



UNDERGRADUATE RESEARCH PROJECT

Enhancing Effective Oral Communication Skills among EFL Students

at Salahaddin University College of Education-English Department

Prepared by:

Awaz Qasim karim

Sima Bestun Ali

Supervised by:

Assistant professor : Dr.Parween Shawkat

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Certification

I certify that this study was prepared by students (Awaz Qasim and Sima Bestun) under my supervision at College of Education/ Salahaddin University- Erbil in partial fulfilment of the requirements for the degree of Bachelor in English Language.

Signature

Assistant professor: Dr. Parween Shawkat

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Abstract

This research is conducted in order to enhance ESL/EFL students's oral communication through various practical activities. Also It is about oral communication and how students can improve their speaking ability. It Identifies main problems that face EFL students in oral activities inside class room. Those problems that students will be face during speaking either in a small group or public speaking like limited vocabulary sometimes unable to say the pronunciation of the words correctly. Also, they feel anxiety and fear of public speaking (lack of self-confidence). Another problem is that EFL students are unable to participate argue, debate or continue in a conversation maybe due to absence using English language in a daily life, Low quality of listening and reading is another big problem. Some students don't have enough information, it makes them unable talk effectively they can not unter what they want. Because of physical problems that some students have such as:hearing problems or speech difficulties. In result, EFL students don't overcome their fear and anxiety in oral communication and these problems that mentioned above may bring the students into a threat of believing that they are not going to be a good English speaker.Throughout of some various activities they can improve their speaking skills such as: interviews,picture description, reporting and find the difference.The aims of the study are identify the oral communication skills for EFL students and identify the main problems that face EFL students in oral activities inside class room also getting effective oral communication skills among EFL students. Moreover, enhancing oral communication in order to students be able to participate in debate and public speaking. The following recommendations can be stated: (1) instructors should give EFL students better opportunity to develop speaking skills in their class, because the classroom is the only place where they practice English skills.(2) the language instructor should use a variety of strategies (e.g. verbal problem-solving, roleplaying, presentation, intonation, and body language etc.) in order to encourage his/her students to speak the English language fluently and accurately in front of his/ her colleagues. (3)there is a need to use effective modern technology such as videos, smartphones, and computers to teach English.(4)instructors should teach oral skills courses in the laboratories.(5)decrease the number of students in the speaking class (not to exceed 25 students).

Keywords:- Effective Oral Communication skills, EFL Students

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Section One: Introduction

1.1 Introduction

Speaking is an important part of everyone's life. It is the second productive languages skill and an essential means of communication. It is a channel through which people interact, communicate and discuss. Oral communication refers to the speaking and listening skills needed to participate verbally in discussions, exchange thoughts and information, make clear and convincing presentations, and interact with a variety of audiences. Verbal communication refers to the use of language to convey information. Verbal communication skills represent more than speaking abilities—they demonstrate how you deliver and receive messages in both speaking and written interactions. Lau et al. (2016) suggest that social interaction is one of the strategies that improves learners' English language oral communication skills. In this section these four items are discussed.

1.2 The Problems

EFL Students have a problem with getting effective oral communication because they will be face limited vocabulary sometimes unable to say the pronunciation of the words correctly. Also, they feel anxiety and fear of public speaking (lack of self-confidence). Another problem is that EFL students are unable to participate argue, debate or continue in a conversation maybe absence using English language in a daily life. Low quality of listening and reading is another big problem. Some students don't have enough information, it unable to talk effectively they can not unter what they want. Because of physical problems that some students have such as:hearing problems or speech difficulties.

1.3 The Aims

- 1) Identify the oral communication skills for EFL students .
- 2) Identify the main problems that face EFL students in oral activities inside class room.
- 3) Getting effective oral communication skills among EFL students.
- 4) Enhancing oral communication in order to students be able to participate in debate and public speaking.

1.4 Significance

The significance of this research project for teachers: it supplies them with strategies that encourage their students to get effective oral communication. And this paper helps them to get some effective ways to teach their students effective oral communication.

The significance of this paper for students: it identifies the oral communication skills for students that they can get various information about oral communication in order to participate in group conversation and public speaking. At the same time it gives different information to students how they can get effective oral communication.

