluation of the program	Overall, the Toastmasters approach helped me.					
	I will try to apply the Toastmasters club experience on my future students to help them communicate better in English.					
	Overall, I enjoyed the Toastmasters-based speech class.					
	I intend to attend Toastmasters club meetings if they are held in my college.					

## The final form of the satisfaction questionnaire:

Dear participant, the following is a satisfaction questionnaire that you are kindly required to fill bearing in mind that number 1 is the least number and number 5 is the biggest number.

Scale	Subscale	5	4	3	2	1
English language improvement	The program has improved my speaking fluency (I can speak faster and with less pauses).					
	The program has improved my listening skills (I learned to listen actively).					
	The program has improved my vocabulary.					
	The program has improved my grammar.					
	The program has made English oral communication easier and less stressful for me.					
Public speaking improvement	The program has helped me to overcome stage fright.					
	I have learned to effectively use my body language in public speaking.					
	I have improved my ability to express my ideas even if my language is not sufficient.					
	I have learned to speak without prior preparation (impromptu speech skills).					
	I have learned to give constructive feedback.					
	I have learned to deliver different kinds of speeches.					
	The program developed my confidence while speaking English in public.					
Affective and social perspective	Toastmaster has taught me how to encourage and support others.					
	My experience of the Toastmasters approach has increased my self-esteem.					
	Toastmasters experience has lessened my anxiety toward using English in public speaking.					
	Toastmasters is beneficial for my future career as an English language teacher.					
	Toastmasters helped me to lead smooth and comprehensive communication in English.					
	Toastmasters club meetings provided me with a safe, fun and enjoyable learning environment.					
Overall evaluation of the program	Overall, the Toastmasters approach helped me.					
	I will try to apply the Toastmasters club experience on my future students to help them communicate better in English.					
	I intend to attend Toastmasters club meetings if they are held in my college.					

## **Appendix (E): Student's Handbook**



---

# A program based on the Toastmasters Approach

---

For developing Oral  
Communication Skills

---

By Amira Mahmoud El-sayed

---

## Introduction

### What is Toastmasters International?

Toastmasters International (TI) is non-for-profit educational organization. It helps individuals from diverse backgrounds and specialties improve their leadership and communication skills. TI first club was founded in October, 1924 by Dr. Ralph C. Smedley - the director of education of Young Men Christian Association (YMCA) in Santa Ana, California, U.S. at that time. Dr. Smedley formed the first group of speakers there when he realized the YMCA members' need to communicate, lead and work in committees more effectively and he wanted to help them learn these skills in a social enjoyable environment. He named the group "toastmasters" since this word referred to the person who gives toasts at the end of a celebration or a joyful occasion at that time.



Dr. Ralph C. Smedley

Ever since the establishment of the first Toastmasters (TM) club, number of clubs has been increasing all over the world, empowering hundreds of thousands of people to gain the confidence to become effective leaders and communicators. The organization's membership exceeds 345,000 in more than 15,900 clubs in 142 countries ("Toastmasters International Fact Sheet", 2016).

TI offers the leadership and communication educational programs for various kinds of clubs e.g., religious, government agency, college, community and corporate. Examples of the corporates that implement the Toastmasters educational programs for their teams are Apple, Coca-Cola, Disney, Google, IBM, Microsoft, Sony, Toyota, American Express and Johnson & Johnson ("Toastmasters International Fact Sheet", 2016).

In the field of English as a foreign language (EFL) learning and teaching, TI educational programs are being recently implemented for both students and teachers. In Taiwan, Japan and other non-native English speaking countries, a number of researches were conducted to develop EFL learners' ability to speak and communicate effectively in English. In addition, TESOL Arabia Association adopted TI programs in different professional development events for non-native English language teachers to pack them with the leadership and communication skill necessary for the 21<sup>st</sup> century foreign language teachers.

### How does TM club work?

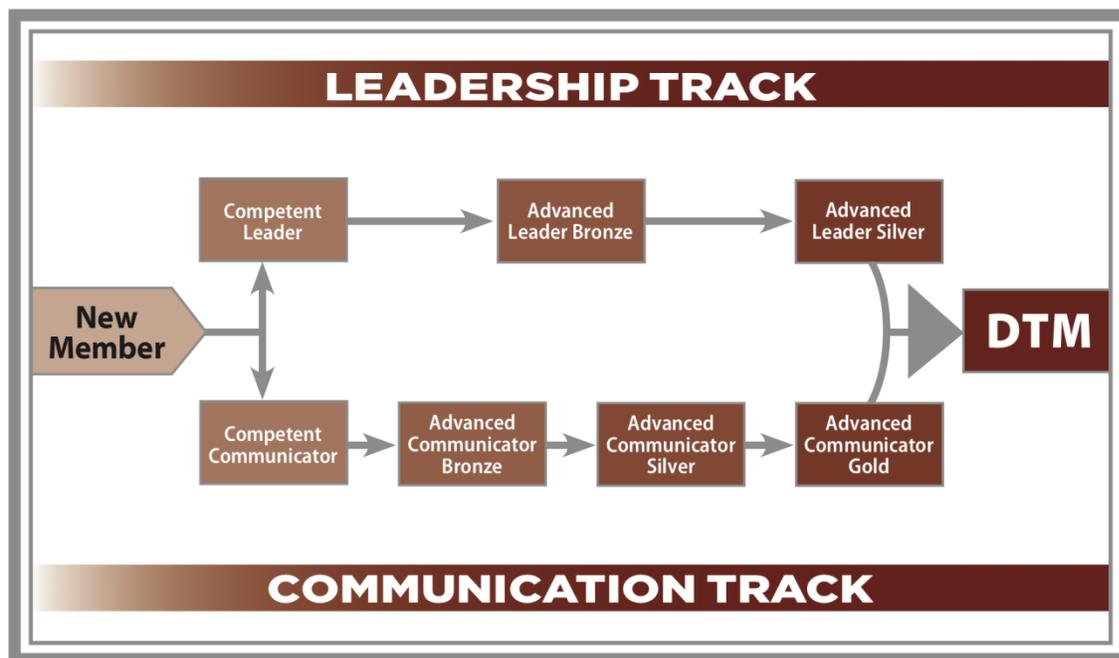
The Toastmasters approach in enhancing communication and leadership skills depends on learning-by-doing workshops, i.e. there is no instructor in the Toastmasters meeting. The learning-by-doing workshop is run by the participants who carry out various roles each meeting.

It is the club members' responsibility to make the club's experience educational and enjoyable. Thus, the success of any TM meeting depends mainly on how aware the members are of their roles in that meeting. Each meeting includes some roles that are rotated among the members from time to time and which vary from club to club according to the nature and the purpose of the club. According to the ("Toastmasters International - Club Meeting Roles", 2016), a typical TM meeting includes the following roles:

1. **Toastmaster of the day:** is the leader who runs the meeting by preparing, hosting and chairing it. He calls upon other participants (roles), introduces them, and creates an atmosphere of interest and receptivity. A person can develop his leadership and meeting management skills by taking on this role.
2. **Meeting Speaker:** prepares speeches based on a pre-assigned topic. He totally depends on himself in preparing and giving his speech within a limited time. This speech will be then evaluated by the speech evaluator. The meeting speaker is, thus, given the chance to make a pre-prepared presentation in a secure atmosphere. In addition, he is given a constructive feedback for future development.
3. **Speech Evaluator:** is responsible for evaluating the speeches. In order to effectively evaluate the speeches, the evaluator needs to read the speaker's speech manual beforehand and the "notes to evaluator" attached with each speech to understand the speech objectives and the criteria he/she will follow in evaluating the speaker. During the speech, he will listen actively in order to be able to give the evaluation. Finally, he will give his evaluation in the form of a mini speech (Sandwich Technique +/-/+), that the speaker will enjoy hearing and make the recommended changes. The evaluator's listening, speaking and evaluating skills will be developed with this role.
4. **Table Topic Master:** assigns theme-based topics on the spot to help members improvise and enhance their impromptu skills. Here one can develop his creative skills by bringing interesting ways for members to give their impromptu talks (E.g. read a piece of paper and make a speech or have a debate and give your opinion).
5. **Table Topic Speaker:** is given a topic during the meeting to speak about. He improvises speech about that topic for a limited time (2 minutes). This forces speakers to get their message across clearly in English within the allotted time; speakers of other languages will not have time to think in their first language or to translate into English.
6. **Table Topics Evaluator:** provides verbal and written constructive feedback for table topic speakers for further improvement. This person listens to all the speakers and gives feedback. English skills developed are effective listening and evaluation skills.

7. **Grammarian/Wordsmith:** has two roles: introducing a new word to be used during the meeting and points out grammatical errors in a constructive way. Listening for the members' use of grammar, means that the grammarian first must know the right grammar and can pick the mistakes. By teaching members a new word each meeting, the grammarian first must learn the word. It is well known that the best way of learning something is teaching. So, your vocabulary will grow by helping teach us a new word. Also, you'll listen to how well members used this word during the meeting and improve your listening too.
8. **Joke Teller:** is responsible for telling a joke or a funny story to keep the humorous atmosphere and to keep audience and speakers relaxed.
9. **The time keeper:** keeps track of the time allocated for each speech/role for smooth running of the meeting. By taking on this role, you can better understand the importance of timing. Also, when you give the Timer's Report you can practice reading times aloud that each member used.
10. **Ah-Counter:** counts the overused words and fillers in any speech to keep speakers aware of their use of "ah's", "em's" and other unwanted fillers. Taking on this role, you can improve your active listening skills. In learning a second language, listening and speaking are connected; the better we listen the better we can speak.
11. **Quote master** – this person brings a new quote to the club each week. He reads an inspiring quote once or twice and explains why it is meaningful to the audience. The speaker can develop his ability to read aloud. You would think it is an easy thing to do, but try and read off a piece of paper, while standing in front of a group of people and make it clear, effective and with good eye contact.
12. **Quizmaster** – this person listens to everything that was spoken and makes a 2 minute quiz testing our listening skills. This person has to be able to actively listen during the meeting. Then he will make 5-6 simple questions and test us, which can develop his and the audiences' listening skills.
13. **General evaluator:** gives feedback about everything that has happened during the TM meeting and evaluates the roles of all participants.

The educational system of TM is as follows:



We will be working on the communication track "competent communicator manual".

### What is in the communication track "competent communicator" for you as an EFL teacher?

In the past, teachers were considered as the only source of knowledge whereas learners were only receivers of that knowledge. Nowadays, teachers, especially EFL teachers, carry heavier responsibilities. They are required to communicate with students not only on the academic level, but also on the psychological level in order to motivate and encourage them to conquer their fear to participate in the language classroom activities, especially speaking. In addition, teachers handle other tasks like paperwork, preparation, encounters with parents, etc. That makes teaching one of the most stressful jobs that needs thorough preparation (Adams, 2001).

A number of researches have been conducted on non-native EFL teachers' stress. It has been found out that EFL teachers' non-nativeness is a big cause of teacher stress as it is associated with a deficiency in teachers (Horwitz, 1996). Even if the non-native EFL teacher has enough language knowledge, he/she might lack self confidence in him/herself as language user since language learning is a never-ending process. Kim (2004) sees:

*Many NNES [non-native English speaking] teachers-in-preparation and NNES professionals report suffering from an unnecessary level of*

*emotional stress caused by language issues, which is detrimental to their confidence as teachers. Although many NNES teachers-in-preparation have a good command of internalized L2 knowledge (linguistic competence), they may have difficulty using this knowledge in different contexts (p.1).*

The new responsibilities of teachers, the issues of uncertainty of language deficiency and lack of self-confidence among non-native EFL teachers altogether create a need for a training program that focuses on building effective communication and leadership skills for teachers. Toastmasters International has transformed the lives of many EFL teachers.

Matthew, for example, is the admin of the blog “An English Teacher in China”. He is an accountant who lived in Canada but decided to shift his career and move to English language teaching in China. In one of his posts on his blog, he explained his experience with Toastmasters International and how it helped him in becoming an English teacher. He explained that TI helped him in many ways:

- Getting comfortable standing in front of a group of people speaking.
- Setting objectives and planning the purpose of your session, i.e. inform, persuade, entertain, inspire.
- Giving constructive feedback to students to learn from and build experience.
- Evaluation: in toastmasters you are required to give all kinds of evaluations: verbal, written; speech evaluations; meeting evaluations; grammar and word usage evaluations; clear speech evaluations (“Ahs, Uhms); time usage evaluations.
- English language speaking and listening skills improvement.

## **The sequence of the training program based on the Toastmasters approach:**

### **Module 1:**

You will learn some oral communication strategies that are expected to help you carry out the coming modules of the competent communicator manual in TM:

- Use avoidance
- Use circumlocution
- Use hesitation devices

### **Module 2:**

You will start the first project in the competent communicator manual “The ice breaker”:

- Introduce yourself before an audience
- Talk about your interests, ambitions and background
- Discover speaking skills you already have and skills that need some attention
- Use the communication strategies learnt in the previous module
- See how a TM meeting is run.

### **Module 3:**

You will move to the second project of the competent communicator manual “Organize your speech”:

- Select an appropriate outline which allows listeners to easily follow and understand your speech.
- Make your message clear, with supporting material directly contributing to that message.
- Use appropriate transitions when moving from one idea to another.
- Create a strong opening (attention grabbers) and conclusion

### **Module 4:**

Moving to another project of the competent communicator manual “Your Body Speaks”, you will:

- Connect with the audience using eye contact.
- Make facial and body movements suitable to your message.
- Use stances gestures to retain the attention of the listeners.

## Module one: Communication Strategy Training

Module Objectives:

By the end of this module, you will be able to:

1. Use avoidance strategy in conversation
2. Use circumlocution strategy in conversation
3. Use fillers and hesitation devices in speech

### What are communication strategies?

Although some L2 users are perfectly aware of the language grammar and vocabulary, they find difficulty in communicating their intended meaning orally in L2. On the other hand, other language users can efficiently communicate with 100 words and no perfect grammar. This is because the latter kind of language users uses other helping elements with their spoken language (e.g., they use their body language, they imitate sounds, they create new words or definitions of words they are not aware of, etc.) That is, they use communication strategies/strategic competence.

Strategic competence is defined by Canale and Swain (1980) as “verbal and nonverbal strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence” (p. 30). Many researchers agree that communication strategies are defined as “a systematic technique employed by a speaker to express his [or her] meaning when faced with some difficulty” (Corder, 1981, p. 103). According to Dornyei (1995), it is possible to develop the quality and quantity of learners’ use of some communication strategies through focused instruction.

