An Authenticity-Based course for Developing Career English Speaking Skills Among the Secondary Dual Technical Education Students

By

Nora Ahmed Mahmoud Mohammad*

Abstract: The aim of the present research was to investigate the effect of an authenticity–based course for developing career English speaking skills among the secondary dual technical education students. The sample of this research included (N=20) the first of the secondary dual technical education students in Al-Salhyia Al-Jaddedah, Sharqyia Governorate. The instrument of the research composed of career English speaking skills test. The research followed the pre-posttest design. In this design, the dependent variable was measured before and after the experiment. The career English speaking skills test was administered to the sample prior implementing the course as a pretest. After implementing the authenticity-based course on the research sample, the career English speaking skills test was post administered. Findings of the research revealed that career English speaking skills of the participants were significantly developed as a result of an authenticity-based course. Therefore, it can be concluded that an authenticity-based course is effective in developing career English speaking skills.

Keywords: an authenticity-based course, career English speaking skills, secondary dual technical education students.

Introduction

Nowadays, English has become essential for anyone seeking to get a job, be promoted or perform effectively in the world of business. This demand has generated the introduction of a new linguistic branch called English for Specific Purposes (ESP). ESP program is built on English for occupational purposes which is the study of English for successful communication (Domomguez & Rokowski, 2005).

Speaking English language skill is one of the important of four language skills to be developed as a means of effective communication in both first and second language learning context. Effective communication by mean of speaking usually creates a number of benefits. These benefits are for both speakers and business organizations for example effective speaking skill results in achievements during ceremonial speaking activities, job training, activities, job interview, and

_____

*A senior Teacher of English

other business purposes (Osborn, et al, 2008). People without oral communication skills will suffer in this era of competition and may find it difficult to achieve a higher position.

Concerning employment and promotion, Baker and Weimer (2002) highlight that a learner who can speak English well may have greater opportunity for receiving employment and gaining promotion. Many companies and organizations look for people who speak English very well for communicating with other people. People at their work places, i.e. researchers working either in a medical or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.

Authenticity in language teaching is manifested through the use of real life teaching materials, naturally occurring tasks and activities and contextually relevant assessment procedures employed while teaching a language. The idea of authenticity is, thus, linked to the condition in which learning of language becomes as real and natural as it is in day- do- day use (Bahran, 2012).

Berardo (2006) notes that one of the reasons why authentic materials are employed in the classroom of English language teaching is to make a close contact with the target language as much as possible. It means that learners are intended to have a direct of how the language works in the real.

Pilot Study

In light of the researcher experience as teacher of English language, the secondary dual technical education students lack the performance of career English speaking skills. To verify this problem, the researcher conducted content analysis.

The results of the English for dual technical education schools text book content analysis revealed the following:

The current courses in English, all over the three years, do not introduce specific topics related to the specific needs of vehicles manufacturing students. Instead, it includes general topics addressing different technical departments (e.g. desert reclamation, space travel, TV. station).

• These courses lack the language content related to their functional future career.

• It does not provide real situational opportunities to practice their

career English speaking skills.

To verify this, the researcher conducted a test to a sample of 50 (MCV) students to identify their mastery of career speaking skills.

Table (1)

The mean percentages of the career English speaking skills' test

High level	3 students	%5.66
Ordinary level	9 students	%16.98
Low level	38 students	%77.36
Total	50 students	%100

Table 1. demonstrates the percentages of the students' career English speaking career skills' test. The low-level students represent %77.36 of the whole sample. The findings of the pilot study revealed that secondary dual technical education students have weaknesses particularly in the following items:

• Talking about functions of manufacturing vehicles devices.

• Describing processes of manufacturing vehicles.

• Taking and leaving an urgent message.

• Identifying the protective safety parts at the worksite.

• Giving and accepting constructive criticism.

• Talking about Covid -19 precautions in worksite.

Based on what has been mentioned, authenticity-based course activities were assumed to develop the secondary dual technical education students' career English speaking and writing skills.

Statement of the problem

In light of the pilot research (open interviews and content analysis) conducted by the researcher and in spite significance of English Language for the future career of the students at Secondary Dual Technical Education, they lack the career English speaking skills required for their future career. Therefore, an authenticity-based course seeks to solve this problem.

Consequently, the current piece of research sought to find answers to the following questions:

• What are career English speaking skills necessary for the first year of the secondary dual technical education students?

• What are the features of an authenticity-based course that may help in developing the first year of the secondary dual Technical education students' career English speaking skills?

• What is the effect of an authenticity-based course on developing the first year of the secondary dual technical education students' career English speaking skills?

