

## **“The Effect of Teachers' Socio-Communicative Styles on Improving Oral Fluency Among Saudi English Majors, Shaqra' University.”**

**Samah Ahmed Mohammed Elborolusy**

*Job: Lecturer in English Department –Shaqra' University-Faculty of Arts &Science*

---

**Abstract:** The purpose of this study was to investigate the effect of teachers' socio-communicative styles on improving oral fluency among Saudi English majors, Shaqra' University, Kingdom of Saudi Arabia. The instruments required for the study were a questionnaire of teachers' socio-communicative styles, a questionnaire of oral fluency, pre-posttest, and an interview. The participants of the study consisted of (78) students from the first level, English majors, they were divided into two experimental groups and a control group each on contains (26). Two teachers affiliated to the English department responded to the questionnaire of teachers' socio-communicative styles. One way-analysis of covariance was used (ANOVA) and Spearman coefficient. The results of Spearman correlation showed that there was a difference in oral fluency posttest in favor of group (B) due to the interaction between teachers' socio-communicative styles and speaking skills in favor of the responsive teacher

**Keywords:** Teachers' socio-communicative styles, oral fluency, Saudi education, English majors.

---

Date of Submission: 04-09-2019

Date of Acceptance: 19-09-2019

---

### **I. INTRODUCTION**

Oral fluency is essential for language learners. Students measure their success in language acquisition by the extent of achieving and using advanced levels in the spoken language. Oral fluency is a complex cognitive activity, in which the learners have to master specific skills such as lexical, syntactical, inferential and evaluation for the situations. Hence, the role of the teachers is very important in supporting, monitoring, organizing, motivating and directing the students' performance during practicing the needed oral communicative languages skills to achieve the best acquisition to EFL learners.

The impact of teachers' socio-communicative styles on teaching different skills has a powerful effect on the personality and performance of the students. Teachers' social style also has great importance on the influence of the behavioral patterns in the interactions with students. It also may influence the performance of the students. The most effective types are high-assertiveness and high responsiveness. They can achieve high competence for their students' pleasure, interaction, motivation, cooperation and containment if they used effectively.

On checking the answer sheet of level one students in the course of Listening and Speaking One, the results revealed that the majority of students got low scores beside this, the increased number of the withdrawn students the percent reached (40%) in group (A&B), but it was noticed that (30%) of them in group A. So the researcher carried on an oral interview with the students to identify the problems and difficulties that faced students during learning and teaching listening and speaking skills and to determine the causes of students' withdraw and low scores. The results of the interview proved that 87% of first level students faced problems during practicing speaking skill.

To find out the solutions to the problems that face the students in acquiring these skills and to trace out the steps by which speaking skills can be progressively mastered, it is essential to examine the situation through evaluating the student needs for the course, and the methods for enhancing speaking skills.

Responsiveness or assertiveness adopted by the teachers may compensate for information processing weaknesses through emphasizing strengths students suffer from and consequently help them speak fluently.

#### **Research Questions:**

- 1- To what extent do teachers' socio-communicative style (responsive) affect students' oral fluency regardless of assertive style?

- 2- To what extent do teachers' socio-communicative style (assertive s) affect students' oral fluency regardless of responsive style?
- 3- What is the effect of the interaction between the teachers' socio-communicative styles and speaking skills on improving students' oral fluency?

**The significance of the study:**

The significance of the present study lies in the fact that it tackles major problems facing students at English department during speaking skills. And helps teachers and students to understand more about the teachers' socio-communicative styles and responses to speaking tasks .

**Theoretical background:**

**Oral fluency:**

Ellis (2009) defined Oral fluency as the capacity to use language in real situations to improve the lexical systems.

The present study defined oral fluency as the ability of the students to speak fluently in response to natural situation expressing their ideas using correct linguistic patterns.

Shen (2013) emphasized that the forms of language use and communicative principles have to focus on the oral proficiency of English learners. Whereas, Noonan (2014) asserted that the best learners who are in direct contact with the English native speakers and good imitator for the real situations.

Teachers have to support their students with the opportunities to practice real-life speaking in a zany classroom atmosphere. Ur (2012) asserted that the design of the classroom activities have to improve the students' ability to promote oral fluency through the effective interaction between the learners and teachers.