#### 1. Avoidance strategy:

- **What is avoidance?**

In avoidance strategy, you avoid topic areas for which you do not have sufficient language. It is expected to increase your fluency in your spoken English since you steer the conversation to another area for which your language is sufficient or you simply avoid answering the question but still give an answer.

- **How to use avoidance?**

1) Reply back with a joke: Question: "How much money do you make each month" Answer: "Few million dollars". Many people will realize that you don't want to answer a question when you reply back with a funny answer and if you were lucky they won't repeat the question again.

2) Reply with an unclear answer: You will be amazed when you find out how many people just want any answer and not just a specific one. Here is an example

Question: "How old are you?" Answer: "Well, that's an interesting question. Isn't it strange how people always feel that they need to know the age of a person?"

4) Reply with a personal question: The best way to distract a person and make him forget about a question is to reply back with a personal question. Question: "How much do they pay you?" Answer: "Are you looking for another job or what?"

5) Combine two methods together: You can always combine two methods together for more effective results. Here is an example where the answer included a vague reply plus a question. Question: "How much you bought this for?" Answer: "It is not as expensive as it seems, do you want to buy one?"

6) Steer the conversation to a given topic like "drawing", for example...

Question: "What is your grade in high school?" Answer: "High school exams are not as easy as most people think. A few years ago, drawing was counted with the total grade, but now it is not. If it is still a part of the total grade, I would have had a better total since I love drawing so much. I used to go to drawing classes when I was young, but now..."

- **Exercise (1): Practice using avoidance**

**Exercise instructions:**

**Record your voice while "avoiding" answering the following questions, specify the method you used at the end of each answer (do not repeat a method more than twice), make your answers in one recording and say the question number before answering it:**

1. What celebrity do you have a crush on?
2. When have you broken your mother's heart?
3. What are you afraid of?
4. What things are you shallow about?
5. When have you had to walk away in shame?
6. When have you been fired from a job?
7. What is more important than money?
8. When are you going to get married?

9. How much does your engagement ring cost?
10. Where is your new flat?

## 2. Circumlocution Strategy:

- Think of three objects/concepts in Arabic for which you do not know the equivalent English word.
- Write the names & definitions of these words in Arabic.
- For each word, write a description of its characteristics or elements in English.
- Read your English description aloud.



- **What is circumlocution?**

Circumlocution is one of the achievement communication strategies. This strategy helps when you do not know the exact word needed in a given moment of communication in the target language. It is also used for social purposes in order to avoid using offensive words. In this case, you exemplify or describe the target object or action using your available language (e.g., the steel object you use to pick food from a plate to put in your mouth for *spoon*).

- **How to use circumlocution?**

In order to use circumlocution and be able to give the right description for the words/concepts, you need to master of some words and expressions, for example:

Shapes	Locative phrases	Expressions
Circular	In the middle	It is kind of...
Oval	Two inches from the top/bottom	Sort of the thing you use for...
Square	On each side	It is what/when you...
Disc-shaped	On the top	It is something you do/say when...
Triangular	On the left side	It is something you use for...
Bowl shaped	On the right side	It looks/smells/tastes/feels like...

- **Examples of circumlocution:**

1. A square-shaped piece of furniture that professors in university stand behind while presenting (*lectern*).
2. It is a bowl shaped thing made of pottery that some people use to put flowers in (*vase*).
3. It is when you feel a painful physical change that is caused by a particular disease (*symptom*).

4. A small, very thin rubber bag that you blow air into or fill with air until it is round in shape, used for decoration at parties or as a children's toy (*balloon*).
5. A flat piece of plastic, wood, or metal with a thin row of long, narrow parts along one side, used to tidy and arrange your hair (*comb*).

- **Exercise (2): Guess the correct words for the following definitions:**

1. A thin, flat material made from crushed wood or cloth, used for writing, printing, or drawing on.
2. A long, thin object used for writing or drawing with ink.
3. A piece of electronic equipment in the shape of a flat, white board connected to a computer that you can write on using a special pen that also controls the computer.
4. The fact of being extremely fat, in a way that is dangerous for health.
5. The word we use to describe people with pale yellow or gold hair.

- **Exercise (3): Practice using circumlocution**

**Exercise instructions:**

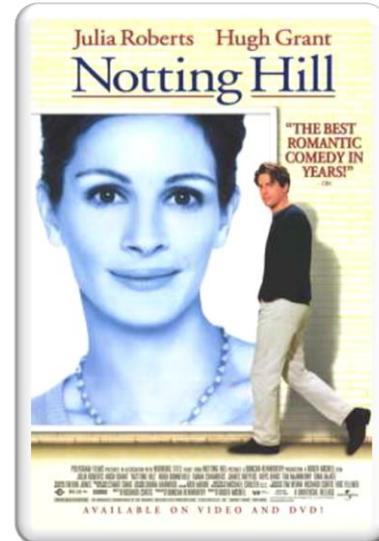
**Record your voice while using circumlocution for describing the following words, make your answers in one recording and say the question number before answering it. *Do not write the definition before saying it & do not look up words in the dictionary:***

1. Bottle
2. Investigation
3. Eye drops
4. Wedding ring
5. Lipstick
6. Truck
7. Elections
8. Pillow
9. Ceiling
10. Procrastination

### 3. Fillers and hesitation devices

#### Activity 1

- Have you watched the movie in the picture?
- If yes, talk to your partner about the story of the movie for 1 minute without stopping.
- If no, guess what the movie might be about and talk to your partner about it for 1 minute without stopping.
- How many times did your partner stop while talking about the movie?



#### Activity 2

- Watch the movie clip and count the times in which the speakers stopped while talking.
- Watch the video again and write down the words/sounds that they used when they stopped while talking.

- **What are fillers and hesitation devices?**

Fillers are useful phrases that non-native English speakers can use to carry on the conversation at times of linguistic processing difficulties, when they want to decide what to say as a process of language production. Examples of fillers range from very short structures (well; I mean; actually; you know), to what are almost phrases (as a matter of fact; to be quite honest; now let me think; I'll tell you what; I see what you mean; etc.)

- **List of fillers and hesitation devices:**

<b>Filler phrases</b>	<ul style="list-style-type: none"> <li>• ...I mean...</li> <li>• ...you see...</li> <li>• Well,</li> <li>• The thing is...</li> <li>• It's like this, you see...</li> </ul>
<b>Stalling for time</b>	<ul style="list-style-type: none"> <li>• Let's see (now)...</li> <li>• Now let me think...</li> <li>• Now, just a minute...</li> <li>• Hang on...</li> </ul>

<b>Stalling for time when answering a question</b>	<ul style="list-style-type: none"> <li>• That's a good question...</li> <li>• That's an interesting question...</li> <li>• Gosh, that's a hard one...</li> <li>• I'll have to think about that...</li> </ul>
<b>When you can't find the exact word to describe something</b>	<ul style="list-style-type: none"> <li>• ...sort of...</li> <li>• ...like...</li> <li>• ...kind of...</li> </ul>
<b>Introducing ideas that bring contrast, surprise or something unwelcome</b>	<ul style="list-style-type: none"> <li>• Actually,...</li> <li>• As a matter of fact,...</li> <li>• To be honest/frank,...</li> <li>• In fact, ...</li> <li>• The fact is...</li> </ul>
<b>Searching for a way to express something</b>	<ul style="list-style-type: none"> <li>• How shall I put it?</li> <li>• What's the word I'm looking for?</li> <li>• How do you say that?</li> <li>• How can I explain this?</li> <li>• What is that word?</li> </ul>
<b>Showing you are reluctant to speak for fear of the effect</b>	<ul style="list-style-type: none"> <li>• What's the best way to put this?</li> <li>• How shall I put this?</li> <li>• What I'm trying to say is...</li> <li>• Let's put it this way...</li> <li>• Where should I start?</li> </ul>

- **How to use fillers and hesitation devices?**

Use one or more of the above fillers in completing each of the following sentences (in each sentence, speak for 2 minutes without stopping):

1. Last weekend-----
2. My favorite place for sightseeing-----
3. My favorite place for a date-----
4. My family-----
5. My job-----
6. My company-----
7. My hometown-----
8. My hobbies and interests-----
9. My life dream-----
10. When I get married-----
11. I want to travel to-----
12. The worst day of my life was when-----
13. -----and that was the most embarrassing situation in my life.
14. -----and then she closed her eyes forever.
15. -----and here I discovered that life is our real school.

16. When I heard his voice singing,-----
17. I was very surprised when-----
18. Once she entered the new flat, she-----
19. -----and that was the last thing she expected from her life partner!
20. The truth that she spent her entire life escaping from-----

### Activity 3

In pairs compose short nonsense dialogues that consist almost entirely of fillers; you may use names of cities, for example, as content words:

A: You know, I thought maybe London.

B: Well, I see what you mean, and don't get me wrong - that's very Frankfurt - but actually, as a matter of fact, I was thinking more along the lines of Paris . . . if you see what I mean.

A: Really? But that's Istanbul!

Choose one of the following topics to use as content words:

Jobs – names of movies – names of songs – names of T.V programs

### Activity 4

The unchained story: stand in a circle. One student starts by saying one random sentence. The student next to him continues his sentence with another one without stopping. Each student in the circle must say a sentence continuing the one before him/her. If the student stops for 5 seconds, he/she is out. The game ends when all students are out, except for only two of them (the winners).

### Activity 5

Choose one of the following topics and talk about it for 3 minutes without stopping. If you stop for 5 seconds, you are out.

1. What's your favorite way to waste time?
2. What is something you are obsessed with?
3. What do you do to get rid of stress?
4. When was your last period of depression and why were you depressed?
5. What do you do when you hang out with your friends?
6. What's the best / worst thing about your work / school?
7. Imagine an alternative reality to yours and describe it.
8. When was the last time you felt guilty and why?
9. When was the last time you felt accomplished and why?
10. How often do you help others? Who do you help? How do you help?

- **Exercise (4): Practice using fillers and hesitation devices**

#### **Exercise instructions:**

**Choose two of the following topics, state your opinion about it and prove that opinion by talking about it for 3 minutes without stopping. If you feel like you want to stop, use fillers and hesitation devices to keep your speech going. Do not rehearse before recording. Do not write what you are going to say and then read it:**

1. Who is more complicated gender: men or women?
2. Exams are harmful
3. A woman's place is in the home of her husband
4. Is college education worth it? Why/why not?
5. Cell phones should be banned from schools and universities
6. University students should be required to wear uniforms
7. Do American movies depict the American reality?
8. Does money motivates people more than any other factor in the workplace? Why/why not?
9. Should older women be allowed to marry younger men?
10. Is it better to be honest and poor or dishonest and rich?

## Module Two: The Ice Breaker

Module Objectives:

By the end of this module, you will be able to:

1. Begin speaking before an audience
2. Talk about your interests, ambitions and background
3. Discover speaking skills you already have and skills that need some attention.
4. See how the TM meeting is run.
5. Use communication strategies

Timing: 4 – 6 minutes

- **What is “The Ice Breaker”?**

“The Ice Breaker” is the first project in the TI competent communicator manual. In this project, you will introduce yourself to your fellow club members and give them some information about your background, interests, and ambitions in no more than 6 minutes. Before starting your speech, you will be introduced to the floor by “the Toastmaster of the day”. After finishing your speech, you will be evaluated by one of your fellow club members. This evaluation represents an opinion of how that person perceived you and your presentation. These opinions usually will be helpful to your self-development.

- **Why is “The Ice Breaker” important?**

This project is important for you as an EFL teacher-to-be for the following reasons:

1. **Building rapport with your future students:** This project is all about your life, hobbies, interests, family, birthplace, ambitions in life, or any combination of these. When you talk about yourself openly and with confidence, you will establish rapport with your future students since every one of them will learn something about you. That will make them encouraged to tell you more about themselves and connect with you on the humane level before the academic level.
2. **Conquer your fear and your future Ss’ fear of speaking in front of a group in the second language (L2):** You are a mirror for your future students; if you are nervous, they will be nervous; if you are not confident while using L2, they will be the same. It is known that speaking before a new group, especially in L2, is nerve-wracking. This project is a chance to conquer your fear and nervousness since a Toastmaster audience is always supportive and understanding. Nobody is grading you, and nobody will mind if

you stumble in your speech. The confidence you will gain from this project will be reflected on your future students; it will melt their fear of speaking in L2 and encourage them to introduce themselves in English as you did confidently.

- **How to make “The Ice Breaker”?**

- ✓ Talking about yourself is a very broad topic to fit into four- to six- minutes, so choose only three or four interesting aspects of your life that will give your audience understanding of you as an individual. These might include your birthplace, education, or family. You could also mention a turning point in your life. Once you identified your content, make it in the form of a story.
- ✓ A good story should have an attractive beginning, body and an inclusive ending. Create an interesting opening sentence that captures the audience’s attention. Memorize it, if necessary, and use it even if a better idea occurs to you just before you speak. Then devise a good closing and memorize it, too. A memorized beginning and ending enable you to start and finish your talk with confidence and ease.
- ✓ Put the main points in the body on note cards and place your notes on the lectern if you need so. Refer to each point with a key word; do not write full sentences and read them; rather, use the key words to remember the point you are about to start talking about.
- ✓ Before coming to the stage, practice your talk in front of family members or a group of friends and ask for comments. If you have an audio recorder, record the talk and listen to it carefully, making any necessary improvements. Using a recording is one of the best ways to improving your speaking ability.
- ✓ Begin by facing the Toastmaster and saying, “Mr. (or Madam) Toastmaster,” then face the audience and say, “Ladies and gentlemen...” or “Fellow members and guests...” Pause, and then begin with your memorized opening.
- ✓ While speaking, make eye contact with various members of the audience, first looking directly at one person for a few seconds, then looking at another, so people feel included in your talk. If you are afraid of looking directly in the eye, you can simply look at the audience’s foreheads and no one will notice. As you do this, glance periodically at the timer. If the red light comes on while you’re talking, move smoothly to your conclusion and finish quickly.
- ✓ Finish with your memorized conclusion. Some speakers say “thank you” at the very end to signal to the audience that they are finished, but this is not necessary. Instead, after you say your concluding words, nod at the Toastmaster of the meeting and say, “Mr. (or Madam) Toastmaster” and enjoy the applause.

- **Tips and techniques:**

- ✓ Seek for help

Since this will be your first speech, don't hesitate to ask for help. Your mentors have already cleared this stage and hence will have a better idea about the contents that would be relevant to talk about.

- ✓ Avoid giving too much information

A topic like talking about yourself is immensely vast. It is merely impossible to summarize it into a six minutes speech. But don't get carried away. Filter the content and wisely select only what's relevant. Do not stretch too much on one point or try to fit too many stories. Keep it simple and interesting.