Hypotheses of the research

• There would be a statistically significant difference between the mean scores of career English speaking skills in the pre- and post-measurements of the test for the post test at the level (0.05).

• The suggested course has a positive significant effect on developing the students' career English writing skills.

Participants of the research

The sample of the research consists of a group of first year of secondary dual technical education students. They will be purposely chosen to apply the experiment. There is one experimental group of the first year students at Al Salhia Al Jadeeda Secondary Dual Technical Education School.

Purpose of the research

This research aims at identifying:

• Career English speaking skills and sub-skills intended to be developed for secondary dual technical education students.

• The features an authenticity-based course.

• The effect of an authenticity-based course in developing career English speaking skills among the students of secondary dual technical education students

Significance of the research

This research confirms its significance from the following justifications:

• Focusing on the importance of career English speaking skills needed for the secondary dual technical education students.

• Arousing the attention of EFL teachers and supervisors to develop students' career English speaking skills.

• Providing a suggested course based on authenticity can be used as a guide for course designers.

Method of the research

Quasi-Experimental design was adopted. The pre-posttest experimental group was used to choose the study's sample and apply the treatment.

Delimitations of the research

The sample of the research consisted of a group of (N= 20) first year Secondary Dual Technical Education students at Al-Salhyia AL-

Jadeedah (MCV) schools. They were purposely chosen to apply the experiment. They represented a one group pre-post design. Six career English speaking skills were taught. The treatment was carried out during the second semester of the scholastic year 2020/2021.

Review of Literature

Concerning employment and promotion, Baker and Weimer (2002) highlight that a learner who can speak English well may have greater opportunity for receiving employment and gaining promotion. Many companies and organizations look for people who speak English very well for communicating with other people. People at their work places, i.e. researchers working either in a medical or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.

Confirming the role of speaking skill in enhancing the individual personality, Celce (2001) adds that speaking is not only important for career success, but also for one's personal life. It can also enhance one's professional aspirations. Moreover, an effective communicator can certainly gain the attention of the audience. According to Chan and Tan (2006), the capacity to express one's thoughts, opinions and feelings, provides the speaker with self-confidence and self-efficacy.

According to Richards and Schmidt (2002), career English refers to the usage of the English language required to perform a specific function or reach a certain social goal. For the purposes of the current study, career English speaking is considered as a mode of the English language in which the main focus is on the communicative, pragmatic, and everyday uses of the language, rather than on the theoretical, academic and/or literary aspects of it.

Reinders and White (2010) emphasize that the authentic texts are to give learners access to real language used in real world context, changes in simplified materials do not help in language acquisition. Moreover, learners will develop an artificial production of the language if the authentic input is not present in the learning process. The use of Authentic and Non-Authentic materials is still a moot point and a debatable subject.

Polat and Erişti (2019) highlight that the word authentic and a non-educational character of any tool is meant. Authentic aids are created, in the first place, for native speakers primarily by individuals speaking a language as their mother tongue. Verbal, audio-visual, and written

184

elements (e.g., subtitles) of authentic videos reflect the real-life communication examples.

Operational Definition of terms

Career English Speaking Skills

Harmer (2007, p.21) defines career English speaking skills as "a communication tool to get messages across and to carry out activities that many people consider necessary to function in society to speak loud enough, to be heard and to speak distinctly where everyone can understand".

The Dual Education System

According to the Ministry of Education (2009:9) "the dual education system refers to "a system of education that gathers between the theory and practice in which students take turns between learning inside the school and training in the worksite to cope with changes in society and meet the demand of the market".

An authenticity –based course

An integrated course (theoretical and practical) designed to the secondary dual technical education students to involve them in real life situations at their worksite to develop their career writing skills (e.g. : sending an replying e-mails, appraisal report, advertisement, memos, call to action, talking about functions of manufacturing vehicles devices, describing processes of manufacturing vehicles, taking and leaving an urgent message, identifying the protective worksite safety parts) in order to perform their future careers effectively.

Participants

Description of the Participants

Participants of the present research were randomly drawn from the 1st year students from the Secondary Dual Technical Education at Manufacturing Commercial Vehicles (MCV) school, Al Salhia Al Jadidah, Sharqia governorate. It formed one group. It composed of (N=20) 1st year secondary dual technical education students.

Data collection

Data were collected from two instruments developed, validated and used in the study. They were a career English speaking skills checklist and career English speaking skills test. The following is a description of the checklist and the test.

The checklist was designed to determine the career English speaking skills necessary for 1st year Students from the secondary dual technical education students at Manufacturing Commercial Vehicles (MCV) students.