Koran (2015) investigated a study to explore the role of teachers in developing students' speaking skill. The study also focused on the language learners' awareness of natural strategies and how often they experience them in their classrooms in Iraq. The results revealed that the obstacles in the speaking skills are due to some reasons including: fear of making mistakes, lack of self-confidence, fear of teachers' negative feedback and insufficient vocabulary.

Studies have referred that students suffered many problems in oral language development and they need more practicing at classrooms. Zhang (2009) asserted that speaking still the most difficult skill to master for the majority of English learners, and they have difficulties that make them incompetent in communicating orally in English. Heriansyah (2012) investigated a study to examine the causes of speaking problems facing students of English Department. The results revealed that the major problems faced them were vocabulary and fearing of making errors.

AlHosni (2014) explored a study to focus on the oral communication problems in an EFL context .The results of the study referred that students have linguistic difficulties, mother tongue use, and inhibition. Alharbi(2015) identified the causes of Saudi students' low proficiency in English communication skills, she stated the Saudi education system should reinforce the use of contemporary approaches to teaching that emphasize problem solving and critical thinking skills.

**Teachers' socio-communicative styles:**

Burant (2000) defined responsiveness as the capacity to be sensitive to the communication of others, to be a good listener, to make a comfortable communication. Whereas ,Assertiveness is defined by Martin (2009) as the degree to which a person attempts to control situations or the thoughts and actions of others.

The present study defined teachers' socio-communicative styles as the teacher's adopted behaviors of the assertiveness or responsiveness that can be effective and enhance students' performance during oral language skills.

Numerous studies provided insight into the teachers' socio- communicative styles and how far they affect learning process as the study of (Bee2012) which asserted that teachers' communicative styles has a great impact on motivating students ,increase the abilities and capabilities of the students ,and teacher need to adopt such styles of communication to improve students' learning process. (Urea 2012), investigated the role of teachers' socio- communicative styles played in teaching process and this helped the researcher predict the interactive effect between the teachers' socio- communicative styles and the oral language skills (Sahak&Ahamed2009).

Khan et al (2017) explored a study to examine the effect of teachers' communicative skills on the students' academic success, and to assess the students' perception of the role of the teachers in their success in the academic courses. The study sample was from 14 universities in Pakistan . The results of the study concluded that teacher communication skills have significant role in the academic achievement of the students.

**Methodology :Design of the study:**

The present study adopts the quasi- experimental design.

**The participants of the study:**

Three groups of eighty seven students from level one in the English Department , Shaqra University, Kingdom of Saudi Arabia students were divided into two experimental groups and the control group each on contained twenty six ,they were assigned to answer the pre-post speaking tests and participated in piloting of the questionnaire and the interview.

**Homogeneity between groups in the speaking test:**

Determining the homogeneity between groups guarantee the comparability between them in the pretests. Doing so, one-way ANOVA and variance marks test was used.

**Results of One-Way ANOVA in the speaking pretest**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	626.769	2	313.385	9.420	.000
Within Groups	2495.192	75	33.269		
Total	3121.962	77			

**Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
.339	2	75	.714

The results of one-way ANOVA shown in table (1) showed that there was not any statistically significant difference between the three groups before administering the study .This means that the students’ actual levels in their speaking skills were more or less comparable and they were starting at the same level.

**Instruments of the Study:**

A questionnaire of teachers’ socio-communicative styles, pre-post oral tests to compare the effect of responsive and assertive teachers’ styles on speaking skill, a questionnaire of oral fluency, and an interview .

**Data analysis:**

The results of the questionnaire of teachers socio-communicative style classify the teachers according to their response to the questionnaire .Using 1-5 Likert scale, scoring of positive statements ranged from (5) for strong agreement to (1) for strong disagreement. Assertiveness items include 2, 4, 5, 6, 9, 11,13, 14, 16, and 20. Responsiveness items include 1, 3, 7, 8, 10, 12, 15, 17, 18, 19. The results revealed that teacher of group A is highly assertive while teacher of group B is highly responsive.

T	Mean of assertiveness	Mean of responsiveness
Teacher 1 of group A	4	2.80
Teacher2 of group B	2.7	4.6

To find out the differences are statistically significant, analysis of Covariance (ANOVA) test was used using SPSS. ANOVA is preferably used to compare the adjusted mean scores of the three groups on their speaking pre- posttest scores .