- ✓ Note

It is okay to be nervous. Since this is your first speech prepare and carry notes if you must. It is advisable not to look into the notes for the opening and closing. Also, frequently referring to your notes will reduce the audience's interest in your speech.

- ✓ Don't expect to be awesome

Nobody is expecting you to talk like Martin Luther. Take down the pressure of having to be amazing. Walk up to the stage and give it your best shot.

- ✓ Relax and speak slowly

First speech can always be intimidating. Compose yourself. Take long breaths by inhaling deeply and exhaling completely before you walk up to the stage. Speak slowly. There is no rush. Everyone in the crowd is eager to hear you and will support you.

- **Ideas for introducing your speech:**

- ✓ Chronological: You follow a sequence of life events, e.g., where have you been when you were young, did you move to another city, etc.
- ✓ Topical: You focus your talk on one topic, e.g., how do you feel about your family, work, hobby, etc.
- ✓ One key event: You highlight one turning point in your life like an accident, and adventure, a childhood story, etc.

- **Evaluation criteria:**

You will be evaluated according to:

- ✓ Your success in introducing yourself:

By the end of your speech, the audience should have a clear idea about you. The clearer the picture they are able to draw of you, the more positively you will be evaluated for your speech.

- ✓ Your Preparation

An audience will easily be able to tell the time and effort you put into your speech. A well prepared speech will have a flow. Prepare your speech well. Do not over stress yourself and over-do it either.

- **Examples of the “Ice Breaker”:**

- ✓ Video examples: [https://www.youtube.com/watch?v=uuG2\\_uHSdhQ](https://www.youtube.com/watch?v=uuG2_uHSdhQ)  
<https://www.youtube.com/watch?v=aVCCAfNnej8&t=40s>

- ✓ Written example:

Mr. /Madame Toastmaster, Fellow Toastmasters, esteemed guests: I am not who I thought I was. In fact, if it weren't for the little bit I've learned over the last few years, I wouldn't have a clue. Fortunately, I do have a clue. Thanks to an open mind and the help of others, I've been able to wake up to a wonderful life, one in which I choose who I am, and what I do.

Not all of my days and nights are magic. I can still get emotionally overwrought over insignificant things. I can still spend sleepless nights with a chattering mind. A couple of recent nights with the full moon blazing come to mind.

This past full moon, with its convergence of the Easter holiday, Christian archetypes, astrological cross formation and the breaching of the threshold from winter to spring, was a bit of a bumpy ride. As difficult a climb that might have been, the run down the back side of the mountain is refreshing! This speech, and a chance to tell you a little bit about who I am, is part of the reward of flowing with these great, ever changing cycles of the universe.

My earliest memories are of being sick at the age of four. As the oldest of three, doted on by my mother, I was bathed in the light of her exclusive attention. When my sisters were born, I have come to see, that it was traumatizing having that attention diverted. It was, for me, literally gut-wrenching. I was diagnosed with an intestinal obstruction that required surgery. Of course the surgery was successful and I recovered.

But that emotional wave has stretched through my life. That feeling of losing the bright attention of my mother has affected my relationships and is at the core of my motivations to this day. It

has spawned among others, a motivation to be seen, to be heard, to be noticed. My parents did the best they could. This is my karma. Only in awakening to a more authentic life, has it been accepted.

Equally powerful is the memory of the fourth grade. Everyday Bobby McCurdy played America the Beautiful and every day the teacher asked, “does anyone else want to play?” One day I gave in to some impulse and volunteered, even though I didn’t know how. Needless to say, my mother was unable to teach me in one evening. I humbly tried, but failed in front of the class.

So another wave was created, spawned by my spirit – a deep, honest desire to just get up and play – yet in conflict with the heat of my embarrassment; a disruptive wave extending into the future, even to this moment.

Given the level of consciousness of the world in the 60’s and 70’s when I grew up, it is not surprising that these enormous emotional waves were dealt with in a certain manner – they weren’t dealt with at all! In fact, they were suppressed. Yet another wave was created, 180 degrees out of phase; a wave of repression, conformance and denial; an inauthentic wave.

There is though another wave that slowly unfolds throughout our lives. About halfway through life, this particular wave hits a peak – or a trough – depending on how you see it.

Yes, midlife. A time when all of the dissonance is suddenly is forced into focus for one reason or another. It is the unexpected expression of deeply held, shadow characteristics that explode to the surface and literally make us look and feel, well...crazy.

But it is not craziness. It is the doorway to sanity, an opening to a path of greater authenticity. What we do with this opportunity is a personal choice. I started to dream more vividly and memorably.

Two dreams became my guides. In one, I was inside a boat on a brown, flowing river. I came out of the boat and jumped into the turbulent water. Swept along, I swam to another, nearby raft with a shack in the middle of it. Inside of the shack, I meant the archetypical woman – mother, lover and sage. She told me I needed to go back into the river, and I did, but not without a deep sense of loss and loneliness.

In another dream, I sat in a dark, wood-panel library in a heavy oak chair along with a German engineer and an Italian artist. Suddenly I threw my head back as my chair floated to the ceiling. Laughing, I exclaimed, “Now I understand, I’m a romantic!” And I did, quite literally begin to understand and sort out the difference between that which I was told and taught and that comes from within.

So I quit my job as an engineer/project developer. I became certified as an Integrative Processing Therapist working with feelings and emotions. I opened a consulting firm to work with local people, small business and the immediate community. I began to focus on the relationship

between individual growth, cultural inertia and the challenge of creating a more sustainable economy.

Part my journey is about learning to organize and present ideas to people; to communicate and to inspire; about peeling back the layers of conditioning and seeing the waves clearly. Thus I am here tonight taking a new step in this direction.

Becoming aware of the waves in our lives is as simple as noticing. When the inspiration for a speech decides to come to you, coherence means stopping what you are doing to accommodate that awareness. This ability comes from practice – of becoming aware that an inspired thought is occurring; realizing that we cannot command inspiration but must instead bow to it.

Such is the trajectory of my own growth. Sure there are others that just sit quietly and creative thoughts come in like proper houseguests. Not me. Instead they come in waves. But for the many waves in my life, slowly converging into this moment, there go I.

## Module Three: Organize your speech

Module Objectives:

By the end of this module, you will be able to:

1. Select an appropriate outline which allows listeners to easily follow and understand your speech.
2. Make your message clear, with supporting material directly contributing to that message.
3. Use appropriate transitions when moving from one idea to another.
4. Create a strong opening (attention grabbers) and conclusion.

Presentation time: 5 to 7 minutes

- **What is “organize your speech”?**

**Organize your speech** is the second project in the competent communicator TI manual. In this project your mission is to maintain good speech organization for your audience. Organizing your speech includes choosing an outline that best suits your topic, pick a catchy opening, construct your body in a way that supports your point, and make a memorable conclusion that reinforces your ideas. Transitions between thoughts should be smooth. After delivering your speech, you will be evaluated by one of your fellow club members.

- **Why is “organize your speech” important?**

As an EFL teacher-to-be, obtaining the skill of organizing your speech will benefit you in your future career as follows:

- ✓ Organized speech is easier to be understood by your students since they will be able to identify the point you are trying to make.
- ✓ Organized speech is easier to be remembered by your students because it consists of some points with transitions from one point to another.
- ✓ Organized speech will be more enjoyable for your students. You will be able to provide them with an attractive opening, move smoothly through the points of the lesson and then give them an unforgettable closing that will make the information stick to their minds.
- ✓ As an English language teacher, you need to be confident while presenting your lesson in English. Organizing your speech will help you plan the points you want to

make and the order in which you want to present them. Consequently, you will be less likely to forget & your presentation will be more effective.

- **How to make “organize your speech”?**

1. Select Your Topic:

The first thing you need to do is to decide the topic you will make your presentation about. The world is full of possible speech topics. Your challenge is to select the best one for you and your audience.

2. Narrow down your topic:

Be sure the topic is not too broad. For example, instead of talking about education – a general topic – narrow the subject to adult language education or early stages language education.

3. Decide on your point:

Determine the point you want to make. If the topic is early stages language education, for example, do you want to convince listeners with new methods in teaching language for early stages?, Do you want your audience to find solutions for early stages language education in your country? Or do you want to entertain your audience with funny stories about your children language learning?

4. Develop the Opening:

Your opening should catch the audience’s attention and tell them what you will be talking about. Here are some techniques that will help you make an exquisite attention grabber when opening your speech:

- ✓ Amplification technique:

Challenge your audience’s expectations with something minor made a serious problem or something farfetched made real. Surprising your audience will grasp their full attention to your coming words.

**For example**, if you are making a comparison between boys and girls in education, you might use startling facts: “Boys are 30 percent more likely than girls to drop out of school. Girls outperform boys now at every level, from elementary school to graduate school”.

- ✓ Sensory technique:

Awaken your audience’s imagination by describing a scene in vivid detail or ask them to close their eyes and remember a particular memory and recall what they saw, smelled, heard and felt. This way will help your audience retain information for longer.

**For example**, in a lesson about “deleting bad memories”, you might ask your students to close their eyes and remember the worst memory in their life and recall their feelings of this memory. Then you start your lesson by asking them if they wish for deleting this memory or not and why.

✓ Question technique:

Asking questions can be an effective way to make your students share their own life and experiences with you; that will make them feel that they exist in the class on the spiritual level.

**For example**, if you are to teach a lesson about stress, you might ask your students to raise their hands if they experienced different levels of stress over the past year and ask them to raise their hands if yes.

✓ Quotation technique:

Using the words of a famous person gives your speech credit, especially if that person is respected by your students. If your students are not aware of that person, you can tell them of his/her credentials.

**For example**, you might use the words “*Whatever your grade or position, if you know how and when to speak, and when to remain silent, your chances of real success are proportionately increased*” of Dr. Ralph C. Smedley, the founder of Toastmasters International, if you are starting a presentation about why it is important to start a Toastmasters club in the school.

✓ Story technique:

Stories are very effective in inspiring your students and engaging their minds and emotions in your presentation. Telling the story to give your students a good example builds positive values along with knowledge in their hearts and minds.

**For example**, Professor Zeinab El-naggar - professor emerita of curriculum and EFL instruction at Faculty of Education, Ain Shams University - always uses stories as one of the techniques to inspire her students. One time, she wants to prove that students always meet their teachers’ expectations (high or low). She narrated a story of a well-known Italian writer who was refused by his peers when he was a child, but accepted by his teacher, who was giving him care and knowledge until his level was extremely elevated and his talent in writing became clear. This was not the only memorable story told by Professor Zeinab that the researcher can remember from 4 years ago!

✓ Humor technique:

Telling a joke at the beginning of your presentation gives your students a sense of relaxation and security. That way makes them willing to participate with you since they find ease in the overall atmosphere of the class.

**For example**, in a lesson about the differences between American and British English, a teacher uses the following joke to clarify the different pronunciations of /r/ in British and American:

American man: What do you do for living?

British man: Clark /klu:k/ (pronounced as “clock”)

American man: Wow! You do “tick tock”?

## 5. Draft the Body

The body is the main part of your speech. It includes the facts/ideas you want to convey throughout your presentation. For a five- to seven-minute presentation, three facts or ideas are enough. Follow these steps to draft your body:

- ✓ Phrase each idea related to your topic in one sentence and put it on one note card. Then select the three best or most important facts or ideas to use in the presentation.

For example, if you are giving a presentation about the benefits of eating fruits and vegetables, the three main points you could select are:

1. Eating fruits and vegetables provides your body with the elements it needs to function.
2. Eating fruits and vegetables decreases the effects of aging.
3. Eating fruits and vegetables reduces the risk of cancer and heart disease.

- ✓ Elaborate on each main point with sub points that clarify or prove the main idea.

For example, a sub point for point number one above could be: "They contain carbohydrates, proteins and fats the body uses to generate energy or build cells."

- ✓ Follow each sub point with a supporting material like statistics, testimony, examples, visual aids, information or facts. (See a sample speech outline).

## 6. Close your speech:

This step is your final chance to ensure your message and main points in an unforgettable way. Bear in mind that last experiences last, so leave your audience with a lasting positive impression and avoid introducing a new piece of information in the conclusion:

- ✓ If you were informing the listeners, you could conclude with a summary of the ideas presented in the body of the speech.
- ✓ If you were persuading or motivating the audience to take some action, you could suggest a course of action listeners could take.

## 7. Use transitions

Transitions provide easy bridges to smoothly move from one part to another and help the audience see the relationship between the ideas presented. Transitions usually are used as you move:

- ✓ from the opening to the body
- ✓ from a main point to a sub point
- ✓ from a sub point to support material
- ✓ from support material to another main point
- ✓ from the last support material to the conclusion.

Here are some transitions that will help you in the presentation:

Transitional words	Transitional phrases	Transitional statements/questions
<i>Afterward, also, but, consequently, consider, finally, instead, later, meanwhile, moreover, next, then, yet, however, nevertheless.</i>	<i>According to, as a result, for example, for instance, in addition, let's begin with, more importantly, this means, to illustrate.</i>	<i>- If this program is so valuable, why is everyone resisting it?  - We must consider three things in developing this new product. First is ... Second is ... Third is...</i>

- **Evaluation Criteria?**

In this project, your evaluator will mainly focus on the effectiveness of your organization of your speech. However, your evaluator will also consider your use of skills from previous projects, such as your enthusiasm and ability to control nervousness. To be effective, your outline must be useful to you in organizing your thoughts, and your organization must be clear to your audience, so they can understand exactly what you are trying to accomplish.

- **Examples of “Organize Your Speech”:**

- ✓ Video examples:

<https://www.youtube.com/watch?v=Eby7-8Prc-U&t=38s>

<https://www.youtube.com/watch?v=vo03fiInc6M>

✓ Written example:

### **Mobile Phones - The Early Days**

We take many things in our life for granted. One such thing is the mobile phone. It has become a part and parcel of our lives, almost an extension to our hands and ears. And yet we take it for granted! Perhaps if we could learn something about how it evolved we would appreciate it better. So today I am going to talk about the history of mobile phones.

By 1920s, telephones and radios had become popular means of communication. Telephones enabled one-to-one, two-way communication through electric wires. Radio communication was mainly one-to-many, one-way through wireless medium. Both the telephone and the radio were not portable enough to be carried around and could be used only from a fixed location.