1.5 Definitions of Basic Terms

1.Communication

William Newman and Charles Summer (1977) defined communication as “ an exchange of facts , ideas , opinions or emotions by two or more persons” .

Ojomo (2004) stated communication as “ the process of sharing ideas, feelings, thoughts and messages with others”.

Keyton (2011) explained communication as “ the process of transmitting information and common understanding from one person to another “.

Pearson & Nelson(2000) identified communication as “ the process of understanding and sharing meaning”.

2.EFL

YOKO Iwai (2011) defined that EFL refers to those who learn English in non-English speaking countries.

3.Oral Communication

Ricky W. Griffin(2013) indicated oral communication as “ takes place in face-to-face conversations, group discussions, telephone calls and other circumstances in which spoken word is used to express meaning”.

Bovee. et al(2013) illustrated oral communication as “ expressing of ideas through the spoken word”.

S. K. Kapur(2013) showed oral communication as “ takes place when spoken words are used to transfer information and understanding from one person to another.”

Živković(2014) pointed out oral communication as " an important competency to be achieved for all disciplines as it enables students to function successfully in a professional environment, a skill that must be transferred from the classroom to the workplace" .

4. Oral communication skills

Winsor. et al (1997) determined Oral communication skills as " have ranked at the top of a list of various skills for the career success of students" .

5. Effective Communication

Sibiya (2018) referred effective communication as “ information is successfully delivered, received and understood between two or more people without any distractions”.

Section Two: Literature Review

2.1. Effective oral and written communication

In this study the researcher presents many problems in communication process that cause failure of oral communication such as absence of planning so if the message of the oral communication is not properly planned, it cannot draw the attention of the audiences. Therefore, before delivering oral message, The speaker should prepare necessary plan. Another reason is over confidence in case of oral communication, communicator should have self- confidence. Though self-confidence is essential in oral communication, over confidence may collapse the communication. Also over busyness in most of cases, oral communication occurs in a busy situation. This may cause distortion of message. As a result, communication becomes ineffective. Quick transmission is another problem when the communicator transmits a message or information very quickly, the audience may not understand a part or whole of it. In such case, if the message is not repeated, communication will fail. Another important reason is the poor and defective presentation cause poor communication since presentation is an important prerequisite of oral communication. Sometimes communication becomes ineffective due to poor and defective presentation of the speaker. The last one is inattention . Inattention is greatly responsible for failure of oral communication. Both the parties must pay due attention towards the communication message. If either of the party is inattentive, communication between them becomes ineffective.(Prabarathi and Nagasubramani,2018).

While the current paper has presented certain problems in communication such as face limited vocabulary that makes conversation incorrect. Also, feeling anxiety by EL students and fear of public speaking (lack of self-confidence). Another problem is that EFL students sometimes are unable to debate or continue in a conversation maybe due to lack of using English language in their daily life situations. Low quality of listening and reading is another big problem.

Previous article is a consolidation of details so as to help you understand in detail about oral and written forms of communication (Prabarathi and Nagasubramani,2018).

While the current paper attempts to Identify the oral communication skills for EFL students ,identify main problems that face EFL students in oral activities inside class room, Gettinge

ffective oral communication skills among EFL students and Enhancing oral communication in order to students be able to participate in debate and public speaking.

2.2. Enhancing the Development of Speaking Skills for non-Native Speakers of English

In previous study instructors ask the question why the majority of students are unable to speak English confidently, especially for communication in real situations with international speakers. One among many reasons to take into consideration might be a lack of confidence in terms of anxiety about making errors as stated by Trent (2009) and in other related studies.

While the current paper has presented certain problems in communication such as face limited vocabulary that makes conversation incorrect. Also, feeling anxiety by EL students and fear of public speaking (lack of self-confidence). Another problem is that EFL students sometimes are unable to debate or continue in a conversation maybe due to lack of using English language in their daily life situations. Low quality of listening and reading is another big problem.

previous study has purpose and attempted to enhancing the development of speaking skills of EFLstudents Throughout:

- 1) listening to music
- 2) watching movies
- 3) frequent practice of listening and speaking skills from multimedia website(Boonkit,2010).