**Results of One-Way ANOVA in the speaking posttests**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
A	26	12.8846	6.08820	1.19399	10.4255	15.3437
B	26	19.1154	5.08588	.99742	17.0612	21.1696
C	26	13.3462	6.07251	1.19092	10.8934	15.7989

Total	78	15.1154	6.36749	.72098	13.6797	16.5510
-------	----	---------	---------	--------	---------	---------

To find out where the significant differences lie after a significant Scheffe Post Hoc Tests Multiple Comparisons was obtained.

**Scheffe Post Hoc Tests Multiple Comparisons**

(I) groupe	(J) groupe	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A	B	-6.23077	1.59974	.001	-10.2261	-2.2355
	C	-.46154	1.59974	.959	-4.4568	3.5337
B	A	6.23077	1.59974	.001	2.2355	10.2261
	C	5.76923	1.59974	.002	1.7739	9.7645
C	A	.46154	1.59974	.959	-3.5337	4.4568
	B	-5.76923	1.59974	.002	-9.7645	-1.7739

\*. The mean difference is significant at the 0.05 level.

**Results of ANOVA ScheffePost hoc test**

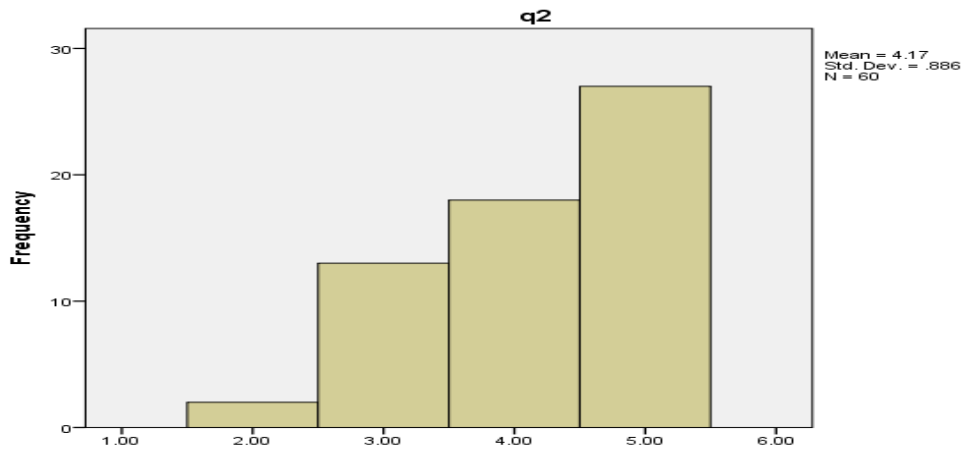
groupe	N	Subset for alpha = 0.05	
		1	2
A	26	12.8846	
C	26	13.3462	
B	26		19.1154
Sig.		.959	1.000

The results of ANOVA Scheffe Post hoc test show that there was a statistically significant difference in the posttest of speaking skills between the mean scores attained by the study groups' students with a mean difference which is significant at 0.05 level (.sig. = .997\*) in favor of group B (M=19.11). It also revealed that that there was no a statistically significant difference in the posttest of speaking skills between the mean scores attained by the study groups' students of group A (M=12.88) which ( sig.= .1.19) and the control group(M=13.34) which ( sig.= .1.19). Results of ANOVA ScheffePost hoc test show that the significance between groups A and C was ,(Sig.959) and group B (Sig.1.000) it means that group B out performed group A and B.

The frequencies variables statistical results of the questionnaire of oral fluency revealed that the highest ones were Q2 "I find difficulty in using the suitable words" (M=4.17),sig. = (.886\*), the second item was Q14 "I need extra hours to develop speaking skills " M=4.05),sig. = (1.048\*)the third item was Q1 "I find difficulty in expressing my ideas orally (M=4.02),sig. = (1.033\*) Whereas , the lowest items were for Q17 "I am unwilling to speak because my teacher doesn't give me enough opportunity(M=2.80),sig. = (1.236\*) ; and Q18" my teacher doesn't use enough oral tasks"(M=2.55),sig. = (1.281\*)