But people wanted to listen to their favorite radio programs even when they were on move. This led to car radios and portable transistors. Now they wanted to use telephones also on the move. This was almost impossible using wired communication systems. You can't just walk or drive around in the city with a telephone and a long wire trailing behind you. So they invented hand-held walkie-talkies that used radio technology. A conventional radio just had a receiver. But a walkie-talkie had both a transmitter and a receiver. This made one-to-one, two-way conversation possible while on move.

But the walkie-talkies could operate only within a range of 1.5 kms. For longer ranges it required a more powerful and hence bulkier transmitter to be carried around. Now this would have been fine for weightlifters but was certainly not for everyone else. Hence they installed these huge transmitters weighing nearly 40 kilograms in cars. This enabled car-to-car communication while on move. A single central radio tower in the city coordinated the communication up to a range of 80 kilometers.

And then someone had a bright idea to connect car phone to land phone calls. This was the first Mobile Telephone system.

However the problem was far from over. Firstly, how do you provide long-range connectivity to people walking around without expecting them to carry bulky mobile transmitters? Secondly, the mobile phone operators were authorized to use just around 400 channels. Therefore only 400 calls were possible at one time. This was certainly not enough for a big city.

Introduction of cellular concept solved both these problems. The city was divided into small cells of about an area of 25 square kilometers each. Instead of a single central tower for the entire city, each cell had its own base station. All the base stations in the city formed a wireless network to relay the calls to longer distances. So the mobile phone transmitters needed to be just powerful

enough for its transmission to reach its nearest base station. This reduced the size of mobile phones and made them portable.

Cellular concept enabled reuse of channels. The available channels were allocated to the cells in such a manner that two adjacent cells did not have any channel in common. But non-adjacent cells could reuse the channels without any signal interference. This method enabled much more people to talk simultaneously.

This was the birth of first generation cell phones in early 1980s. Second-generation technologies like TDMA, CDMA increased the capacity of the cell phones to handle thousands of simultaneous calls.

You very well know what today's cell phones are capable of. The next generation phones will have high quality audio /video content being transferred at high broadband speeds. We will have features like video chatting, mobile TV, high-definition video TV content, Digital Video Broadcasting. There is lot more to look forward to. As Sharukh Khan says in Om Shanti Om, "Picture abhi baaki hai mere dost!(Show is not over yet !)"

## Module Four: Your Body Speaks

Module Objectives:

By the end of this module, you will be able to:

1. Connect with the audience using eye contact.
2. Make facial and body movements suitable to your message.
3. Use stances and gestures to retain the attention of the listeners.

Presentation time: 5 to 7 minutes

- **What is “Your body speaks”?**

**Your body speaks** is the fifth project in the TI competent communicator manual. This project focuses on the use of body movements, facial expressions, gestures, eye contact and stances to best convey your message to your audience. You will give a presentation using all the body language skills and you will be evaluated based on your use of these skills and the skills you have practiced during the previous projects.

- **Why is “your body speaks” important for you?**

As an English language teacher-to-be, you need to master using the aspects of your body language confidently because:

- ✓ your future students will tend to pay more attention to your body language when they are unable to understand the spoken English, especially if they are still in their early stages of learning the language.
- ✓ effective use of body language will help you clarify ideas, concepts, and vocabulary without resorting to using Arabic.
- ✓ being able to use body language will help you manage your classroom in a subtle way and without shouting or even uttering a word.
- ✓ using body language effectively will help you grasp your students’ attention along your presentation.
- ✓ When you use body language and facial expressions in the right way, you will sound more interesting and make your students lose track of time, i.e., they will never get bored.

- **How to do “your body speaks”?**

Body language includes stance, movement, facial expressions, and eye contact. In order to master using your body language effectively, you need to master each element of the previously mentioned ones. Here are some Dos and Don'ts in each element:

✓ **Stance** is your way of standing in the classroom

Do	Do not
<ul style="list-style-type: none"> <li>• Move from time to time during the presentation.</li> <li>• Stand still when you make an important point and during your opening and closing words.</li> <li>• Stand straight and distribute your weight evenly on each foot.</li> </ul>	<ul style="list-style-type: none"> <li>• Slouch your shoulders or fix your eyes on the floor; these are indicators of shyness and weakness.</li> <li>• Shift your weight from one foot to another; you will appear uncomfortable and nervous.</li> </ul>

✓ **Movement** indicates how you move in the classroom

Do	Do not
<ul style="list-style-type: none"> <li>• Straighten your back &amp; open your arms while speaking to show confidence and gain presence.</li> <li>• Walk around the whole class when talking to reach all students and grasp their attention.</li> <li>• Point at different parts of the classroom to explain concepts.</li> <li>• Stand next to someone and be disruptive if they are off task.</li> <li>• Explain words/verbs by acting/miming. For example, if you are describing a physical action such as throwing a ball or shivering from cold weather.</li> <li>• Deliver part of your speech from one spot, and then move two or three steps while making transition to another point in your speech and deliver that point from your new place.</li> </ul>	<ul style="list-style-type: none"> <li>• Hunch your shoulders, cross your arms, put your hand in your pocket or hold a hand in front of our mouth; these are signs of lack of confidence.</li> <li>• Stand still the whole presentation in one place not to be boring or to isolate yourself from your class.</li> <li>• Hit the board, desk, wall when you are angry; these actions demonstrate nervousness and loss of control.</li> <li>• Move quickly in a distracting way (frantic movement).</li> <li>• Invade students' personal space, lean in or point at them in an angry manner.</li> <li>• Bounce on your feet while talking; this is a sign of stress.</li> </ul>

✓ **Facial expressions** are the movements you make by your eyes, eyebrows and mouth to show different expressions

Do	Do not
<ul style="list-style-type: none"> <li>• Explain a word meaning (ex. Happy ☺ /sad ☹)</li> <li>• Approve/ disapprove an action (ex. Frown/ poker face/ firm look for undesirable actions &amp; smile/ enthusiastic look for desirable actions).</li> </ul>	<ul style="list-style-type: none"> <li>• Show sarcasm or frown if you receive an incorrect answer or undesirable behavior.</li> <li>• seem stressed when students are out of control, or you will lose control “fake it if you need to”</li> </ul>

✓ **Eye contact** refers to how you use your eyes to convey a non-verbal message

Do	Do not
<ul style="list-style-type: none"> <li>• Make eye contact with every student twice per lesson to let them know you’re aware of what they are up to, good or bad.</li> <li>• Give three to five seconds eye contact for non-verbal communication to take place – if you are still a novice teacher, look at students’ forehead; they will never notice the trick.</li> <li>• Watch your learners and look for signs of being bored or being lost to take an action.</li> <li>• Nominate and invite responses by eye. If the nominee is not watching, someone will give him/her a nudge.</li> <li>• Look directly at one student until you finish a thought, then move on to another one.</li> <li>• Distribute your attention between students at the back of the class as well as those in front.</li> </ul>	<ul style="list-style-type: none"> <li>• Fix your eyes firmly on the book, the board, the floor, the window, or roaming randomly around the classroom.</li> <li>• Be careful that you do not look at a student too long; you could make that person uncomfortable.</li> </ul>

- **Evaluation criteria:**

The focus of your evaluator will be on how well prepared you are. Consistent and harmonious body movements will project well preparation and vice versa. You also need to be selective in choosing your topic; you need to choose a topic that will enable you to best show your body language. In addition, your learnt skills from previous modules will be considered, i.e. your organization of the speech and your ability to control nervousness.

- **Examples of “ your body speaks”:**

- ✓ Video examples:

<https://www.youtube.com/watch?v=jVi3q2dvS7M>

<https://www.youtube.com/watch?v=ZKhkV9mmwo>

- ✓ Witten example:

### **Ethics in public speaking**

For this speech I have chosen a topic which is very relevant to each and every one of us. Ethics in Public Speaking. What is Ethics? It is an abstract concept which raises lots of questions. Is Ethics something which I feel is right or correct? Suppose I feel it is OK to use my office car for personal work, am I ethical? Does it mean being a God-fearing person? If I am an atheist does that give me license to be unethical?

If I follow all the laws of my country am I ethical? What if the laws are like the old apartheid law of South Africa?

What then is Ethics?

Ethics is a set of standards or guidelines for behavior. It tells us how we as an individual or as a member of a group or a professional body should act in a given situation.

Markkula Center for Applied Ethics, Santa Clara University studied the works of many philosophers and ethicists. Based on this study it classifies ethical standards in 5 categories.

The Utilitarian Approach - any action which does more good than harm is ethical. For e.g. bombing the location where terrorists are hiding may cause death, injuries, and destruction of people, but it is for the greater good achieved in ending terrorism.

The Rights Approach - taking actions that best protects and respects the moral rights of people is ethical. For e.g. right to information, right to privacy.

The Fairness or Justice Approach - actions that treat all human beings equal or fairly based on some standard are ethical. For e.g. performance linked salary or bonuses in a company.

The Common Good Approach - actions which ensure common welfare conditions are ethical. For e.g. establishing systems for law and order, safety and health care, education etc.

The Virtue Approach - actions consistent with certain ideal virtues like honesty, compassion, self-control etc. are ethical.

Now let us come to the application of Ethics in Public Speaking.

The book “The Art of Public Speaking” by Stephen E. Lucas gives five guidelines for ethical public speaking.

Guideline # 1: Make sure that your goals are ethically sound. We need to ensure that whatever we are trying to achieve through our speech are consistent with the ethical standards I just talked about. When in doubt one should ask himself “Will I be comfortable in truthfully declaring my goals or intention in front of a worldwide audience?” If the answer is NO, then the goals may not be ethical.

Guideline # 2: Be fully informed about the subject you are going to speak about. “A speech is a solemn responsibility” said Jenkins Lloyd Jones. Imagine how badly a listener will be impacted if we unknowingly give wrong information or misleading advice in our speech.

Guideline#3: Be Honest in What You Say. Honesty is the best policy. Public speaking rests on the foundation of the unspoken assumption that “words can be trusted and people will be truthful”. And I as a speaker should ensure that I don’t break the trust of the listeners. In my speech - I should not lie for a personal gain. I should not present a fudged data. I should not plagiarize someone else work. Only then I can be called honest.

Guideline# 4: Avoid Name-Calling and other forms of Abusive Language. It demeans the dignity of an individual or a group and risks their right to be fairly heard.

Guideline#5 – The Last Guideline: Put Ethical Principles into Practice. I should always practice what I preach. Otherwise my speech will have no credibility. I will be a hypocrite.

The goal of public speaking is to inform, convince and persuade the audience. But definitely not by compromising on ethics!

A good public speaking skill is a power, which comes with heavy ethical responsibilities.

Plato said “All the public speakers should be truthful and devoted to the good of the society”.

Yet so many excellent public speakers have often abused their skills. Hitler a powerful orator instigated Nazis to exterminate the Jews!

And that’s the ultimate reason why the power of spoken word should be kept in check by a strong sense of ethics.

I would like to conclude with a beautiful quote by Albert Schweitzer

“I can do no other than be reverent before everything that is called life. I can do no other than to have compassion for all that is called life. That is the beginning and the foundation of all ethics.”

## **Appendix (F): Trainer's Manual**

## **Introduction**

This manual is designed to provide you with the needed guidance to train EFL student-teachers on the Toastmasters-based program. Before teaching the program, you need to raise student-teachers' awareness of the Toastmasters Approach; its history and the idea of learning by doing upon which the Approach is built. Make your trainees understand the importance of this training for them as prospective teachers. In addition, you need to introduce them to the importance of enhancing their oral communication skills.

The manual contains an outline for the program along with a detailed planning for teaching each session. The program follows the learning by doing theory; therefore, the sequence moves the learning responsibility smoothly from the trainer to trainees. The first module (Communication Strategy Training) will require both the trainer and the trainees to cooperate for learning; the trainer will lead discussions and guide the trainees in some learning activities. Sessions 1, 2, 3, and 4 follow (Presentation, Practice, Production) lesson planning model. From module 2 till the end of the program, trainees will carry out the whole responsibility for learning; they will lead every session all by themselves. Sessions led by trainees will follow the typical Toastmasters meeting sequence rather than a lesson plan model.

Each session's planning provides you with the session's sequence; ideas, activities, needed materials as well as the assessment techniques. The researcher highly appreciates your feedback on this manual.

## Program Outline and Objectives

Module	Session	Objectives
	1. Orientation	<ol style="list-style-type: none"> <li>1. Identify the aspects of the Toastmasters Educational Program.</li> <li>2. Compare between Toastmasters meeting roles.</li> <li>3. Specify the importance of Toastmasters meeting for EFL student-teachers.</li> </ol>
1. Communication Strategy Training	2. Avoidance Strategy	<ol style="list-style-type: none"> <li>1. Identify the components of communicative competence.</li> <li>2. Identify some of oral communication strategies.</li> <li>3. Use avoidance strategy in conversation.</li> </ol>
	3. Circumlocution Strategy	<ol style="list-style-type: none"> <li>1. Define circumlocution strategy.</li> <li>2. Use circumlocution strategy in conversation.</li> </ol>
	4. Fillers and hesitation devices	<ol style="list-style-type: none"> <li>1. Differentiate between preferable and un-preferable fillers and hesitation devices.</li> <li>2. Pick fillers and hesitation devices from a movie clip.</li> <li>3. Suggest usages for fillers and hesitation devices.</li> <li>4. Implement fillers and hesitation devices in speech</li> </ol>
2. “The Ice Breaker” Project	5. First Toastmasters Meeting	<ol style="list-style-type: none"> <li>1. Begin speaking before an audience.</li> <li>2. Talk about interests, ambitions, and background.</li> <li>3. Discover speaking skills you already have and skills that need some attention.</li> <li>4. See how the TM meeting is run.</li> <li>5. Use communication strategies.</li> </ol>
6. “Organize Your Speech” Project	6. Second Toastmasters Meeting	<ol style="list-style-type: none"> <li>1. Select an appropriate outline which allows listeners to easily follow and understand your speech.</li> <li>2. Make your message clear, with supporting material directly contributing to that message.</li> <li>3. Use appropriate transitions when moving from one idea to another.</li> </ol>

		4. Create a strong opening (attention grabbers) and conclusion.
6. “Your Body Speaks” Project	7. Third Toastmasters Meeting	<ol style="list-style-type: none"> <li>1. Connect with the audience using eye contact.</li> <li>2. Make facial and body movements suitable to your message.</li> <li>3. Use stances and gestures to retain the attention of the listeners.</li> </ol>

## Session 1: Orientation

### By the end of this session, trainees will be able to:

1. Identify the aspects of the Toastmasters Educational Program.
2. Compare between Toastmasters meeting roles.
3. Specify the importance of Toastmasters meeting for EFL student-teachers.

