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An online English for Specific purposes Suggested Program to Develop University Students` Oracy Skills   and Reduce their Speech Anxiety

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Abstract

This study aimed at developing university students` oracy skills and reducing their speech anxiety through using a suggested program based on online English for specific purposes (ESP). The participants were two groups of 25 male students each. The present study adopted the descriptive analytical approach to prepare the theoretical framework and quasi-experimental design in terms of using an experimental group and a control one. Two intact groups were randomly chosen amongst the first year students at Imam Abdulrahman bin Faisal university, Dammam, KSA. The experimental group received EFL oracy skills through the suggested program based on ESP while the control group received the traditional instruction. The program lasted for six weeks two times a week. The program was carried out in the second term of the academic year 2022/2023. The instruments of the study were a checklist for oracy skills, an achievement oracy skills test, a rubric for testing oracy skills, and foreign language classroom anxiety scale. The Results of the study showed evidence for the effectiveness of using the suggested program based on online English for Specific purposes in developing university students` oracy skills and reduce their speech anxiety as the experimental group outperformed the control group on the achievement oracy skills test.

Keywords: ESP, Islamic English, Oracy, Speech anxiety

Introduction

Language is created to be a tool for human communication. In addition, it is a way to think and to transmit culture from generation to generation and from nation to nation. So, we also learn another culture when we learn a foreign language that is likely to be in line with our culture and values or to contradict them. If the learner wishes to communicate orally effectively with a language, he or she should have the willingness and motivation to express his feelings, thoughts, and opinions in that language.

Language instruction teaches the culture and values of its owners, as many linguists decided. In this situation, when the learner finds out that the

educational material in certain respects contradicts his culture, he may face up to it with alienation and resistance. Therefore, the learner's cultural background must be taken into consideration and integrated into the curriculum that will inspire him to learn a foreign language.

For example, it is a commonly held view that it is usual in Dutch culture to express personal opinions openly and directly in public discussions, whereas it can be seen as disrespectful or even rude in Japanese and Mexican cultures (with the British somewhere in the middle). This suggests that the expectations of teachers that students' question ideas 'will need to be tempered by a sensitivity to cultural standards in group discussions or public presentations. It is necessary to remember, of course, that children grow up in particular cultural contexts using language; and that the 'basic rules' for using conversation in social settings also differ across cultures.

Successful communication in second or foreign languages is indicated by at least two aspects, the communicative aspect (Bagarić, 2007; Mecham, 2012) and the intercultural aspect (Atay, et al, 2009; Mitchell, et al, 2015). The second aspect requires learners to have cultural insights (Qu, 2010; Wahyudi, 2012) that should be taught in the targeted language teaching process. This statement is consistent with what Buttjes (1990) points out that language teaching is the teaching of culture. Language teachers must therefore pay a great deal of attention to the cultural background of the learners.

One of the most important backgrounds for learners is religion, because it shapes human behavior. (Kilp, 2011; Sasaki & Kim, 2011; Aldashev & Platteau, 2014). There have been several research on the relationship between religion and education. Purgason (2009) indicates that it is fine for language teachers to allow religion or some other controversial topic to occur in the classroom, while Johnston (2003) and Wicking (2012) argue that the teacher's moral and religious perspective affects the teaching process and interactions at schools. The study by Shahjahan (2004, 2010) presented a promising direction to accept faith, not just Christianity, in general education and language teaching in non-Western settings that may be carried out by local teachers and students.

The connection between Islam and English may lead to a lot of complications, as 'English is not just a language, nor is Islam just a religion.' (1991: Harris). This implies that any relationship formed between Islam and English will never be static, so any attempt to have the best possible circumstances where Islam and English go hand in hand for human beings'

full prosperity will never end. "Can English support the weight of Islamic experiences, cultures, and ideologies?" Mahboob (2009) wonders in his argument. This thesis raises a similar issue, but in the scope of English language teaching and learning in Islamic countries.(Ahmad Madkura , Azkia Muharom Albantani,2017)

Concerning oracy, it is the most commonly used and fundamental form of human communication and it is necessary for expressing oneself and engaging in civic life. Oracy makes humans open to each other's and our own expressed inner thoughts. Oracy, in turn, distinguishes humans as a species. (Tomasello, 2010). If in the near future oracy becomes even more important than it is now, we will not be shocked. Globalization and digitalization contribute to distant conversations, brainstorms, collaborative work, decision-making. It gives rise to new ways of communication ('written' chats, video chats) in which oracy plays a key role. Oracy has only recently become a curricular target in higher education.

Speaking is defined as the process of combining background and linguistic knowledge in order to build an oral message to be conveyed to the intended audience (Chastain, 1988 cited in Arnold, 2000). In addition, speaking is the core of learning languages since speaking a language means knowing that language. On the other hand, anxiety is also identified to be limited to the situations where the language is learned in classrooms; specific-situation anxiety.