Content Validity of checklist

In order to answer the first question of the study: "What are the career English speaking skills needed for the 1st year secondary dual technical education students?", a developed checklist was submitted to a jury committee (ten members of curriculum and EFL methodology staff members and two TEFL supervisors). The purpose of this step was to identify the required career English speaking skills for 1st year secondary dual technical education students.

Career English Speaking Skills Test

A pre/post career English speaking test was developed, validated and administered to the study participants. It was used prior the program implementation to make sure that participants of the group was at the same career English speaking skills level before starting the experiment. Thus, the progress achieved by the experimental group could be attributed to the program they had been exposed to. As a post-test, it was used to investigate to what extent an authenticity-based course is effective in developing secondary dual technical education students' career English speaking skills.

Purpose of the program

This program aimed at developing some career speaking skills required for the first-year secondary dual technical students.

Objectives of the program

By the end of the program, the first year secondary dual technical education students will be able to:

• talk about functions of manufacturing vehicles devices.
• describe processes of manufacturing vehicles.
• take and leaving an urgent message.
• identify the protective worksite safety parts.
• give and accept constructive criticism.
• talk about Covid -19 precautions in worksite.

186

Description of the program

Table 2. An authenticity- based course sessions for developing the first secondary dual education students' career English speaking skills

Session	The career English speaking skills	Task type
1	Orientation session	
2	Talking about functions of manufacturing vehicles devices.	Brainstorming Discussion
3	Describing processes of manufacturing vehicles.	Brainstorming Discussion, Pictures description
4	Taking and leaving an urgent message.	Role play Pictures description
5	Identifying the protective worksite safety parts.	Role play Discussion Pictures description
6	Giving and accepting constructive criticism.	Role play Discussion
7	Talking about Covid -19 precautions in worksite.	Role play Discussion
8	Conclusion (Thanking session)	a summary of the whole sessions reciprocal word of thanks positive reinforcement

Table 2. displays the eight sessions conducted in the current research as long as the career English speaking skills and task type. The first session was an orientation session. The seven sessions were to apply an authenticity-based course sessions for developing the first secondary dual education students' career English speaking skills. At the end of the sessions, there was a conclusion session to thank students about their participation. Along, the eight sessions of career English speaking skills the students took the implementation in Al-Salhyia Al- Jadeedah Manufacturing Commercial Vehicles (MCV) School. They were validated by a jury committee of curriculum and EFL instruction staff members (n=10) and mentors (n=2).

Method

The study Design

The current research was a pre-post quasi-experimental design. It adopted the one group pre-posttest design. It was conducted to investigate the effect of an authenticity-based course for developing career English speaking skills among secondary dual technical education

students. It was carried out at Manufacturing Commercial Vehicles (MCV) Schools, Al-Salhia Al-Jadidah, Sharqia Governorate. The treatment was carried out on the 1st year Students from the Secondary Dual Technical Education Students during the second term of the school year 2020/2021.

In this research, the one-group pre-posttest experimental Design was used in order to measure the effectiveness of the independent variable on the dependent variable. This group consisted of twenty students. The treatment group was taught according to the proposed course based on authenticity to develop the carrier English speaking skills.

Some activities were used in the treatment sessions. They are for example, brainstorming, role play, authentic dialogues, picture description and discussion.

Assessment of the program

The assessment system employed in the program consisted of both formative and summative evaluation. Formative evaluation was conducted for assessing the students' gradual progress in career English speaking and writing skills. During formative evaluation, students' career English speaking skills were evaluated by the researcher herself. After each lesson, formative evaluation exercises of the participants' career English speaking used.

During the evaluation exercises, the participants were engaged in some situations similar to the tasks. The purpose was to provide them with further individual feedback with respect to the skills identified. The summative evaluation was conducted at the end of the program implementation. It included the administration of the career English speaking posttest. The major purpose of this type of evaluation was to measure the achievement of the intended outcomes at the end of the program application. It also aimed at investigating the effectiveness of the proposed skills.

Procedures

The researcher got a formal permission for conducting the fieldwork at Al-Salhia Al-Jadidah, Sharqia Governorate. Therefore, the experiment was administered to the first secondary dual education students at (MCV) Manufacturing Commercial Vehicle School during the second term of the school year 2021-2022. The purpose of the pretest was to determine the participants' initial level of the career English speaking skills.