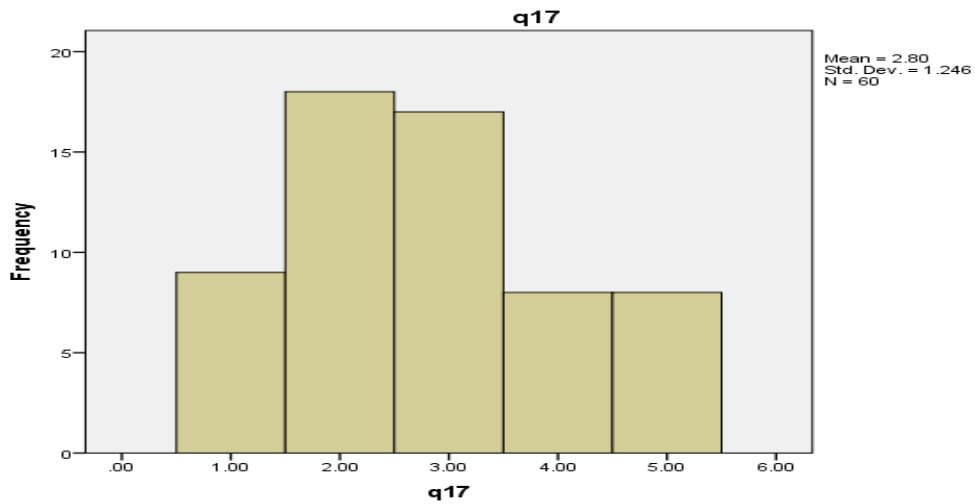
**q2**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.00	2	3.3	3.3	3.3
3.00	13	21.3	21.7	25.0
4.00	18	29.5	30.0	55.0
5.00	27	44.3	45.0	100.0
Total	60	98.4	100.0	
Missing System	1	1.6		
Total	61	100.0		



**q17**

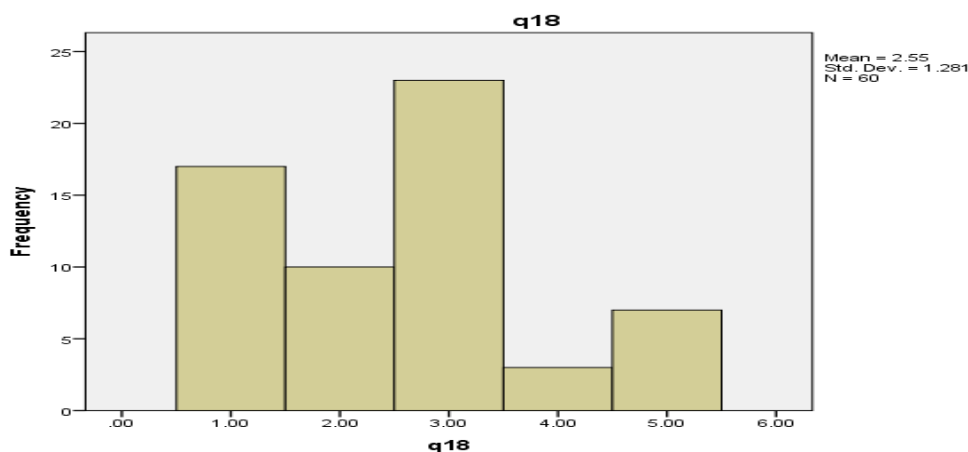
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	9	14.8	15.0	15.0
Valid 2.00	18	29.5	30.0	45.0
Valid 3.00	17	27.9	28.3	73.3
Valid 4.00	8	13.1	13.3	86.7
Valid 5.00	8	13.1	13.3	100.0
Total	60	98.4	100.0	
Missing System	1	1.6		
Total	61	100.0		



**q18**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	17	27.9	28.3	28.3
Valid 2.00	10	16.4	16.7	45.0
Valid 3.00	23	37.7	38.3	83.3
Valid 4.00	3	4.9	5.0	88.3

5.00	7	11.5	11.7	100.0
Total	60	98.4	100.0	
Missing System	1	1.6		
Total	61	100.0		



		T1	spost2
Spearman's rho	Correlation Coefficient	1.000	-.289
	Sig. (2-tailed)	.	.216
	N	20	20
spost2	Correlation Coefficient	-.289	1.000
	Sig. (2-tailed)	.216	.
	N	20	26

A positive Spearman correlation coefficient corresponds to an increasing monotonic trend between responsive teacher and students' oral fluency of group B ( Sig.862) .A negative Spearman correlation coefficient corresponds to a decreasing monotonic trend between assertive teacher and group A ( Sig. .216).