Consequently, speaking is a language component that provokes anxiety sentiments in the foreign language processes that are applied in the EFL classrooms. Similarly, the production of speech has passive correlations with anxiety in the foreign language classrooms. So, as many learners indicate that they are interested in developing their communicative competence, foreign language classroom anxiety is recognized by many researchers and instructors as a hindrance for those learners to achieve good speaking abilities.

The basics of the communicative language approach indicate that language is built on the communicative functions such as dialogues. Besides, effective communication, comprehensible pronunciation, fluency, and the communicative competence are also main goals which demand a sense of good speaking abilities. So, investigating the effect of anxiety on EFL students' speaking skills is an ongoing need that has to be addressed in many contexts such as the curriculum which adopts the communicative language teaching strategies in which developing students' speaking skills is a major concern.

Here lies the role of integrating the cultural and religious background of the learner in curricula to encourage the learners to learn and express their ideas and opinions in English freely and fluently in order to spread culture and interaction between civilizations. Thus, the ideal of language acquisition is achieved through curricula based on respect for the learner's culture and Islamic values. Accordingly, global countries, like Saudi Arabia, have implemented English courses at all levels of the educational system, in particular at universities via ESP, in order to achieve specific goals and meet the needs of learners and their social requirements.

According to Hutchinson and Waters (1987), the need for tailoring language courses to suit the needs of learners was unavoidable as the demand for learning English rose. As a result, linguistic studies were conducted to establish the types of language features needed in particular circumstances and to serve as the framework for learners' courses. As a result, course designers shifted their focus from the design of General English courses to the design of courses in a particular target context, namely English for Specific Purposes, based on the needs, interests and demands of specific groups of learners (ESP).

The increasing interest in the field of psychology was another factor that also led to the rise of ESP (Hutchinson and Waters, 1987). Learners used different learning methods, inherited different L1 standards from their educational and cultural backgrounds, faced different language difficulties, and were motivated by different desires and needs, according to the claim. Focusing on identifying the needs, interests, motivation and strategies of learners has led to the definition of the principles for the design of language courses that adapt language instruction to meet the needs of students. All these factors seemed to highlight the need of offering ESP courses in language learning.

In order to achieve this, some ELT educators have proposed the need to use Islamic-based materials in teaching English for Muslim students to avoid the negative influence of Western culture such as Asraf (1997), Rohmah (2012), and Mclennan (2013). They claim that the use of English teaching materials containing western culture, values and norms can lead to resistance among the Moslem students. Consequently, this can influence their motivation in learning. For this reason, Islamic students should learn English using Islamic-based materials to increase the motivation and avoid the resistance. By using Islamic based materials, the students can learn English and at the same time develop their knowledge about Islamic culture in English.

On the other hand, technology now a day is unable to be avoided. It is the most powerful tool in almost every aspect of human's daily life. Technology is regarded as a major revolution and this has a significant impact on education. The use of Information Technology (IT) and the internet are the new ways of learning now days. These technological advancements allow people to access, gather, analyze, and share, transfer data and knowledge. Now the students are Net Generation or digital natives. These digital natives bring new challenges to the teaching and learning environment.

Online education is developing rapidly and has reached all levels of education, from the lowest to the highest levels. Online learning has become a big tool in education (Harden, 2002). More than 1,000 colleges and universities were surveyed by the Sloan Consortium and found that a lot of institutions were making their long-term strategy of online learning. 56 per cent of institutions write online learning as their strategic strategy, according to data discovered. The exponential rise in online-based education has expanded the availability of transnational education more and more.

A pandemic condition of Coronavirus allows all educational institutions to adopt a robust online learning system, creating anxiety due to this sudden condition. Blackboard is an example of the most frequently used online learning community platform that is generally used in a structured way. This study also investigates whether Blackboard increases or decreases Saudi EFL students' motivation to study English. The correlation between Blackboard, Saudi EFL students and the style of motivation based on Islamic ESP was explored in this study.

In Saudi Arabia and some other non-native countries, the process of speaking a foreign language, especially English, has been a constant headache to the concerned governmental bodies, teachers, parents and students. In spite of the great efforts, energy, and money for changing the syllabus and teachers' training that have been spent, still some learners fail to speak the language because of many reasons. One of these reasons is that English language is not part of their daily social life which is mainly based on Islamic culture.

As a result, using online Islamic ESP may help to fulfil the lack of the target language environment. Therefore, this study points out that using this program will be an effective way to improve our EFL oracy skills. In light of these considerations, the researcher conducted this study to investigate the effectiveness of online ESP suggested program on developing university students` oracy skills and reducing their speech anxiety.

Questions of the study

The study attempted to address the following main question:

What is the effectiveness of an online English for specific purposes suggested program to develop university students' oracy skills and reduce their speech anxiety?

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

1. What are the oracy skills necessary for preparatory year university students in the light of the aims of instruction at this stage?
2. What are the theoretical bases of an online ESP suggested program to develop university students` oracy skills?
3. What are the features of the suggested program according to the determined principles?
4. How far is the suggested program effective in developing university students' overall oracy skills?
5. How far is the suggested program effective in developing university students' oracy sub-skills?
6. How far is the suggested program effective in reducing university students' speech anxiety in foreign language classrooms?