188

Teaching the eight sessions began on the first of February 2021 and continued for eight weeks at a rate of session a week. Every session lasted for 40 minutes. The eight sessions began with warming up session in which the proposed learning materials was introduced. This included an idea about an authenticity –based course and the importance of career English speaking skills. The eight sessions dealt with the career English speaking skills. Each session ended with a formative evaluation to evaluate the participants' mastery of the intended career speaking skill. The last session was a conclusion session to thank the pupils for their participation.

At the end of teaching, the posttest was administered to the participants. The data obtained were statistically analyzed, interpreted and connected to the previous studies.

Results of the Main Hypothesis

The main hypothesis stated that there would be a statistically significant difference between the mean scores of the pre- and post-measurements of implementing the career English speaking skills test for the post test at the level (0.05). t-test was used to measure the difference in the mean scores of the study group between pretest and posttest and find out if any significant shift in the dependent variable has occurred. See Table 3. for the difference in the mean scores of the research group between the pretest and posttest of the participants' career English speaking skills.

Table 3: Means, standard deviation, t-value and effect size of the participants' career English speaking skills pre and post testing.

	Measures	N	Mean	Std	t-value	Df	p-value	Cohen's ES
Overall career speaking Skills	Pretest	20	7.95	1.67	17.7	19	<.001	6.4
	Posttest	20	30.40	6.09				High

As indicated by Table 3. above, there is a statistical difference between the mean scores of the pretest (7.95) and that of the posttest (30.40).The t-value is (17.79). This indicates that the difference is statistically significant. The Cohen's ES is (6.4), Therefore, it can be concluded that authenticity-based course was effective. Thus, the main hypothesis is verified. This means that the main hypothesis is accepted. This finding supports the findings of Rokhmawati (2011) who emphasizes that speaking is a crucial part of the foreign language learning and teaching,

because it can be used for the pupils to express their ideas orally in foreign language and without speaking skill, they will just keep silent. He also indicates that in order to speak well, pupils must practice their skill in everyday life. Therefore, the teacher should give them an opportunity to practice their speaking skill by giving some more examples or activities that put them into the real practice communication.

Discussion of the Findings
Findings related to the main hypothesis

Following is a detailed discussion of the findings related to the empirical part of this research. Such a discussion relates to the purpose as well as hypothesis of the research. The purpose of the present research was to investigate the effect of an authenticity-based course for developing career English speaking and writing skills.

The main hypothesis of the present research stated that there would be a statistically significant difference between the mean scores of the pre and post-measurements of implementing the career English speaking skills test for the post test at the level (0.05). In order to test this hypothesis, the pre- and post-measurements of implementing the career English speaking skills test mean scores were compared using t- test which revealed a statistically significant difference.

Additionally, an effect-size of (6.4) was found using Cohen's (1988). This indicates that the effect of an authenticity-based course for developing career English speaking skills has a large practical significance. Thus, one can say that the first year of secondary dual technical education students achieved significant improvements in career English speaking skills during the period of the experiment. Many possible explanations for this finding can be seen as following.

A possible explanation of this result is that the implementation of an authenticity-based course improved career English speaking skills. This agrees with prior research in the field of career English speaking skills which suggests that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behaviour (Caroline, 2005). Additionally, Kayi (2006) revealed that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

Findings in the present research are consistent with the findings of Bleakley and Chin (2004) who pinpointed that the world is a technological sphere full of challenges, new demands, improved working styles, and high productivity demands. To overcome the rapidly

increasing demands of industries, the need for competent professionals is growing day by day. Academic qualification is indeed important for having a job. A college education is, indeed, important; it doesn't guarantee good employment opportunities while the job is the need and passion of an individual. Now employers demand educated and trained professionals to be the part of their organization who can play their dynamic roles in meeting its targets.

A further explanation is that this finding could be attributed to the nature of the authenticity-based course which focuses on lifelong learning. In this regard, Hughes (2002) pointed out that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties.

This supports the ideas of Baker and Weimer (2002) who indicated that the more the students' efficiency in speaking, the more they have job opportunities. A learner who can speak English well may have greater opportunity for receiving employment and gaining promotion. Many companies and organizations look for people who speak English very well for communicating with other people. People at their workplaces, i.e., researchers working either in a medical or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.

Recommendations

Based on the findings of the current research, it is recommended that:

• EFL teachers should be trained to help the secondary dual technical education students develop their career English speaking and writing skills.

• Ministry of Education textbook authors should include an authenticity – based course in the secondary dual technical education English textbook.

• An authenticity- based course should be a component of English courses at different schools of the secondary dual technical education.

Suggestions for further research

The present research suggests the following areas for future   research:

• Using an authenticity–based course for developing career English speaking skills in other industrial schools of secondary Dual Technical education.