While current study has purpose and attempted to:

- 1)Identify the oral communication skills for EFL students .
- 2)Identify main problems that face EFL students in oral activities inside class room.
- 3) Getting effective oral communication skills among EFL students.
- 4) Enhancing oral communication in order to students be able to participate in debate and public speaking

2.3. The Influence of Think-Pair-Share (TPS) on Improving Students' Oral Communication Skills in EFL Classrooms

Previous Research's Problem: To the researcher's long experience in teaching English for the Arabs, he noticed that most students find difficulty in communicating adequately and appropriately through speaking. This difficulty is due to lack of self-confidence, fear of making mistakes and fear of embarrassment. Considering these problems, the researcher applied TPS in an attempt to help students minimize these problems and thus improve oral communication skills(Raba,2007).

While the current paper has presented certain problems in communication such as face limited vocabulary that makes conversation incorrect. Also, feeling anxiety by EL students and fear of public speaking (lack of self-confidence). Another problem is that EFL students sometimes are unable to debate or continue in a conversation maybe due to lack of using English language in their daily life situations. Low quality of listening and reading is another big problem.

Objective of the previous Study:Think-pair-share is one of the interactive strategies that can be used in speaking lessons to solve students' problems in communicating through eliminating the obstacles that hinder appropriate oral interaction. The skillful application of this strategy can help in making students more confident and able to speak and share ideas with their classmates in an enjoyable learning environment. This research is designed to measure the influence of thinkpair-share on improving students of "English for Workplace" speaking skills at English Language(Raba,2007).

While current study mentioned some aims such as : first, identify the oral communication skills for EFL students .Second, identify main problems that face EFL students in oral activities inside class room.Third getting effective oral communication skills among EFL students.

Fourth,enhancing oral communication in order to students be able to participate in debate and public speaking.

2.4. English Language Anxiety and its Impacts on Students oral Communication

This paper presents the problem of Students anxiety with disorder exhibit a passive attitude in their studies such as lack of interest in learning, poor performance in exams, and do poorly on assignments (Vitasari, et al, 2010, p. 490). Therefore, as a facilitator and manager in the classroom, the teacher needs to minimize students' anxiety and he needs to improve students motivation to take part in all activities in the classroom. English has been taught from secondary schools as a compulsory subject until universities, the graduate English communicative competence is low. there was a significant relationship between high level of anxiety and low academic performance(Said and weda ,2018).

While the current paper has presented certain problems in communication such as face limited vocabulary that makes conversation incorrect. Also, feeling anxiety by EL students and fear of public speaking (lack of self-confidence). Another problem is that EFL students sometimes are unable to debate or continue in a conversation maybe due to lack of using English language in their daily life situations. Low quality of listening and reading is another big problem.

The previous study attempt to explore the relationship between English language anxiety and its impact on students' oral communication. And to investigate the effects of English language anxiety and its impact on students' oral communication at English Education study program(Said and weda ,2018).

While the present study attempts to identify the oral communication skills for EFL students ,Identify main problems that face EFL students in oral activities inside class room, Getting effective oral communication skills among EFL students and Enhancing oral communication in order to students be able to participate in debate and public speaking.

Section Three

3.1. Various Activities for the Enhancement of ESL/EFL Students 's oral

There are numerous activities to do in speaking class. It is the teacher's authority to decide which activity to perform. Some aspects commonly considered in choosing an activity are students' language proficiency level, specific learning goals, and resource availability. This consideration may help to ensure that the activity being chosen is useful. The following are some practical activities commonly done in speaking class.

1. Dialogue

Dialogue is a basic form of oral communication (Celce-Murcia, 2001). In language learning, a dialogue is used for practicing language functions such as greetings, leave-takings, thanking, agreeing, asking for help, offering help, asking for attention, showing attention, and asking for information. In classroom practice, students are given a text script. The students then memorize it and then perform it in pairs or groups (Nation, 2014). The dialogue can occur several times in various ways, moods, roles, imaginary situations, and contexts (Ur,2012). The students can perform it either very slowly, happily cheerfully, or very fast. They may play the roles of a teacher and a young student, or as a popular figure. At a later stage, students can play variations of roles, moods, and ways and add to the texts.