Hypotheses of the study

The study hypotheses are as follows:

1. There is a statistically significant difference between the mean scores of the experimental group exposed to the suggested online ESP program, and the control group receiving regular ESP course on the post-test in overall oracy proficiency in favour of the experimental group.
2. There are statistically significant differences between the mean scores of the experimental group and the control group on the post-test in oracy sub skills in favour of the experimental group.
3. There is a significant difference of students' level of anxiety between the experimental group and the control group favouring the EG after applying the suggested online ESP program.
4. There is a statistically significant difference between the mean scores of the experimental group on the pre-test and post-test in overall oracy proficiency in favour of the post-test scores.
5. There are statistically significant differences between the mean scores of the experimental group on the pre-test and the post-test in each oracy sub-skill in favour of the post-test scores.

purpose of the study

The primary aim of the present study is to examine the Effectiveness of an online suggested program based on English for Islamic studies as a branch of ESP on developing EFL oracy skills among preparatory year Saudi university students.

Significance of the study

Significance of the present study lies in the fact that it was the first attempt to bring about integration between English for Islamic studies as a branch of ESP and online education in Saudi Arabia throughout a suggested program aiming at developing EFL university students' oracy skills. Besides, the current study emphasized the importance of providing EFL freshman university students with activities and opportunities to raise their awareness of oracy underlying skills.

Beside the previous considerations, it is hoped that the current study results may contribute practically in the TEFL field through:

- Directing the attention of those in charge of teaching English language in the universities to the necessity of developing EFL oracy skills by using English for Islamic studies as a branch of ESP courses.
- Directing the attention of ESP curriculum planners to the importance of including English for Islamic studies and its role in disseminating Arab and Islamic culture on the one hand and developing EFL oracy skills on the other hand.
- Researchers benefit from the recommendations of this study in conducting other research on the other branches of language.

Methodology of the Study

The current research follows the following research methodology:

1 - Descriptive and analytical approach: to study and analyze studies and literature that dealt with developing EFL oracy skills and the importance of English for Islamic studies as a branch of ESP.

2- The experimental approach: It is used in the applied field of research to measure the effectiveness of a suggested program based on online English for Islamic studies on developing EFL oracy skills among university students.

Limitations of the study

Since it is beyond the limits of a single study to consider a wide range of factors, the study was restricted to:

1. Saudi preparatory year university students.

2. Two intact preparatory year university sections. These two sections were randomly assigned to be the control and the experimental groups of the study. Therefore, results of the present study can be generalized within that population.
3. A limited duration for implementing the suggested program (a university term, i.e., nearly three months).
4. An ESP suggested program designed by the researcher consisting of twelve lessons taught through online Blackboard platform over thirty six lectures (ninety- minutes each) to develop preparatory year university students' oracy skills.
5. Developing only oracy skills suitable for EFL preparatory year university students.

Instruments of the study

The current study made use of the following four main instruments:
1. An oracy skills checklist submitted to a panel of jury to determine its validity and the appropriateness of the skills needed for Saudi preparatory year university students; constructed by the researcher.
2. A pre-post proficiency oracy test to measure the overall oracy proficiency and oracy sub-skills of both the experimental and control groups before and after the treatment; constructed by the researcher.
3. An evaluation rating scale to score students' oral performance on the pre and post oracy test.
4. Foreign Language Classroom Anxiety Scale (FLCAS)
5. A suggested program designed by the researcher based on English for Islamic studies as a branch of ESP taught through online Blackboard platform to train the experimental group students on the necessary oracy skills. This includes the program objectives, methods of teaching, activities and evaluation techniques.

Results

Results are presented in the terms of the study hypotheses:

Examination of the hypothesis no. 1:

– Null Hypothesis H_0: There isn't statistically significant difference between the means of scores of the control group and experimental group in overall Oracy proficiency on post-test.
– Alternative Hypothesis H_a: There is statistically significant difference between the means of scores of the control group and experimental group in overall Oracy proficiency on post-test.

In order to examine this hypothesis, the Independent-Samples T is computed between the means of scores of the control group and

experimental group in overall Oracy proficiency on post-test, the procedure is executed by SPSS program, and H-EESC[(*)] program for calculating the effectiveness and effect size. Results are presented as following:

Table 6

Results of T-test of scores of the control group and experimental group students in overall Oracy proficiency on post-test

Group	N	Mean	Std. Deviation	T-Value	Result	Eta Squared (η^2)	
						Value	Effect Size
Control	25	10.76	0.78	16.00	Significant $p < 0.001$	0.84	Huge
Experimental	25	14.60	0.91				