### Warm up

- Display the inspirational video “I See Something in you”:  
<https://www.youtube.com/watch?v=bbz2boNSeLQ>. The speaker of the video is the first ranked winner of the Toastmasters International public speaking contest.
- Discusses the video with the trainees and elicit from them the idea that they can be potentials for successful public speakers.

### Materials

- PowerPoint presentation
- Folded papers
- Video clip

### Presentation

- Discuss with the trainees the importance of speaking English fluently and with confidence. Let them say what makes this hard for them.
- Make a clear introduction about the training program and mention that it customized for developing EFL student teacher’s oral communication skills.
- Introduce the idea of TM, it’s founder, its history, and where it is used.
- Make students in groups of threes, name each group (e.g. bananas, apples, mangos), and ask them to guess how the educational system of the TM works and what is meant by “learning by doing”. Make the activity timed (10 minutes).
- After they finish, ask each group to choose a speaker to present their responses.
- Write their responses on the board; each under the name of its group.
- Give your comment on each group’s response clarifying the TM educational system by a diagram.
- Discuss with them the idea of learning by doing.
- Introduce the TM meeting roles.
- Tell the trainees that you will play a video during which they are required to jot down their comments on it clarifying how far the videotaped TM meeting conforms to the learning by doing concept and the roles explained earlier.
- Play a video and give the trainees 10 minutes after it to organize their ideas.
- Call for a representative from each group to present the group’s ideas.
- Give your comments on their responses.

- Make a group discussion on “how will the TM Approach training benefit you as an EFL teacher?”

## **Practice**

- Put the trainees in pairs and ask each pair to write down one TM meeting role that they can remember on a piece of paper and fold it (give them 3 minutes).
- After they finish, make each pair exchange their folded paper with another pair.
- Ask each pair to open the folded paper they received and explain the TM meeting role written on it.
- After finishing, give each pair two TM meeting roles and give them 5 minutes to prepare a short comparison between the roles.
- Comment on their short comparisons.

## **Production**

- Put students in pairs and ask each pair to pick two TM meeting roles and prepare a short presentation to role-play the two roles (give them 10 minutes for preparation).
- Move around while trainees are preparing their role-plays and offer help if needed.
- Trainees are required to prepare their presentations in pairs and present them individually (i.e. each trainee will role-play one role). Trainees will keep the role unannounced to let their peers guess the role played.
- Each trainee has maximum of 5 minutes to make the role-play in the clearest way that is supposed to make his/her peers guess the role played.
- Give trainees your feedback on their role-plays after presenting them.

## **Wrap up**

- Ask each trainee to mention one point he/she has learned from the session.
- Summarize the main points of the session.
- Thank your trainees with enthusiasm to meet them the coming session 😊.

## **Module 1: Communication Strategy Training**

### **Session 2: Avoidance Strategy**

**By the end of this session, trainees will be able to:**

1. Identify the components of communicative competence.
2. Identify some of oral communication strategies.
3. Use avoidance strategy in conversation.

#### **Warm Up**

- Display two photos of two persons, one of them has a thinking bubble that says (grammar and vocabulary) and the other one has a thinking bubble that says (100 words + body language + imitating sounds + creating definitions of words).
- Ask trainees: “Who can communicate his meaning more?”
- Lead a short group discussion on the importance of communication tools VS. the existence of the mere linguistic knowledge of grammar and vocabulary.

#### **Materials**

- PowerPoint presentation
- Folded papers
- Bottle

#### **Presentation**

- Display the phrases: “Grammatical Competence”, “Sociolinguistic Competence”, and “Strategic Competence” on three separate colored cards; one be one.
- Ask trainees to guess the meaning of each phrase.
- Discuss each phrase with the trainees clarifying the correct meaning of each one.
- Tell them that they have just guessed the three components of communicative competence.
- Ask the trainees: “How do you act when you speak and miss a word or a definition of a word?”
- Trainees are expected to give you responses such as; “I get confused”, “I stop talking”, “I feel shy and ashamed”, etc.
- Discuss their responses and justify the negative effects they have mentioned as reasons of not having communication strategies.
- Introduce communication strategies to the trainees and highlight their importance in building fluency.
- Ask trainees to ask you a question that they expect you do not want to answer, e.g. “how old are you?” or “when is your wedding?”
- Write three of the asked questions on the board and tell your trainees to focus on your answers to the three questions.

- Use avoidance strategy in answering the questions. For example, if the question is “ how old are you?”, you will answer: “It is strange how people in Egypt are curious to know a lady’s age!”
- Elicit the trainer’s reflection on your answers by asking them: “Did I give you a clear answer?”
- They are supposed to tell you: “No”. You can now clarify the meaning of “Avoidance Strategy” and when it is supposed to be used in communication.
- Introduce to the trainers some of the “Avoidance Strategy” methods, e.g. replying with a joke, giving an unclear answer, turning tables and replying with a personal question, steering the conversation to a given topic.
- After introducing each method, elicit examples from trainees about it.

## Practice

- Write some questions on separate colored cards and write their “avoided” answers on separate colored cards then fold all the cards. For example, if you have 4 different questions, each on a separate card, you need to write their “avoided” answers on 4 different separate cards.
- Divide your trainees into two equal teams.
- Give each trainee in the first team a card with a question.
- Give each trainee in the other team a card with an answer.
- Ask the first team to find answers to their question with the other team members.
- This is a speed game, so make it timed (give them 5 minutes to match the questions to the “avoided” answers).
- After they finish, revise their answers and announce the correct answers if needed.

## Production

- Prepare a number of funny or embarrassing questions for “spin the bottle” game (you will find plenty of them on google), write each one of them on a separate colored card, fold all the cards, and put them inside a box or a case.
- Sit the trainees in a closed circle and spin the bottle in the middle of the circle.
- The one who is supposed to ask the question will pick a folded card to ask his/her partner.
- The partner should use Avoidance Strategy in answering the questions.
- Other trainees in the circle are required to give feedback on each answer clarifying whether it was an “avoided” answer or not. If not, they will be asked to provide an “avoided” answer to the question.
- Repeat the same steps with each spin of the bottle until all the questions are asked.

## Wrap Up

- Summarize the main points of the session and encourage trainees to mention the things they have learned today.
- Invite questions.
- End the session with a smile and an interest to see the trainees in the coming session 😊.

## **Home Fun**

- Ask trainees to record their voice while “avoiding” answering the questions given in exercise (1) on page 8 in the trainees’ handbook.
- Receive their voice recordings on Whatsapp smartphone application, evaluate them and send them feedback.

## **Module 1: Communication Strategy Training**

### **Session 3: Circumlocution Strategy**

**By the end of this session, trainees will be able to:**

1. Define circumlocution strategy.
2. Use circumlocution strategy in conversation.

#### **Warm Up**

- Ask trainees to think of three objects/concepts in Arabic for which they do not know the equivalent English word.
- Ask them to write the names and definitions of these words in Arabic.
- For each word, ask them to write a description of its characteristics or elements in English using their available language.
- Make each student read his/her English description aloud.
- Ask listeners to identify the read object or concept in Arabic.
- Write the names or definitions of the objects or concepts in English on the board.
- Ask students to write the objects or concepts in English in their notebooks with original descriptions opposite to them.

#### **Materials**

- PowerPoint presentation
- Folded papers

#### **Presentation**

- Ask your trainees: “What do you do when you are talking and miss the exact word for an object or a concept?”
- Receive their answers and discuss them. Tell them that there is a way to keep the conversation going even if they do not have the sufficient language for describing a given object or concept.
- Give your trainees a number of definitions and then ask them to guess the correct word that matches each definition. For example, they are supposed to guess the word “lectern” for “A square-shaped piece of furniture that professors in university stand behind while presenting”.
- Explain circumlocution and give them examples.
- Give the trainees a list of words that they can use for describing an object or a concept (e.g. circular, oval, it is kind of..., it looks/smells/tastes/feels like...).
- Ask trainees to provide more examples using the list of words/expressions you have provided.

#### **Practice**

- Write some words on a number of colored separate cards and choose the words that you are sure your trainees are aware of.
- Write the english definition of these words on a number of colored separate cards.
- Divide your trainees into two equal teams.
- Give each trainee in the first team a card with a word on it.
- Give each trainee from the second team a card with a definition on it.
- Ask trainees from the first team to match words with their definition from the second team (give them 10 minutes).
- After finishing, check their answers and provide correction if needed.

## **Production**

### **Activity 1**

- Hand out a slip of paper to each trainee with the name of an object on each slip.
- Everybody in turn must try to ‘explain’ their word to the others without actually saying what it is.
- trainees jot down their guesses for all the words and the winner is the person whose word has been found out by most of his peers.
- Since some words are easier to ‘explain’ than others, a fair result will be obtained only after several rounds.

### **Activity 2**

- Put trainees in groups of three.
- Each group is given a card with one very difficult word and its definition on it.
- Trainees must invent two convincing but false definitions of the same word.
- Then, they read out the three definitions for the other groups to decide which the real one is.

## **Wrap Up**

- Ask trainees to write down one thing they have learned from the session on a piece of paper and then let them exchange their papers.
- Make trainees read their papers outloud.
- Sum up the main points of the session.
- Invite questions.
- Leave your trainees with a smile and enthusiasm to see them next session.

## **Home Fun**

- Ask trainees to record their voice while using circumlocution for describing the list of words on exercise (3), page 10 in the trainers handbook.
- Tell them to make their answers in one recording and say the question number before answering it.

- Warning: tell them not to write the definition before saying it & do not look up words in the dictionary
- Receive their voice recordings on Whatsapp smartphone application, evaluate them and send them feedback.

## **Module 1: Communication Strategy Training**

### **Session 4: Fillers and Hesitation Devices**

**By the end of this session, trainees will be able to:**

1. Differentiate between preferable and un-preferable fillers and hesitation devices.
2. Pick fillers and hesitation devices from a movie clip.
3. Suggest usages for fillers and hesitation devices.
4. Implement fillers and hesitation devices in speech.

#### **Warm Up**

- Put trainees into pairs.
- Display the poster of “Notting Hill” movie and ask trainees if they watched it before or not.
- If they said yes, ask them to talk about the story of the movie to their partner for 1 minute without stopping.
- If they said no, ask them to guess from the picture what the movie might be about and talk about it to their partners for 1 minute without stopping.
- Ask the trainees: “How many times did your partner stop while talking?”
- Play a short movie clip from the movie “Notting Hill” and ask the trainees to write down the sounds actors used when they stopped while talking in the movie.
- Take their responses and tell them why people make sounds such as “Um”, “Ah”, “Mm” while talking.

#### **Materials**

- PowerPoint presentation
- Video clips
- Folded papers

#### **Presentation**

- Ask trainees: “What comes to your mind when you hear (fillers and hesitation devices)?”
- Take their responses and introduce to them the meaning of fillers and hesitation devices and why people use them in conversations.
- Play a video that clarifies different types of fillers and hesitation devices.
- Stop the video after each type, give trainees examples about that type, and ask them to give extra examples about the given type.

#### **Practice**

- Make your trainees into pairs and ask them to compose short nonsense dialogues that consist almost entirely of fillers; they may use names of cities, for example, as content words:

A: You know, I thought maybe London.

B: Well, I see what you mean, and don't get me wrong - that's very Frankfurt - but actually, as a matter of fact, I was thinking more along the lines of Paris . . . if you see what I mean.

A: Really? But that's Istanbul!

- Make them choose one of the following topics to use as content words:  
Jobs – names of movies – names of songs – names of T.V programs
- Give them 10 minutes and tell them that the winning team is that of the longest dialogue.
- After they finish, make each pair read their dialogue outloud to the rest of the class.
- Provide correction if needed and announce the winning team.

## **Production**

- Put random questions on colored separate cards; each question on one card, and fold them. For example; “What's your favorite way to waste time?”, “What is something you are obsessed with?”, “What do you do to get rid of stress?”, “When was your last period of depression and why were you depressed?”
- Make each trainee pick one card at a time and answer the question written on it. Ask them to talk for 3 minutes nonstop (you can use a timer each time).

## **Preparation for the First TM Meeting**

- Distribute handouts for the coming session's preparation.
- Ask trainees to watch the sample video about the “Ice Breaker” project at home.
- Ask trainees to read the written example about the “Ice Breaker” project at home.
- Distribute TM meeting roles on the trainees.
- Ask trainees to rehearse before the coming session.

## **Wrap Up**

- Ask your trainees to mention the points they have learned from the session.
- Summarize the main points.
- Invite questions.
- Thank your trainees and say good bye to them with excitement.

## **Home Fun**

- Ask trainees to choose two of the list of topic on page 14, exercise (5) in the trainer's handbook, and state their opinion about them. Ask them also to prove that opinion by talking about it for 5 minutes without stopping.
- Tell them to use fillers and hesitation devices if they felt like pausing to keep the speech going.
- Warning: tell them not to rehearse before recording and not to write the speech before saying it.

- Receive trainers recording on Whatsapp smartphone application, evaluate them and send them feedback.

## Module 2: “The Ice Breaker” Project

### Session 5: First Toastmasters Meeting

#### Learning Objectives and Goals

1. Begin speaking before an audience.
2. Talk about interests, ambitions, and background.
3. Discover speaking skills they already have and skills that need some attention.
4. See how the TM meeting is run.
5. Use communication strategies.

#### Materials

- Video clip
- White board
- Digital camera (for videotaping the session)
- PowerPoint presentation
- Colored cards

#### Trainer’s Part

- Play a sample video from Toastmasters Internations Ice Breaker project and discuss it with the trainees.
- Announce today’s meeting roles and make sure each trainee knows his/her role.
- Give the evaluation form for the speech evaluator and the general evaluator.
- Ask the evaluators to explain their evaluation criteria to the rest of the group in no more than 10 minutes.
- Give the timer three cards: green, yellow, and red. The green card indicates that the speakers still has time. The yellow card indicates that the speaker has two minutes left from the allocated time. The red card indicates the end f the allocated time.
- Make sure that the seating arrangement is U-shape.
- Get your camera ready.
- Ask trainees to start the session.

#### Trainees Part

- *Toastmaster of the day* opens the session, greets the audience, introduces the meeting roles starting with the grammarian and taking roles one by one.
- *The grammarian* introduces a new word to be used along the meeting. The grammarian is free to use the white board, flash cards, or PowerPoint.
- *Meeting speaker* starts his part and presents the “Ice Breaker” project. He will talk about himself, his ambitions, background, what brought him here, etc. The speaker is free to

use the white board or the PoerPoint program in his presentation. This role takes no more than 6 minutes.

