The effectivess of aself efficacy based programin developing EFL oral communication skills among prospective teachers

The previous chapter included the findings of the study and their interpretations in addition to the conclusions and suggestions for further research. This chapter presents a summary of the study including: - the problem of the study, questions, scope, sample, tools, hypotheses, procedures, results and findings.VI.1. Questions of the study:-The present study is an attempt to answer the following questions:-a)-What are the EFL oral communication skills required for prospective teachers?b)-What are the features of the self-efficacy based program?c)-What is the effectiveness of the self-efficacy based program in developing EFL oral communication skills among prospective teachers?VI.2. Purpose of the study:The main purpose of the present study is to develop EFL oral communication skills among prospective teachers of English using a self-efficacy-based program.VI.3. Tools of the study:The tools of the present study include:1) An EFL oral communication skills list (OCSL) required for prospective teachers of English. The EFL OCSL is divided into two parts: EFL speaking skills list and EFL listening skills list. The EFL speaking skills list consists of five components or main skills (phonology, syntax, morphology, semantics, and pragmatics). Each main skill has some sub skills. While the EFL listening skills list consists of three parts: - pre-, while (during), and post listening skills. Also, there are some sub skills under each stage.2)-An EFL Oral Communication Skills Test (OCST) prepared by the researcher for assessing students' EFL oral communication skills. The test was divided into two sections:A speaking test for assessing prospective teachers' EFL speaking skills. It consists of four sections and each section is devoted to measure the EFL speaking skills identified in the EFL speaking skills list. The total mark of this part of the test is twenty.•A listening test for measuring students' listening comprehension skills. It is a multiple choice test consisting of four parts and the total mark of this part of the test is thirty. The total mark of the EFL oral communication test is fifty.VI.4. Sample of the studyThe sample of the present study consists of (62) third year English Department students at the Faculty of Education, Benha University. They were assigned into two groups: the control group (N= 31) and the experimental group (N= 31).VI.5. Scope of the study:The present study is limited to:1- A sample of third year English Department Students at the Faculty of Education, Benha University in the academic year 2009/2010.2- Some EFL oral communication skills required for third year English Department Students.VI.6. Procedures of the study:1) -Identifying the EFL oral communication skills required for prospective teachers through:a)

Reviewing literature and previous studies related to EFL oral communication skills.b) Preparing a list of EFL oral communication skills required for prospective teachers.c) Submitting this list to a jury to verify its validity.d) Modifying and setting the list in its final form according to their suggestions.2) - Identifying the features of the self-efficacy based program through:a) Reviewing literature and previous studies related to both self-efficacy and EFL oral communication skills.b) Identifying objectives, content, strategies and methods of evaluation of the self-efficacy-based program.c) Modifying and setting the program in its final form.3) -Identifying the effectiveness of a self-efficacy based program in developing prospective teachers' EFL oral communication skills through:a) Designing an EFL oral communication skills test for assessing prospective teachers' EFL oral communication skills.b) Submitting the test to a jury to verify its validity.c) Modifying and setting the test according to their suggestions in its final form.d) Assigning a sample of prospective teachers into two groups: the experimental (that will be trained using a self-efficacy based program) and the control group.e) Applying the EFL oral communication skills test on the two groups.f) Applying the program on the experimental group.g) Applying the EFL oral communication skills test on the two groups after implementing the program.h) Comparing the results statistically.i) Analyzing and interpreting the results of the study.j) Recommendations and suggestions.VI.7. Results of the study:The present study revealed the following results:1.There are statistically significant differences between the mean scores of the experimental group and the control group students in the overall EFL oral communication skills in the post-test, in favor of the experimental group. The experimental group students achieved more -gains in their EFL oral communication skills, as a result of participating on the self efficacy based program, than the control group students in the post-assessment of overall EFL oral communication skills. It was found that t-value was (12.95) which is significant at 0.01 level of significance.2.There are statistically significant differences between the mean scores of the experimental group and the control group students in the overall EFL speaking skills in the post-test, in favor of the experimental group. The experimental group students' EFL speaking scores are higher than those of the control group students in the post-assessment of overall EFL speaking skills. It was found that t-value was (10.46) which is significant at 0.01 level of significance. These differences are attributed to using the self-efficacy based program.3.There are statistically significant differences between the mean scores of the experimental group and the control group students in each of the EFL speaking sub-skills in the post-test, in favor of the experimental group. The experimental group students' speaking sub-skills improved greatly as a result of implementing the self-efficacy based program than the control group students. It was found that t-value is (7.00) for phonology, (5.93) for grammar, (4.46) for morphology- semantics- pragmatics, and (3.96) for vocabulary, which is significant at the 0.01 level of significance.4.There are statistically significant differences between the mean scores of the experimental group and the control group students in the overall EFL listening skills in the post-test, in favor of the experimental group. It was found that t-value was (7.06) which is significant at 0.01 level of significance.5.There are statistically significant differences between the pre and the post mean scores of the experimental group students in the overall EFL oral

communication skills, in favor of the post-assessment. The experimental group students' scores improved from pre to post assessment of EFL oral communication skills. It was found that t-value was (8.6) which is significant at 0.01 level of significance. This can be attributed to the self-efficacy based program.6.There are statistically significant differences between the pre and the post mean scores of the -experimental group students in the overall EFL speaking skills, in favor of the post assessment. The experimental group students' EFL speaking skills improved greatly -from pre to post assessment in favor of the post assessment. It was found that t value was (7.06) which is significant at 0.01 level of significance.7.There are statistically significant differences between the pre and the post mean scores of the experimental group students in each of the EFL speaking-sub skills skills, in favor of the post-assessment. The experimental group students achieved more gains in the EFL speaking skills from pre to post assessment of EFL speaking skills. It was found that t-value was (6.37) for phonology, (3.77) for grammar, (4.00) for morphology-semantics- pragmatics, and (4.20) for vocabulary which is significant at 0.01 level of significance. This can be attributed to the self-efficacy based program.8. There are statistically significant differences between the pre and the post mean scores of the -experimental group students in the overall EFL listening skills, in favor of the post assessment. It was found that t-value was (4.91) which is significant at 0.01 level of significance.VI.8. Conclusion:Based on the results of statistical analysis of data, it can be concluded that the experimental group students' EFL oral communication skills were developed as a result of participating in the self-efficacy based program compared with the control group students who did not receive any training. This means that the self-efficacy based program is effective.The effectiveness of the program may be due to integrating many EFL oral communication activities which the researcher presented through the four sources of self-efficacy (mastery experience, vicarious experience, verbal persuasion, and psychological states).The results of the present study are consistent with previous studies which assured the great contribution of self-efficacy beliefs in improving students learning and achievement in general and language skills in particular. (Bandura, 1997; Schunk, 1991; Pajares, 2002; Schunk & Pajares, 2003, Abdel- Haq, 2002, and Abdel-Rehim, 2007).