Figure 3

Comparison between the means of scores of the control group and experimental group in overall Oracy proficiency on pre-test
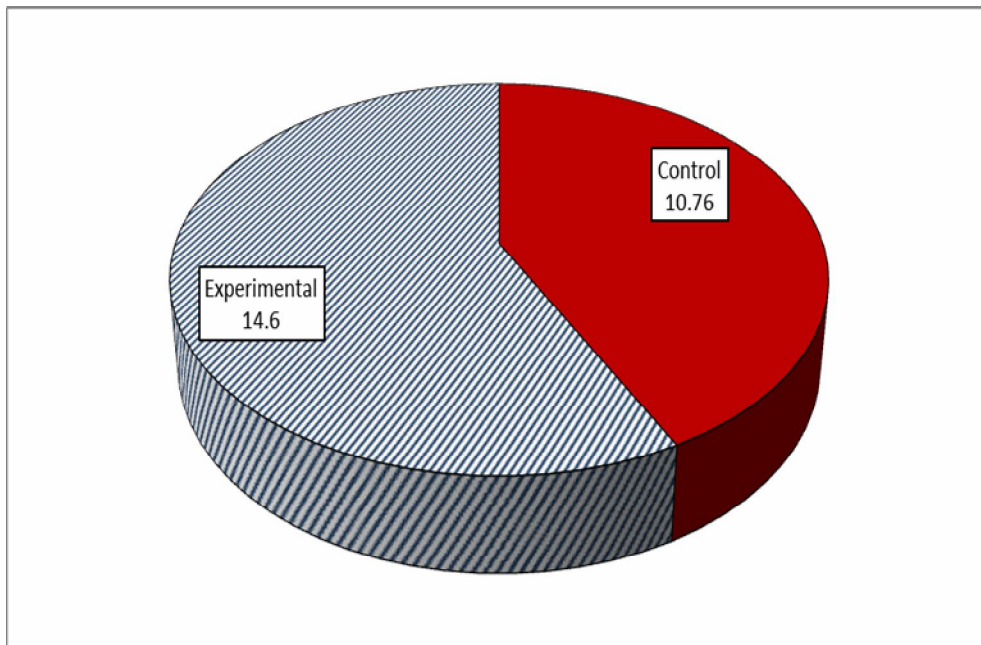
Table 7

Reference table of Effect Size by Eta Squared

Trivial	Small	Medium	Large	Very Large	Huge
Less Than 0.20	0.20 - 0.49	0.50 - 0.79	0.80 - 1.09	1.10 - 1.49	1.50 Or more
Less Than 0.010	0.010 - 0.058	0.059 - 0.137	0.138 - 0.231	0.232 - 0.359	0.360 Or more

As shown in results table, reference table of effect size, and figure, there is statistically significant difference at $p < 0.001$, and that indicates to there is real difference between the experimental group students and control group in overall Oracy proficiency. And effect size value is huge, so the null hypothesis is rejected, and the alternative hypothesis is retained.

It means that, there is statistically significant difference between the means of scores of the control group and experimental group in overall Oracy proficiency on post-test, and this difference in favor of the experimental group.

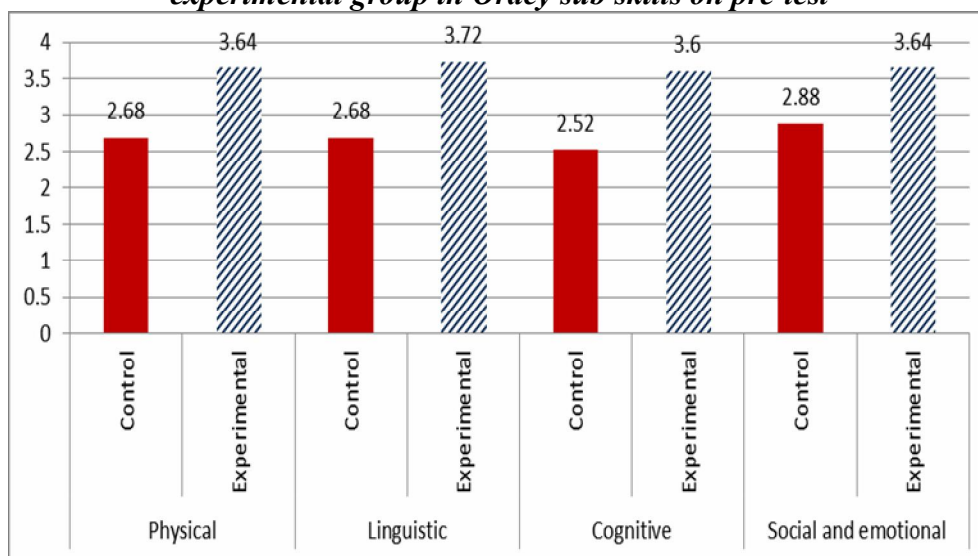**Examination of the Hypothesis No. 2:**

- Null Hypothesis H_0: There aren't statistically significant differences between the means of scores of the control group and experimental group in Oracy sub skills on post-test.
- Alternative Hypothesis H_a: There are statistically significant differences between the means of scores of the control group and experimental group in Oracy sub skills on post-test.