- *The Timer* keeps track of time using the colored cards and announces the end of time with the red card if needed.
- *Speech evaluator* makes a mini presentation to evaluate the meeting speaker's speech according to the announced criteria in the evaluation guide. This presentation takes no more than 2 minutes.
- *Table topic master* introduces a juicy topic to the group and invites participants to talk about it on the spot.
- *Table topic speaker* volunteers to improvise a speech about the given topic for two minutes.
- *Joke teller* introduces a joke to spread fun and interest. In the case of EFL student teachers, it will be preferable to tell a joke in the domain of teaching.
- *Quote master* presents and explains a quote about teaching.
- *Ah-counter* gives a short presentation about the number of "ahs-ems-erms" used by each speaker along the session.
- *Grammarians* give a short presentation evaluating the group's use of the new word explained at the beginning of the meeting. He also evaluates the grammar of each speaker along the meeting.
- *General evaluator* gives a final presentation evaluating the whole session and each role. He also thanks the participants and announces the end of the first TM meeting.

## **Preparation for the Second TM Meeting**

- Distribute handouts for the coming session's preparation.
- Ask trainees to watch the sample video about "Organize Your Speech" project at home.
- Ask trainees to read the written example about "Organize Your Speech" project at home.
- Distribute TM meeting roles on the trainees.
- Ask trainees to rehearse before the coming session.

## Module 3: “Organize Your Speech” Project

### Session 6: Second Toastmasters Meeting

#### Learning Objectives and Goals

1. Select an appropriate outline which allows listeners to easily follow and understand the speech.
2. Make the message clear, with supporting material directly contributing to that message.
3. Use appropriate transitions when moving from one idea to another.
4. Create a strong opening (using attention grabbers) and conclusion.

#### Materials

- Video clip
- White board
- Digital camera (for videotaping the session)
- PowerPoint presentation
- Colored cards

#### Trainer’s Part

- Play a sample video from Toastmasters International Organize Your Speech project and discuss it with the trainees.
- Announce today’s meeting roles and make sure each trainee knows his/her role.
- Give the project’s evaluation form for the speech evaluator and the general evaluator.
- Ask the evaluators to explain their evaluation criteria to the rest of the group in no more than 10 minutes.
- Give the timer three cards: green, yellow, and red. The green card indicates that the speakers still has time. The yellow card indicates that the speaker has two minutes left from the allocated time. The red card indicates the end of the allocated time.
- Make sure that the seating arrangement is U-shape.
- Get your camera ready.
- Ask trainees to start the session.

#### Trainees Part

- *Toastmaster of the day* opens the session, greets the audience, introduces the meeting roles starting with the grammarian and taking roles one by one.
- *The grammarian* introduces a new word to be used along the meeting. The grammarian is free to use the white board, flash cards, or PowerPoint.
- *Meeting speaker* starts his part and presents “Organize Your Speech” project. He will focus on using a strong attention grabber, smooth transitions from point to another, and a related conclusion. The presenter is free to use the white board or the PowerPoint program in his presentation. This role takes no more than 7 minutes.

- *The Timer* keeps track of time using the colored cards and announces the end of time with the red card if needed.
- *Speech evaluator* makes a mini presentation to evaluate the meeting speaker's speech according to the announced criteria in the evaluation guide. This presentation takes no more than 2 minutes.
- *Table topic master* introduces a new juicy topic to the group and invites participants to talk about it on the spot.
- *Table topic speaker* volunteers to improvise a speech about the given topic for two minutes.
- *Joke teller* introduces a joke to spread fun and interest. In the case of EFL student teachers, it will be preferable to tell a joke in the domain of teaching.
- *Quote master* presents and explains a quote about teaching.
- *Ah-counter* gives a short presentation about the number of “ahs-ems-erms” used by each speaker along the session.
- *Grammarians* give a short presentation evaluating the group's use of the new word explained at the beginning of the meeting. He also evaluates the grammar of each speaker along the meeting.
- *General evaluator* gives a final presentation evaluating the whole session and each role. He also thanks the participants and announces the end of the first TM meeting.

## **Preparation for the Third TM Meeting**

- Distribute handouts for the coming session's preparation.
- Ask trainees to watch the sample video about “Your Body Speaks” project at home.
- Ask trainees to read the written example about “Your Body Speaks” project at home.
- Distribute TM meeting roles on the trainees.
- Ask trainees to rehearse before the coming session.

## Module 3: “Organize Your Speech” Project

### Session 7: Third Toastmasters Meeting

#### Learning Objectives and Goals

1. Connect with the audience using eye contact.
2. Make facial and body movements suitable to your message.
3. Use stances and gestures to retain the attention of the listeners.

#### Materials

- Video clip
- White board
- Digital camera (for videotaping the session)
- PowerPoint presentation
- Colored cards

#### Trainer’s Part

- Play a sample video from Toastmasters International Your Body Speaks project and discuss it with the trainees.
- Announce today’s meeting roles and make sure each trainee knows his/her role.
- Give the project’s evaluation form for the speech evaluator and the general evaluator.
- Ask the evaluators to explain their evaluation criteria to the rest of the group in no more than 10 minutes.
- Give the timer three cards: green, yellow, and red. The green card indicates that the speakers still has time. The yellow card indicates that the speaker has two minutes left from the allocated time. The red card indicates the end of the allocated time.
- Make sure that the seating arrangement is U-shape.
- Get your camera ready.
- Ask trainees to start the session.

#### Trainees Part

- *Toastmaster of the day* opens the session, greets the audience, introduces the meeting roles starting with the grammarian and taking roles one by one.
- *The grammarian* introduces a new word to be used along the meeting. The grammarian is free to use the white board, flash cards, or PowerPoint.
- *Meeting speaker* starts his part and presents “Your Body Speaks” project. He will focus on using eye contact, body language, stances and movements to best convey the message. The presenter is free to use the white board or the PowerPoint program in his presentation. This role takes no more than 7 minutes.
- *The Timer* keeps track of time using the colored cards and announces the end of time with the red card if needed.

- *Speech evaluator* makes a mini presentation to evaluate the meeting speaker's speech according to the announced criteria in the evaluation guide. This presentation takes no more than 2 minutes.
- *Table topic master* introduces a new catching topic to the group and invites participants to talk about it on the spot.
- *Table topic speaker* volunteers to improvise a speech about the given topic for two minutes (more than one table topic speaker can participate).
- *Joke teller* introduces a joke to spread fun and interest. In the case of EFL student teachers, it will be preferable to tell a joke in the domain of teaching.
- *Quote master* presents and explains a quote about teaching.
- *Ah-counter* gives a short presentation about the number of “ahs-ems-erms” used by each speaker along the session.
- *Grammarians* give a short presentation evaluating the group's use of the new word explained at the beginning of the meeting. He also evaluates the grammar of each speaker along the meeting.
- *General evaluator* gives a final presentation evaluating the whole session and each role. He also thanks the participants and announces the end of the first TM meeting.

## **Closing the Last TM Meeting**

- Thank trainees for participation.
- Give trainees the satisfaction questionnaire to fill.
- Invite questions.
- Say a final goodbye to your trainees.

## **Appendix (G): Sample Evaluation Forms**

## Evaluation guide for *The Ice Breaker*

Title \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

**Note to the Evaluator:** In this speech the new member is to introduce himself/herself to the club and begin speaking before an audience. The speech should have a clear beginning, body, and ending. The speaker has been advised to use notes if necessary and not to be concerned with gestures. Be encouraging and point out the speaker's strong points while gently and kindly mentioning areas that could be improved. Strive to have the speaker look forward to giving another speech. Your evaluation should help the speaker feel glad about joining Toastmasters and presenting this speech. In addition to your verbal evaluation, please write answers to the questions below.

What strong points does the speaker already have?

How well did the audience get to know the speaker?

Did the speech reflect adequate preparation?

Did the speaker talk clearly and audibly?

Did the speech have a definite opening, body, and conclusion?

Please comment on the speaker's use of notes.

What could the speaker have done differently that would have improved the speech?

## Evaluation guide for *Organize Your Speech*

Title \_\_\_\_\_

Evaluator \_\_\_\_\_

Date-----

**Note to the evaluator:** The speaker is to present a talk that is organized in a manner that leads the audience to a clearly defined goal. The speech includes a beginning, a body and a conclusion; major facts or ideas; and appropriate support material, with smooth transitions between the facts and ideas. In addition to your verbal evaluation, please complete this evaluation form by rating the speech in each category and offering comments or specific recommended action where warranted.

- 1 = Excellent
- 2 = Above average for the speaker's experience level
- 3 = Satisfactory
- 4 = Could improve
- 5 = Needs attention

<i>CATEGORY</i>	RATING					<i>COMMENTS/SUGGESTIONS</i>
• <b>Speech Value</b> (Interesting, meaningful to)	5	4	3	2	1	
• <b>Preparation</b> (Research, rehearsal)	5	4	3	2	1	
• <b>Organization</b> (Logical, clear)	5	4	3	2	1	
• <b>Opening</b> (Attention-getting, led into)	5	4	3	2	1	
• <b>Body</b> (Flowed smoothly, appropriate)	5	4	3	2	1	
• <b>Conclusion</b> (Effective)	5	4	3	2	1	
• <b>Transitions</b> (appropriate, helpful)	5	4	3	2	1	

- What could the speaker have done differently to make the speech more effective?

- What did you like about the presentation?

## Evaluation guide for *Your Body Speaks*

Title-----

Evaluator----- Date -----

**NOTE TO THE EVALUATOR:** *The speaker is to use stance, body movement, gestures, facial expressions and eye contact that illustrate and enhance his or her verbal message. Movement, gestures, facial expressions and eye contact should be smooth and natural. Body language should enhance and clarify the speaker's words and help the audience visualize the speaker's points and overall message. The message you see should be the same one you hear. The speech must have a clear purpose and appropriate organization. Also, the speaker must use words and arrangements of words that effectively communicate his or her message to the audience. In addition to your verbal evaluation, please complete this evaluation form by checking the appropriate space for each item. Add your comments for those items deserving praise or specific suggestions for improvement.*

### COMMENTS/SUGGESTIONS

• Topic Selection:	<input type="checkbox"/> Facilitated body language
	<input type="checkbox"/> Satisfactory
	<input type="checkbox"/> Could improve
• Preparation:	<input type="checkbox"/> Excellent
	<input type="checkbox"/> Satisfactory
	<input type="checkbox"/> Could improve
• Manner:	<input type="checkbox"/> Confident, enthusiastic
	<input type="checkbox"/> Satisfactory
	<input type="checkbox"/> Nervous, tense
• Posture:	<input type="checkbox"/> Poised, balanced
	<input type="checkbox"/> Satisfactory
	<input type="checkbox"/> Could improve
• Gestures:	<input type="checkbox"/> Natural, evocative
	<input type="checkbox"/> Satisfactory
	<input type="checkbox"/> Could improve
• Body Movement:	<input type="checkbox"/> Purposeful, smooth
	<input type="checkbox"/> Satisfactory

	___ Awkward, distracting
• Eye Contact:	___ Established visual bonds
	___ Satisfactory
	___ Could improve
• Facial Expression:	___ Animated, friendly, genuine
	___ Satisfactory
	___ Could improve
• Speech Purpose:	___ Clear
	___ Satisfactory
	___ Could improve
• Speech Organization:	___ Logical, clear
	___ Satisfactory
	___ Could improve

- What could the speaker have done differently to make the speech more effective?

- What did you like about the speech?

## **Appendix (H): List of Jury Members**

No	Name	Position
1	Prof. Asmaa Ghanem Gheith	Professor of Curriculum and Instruction(TEFL), Faculty of education, Ain Shams University
2	Dr. Badr Abdelfattah Elkafi	Lecturer of Curriculum and Instruction(TEFL), Faculty of Education, Ain Shams University
3	Prof. Magdy Mahdy Ali	Professor of Curriculum and Instruction(TEFL), Faculty of Education, Ain Shams University
4	Prof. Montasser El-Shourbagy	Lecturer of linguistics, Faculty of Education, Ain Shams University
5	Dr. Amira Khater	Lecturer of Curriculum and Instruction(TEFL), Faculty of Women, Ain Shams University

## **Arabic Summary**

## ملخص البحث باللغة العربية

### المقدمة

تُعد النُظم التعليمية مؤشراً على تقدم أو تراجع الدول. ففي القرن الواحد والعشرين تزايدت أهمية التعليم من أجل التواصل بشكل عام ولاسيما تعليم اللغة الأجنبية؛ حيث تُعد اللغة في عالمنا المتغير هذا جسراً يربط بين مختلف الثقافات مما ييسر التفاهم المتبادل بين شعوب و بين المواطنين من مختلف الخلفيات حول العالم.

لقد حظي تعليم و تعلم اللغة الإنجليزية باهتمام متزايد في السنوات الأخيرة حيث أنها لغة مشتركة بين مختلف دول العالم كما أنها مطلب أساسي لتحقيق التواصل العالمي. كما ذكر Zainuddin (2002)، مرت طرق تدريس اللغة الإنجليزية بالعديد من التغيرات عبر السنين بدايةً بطريقة ترجمة القواعد النحوية في القرن 17 و وصولاً إلى طريقة التدريس التواصلية. منذ ذلك الحين و قد بدأت الأنظمة التعليمية تتعامل مع اللغة الانجليزية باعتبارها وسيلة للتواصل وليس كمجموعة من القواعد النحوية. و قد أوضح Brown (2000) - مؤكداً على أهمية تعلم اللغة من أجل التواصل - أنَّ تَعَلُّمَ لغة أجنبية ليس فقط عملية تنموية محتملة يمكن التنبؤ بها ولكنه أيضاً عملية يتم من خلالها خلق معنى عن طريق التواصل التفاعلي بين المتعلمين. إنَّ تَغْيِيرَ النظرة لتعليم و تعلم اللغة الإنجليزية أدى إلى ظهور أدوار جديدة لمعلمي اللغة الإنجليزية، وبالتالي، إلى مصممي دورات إعداد معلمي اللغة الإنجليزية.

من المتوقع أن تقوم دورات اعداد معلمي اللغة الإنجليزية في القرن الواحد والعشرين بتنمية مهارات الطلاب المعلمين لتلبية احتياجات طلابهم المستقبلية؛ بمعنى أنه إذا كان الطلاب في حاجة لتعلم اللغة من أجل التواصل فمعلميهم سيكونون أيضاً بحاجة إلى معرفة كيفية استخدام اللغة الإنجليزية للتواصل في المقام الأول و لذلك للتمكّن من تدريسها من أجل التواصل. و قد أكّد Tony Wagner كما ورد في (Saavedra & Opfer, 2012: 8) على أهمية التواصل للطلاب، و بالتالي للمعلمين حين ذكر "التواصل الشفهي والكتابي الفعال" باعتبارهما من اهم المهارات التي يحتاجها الطلاب في القرن الواحد والعشرين. و علاوة على ذلك ذكر (Awad (2013: 2) "مهارات التواصل بين الأشخاص" كواحدة من بين خصائص معلمي اللغة الإنجليزية الناجحين في القرن الواحد والعشرين.