2. Interviews

Students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class(Kayi, 1995).

3. Picture Description

One way of provoking conversation is to get students to describe pictures. Canning-Wilson (1999) stressed that picture use in EFL class is beneficial for some reasons. Firstly, research shows that imagery facilitates learning. When a picture is accompanied by text, it can drive the student to think about the language being learned more fully. Secondly, visual images permit us to infer, deduce information from a variety of sources. Also, pictures can bring the outside world

into the classroom. Students can perceive the outside world through pictures. To begin with, the class is divided into some groups. Each group gets chances to describe several pictures. The pictures are described in succession. When describing a picture, the picture is displayed so all its members can see it. They have two minutes to say as many sentences as possible to describe the picture; a secretary puts a tick on a piece of paper every time the group says the sentence that correctly describes the details of the picture. After two minutes of talking, the group reports how many ticks they have. The group then continues to describe the next pictures following the steps mentioned above. This technique encourages the reluctant student to speak in groups, and each member may take part in practice speaking(Suban,2021).

4. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures (Kayi, 1995).

5. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class(Kayi, 1995).

3.2.Psychological Factors That Hinder Students from Speaking

It has been mentioned earlier that there are some psychological factors that hinder students from practicing their speaking in English class. Each of them is explained below.

1.Fear of Mistake

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

2.Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking (Mahmoud,2016). Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say .

3.Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate (Mahmoud,2016). In response to this, Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should

also learn from both theories and practical experience on how to build the students' confidence(Mahmoud,2016).

4.Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy.Studies that students with a strong motivation to succeed can keep up in learning and gain better scores than those who have weaker motivation (Mahmoud,2016).

Section Four: Results

EFL Students have a problem with getting effective oral communication such as limited vocabulary, fear in public speaking ,lack of self-confidence and so on. In result, students can not get effective oral communication, EFL students don't overcome their fear and anxiety in oral communication. The students worry about what others say about them , When they have those negative thoughts in result, they feel anxious,their hands might get clammy, They might start shaking and even feel like they cannot stand up and Lack of confidence was the most common reason of fear of public speaking. In result, the students feel uncomfortable while speaking in front of others. There is a strong relationship between vocabulary knowledge and reading comprehension; students need to understand the meaning of critical words they will be reading to promote comprehension. But when the students face limited vocabulary in result, it can negatively impact the development of a student's reading comprehension skills. Finally these problems that mentioned above may bring the students into a threat of believing that they are not going to be a good English speaker.

Section five : Conclusions and Recommendations

It was concluded by this research that most of EFL students have certain shortcomings in their daily communications. These problems appear for certain reasons. The most important reason is the limited amount of vocabulary that is presented to them during English language activities. Also English language instructors need to find activities for their students to enhance their self-confidence since some students can not express themselves by using English language. Also it's concluded that interaction between the teacher and the students are very important in the class to supply the students with opportunities to practice the language. EFL teachers need to find activities, tasks and drills that increases the students reading comprehension as well as their knowledge in vocabulary.

The following recommendations can be stated:

- (1) Instructors should give EFL students better opportunity to develop speaking skills in their class, because the classroom is the only place where they practice English skills.
- (2) The language instructor should use a variety of strategies (e.g. verbal problem-solving, roleplaying, presentation, intonation, and body language etc.) in order to encourage his/her students to speak the English language fluently and accurately in front of his/ her colleagues.
- (3) There is a need to use effective modern technology such as videos, smartphones, and computers to teach English.
- (4) Instructors should teach oral skills courses in the laboratories.
- (5) Decrease the number of students in the speaking class (not to exceed 25 students).