In order to examine this hypothesis, the Independent-Samples T is computed between the means of scores of the control group and experimental group in Oracy sub skills on post-test, the procedure is executed by SPSS program, and H-EESC program for calculating the effectiveness and effect size. Results are presented as following:

Table 8
Results of T-test of scores of the control group and experimental group students in Oracy sub skills on post-test

Skills	Group	N	Mean	Std. Deviation	T-Value	Result	Eta Squared (η^2)	
							Value	Effect Size
Physical	Control	25	2.68	0.48	7.03	Significant $p < 0.001$	0.51	Huge
	Experimental	25	3.64	0.49				
Linguistic	Control	25	2.68	0.48	7.87	Significant $p < 0.001$	0.56	Huge
	Experimental	25	3.72	0.46				
Cognitive	Control	25	2.52	0.51	7.56	Significant $p < 0.001$	0.54	Huge
	Experimental	25	3.60	0.50				
Social and emotional	Control	25	2.88	0.33	6.42	Significant $p < 0.001$	0.46	Huge
	Experimental	25	3.64	0.49				

Figure 4
Comparison between the means of scores of the control group and experimental group in Oracy sub skills on pre-test

As shown in results table, reference table of effect size, and figure, there are statistically significant differences at $p < 0.001$, and that indicates to there are real differences between the experimental group students and control group in Oracy sub skills. And all effect size values are huge, so the null hypothesis is rejected, and the alternative hypothesis is retained.

It means that, there are statistically significant differences between the means of scores of the control group and experimental group in Oracy sub skills on post-test, and those differences in favor of the experimental group.

Examination of the Hypothesis No. 3:

- Null Hypothesis H_0: There isn't statistically significant difference between the means of scores of the experimental group on pre-test and post-test in overall Oracy proficiency.

- Alternative Hypothesis H_a: There is statistically significant difference between the means of scores of the experimental group on pre-test and post-test in overall Oracy proficiency.

In order to examine this hypothesis, the Paired-Samples T is computed between the means of scores of the experimental group on pre-test and post-test in overall Oracy proficiency, the procedure is executed by SPSS program, and H-EESC program for calculating the effectiveness and effect size. Results are presented as following:
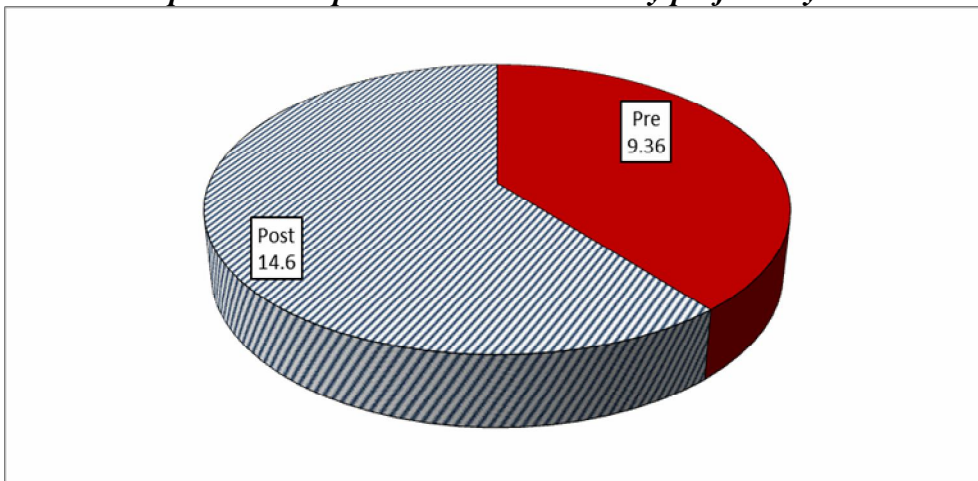
Table 8

Results of T-test of scores of the experimental group on pre-test and post-test in overall Oracy proficiency

Test	N	Mean	Std. Deviation	T-Value	Result	Eta Squared (η^2)	
						Value	**Effect Size**
Pre	25	9.36	1.25	15.97	Significant $p < 0.001$	0.914	Huge
Post		14.60	0.91				

Figure 5

Comparison between the means of scores of the experimental group on pre-test and post-test in overall Oracy proficiency

As shown in results table, reference table of effect size, and figure, there is statistically significant difference at $p < 0.001$, and that indicates to that there is real difference between pre-scores and post-scores of the experimental group in overall Oracy proficiency. And effect size value is huge, so the null hypothesis is rejected, and the alternative hypothesis is retained.