أما بالنسبة لأدوار المعلمين فقد حدد Hammond (2006) بعض الأدوار التي يجب على معلمي اللغة الإنجليزية أن يكونوا قادرين على أداءها في صفوفهم. على سبيل المثال، يجب أن يكونوا قادرين على تقديم اللغة و استخدامها في التواصل كما يستخدمها متحدثوها الأصليون و يجب أيضاً أن يستطيعوا توفير سياقات ثقافية و اجتماعية لتعلم اللغة. و بما أن قدرات المعلمين تلعب دوراً محورياً في عملية تعلم وتنمية مهارات طلابهم كما يرى Hammond، فإن الطلاب المعلمين بحاجة ماسة إلى إتقان التواصل الشفهي باللغة الإنجليزية من أجل نقل هذه المهارة لطلابهم في المستقبل.

وفقاً لما سبق ذكره من أدوار و مسؤوليات لمعلم اللغة الإنجليزية الناجح في القرن الواحد والعشرين، فإن الكفاءة اللغوية (إتقان مفردات و قواعد اللغة) وحدها ليست كافية لمعلم اللغة الإنجليزية، و لكن كفاءة الإتصال/ الأداء هم من يميزون معلم اللغة الكفاء الذي يستطيع تزويد طلابه بالمهارات التي يحتاجون إليها من أجل مستقبلهم.

لقد كانت قضية التمييز بين "الكفاءة اللغوية" و "الكفاءة التواصلية/الأداء" في اللغة محور اهتمام العديد من اللغويين التطبيقيين لسنوات طويلة. أوضح Chomsky (1965) في كتابه "جوانب من نظرية الصياغة" أن "الكفاءة اللغوية" هي القدرة العقلية لمعرفة اللغة أما "الأداء" فهو القدرة على الاستخدام الفعلي للغة في مواقف

حقيقية، أي القدرة على التواصل باستخدام الكفاءة اللغوية. و دعماً لوجه النظر هذه، يرى Harmer (1983) أن التواصل اللغوي ينطوي على حقيقة أن اللغة هي بناء إجتماعي بقدر ما هي قدرة عقلية.

تسلط الآراء السابق ذكرها عن الفرق بين الكفاءة اللغوية و الكفاءة التواصلية الضوء على الفرق بين المعرفة "عن" اللغة و معرفة اللغة الفعلية التي تُمكن المُتعلّم من التواصل وظيفياً وبشكل تفاعلي (Brown, 2000). وقد جذبت هذه الفكرة انتباه العديد من اللغويين التطبيقية لوضع نماذج لتحديد مكونات الكفاءة التواصلية في اللغة.

تتكون الكفاءة التواصلية في اللغة بالنسبة إلى (Bachman 1990, Canale & Swain) (1980) كما ورد في Brwon (2000: 68) من المكونات التالية:

- الكفاءة التنظيمية (القواعد النحوية والمفردات)
- كفاءة التواصل الوظيفي و الاجتماعي
- كفاءة التواصل الإستراتيجي (الكفاءة الإستراتيجية).

تختلف كفاءة التواصل الإستراتيجي عن كلاً من الكفاءة التنظيمية و كفاءة التواصل الوظيفي و الإجتماعي حيث انها ليست نوع من أنواع المعرفة المخزونة في العقل. و لكن تشمل كفاءة التواصل الإستراتيجي على عدة جوانب غير معرفية مثل الثقة بالنفس و مدى الإستعداد للمخاطرة عند التحدث بلغة أجنبية. تتكون الكفاءة الإستراتيجية من استراتيجيات التواصل اللفظية و غير اللفظية التي يلجأ إليها المُتحدث للتعويض عن أي عجز في واحد أو أكثر من مكونات التواصل اللفظي. من بين هذه الإستراتيجيات: إعادة الصياغة، الإطناب، التكرار، تجنب بعض الكلمات، التخمين، تعديل الرسالة، تغيير مجرى الحديث (Bagaric, 2007).

مما سبق يتضح أن الإقتصار على التدريبات و التمارين على القواعد النحوية و المفردات اللغوية لا ينمي الكفاءة التواصلية في اللغة الثانية/ الأجنبية. و في هذا الصدد يرى (Brown 2001) إنه لبلوغ الهدف الأساسي لتدريس اللغة - أي التواصل - فإن عملية تدريس اللغة يجب أن تشمل جميع جوانب الكفاءات التواصلية السابق ذكرها.

عند مقارنة وجهة النظر التي تنادي بتدريس اللغة الإنجليزية من أجل التواصل بواقع التدريس البلاد الغيرمتحدثة باللغة الإنجليزية سوف نجد أن الأهداف التعليمية لا تتوافق مع ما يحدث على أرض الواقع. ففي حين أن الأهداف التعليمية تركز على استخدام اللغة من أجل التواصل نجد أن هذه البلاد تتوقف في تدريس اللغة عند مستوى حفظ و تلقين القواعد النحوية والمفردات اللغوية لإعادة كتابتها في إختبارات تحصيلية لا تقيس مهارات التواصل في اللغة. و قد عبّر (Rababh 2002) عن هذه الفكرة في دراسته عن مشكلات التواصل اللغوي باللغة الإنجليزية التي يواجهها العرب حيث ذكر بعض النماذج من النظم التعليمية التي لا تلقى بالألمهات التواصل الشفهي. فمثلاً في الأردن تتلخص الأهداف التعليمية لتعلم اللغة الإنجليزية في المرحلة الثانوية في كتابة مقالات أكاديمية صحيحة لغوياً بالإضافة إلى إستخدام تعبيرات متنوعة قائمة على مواقف حياتية حقيقية للتواصل باستخدام اللغة. لكن مع ملاحظة الوضع في الأردن وجد Rababh أن هذه الأهداف بعيدة تماماً عما يحدث في الواقع التعليمي هناك. أيضاً في اليمن و المملكة العربية السعودية يبدأ الطلاب بتعلم اللغة الإنجليزية في مراحل تعليمية متأخرة كما يتم قبولهم في أقسام اللغة الإنجليزية في كليات التربية بالرغم من مستواهم المتدني في مهارات التواصل اللغوي.

و قد أوضح Rababah في هذه الدراسة أن قدرة التواصل الشفهي لمتعلمي اللغة الإنجليزية من العرب متدنية. و يُرجع Rababah السبب في ذلك إلى الطرق التقليدية المستخدمة لتدريس اللغة و إلى البيئة التي يتم فيها عملية التدريس و وصفها بأنها ليست مناسبة تماماً لتعلم لغة أجنبية.

إنَّ ضعف مهارات التواصل الشفهي لمتعلمي اللغة الإنجليزية من غير الناطقين بها دفع العديد من الباحثين من مختلف أنحاء العالم لإجراء دراسات لتسليط الضوء على هذه المشكلة و محاولة حلها. فعلى سبيل المثال، أجرى (2008) Zuheer دراسة إستخدام فيها برنامج قائم على التعلم التعاوني لتنمية مهارات التواصل الشفهي لدى الطلاب جامعة صنعاء. و في المكسيك قام (2013) Luo بإجراء دراسة لتنمية مهارات التواصل الشفهي لمتعلمي اللغة الإنجليزية الكبار في بيئة تعلم اللغة الإنجليزية كلغة أجنبية. و قد قام أيضاً Allen Bruner و Sinwongsuwat و Radic-Bojanic عام 2014 بدراسة تحليلية لبحث ممارسات تدريس مهارات التواصل الشفهي في تايلاندا. كما أنَّ هناك عدد من الدراسات في تايوان تركز على تنمية مهارات التواصل الشفهي باللغة الإنجليزية باستخدام مدخل التوسماتسترز و هو من أحدث المداخل المستخدمة حالياً لتنمية مهارات التواصل الشفهي باللغة الإنجليزية لدي المتحدثين بغيرها.

منظمة توسماتسترز الدولية هي منظمة غير ربحية أسسها الدكتور Ralph C. Smedly في عام 1924 أثناء فترة عمله في YMCA (الجمعية المسيحية للشباب) في الولايات المتحدة الأمريكية. لقد وجد الدكتور Ralph أثناء عمله كمدير للعملية التعليمية في الجمعية أنَّ أعضاء الجمعية في حاجة ماسة لتعلم كيفية التواصل مع بعضهم البعض لإدارة الاجتماعات و تخطيط البرامج و العمل في لجان بشكل تعاوني. و لذلك قرر الدكتور Ralph تنظيم نادي لتعليم مهارات التواصل و التعاون و القيادة في مناخ إجتماعي. و قد أطلق على هذا النادي اسم "نادي التوسماتسترز". وكان مصطلح "توسماتسترز" أو "رئيس المأذبة" مصطلح شائع يطلق على من يتبادل الأناخاب في الولايم و الحفلات (Toastmasters, 2015).

تطورت فكرة التوسماتسترز عبر السنين حتى وصل عدد نوادي التوسماتسترز حتى يومنا هذا إلى 10,000 نادٍ ممتدون في 90 دولة و يديرهم ما يقرب من 200,000 عضو. و هناك 115 نادٍ من ضمن هذه النوادي في تايوان (Toastmasters, 2006). معظم أندية التوسماتسترز، بما في ذلك تلك الأندية التي تقع في مناطق غير متحدثة باللغة الإنجليزية، تستخدم اللغة الإنجليزية فقط للتواصل فيما بين أعضائها. و لذلك يحقق نادي التوسماتسترز هدفين رئيسيين هما: تنمية مهارات التواصل باللغة الإنجليزية و تنمية مهارات الإلقاء و الخطابة (Yu-Chin, 2008). فكما ذكر Nordin و Shaari (2004) في دراستهما؛ تقوم أندية التوسماتسترز على تطوير مهارات التواصل و الخطابة بين أعضائها في جميع أنحاء العالم و تؤكد على التعلم من خلال الممارسة.

أما عن تكوين نادي التوسماتسترز، فقد ذكر (2008) Yu-Chih أن متوسط عدد المشاركين في النادي يتراوح بين 20-30 عضو يجتمعون ساعتين أسبوعياً أو مرتين شهرياً. يمر أعضاء النادي بسلسلة من عشر تكليفات للتحدث تهدف إلى تنمية مهاراتهم في التواصل و الخطابة و الإلقاء. و من الجدير بالذكر أنه لا يوجد مدرب/معلم في نادي التوسماتسترز و لكن الأعضاء يتعلمون ذاتياً عن طريق الممارسة من خلال القيام بعدة أدوار في اللقاء الواحد مثل تقديم الخُطب المُعدَّة مسبقاً و تقييم أداء بعضهم البعض شفهيّاً. و على ذلك تشمل كل مقابلة على عدة أدوار للأعضاء بما في ذلك مدير و مُستضيف الجلسة (توسماتستر اليوم)، روي النُكته، المُرتجل، مُقدِّم الخُطبة و مُقيِّم الخُطب. يتم تأدية هذه الأدوار في بيئة تعاونية داعمة للتعلم. و قد تختلف الأدوار من نادٍ لآخر وفقاً لأهداف النادي و طبيعته.

و قد تنامي إلى علم الباحثة من خلال تبادل رسائل البريد الإلكتروني مع منظمة توستماسترز الدولية أن عدد أندية التوستماسترز الفردية تصل إلى 14,000 نادٍ و أن كلٍ منهم يتبع الشكل المتعارف عليه لنادي التوستماسترز. و لكن لكل نادٍ طبيعته الخاصة في المحتوى و الأهداف فمثلاً هناك نوادٍ للمتقاعدين و أخرى للأطباء و أخرى للطلاب الجامعيين و نوادٍ خاصة للمعلمين (DePauw, 2015).

أما في مجال تدريس اللغة الإنجليزية كلغة أجنبية، فقد أثبتت عدد من الدراسات فعالية مدخل التوستماسترز في تنمية مهارات التواصل الشفهي في اللغة الإنجليزية لدي المتحدثين بغيرها. فعلى سبيل المثال قام (Kuo & Chen 2009) بتطبيق برنامج قائم على مدخل التوستماسترز لتنمية مهارات التحدث باللغة الإنجليزية لدي طلاب المرحلة الثانوية بتايوان. و قد أظهرت نتائج الدراسة أن البرنامج قد أتاح الفرصة للطلاب لممارسة ما تعلموه بشكل نظري من المدرسة أو من مصادر أخرى خارج فصولهم الدراسية مما جعلهم يستخدمون لغة إنجليزية أصيلة عند التحدث.

و في عام 2012 أجرى Hsu دراسة في تايوان لتعزيز الوعي العالمي لطلاب المستوى الجامعي من خلال إقامة نوادي التوستماسترز في الجامعة. أظهرت نتائج هذه الدراسة أن نوادي التوستماسترز وفرت طريقة ممتعة لممارسة مهارات التواصل كما وفرت بيئة تعاونية وداعمة لممارسة اللغة الإنجليزية. كما نمّت نوادي التوستماسترز في هذه الدراسة مهارات التواصل الشفهي للطلاب بالإضافة إلى مهاراتهم القيادية.

و بالإضافة إلى ذلك قام Nordin و Shaari في عام 2004 بعقد سلسلة من مقابلات التوستماسترز في صف مهارات التواصل بجامعة تكنولوجياي بتروناس. و قد أثبتت هذه الدراسة أن الطلاب الذين مروا بتجربة التوستماسترز قد اكتسبوا ثقة بالنفس عند التحدث مما حسنّ مستواهم في التواصل باللغة الإنجليزية و التعبير عن أنفسهم و الإستماع إلى الآراء و تقييم الآخرين.

و قد إنتفتت بعض الدول العربية في الآونة الأخيرة لأهمية مدخل التوستماسترز و خاصة في التنمية المهنية للمعلمين. فمُنظمة TESOL العربية (منظمة غير ربحية تهدف للتنمية المهنية لمعلمي اللغة الإنجليزية) قد بدأت عقد مقابلات التوستماسترز لمعلمي اللغة الإنجليزية في منطقة الخليج منذ العاشر من يناير 2015 (Tesolarabia.co, 2015). و علاوة على ذلك كان هناك دعوة لتطبيق مدخل التوستماسترز في صفوف تعلم اللغة الإنجليزية كلغة أجنبية في مؤتمر NileTESOL السنوي التاسع عشر و ذلك من خلال محاضرة بعنوان "توستماستر للفصول الدراسية: تعلم اللغة الإنجليزية و مهارات التواصل بالممارسة" (Abdelmoetie, 2015).