### Spearman Correlation coefficient

#### Correlations

		T2	spost1
Spearman's rho	Correlation Coefficient	1.000	.042
	Sig. (2-tailed)	.	.862
	N	20	20
spost1	Correlation Coefficient	.042	1.000
	Sig. (2-tailed)	.862	.
	N	20	26

## II. DISCUSSION

Results showed that there was a difference between the study groups in their posttest adjusted mean scores of speaking skills based on the teachers' socio-communicative styles .Results indicated that the differences between groups when taught by teachers of different socio-communicative styles are large .Group A adjusted mean scores was (12.88) .Group B mean scores was (19.11).Whereas ,there was a slight difference between group A mean scores and the control group was (13.34).Hence ,results indicated that the interaction between the teachers' socio-communicative styles and oral fluency were beneficial for the experimental group B who were trained on speaking skills with responsive teacher rather than assertive and control group .Students' responses to the questionnaire of oral fluency that they need to increase the credit hours of the course from two

hours to four hours a week, they need also, additional external courses to increase their vocabulary and sentence structure.

### III. CONCLUSION

After the results and findings of the study the researcher concluded that teachers' socio-communicative styles have significant role in teaching and learning oral fluency. Therefore, it is necessary for the teacher to adapt his style while teaching student's oral fluency .According to the results responsive style was effective more than assertive style.

### REFERENCES

- [1]. AlHarbi, H.A(2015)Improving Students' English Speaking Proficiency in Saudi Public Schools. *International Journal of Instruction* 8(1):105-116 .
- [2]. Al Hosni ,S (2014) Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL)*,2,6,22-30.
- [3]. Burant. K, (2000) : Students' Perceptions of Teachers' Communication and its Effects on Students' Learning Students' , *Communication Education*, 7,2.
- [4]. Ellis, R (2009). The Differential Effects of Three Types of Task Planning on the Fluency, Complexity, and Accuracy in L2 Oral Production. *Applied Linguistics*, 30/4: 474–509. doi:10.1093/ applin/amp042.
- [5]. Heriansyah ,H (2012) Speaking problems faced by the English Department students of Syiah Kuala University .*Lingua Didaktika Journal*,6,1,37-44.
- [6]. Khan et al (2017) Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. *Journal of Education and Practice* 8, 1,222-288.
- [7]. Koran .S(2015) The Role of Teachers in Developing Learners' Speaking Skill. 6 th International Visible Conference on Educational Studies and Applied Linguistics - At Erbil, Iraq.
- [8]. Martin ,M.M et al (2009) ; Students' perceptions of instructors' socio-communicative styles and the influence of instructor credibility and situational motivation ,*Communication Research Reports* , 14, 4, 431-440.
- [9]. Sahak,R&Ahamed A,(2009).Teacher –student attachment and teachers' attitudes towards work. *Journal PendidikdanPendidikan*, Jil,24, 55–72.
- [10]. Shen, (2013) Balancing Accuracy and Fluency in English Classroom Teaching to Improve Chinese Non-English Majors' Oral English Ability Theory and Practice in *Language Studies*, 3, 5, 816-822.
- [11]. Bee ,S B (2012).The Impact of Teachers' Communication Skills on Teaching: Reflections of Pre-service Teachers on their Communication Strengths and Weaknesses. *Humanizing language teaching*.
- [12]. Ur, P (2012). *A Course in English Language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- [13]. Urea,R (2012).The influence of teachers socio-communicative styles on the pupils attitude towards the learning process .*Procedia - Social and Behavioral Sciences* 47 , 41 – 44
- [14]. Zhang, S (2009). The role of input, interaction, and output in the development of oral fluency. *English Language Teaching*,2(4),91–100.

Samah Ahmed Mohammed Elborolosy. “The Effect of Teachers' Socio-Communicative Styles on Improving Oral Fluency Among Saudi English Majors, Shaqra University.” *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. vol. 24 no. 09, 2019, pp. 50-56.