It means that, there is statistically significant difference between the means of scores of the experimental group on pre-test and post-test in overall Oracy proficiency, and this difference in favor of the post-test.
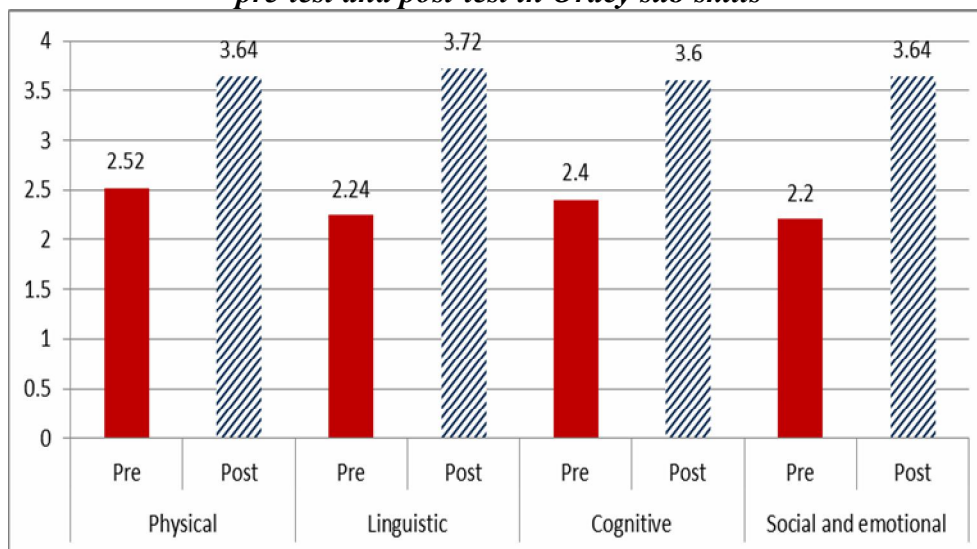
Examination of the Hypothesis No. 4:

- Null Hypothesis H_0: There aren't statistically significant differences between the means of scores of the experimental group on pre-test and post-test in Oracy sub skills.

- Alternative Hypothesis H_a: There are statistically significant differences between the means of scores of the experimental group on pre-test and post-test in Oracy sub skills.

In order to examine this hypothesis, the Paired-Samples T is computed between the means of scores of the experimental group on pre-test and post-test in Oracy sub skills, the procedure is executed by SPSS program, and H-EESC program for calculating the effectiveness and effect size. Results are presented as following:

Table 9

Results of T-test of scores of the experimental group on pre-test and post-test in Oracy sub skills

Skills	Test	N	Mean	Std. Deviation	T-Value	Result	Eta Squared (η^2)	
							Value	Effect Size
Physical	Pre	25	2.52	0.65	6.35	Significant $p < 0.001$	0.627	Huge
	Post		3.64	0.49				
Linguistic	Pre	25	2.24	0.52	11.33	Significant $p < 0.001$	0.842	Huge
	Post		3.72	0.46				
Cognitive	Pre	25	2.40	0.58	7.35	Significant $p < 0.001$	0.692	Huge
	Post		3.60	0.50				
Social and emotional	Pre	25	2.20	0.58	10.12	Significant $p < 0.001$	0.81	Huge
	Post		3.64	0.49				

Figure 6
Comparison between the means of scores of the experimental group on pre-test and post-test in Oracy sub skills

As shown in results table, reference table of effect size, and figure, there are statistically significant differences at $p < 0.001$, and that indicates to that there are real differences between pre-scores and post-scores of the experimental group in Oracy sub skills. And all effect size values are huge, so the null hypothesis is rejected, and the alternative hypothesis is retained.

It means that, there are statistically significant differences between the means of scores of the experimental group on pre-test and post-test in Oracy sub skills, and those differences in favor of the post-test.

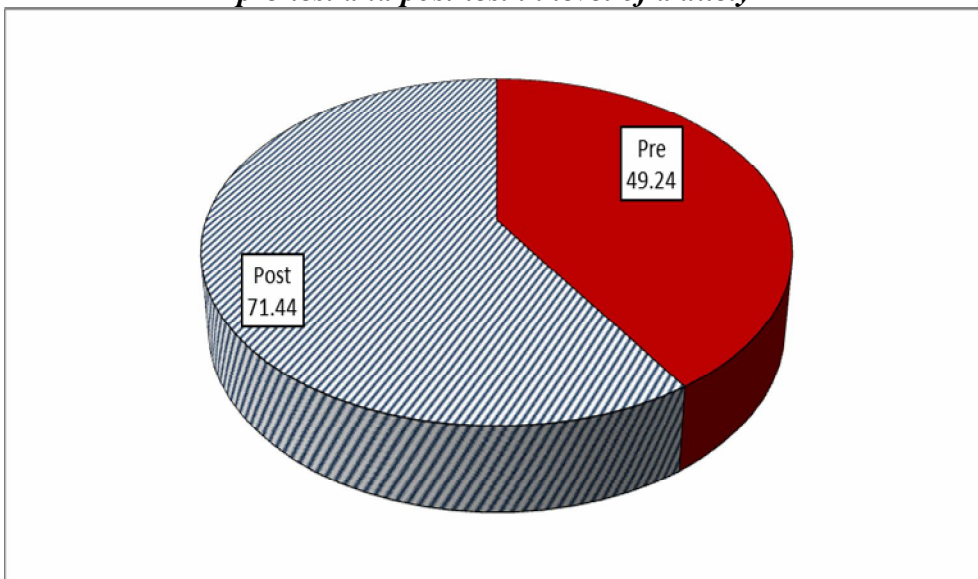**Examination of the Hypothesis No. 5:**

- Null Hypothesis H_0: There isn't statistically significant difference between the means of scores of the experimental group on pre-test and post-test in level of anxiety.