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Abstract in Kurdish Language

ئەم توێ ژینە و میە بو ئ موە کرا وە تا و مەول ه ریگە چەند چالاکیهکی پراکتیکی جۆراو جۆر قوتابیانی ئی ئ ئیف ئیڵ بتوانن ق سەکردنیان بەرەو پێش ببەن، هەر وەها سەبارەت بە پەیی وەندی زارەکی و چۆنیەتی باشتەکردنی توانای ق سەکردنی قوتابیانی. ئەم توێ ژینە و میە کئی شە سەرمکێهکان روون دەکاتە ه که رووبە رووی قوتابی ئی ئ ئیف ئیڵ دەبیت موە لە چالاکێ زارەکی لە ناو ژووری پۆلدا. ئەو کێشەنەیی که قوتابیەکان رووبە رووی دەب دەب نەموە لەمکاتی ق سەکردندا چ لە گروپیکی بچووک یان ق سەیی گشتی وەک رووبە رووی سنورداری و شە دەبنەموە هەندیک جار ناتوانن و شەکان وەک خۆی دەربەربەرن بەدروستی هەر وەها ئەوان هەست بە دوو دلی دەکەن و مەترسیان هەیی ه لە ق سەکردن لە شوینی گشتی) کەمی متمان بەخۆبوون (. یە کێکی ت ر ل ه کئی شەکان که قوتابیانی ئی ئ ئیف ئیڵ رووبە رووی دەبنەموە ئە و میە که ناتوانن بەردەوام بن ل ه گەفتوگۆکردن یان ق سەکردن چونکە زمانی ئینگلی زییان لە ژبانی پۆژانە بەکارنە هینا وە، هەر وەها کەم گۆی گرتن یان خویندن موە یەکیکی ت ر ه لە کئی شە گەو رەکان. هەندئ لە قوتابیانی زانیاری تەوا و یان نیە ئەمەش وایان لئ دەکات که نەتوانن بە شئ و میەکی کارێگەر ق سە بکەن وە ناتوانن ئەو دەربەرن که دەیانەوێت. وە هەندیک کئی شەیی فی زیکی که قوتابیەکان هەیانە وەک کئی شەیی بیستن یان زەحمەتی لە دەربەرن. لە ئەنجامدا، قوتابیانی ئی ئ ئیف ئیڵ بەهۆی ئەو کێشەنەیی سەرموە وایا بیردەکەن موە که ناتوانن بین بە ق سەکه ریکی باش. هەر وەها چەند چالاکیهکی هەمەجۆر هەییە که فیرخواز لە ریگەییەموە دەتواننیت زمانی ئینگلی زی پێشبخات وەک: چاوپێکەوتن، وەسفکردنی وینە، دۆزینە وەیی جیاوازیەکان وە راپۆرت. ئامانجی ئەم پڕۆژەیی ئەو میە کەشەر مازیی لە ق سەکردن ئاشنا بکات بە قوتابیانی وە چون بتوانن توانای ق سەکردنیان پێشبخەن تا وەک و بەژداری گەفتوگۆی ئینگلی زی بکەن وە ناساندنی کئی شە سەرمکێهکان که رووبە رووی قوتابی دەبیت موە لە چالاکێ زارەکی ناو پۆل. ئەم توێ ژینە و میە هەندیک پێشنیاز دەخاتە روو :

۱. مامۆسناکان دەبیت دەرفەتیکی باشت ر بەدن بە خویندکاری ئی ئ ئیف ئیڵ بو پە رەدان بە کارامەیی ق سەکردن لە پۆلە، چونکە پۆلە تاکە شوینە که را هینانی کارامەیی ق سەکردنی ئینگلی زی دەکات.

۲. پێویستە مامۆسناکانی زمان چەند ستراتی ژیکی جۆراو جۆر بەکاربەینیت (بو نمونە چارە سەکردنی کئی شەیی زارەکی و رۆلگێ ران و نمایش و زمانی جەستە و هتد) بو هاندانی قوتابیەکانی بو ق سەکردن بە زمانی ئینگلی زی بە شیوەی هکی نەرم و دروست لەبەردەم هاو پۆلەکانی.

۳. پێویستی بە بەکارهینانی تەکنە لۆجیای مۆدیرنی کارێگەر هەییە وەک فیدئۆ، مۆبایلە زی رەمەکان، و کۆمپیوتە رەکان ب و فیرکردنی ئینگلی زی.

4. پێویستە فیرکارەکان و انەیی کارامەیی زارەکی لە تاقیگەکاندا فی ر بکەن.

5. ژمارەیی قوتابیانی لە پۆلی ق سەکردندا کەم بکە وە (لە 25 قوتابی زیات ر نەبیت).