هذا و على حد علم الباحث، لم تتطرق بحوث مصرية لدراسة تطبيق مدخل التوستماسترز لتنمية مهارات التواصل الشفهي في مجال تعليم و تعلم اللغة الإنجليزية كلغة أجنبية. و لذلك وجدت الباحثة حاجة لتطبيق هذا المدخل كجزء من برنامج إعداد معلمي اللغة الإنجليزية كلغة أجنبية في كلية التربية.

#### مشكلة البحث

يعاني الطلاب المعلمين بقسم اللغة الإنجليزية بكلية التربية، جامعة عين شمس من تدني في مستوى مهارات التواصل الشفهي التي تؤهلهم ليكونوا معلمين ناجحين في المستقبل. و من الممكن إرجاء هذه المشكلة إلى عدم وجود برامج تدريبية

في الكلية لتنمية مهارات التواصل الشفهي باللغة الإنجليزية و أيضاً لطريقة المحاضرة التقليدية التي يتم تدريس الطلاب بها بالإضافة إلى إندام الفرص المتاحة للطلاب للتعبير عن أنفسهم باللغة الإنجليزية نظرا لكبر عددهم. و لذلك ترى الباحثة أنه من الضروري تنفيذ برنامج تدريبي قائم على مدخل التوستماسترز لتنمية مهارات التواصل الشفهي لدى الطلاب المعلمين بالكلية.

## أسئلة البحث

حاولت الدراسة الإجابة على السؤال الرئيسي التالي:  
مافاعلية تطبيق برنامج قائم على مدخل التوستماسترز لتنمية مهارات التواصل الشفهي لدى الطلاب المعلمين بقسم اللغة الإنجليزية؟

- للإجابة على السؤال الرئيسي السابق ذكره، تمت الإجابة على الأسئلة الفرعية التالية:
1. ما هي مهارات التواصل الشفهي باللغة الإنجليزية التي يحتاج الطلاب المعلمين لتنميتها؟
  2. ما هي مكونات البرنامج القائم على مدخل التوستماسترز لتنمية مهارات التواصل الشفهي لدى الطلاب المعلمين بقسم اللغة الإنجليزية؟
  3. إلى أي مدى سوف يقوم البرنامج القائم على مدخل التوستماسترز بتنمية مهارات التواصل الشفهي لدى الطلاب المعلمين بقسم اللغة الإنجليزية؟
  4. ما مدى رضاء الطلاب المعلمين بقسم اللغة الإنجليزية عن البرنامج القائم على مدخل التوستماسترز لتنمية مهارات التواصل الشفهي لديهم؟

## فروض البحث

حاولت الدراسة إختبار صحة الفروض التالية:

1. توجد فروق دالة إحصائياً بين متوسطي درجات مجموعة الدراسة في الإختبار القبلي و البعدي و الذي يقيس مهارات التواصل الشفهي باللغة الإنجليزية ككل لصالح الإختبار البعدي.
2. توجد فروق دالة إحصائياً بين متوسطي درجات مجموعة الدراسة في الإختبار القبلي و البعدي و ذلك في مدى تحسن كل مهارة فرعية من مهارات التواصل الشفهي باللغة الإنجليزية لصالح الإختبار البعدي.
3. سوف يكون الطلاب راضين عن البرنامج التدريبي المقترح لتنمية مهارات التواصل الشفهي لديهم في ضوء مدخل التوستماسترز.

## حدود البحث

1. مجموعة من الطلاب المعلمين بالفرقة الثانية بقسم اللغة الإنجليزية (تعليم أساسي) بكلية التربية، جامعة عين شمس.
2. بعض مهارات التواصل الشفهي و تشمل:

- تجنب التحدث في نقطة معينة باستخدام لغة مناسبة.
  - استخدام مهارة وصف الكلمات التي لا يعرفها بالإنجليزية.
  - استخدام كلمات لملء فراغات المحادثة حين لا يجد كلمات مناسبة.
  - تنظيم الكلام في تتابع منطقي.
  - استخدام لغة الجسد لتوصيل المعنى.
  - الإستماع النشط لأخذ و إعطاء التغذية الراجعة.
3. أجازة الفصل الدراسي الأول من العام الجامعي 2016-2017.

### أهداف البحث

هدفت الدراسة الحالية إلى تنمية مهارات التواصل الشفهي لدي الطلاب المعلمين بقسم اللغة الإنجليزية عن طريق تطبيق برنامج تدريبي قائم على مدخل التوستماسترز.

### أهمية البحث

يتوقع أن تسهم الدراسة الحالية في ما يلي:

1. تدريب و تأهيل الطلاب المعلمين بقسم اللغة الإنجليزية لاستخدام مهارات تواصل فعالة مع طلابهم مما سوف ينعكس على طلاب اللغة الإنجليزية.
2. تقديم أساس نظري و توصيات و مقترحات للباحثين في مجال التواصل اللفظي و الباحثين في مدخل التوستماسترز.
3. لفت نظر المشاركين في إعداد الدورات التدريبية للطلاب المعلمين لإدراج مدخل التوستماسترز كطريقة فعالة لتنمية مهارات التواصل اللفظي.

### أدوات البحث

لتحقيق أهداف البحث و الإجابة على تساؤلاته و التأكد من فروضه، تم تصميم الأدوات التالية:

1. سؤال مقابلة مفتوح لتقييم إحتياجات الطلاب المعلمين بقسم اللغة الإنجليزية.
2. قائمة بمهارات التواصل اللفظي.
3. إختبار التوصل اللفظي (نفس الإختبار قبلي و بعدي).
4. مقياس تقييم مهارات التواصل اللفظي.
5. استطلاع رأي لقياس رضاء الطلاب عن البرنامج.

### إجراءات البحث

تبعت الدراسة الحالية الإجراءات التالية:

1. الدراسة النظرية للنظريات التعليمية و الدراسات السابقة المرتبطة بموضوع البحث و ذلك في المحاور التالية:

- التواصل الشفهي
- مدخل التوستماسترز

- مجال إعداد معلمي اللغة الإنجليزية قبل الخدمة
- 2. إعداد قائمة بمهارات التواصل اللفظي التي يحتاج الطلاب المعلمين بقسم اللغة الإنجليزية إلى تنميتها.
- 3. إعداد سؤال لتقييم إحتياجات الطلاب المعلمين في التواصل اللفظي، إختبار التواصل اللفظي، و مقياس تقييم مهارات التواصل اللفظي.
- 4. عرض الأدوات السابقة على مجموعة من المحكمين في مجال التخصص للتأكد من صدقها و ثباتها و من ثم وضعها في الصورة النهائية للتطبيق.
- 5. تصميم البرنامج التدريبي القائم على مدخل التوستماسترز لتنمية مهارات التواصل اللفظي لدى الطلاب المعلمين بقسم اللغة الإنجليزية. و يشمل البرنامج على كتيب للطلاب و دليل للمعلم.
- 6. إختيار عينة البحث (عينة تطوعية).
- 7. التطبيق القبلي لأدوات البحث.
- 8. تطبيق البرنامج التدريبي.
- 9. التطبيق البعدي لأدوات البحث.
- 10. المعالجة الإحصائية للبيانات و تفسير النتائج كمياً و كيفياً.
- 11. تقديم قائمة بالتوصيات و المقترحات بناءً على نتائج البحث.

### نتائج البحث

تم تحقيق فروض البحث كاملة مما يعني أن البرنامج المقترح قد أسهم في تنمية مهارات التواصل الشفهي لدى الطلاب المعلمين بقسم اللغة الإنجليزية حيث أظهرت نتائج البحث ما يلي:

1. وجود فرق ذو دلالة إحصائية عند مستوى 0.01 بين متوسطي درجات مجموعة البحث في التطبيقين القبلي و البعدي لاختبار التواصل اللفظي لصالح التطبيق البعدي.
2. وجود فرق ذو دلالة إحصائية عند مستوى 0.01 بين متوسطي درجات مجموعة البحث في التطبيقين القبلي و البعدي لكل مهارة من مهارات التواصل اللفظي لصالح التطبيق البعدي.
3. وجود حجم تأثير متوسط للبرنامج على تنمية مهارات التواصل اللفظي لدى الطلاب المعلمين بقسم اللغة الإنجليزية.
4. كان الطلاب راضيين عن البرنامج القائم على مدخل التوستماسترز لتنمية مهارات التواصل اللفظي لديهم.

### توصيات البحث

- في ضوء النتائج السابقة، توصلت الدراسة إلى عدد من التوصيات و هي:
1. إنشاء نوادي التوستماسترز في كليات التربية لتمكين الطلاب المعلمين أقسام اللغة الإنجليزية من ممارسة مهارات التواصل الفعال و مهارات القيادة في بيئة تعلم مرحية و آمنة.
  2. دمج الطلاب المعلمين من مختلف الجنسيات في نوادي التوستماسترز لتنمية الوعي الثقافي لدى الطلاب المعلمين المصريين و اثراء خبراتهم التدريسية.
  3. إنشاء نوادي التوستماسترز لمعلمي اللغة الإنجليزية في الخدمة و ذلك لخلق بيئة تفاعلية و مجتمع ممارسة يتيح

- تبادل الخبرات و صقل مهارات التواصل و القيادة لديهم.
4. دمج جزء خاص بالتدريب على مهارات التواصل الفعال في كتب اللغة الإنجليزية للطلاب في المدارس حتى يتمكنوا من تنمية مهارات تواصل فعالة في سنواتهم الأولى.
5. تخصيص وقت لتدريب الطلاب المعلمين على مهارات العرض.
6. تدريب الطلاب المعلمين على كيفية انشاء و بدء نادي التوستماسترز حتى يتمكنوا من تطبيقه مع طلابهم في المستقبل.
7. محاولة وضع محاضرات التدريس المصغر في شكل مقابلات توستماسترز لإعطاء الطلاب فرصة أكبر للتفاعل و تعلم التواصل و القيادة.

### البحوث المقترحة

- في ضوء نتائج البحث، تقترح الباحثة اجراء الدراسات التالية:
1. تطبيق برنامج تدريبي على مهارات التواصل لتنمية مهارات التحدث لدى دارسي اللغة الإنجليزية.
  2. قياس فاعلية تطبيق نوادي التوستماسترز في كليات التربية على تطوير المهارات التدريسية لدى الطلاب المعلمين.
  3. استقصاء العلاقة بين التدريب على مهارات التواصل و طلاقة و دقة طلاب اللغة الإنجليزية.
  4. البحث في العلاقة بين المشاركة الدائمة للطلاب المعلمين في نوادي التوستماسترز و تنمية بعض العوامل لديهم مثل الدافعية، التعاون، تقدير الذات، الثقة بالنفس، و الكفاءة الذاتية.
  5. إجراء دراسة طولية باستخدام مدخل التوستماسترز تبدأ بالطلاب المعلمين في السنة الثالثة و تستمر حتى السنة الرابعة لمعرفة تأثير المدخل على مهاراتهم التدريسية في التربية العملي.
  6. إجراء بعض الدراسات لمعرفة تأثير بعض المتغيرات مثل تقدير الذات و الثقة بالنفس على أداء معلمي اللغة الإنجليزية و تطورهم المهني.

**عنوان البحث:** تنمية مهارات التواصل الشفهي لدى الطلاب المعلمين بقسم اللغة الإنجليزية في ضوء نوادي النقاش  
(مدخل التوستماسترز)  
**اسم الباحثة:** أميرة محمود محمد السيد  
**المشرفين:** أ.د. زينب علي النجار و د. داليا ابراهيم يحي  
**الجامعة:** جامعة عين شمس، كلية التربية، قسم المناهج و طرق التدريس (شعبة اللغة الإنجليزية)  
**السنة:** 2017

### مستخلص البحث

يهدف البحث إلى دراسة أثر تطبيق برنامج قائم على مدخل التوستماسترز على تنمية مهارات التواصل الشفهي لدى الطلاب المعلمين بقسم اللغة الإنجليزية. تبنت الدراسة التصميم شبه التجريبي بمجموعة بحث واحدة مع اختبار قبلي و بعدي. تضمنت عينة البحث 9 طلاب متطوعين من الفرقة الثالثة بقسم اللغة الإنجليزية (تعليم أساسي) بكلية التربية، جامعة عين شمس. إتمدت الدراسة على مجموعة من الأدوات و هي: سؤال تحليل الإحتياجات، قائمة بمهارات التواصل الشفهي، إختبار التواصل الشفهي، مقياس تقييم مهارات التواصل الشفهي، و إستطلاع رأي لقياس رضا الطلاب عن البرنامج. تم تصميم برنامج تدريبي قائم على مدخل التوستماسترز يتضمن كتيب للطلاب و دليل للمدرب. تم تدريس البرنامج للطلاب على مدار ثلاث أسابيع (21 ساعة). تم تطبيق اختبارات للمجموعة الواحدة لقياس تأثير البرنامج على أداء الطلاب في التواصل اللفظي. أوضحت النتائج أن البرنامج ذو فاعلية في تطوير مهارات التواصل اللفظي لدى الطلاب و ذلك لوجود فروق دالة إحصائياً بين التطبيق القبلي و البعدي لإختبار التواصل اللفظي. تم إختتام البحث بمجموعة من التوصيات و المقترحات لأبحاث تالية.

**الكلمات المفتاحية:** مدخل التوستماسترز، مهارات التواصل اللفظي، الطلاب المعلمين للغة الإنجليزية.



كلية التربية  
قسم المناهج و طرق التدريس  
شعبة اللغة الإنجليزية

تنمية مهارات التواصل الشفهي لدى الطلاب المعلمين بقسم  
اللغة الإنجليزية عن طريق نوادي النقاش  
(مدخل التوستماسترز)

رسالة مقدمة للحصول على درجة الماجستير فى التربية  
(تخصص مناهج وطرق تدريس لغة إنجليزية)

إعداد

أميرة محمود محمد السيد  
معيدة بقسم المناهج و طرق التدريس  
لغة إنجليزية  
كلية التربية- جامعة عين شمس

إشراف

د. داليا إبراهيم يحيى  
مدرس المناهج و طرق التدريس  
كلية التربية  
جامعة عين شمس

أ.د. زينب على النجار  
أستاذ المناهج و طرق التدريس  
كلية التربية  
جامعة عين شمس