- Alternative Hypothesis H_a: There is statistically significant difference between the means of scores of the experimental group on pre-test and post-test in level of anxiety.

In order to examine this hypothesis, the Paired-Samples *T* is computed between the means of scores of the experimental group on pre-test and post-test in level of anxiety, the procedure is executed by SPSS program, and H-EESC program for calculating the effectiveness and effect size. Results are presented as following:

Table 10

Results of T-test of scores of the experimental group on pre-test and post-test in level of anxiety

Test	N	Mean	Std. Deviation	T-Value	Result	Eta Squared (η^2)	
						Value	Effect Size
Pre	25	49.24	9.12	12.69	Significant $p < 0.001$	0.87	Huge
Post		71.44	2.35				

Figure 7

Comparison between the means of scores of the experimental group on pre-test and post-test in level of anxiety

As shown in results table, reference table of effect size, and figure, there is statistically significant difference at $p < 0.001$, and that indicates to that there is real difference between pre-scores and post-scores of the experimental group in level of anxiety. And effect size value is huge, so the null hypothesis is rejected, and the alternative hypothesis is retained.

It means that, there is statistically significant difference between the means of scores of the experimental group on pre-test and post-test in level of anxiety, and this difference in favor of the post-test (*in the direction of reduction*).

Examination of the Hypothesis No. 6:

- Null Hypothesis H_0: There isn't statistically acceptable effectiveness of the suggested program in developing Oracy skills and reducing level of anxiety.

- Alternative Hypothesis H_a: There is statistically acceptable effectiveness of the suggested program in developing Oracy skills and reducing level of anxiety.

In order to Examine the hypothesis, the effectiveness was calculated by applying the H-SGR Formula on the pre-post means of the experimental group scores, The procedure is executed by H-EESC program for calculating the effectiveness and effect size. Results are presented as following:

Table 11

Effectiveness size of suggested program in developing Oracy skills and reducing level of anxiety

Variable	Pre-Mean	Post-Mean	Max-Score	SGR	Effectiveness Size
Oracy skills	9.36	14.60	16	0.33	Acceptable Effectiveness
Anxiety	49.24	71.44	85	0.26	Weak Effectiveness

Table 12

Reference table of effectiveness size by Haridy's simple gain ratio (H-SGR)

Weak Effectiveness	Acceptable Effectiveness	Large Effectiveness
0 – 0.30	0.31 – 0.70	0.71 – 1.00

As shown in previous tables, the results refer to that the effectiveness of suggested program has Acceptable Effectiveness with developing Oracy skills, but it has Weak Effectiveness with reducing level of anxiety, so the null hypothesis is rejected, and the alternative hypothesis is retained.

It means that, there is statistically acceptable effectiveness of the suggested program in developing oracy skills. Chapter V summaries what was carried out to reach these results.

Findings

Several findings emerged as a consequence of administering this study. They can be summed up as follows:

1. Incorporating ESP programs and courses drawn from students' culture and background resulted in enhanced motivation.
2. Facilitating a learning process in which students were given both an opportunity and encouragement to speak and explore their own learning process (i.e., learn through talk and learn about talk) ended in an increased awareness; not only of what they learn, but also how they learn it and what they can do with that knowledge.

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3. The ability to discuss language issues in an objective and critical way is at the very core of good performance in oracy.

4. Making the language learning process salient, the programme helped students understand and manage their learning in a way which contributed to their performance in subsequent language tasks.

5. The current study contributes to highlight how to incorporate values of moderate Islam for the 21st century learners in an EFL class. Interestingly, the research findings propose objectivity, tolerance in encountering diversity, inclusiveness in receiving something new, logic and flexibility in understanding texts, and innovation in daily life as the values of moderate Islam appeared in EFL teaching.

6. Concerning another research result, teachers' role in inculcating the values are strongly needed. It demonstrates that teachers should encourage their learners, especially Muslim learners, to enhance their knowledge and skills internalized with the values of moderate Islam to prepare them for the demand of the 21st century so as to prevent them from radical or extreme actions.6. The current study emphasized the importance of providing EFL freshman university students with activities and opportunities to raise their awareness of oracy underlying skills.

7. Having a shared rubric, students became aware of the expected standards and thus knew what counted as a quality work.

8. Students presentations enabled the instructor/researcher to hear their authentic voices and perceptions of their learning.

9. The use of Islamic materials as the content for the reading and speaking texts is the specific characteristic of this product and there are some critical factors underlying this consideration. First, to filter the negative cultural effect of English as representation of western culture embedded in ELT course materials. Second, to provide students of Islamic education opportunity to read Islamic materials that are written in English. Third, to increase the students' motivation in speaking because they have already been familiar with the topics.

