



**BENHA UNIVERSITY
FACULTY OF EDUCATION
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**PROGRAM BASED ON SOME LANGUAGE LEARNING STRATEGIES
FOR DEVELOPING INTELLECTUAL EDUCATION SCHOOLS PUPILS
ORAL COMMUNICATION SKILLS**

**A thesis of introduction for a degree "PhD" Philosophy in education
(CURRICULA AND METHODS OF TEACHING ARABIC)**

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The summary

- INTRODUCTION:

Oral communication is very important to the pupils in general and to the pupils with special needs in particular. In spite of this, the review of literature revealed that the level of these oral communication skills among the pupils with special needs is low. That is why the present research tries to develop and examine the effectiveness of program based on some language learning strategies for developing the special education schools pupils' oral communication skills .

- THE STUDY PROBLEM:

The present study will try to answer the following three questions:

- ١) What are the oral communication skills appropriate to the pupils with special needs at schoolchildren Intellectual Education?
- ٢) What are the bases of building the suggested program for developing schoolchildren Intellectual Education oral communication skills?
- ٣) What is the effectiveness of the suggested program for developing schoolchildren Intellectual Education oral communication skills?
- ٤) What is the correlation between the growth of speaking and listening skills and the growth of aloud reading skills among schoolchildren Intellectual Education?
- ٥) What is the effect of pupils age in oral communication skills and reading aloud with schoolchildren Intellectual Education?

- STUDY LIMITATIONS:

The present study will limit itself to the following:

- A group of the (٤-٦) grade primary pupils with special needs.
- Oral communication skills: Speaking, listening and reading aloud.
- Some language strategies appropriate for developing the special education schools pupils' oral communication skills.

- STUDY TERMINOLOGY:

The following terms are operationally defined: Oral communication skills, and language learning strategies.

- STUDY PROCEDURES:

In order to answer the study questions and to achieve its objectives, these procedures will be followed:

- ١) Reviewing the Arabic and foreign literature related to the study topic.
- ٢) Studying the language needs of the pupils at the special education schools.
- ٣) Preparing a list the skills appropriate to the pupils with special needs in the light of the language needs and judging its validity by a jury.
- ٤) Defining the bases of the suggested program for developing the oral communication skills.
- ٥) Designing the suggested program.
- ٦) Preparing the teacher's manual.
- ٧) Submitting the program and the manual to jury of experts for judging its content validity.
- ٨) Developing a listening test and two rubrics for assessing the listening skills, speaking skills and reading-aloud skills of the study sample.

- ٩) Submitting the three tools to jury of experts for judging its content validity.
- ١٠) Drawing the study sample.
- ١١) Applying the study tools as a pre-application.
- ١٢) Experimenting the suggested program.
- ١٣) Applying the study tools as a post-application.
- ١٤) Carrying out the statistical treatment, interpreting the findings and suggesting the recommendations.

- STUDY IMPORTANCE:

- The present study is important to the curricula planners for the development of Arabic language programs at the special education schools.
- It helps teachers in developing the oral communication skills among the pupils with special needs at the special education schools.
- It is useful to the mentally-retarded pupils at the special education schools in developing their Arabic language oral communication skills.
- It is also important to the researchers in the field of the Arabic language instruction and curricula.

The results of the study:

The current study findings to:

- ١- Effectiveness of the program based on language learning strategies in the development of oral communication skills among students study sample.

- ٢- There is no significant correlation between the scores of students moral research sample in oral communication (speaking and listening) together and degrees of the same students in reading aloud tribal .
- ٣- There is no significant correlation between the scores of students moral research sample in oral communication (speaking and listening) together and degrees of the same students in reading aloud Uday .
- ٤- There is no significant correlation between the scores of students moral research sample in listening and degrees of the same students in reading aloud tribal .
- ٥- There is no significant correlation between the scores of students moral research sample in listening and degrees of the same students in reading aloud Uday .
- ٦- There is no significant correlation between the scores of students moral research sample in the same grades and talk to the students in reading aloud tribal .
- ٧- The presence of correlation significant differences between the scores of students in the sample of the research and talk to the students in the same grades reading aloud Uday .
- ٨- The presence of statistically significant at the ٠,٠٥ level of the impact in the classroom listening skills among schoolchildren Intellectual Education mentally disabled who are able to learn in the pretest .
- ٩- The presence of statistically significant at the ٠,٠٥ level of the impact in the classroom listening skills among schoolchildren Intellectual Education mentally disabled who are able to learn in the post test .
- ١٠- The presence of statistically significant at the ٠,٠٥ level of the impact of class in speaking skills among schoolchildren Intellectual Education mentally disabled who are able to learn in the pretest .

- ١١- The lack of statistical significance of the impact of class in speaking skills among schoolchildren Intellectual Education mentally disabled who are able to learn in the post test .
- ١٢- The lack of effect for grade skills in reading aloud to the students before the research sample study program.
- ١٣- The lack of effect for grade skills in reading aloud to the students after the study sample program.