• Using an authenticity–based course for developing career English

191

speaking skills in agriculture technological Schools.

• **Using an authenticity–based course for developing career English speaking in other commercial schools of secondary Dual Technical education.**

References

Bahran, H., (2012). The Effect of Authentic Aural Materials Use on EFL Learners' Listening Skills: Case of Second-Year LMD Students at Abou Bakr Belkaid University –Tlemcen. Masterin Language Studies.

Baker, C., Pistrang. N. & Elliot, R. (2002). Research methods in clinical psychology: An introduction to students and practitioners (2nd ed.) Chichester: John Wiley and Sons.

Berardo, S. (2006). The use of authentic materials in the teaching of reading. ELT Journal, 6(2), 60-69.

Bleakley, H., & Chin, A. (2004). Language skills and earnings: Evidence from childhood immigrants. The Review of Economics and Statistics, 86(2), 481–496.

Caroline, T. (2005). Practical English Language Teaching Young Learners. New York: Mc. Graw-Hill.

Celce-Murcia, M. (2001). Language Teaching Approaches: An Overview". In M. Celce- Murcia (Ed.), Teaching English as a Second or Foreign Language (3rd Ed.). Boston.

Dominguez, G. & Rokowski, P. (2005). Bridging the gap between English for academic and occupational purposes. English for Specific Purposes World http://www.espworld.info/Articles_

Chan, S. & Tan, H. (2006). English for Mathematics and Science: Current Malaysian Language in-Education Policies and Practices. Language and Education, 20(4), 306-321. https://doi.org/10.2167/le631.0

Harmer, J. (2007). The practice of English language teaching (4th ed.). London: Pearson/Longman.

Hughes, R. (2002). Teaching and Researching Speaking (2nd ed.). Edinburgh Gate: Pearson.

Kayi, H.(2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. The Internet TESL Journal, Vol. XII, No. 11, November 2006. http://iteslj.org/Articles/Kayi-Teaching.

Osborn, S., Osborn, M., & Osborn, R. (2008). Public speaking guidebook. Boston: Pearson.

Polat, M. & Erişti, B. (2019). Development of a foreign language listening anxiety scale. Turkish Studies-International Periodical for the Languages, Literature and History of Turkish or Turkic, 13(11), 1113-1138.

Richards, J. (2002) Approaches and Methods in Language Teaching 2nd Edition Cambridge: Cambridge University Press.

Reinders, H. & Lewis, M. (2010) Podquests. Language games on the go. In: M. Andreade (ed.), Language Games. Alexandria: TESOL. (in pre

Rokhmawati, E. (2011). The use of realia to improve Pupil's speaking ability in procedures text (A Classroom Action Research with the Developing the Speaking Skills of English.

المستخلص: هدف هذا البحث إلى قياس فاعلية مقرر قائم على الاصالة لتنمية مهارات التحدث الوظيفية في مادة اللغة الانجليزية لدي طلاب مدراس الثانوية الفنية للتعليم والتدريب المزدوج، واقتصرت عينة البحث على (٢٠) طالبا من الصف الأول من مدارس شركة تصنيع وسائل النقل بمدينة الصالحية الجديدة ، واستخدمت الباحثة المنهج شبه التجريبي للمجموعة الواحدة ذات الاختبار القبلي والبعدي، وقد قامت الباحثة بإجراء الاختبار قبليا على عينة البحث وبعد ذلك تم تطبيق مقرر قائم علي الاصالة لتنمية مهارات التحدث الوظيفية في مادة اللغة الانجليزية لدى طلاب مدراس الثانوية الفنية للتعليم والتدريب المزدوج علي أفراد العينة في الفصل الدراسي الثاني لعام ٢٠٢٠-٢٠٢١، وبعد ذلك تم تطبيق الاختبار البعدي وقد تم تحليل البيانات باستخدام اختبار "ت" و حجم التأثير وتوصل البحث إلى وجود فرق ذات دلالة إحصائية عند مستوى (٠.٠٥) بين متوسط درجات الاختبار القبلي والبعدي الذي يقيس تطوير مهارات التحدث الوظيفية لصالح الاختبار البعدي ويمكن الاستنتاج ان مقرر قائم علي الاصالة ذو فاعلية في تنمية مهارات التحدث الوظيفية لدى طلاب مدراس الثانوية الفنية للتعليم والتدريب المزدوج .

الكلمات المفتاحية: الاصالة، مهارات التحدث الوظيفية ، طلاب الصف الاول من مدارس شركة تصنيع وسائل النقل بمدينة الصالحية الجديدة ، جمهورية مصر العربية.