10. The current study emphasized directing the attention of those in charge of teaching English language in the universities to the necessity of developing EFL oracy skills by using English for Islamic studies as a branch of ESP courses.

11. The current study emphasized directing the attention of ESP curriculum planners to the importance of including English for Islamic

studies and its role in disseminating Arab and Islamic culture on the one hand and developing EFL oracy skills on the other hand.

12. Researchers can benefit from the recommendations of this study in conducting other research on the other branches of language.

Conclusions

Based on the results of this study, the following conclusions can be made:

1. The present study provides evidence for the effectiveness of online English for specific purposes suggested program to develop the necessary oracy skills for university students and reduce their anxiety. Using Islamic ESP in developing students' oracy skills can increase their motivation and positive attitudes towards learning to speak. Moreover, they help them take risks. As a result, students' ability to speak fluently and correctly increases.

2. Students' speaking performance should be encouraged and appreciated through public performance. This can be done in different ways to increase students' motivation and awareness of the sense of audience and purpose. Among these ways are (a) allowing some students to repeat the task in front of the rest of the class, (b) requiring students to report the task output and results and (c) comparing students' performance to native language speakers' performance and discussing points of strength and weakness.

3. From the research, it can be concluded that the development of ESP syllabus for university students of Islamic education is urgently needed as an alternative to reduce the conflict between English as a representation of western values and Islamic values. This was proven by the result of the test where most of the respondents agreed to have Islamic-based materials in learning English. In other word, the students who were taught using the Islamic reading materials taken from the designed syllabus performed better in oracy test compared to the students who were taught using the non-Islamic materials taken from the present syllabus.

4. To incorporate the values of moderate Islam for the 21st century learners in an EFL class is absolutely required. Nonetheless, the difficulties to select the materials embedded with the values that were appropriate for the 21st century learners, particularly in an EFL class, promote the obstacle found during this study. This barrier is supposed to be taken into consideration by further researchers who plan to conduct their studies relevant to this issue and/or textbook writers that

intend to design the one containing the integration of the moderate Islam values into EFL teaching.

5. Students should become the centre of the learning process and should share more responsibilities in their learning of speaking skills. Hence, they should be offered opportunities to self-evaluate their oral performance. In this way, they can become more independent and more involved in learning speaking. This entails a necessary change in the teacher's role from an authority figure to a facilitator, discussion organizer, helper and language adviser.

6. The discourse on the utilization of English in the Moslem world has reached to the question of whether English is really appropriate to reflect all identities of Moslems. Islamic English is developed with differences not only in its linguistic aspects such as pronunciation, diction, or even grammar but also on its ideological content. One of the ultimate goals of the manipulation of English or the localization of English is that English purposively matches with or represent the values and teachings of Islam. By doing so, English at the same time can also be utilized by Moslems in all parts of the world to fight back, to resist the domination of the Western nations or the Christian superiorities, as long as Moslems are able to clarify their needs about English and how English helps strengthen their identities as Moslems. Moslems may manipulate the future of English through their works in translations, transliterations, mass-media, schools, as well as academic world in any possible remarkable ways.

6. Providing FL learners with explicit instruction before the task does not only foster their understanding of spoken discourse characteristics, but it helps them to use these characteristics and their underlying skills in actual performance. It enables them to understand and prepare themselves well to the task and hence fosters their spoken performance.

7. Using raising awareness activities before engaging students in communicative tasks helps improve their grammatical, discourse and pragmatic competences, as it shows them how the spoken interaction takes place in real life situations.

8. Reflection based on Islamic ESP is effective in developing students' oracy in English. The improved aspects of oracy are language awareness including vocabulary, grammar, and pragmatics and oral performance including active listening, turn-taking, questioning, responding, and overall performance quality.

9. Self/ peer-evaluation after performing tasks, enables students to direct and control their own learning as they pay more attention to their points of strength and weakness and hence motivate them to become more willing to self-correct and rebuild their underlying language system. This encourages students to be more involved in planning and organize their future learning.
11. The change in the teacher's role from an authoritarian to a discussion organizer, a facilitator and a language adviser allows students to share more responsibilities for their learning, express themselves freely and become the centre of the learning process.
12. Public oral performance after performing task proved effective in helping students realize both accuracy and complexity in terms of all oracy skills without interfering with their fluency during the task.
13. Language awareness of the spoken language features helps university students develop their oral performance.
14. The suggested program provided students with a better learning environment that was positively reflected on their EFL oracy skills development.
15. ESP programs had superiority over the traditional courses in teaching EFL oracy skills.
16. The suggested program stimulated students towards an independent practice of English language instead of the present syllabus. This was clear through the group work activities and the homework tasks.
18. The suggested program developed cooperative learning within the same group and competition with another group. This was clear in the daily practices of students in learning EFL oracy skills.

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