



**Using Educational Broadcasting in Improving EFL
Preparatory School Students' Oral Reading Fluency
Skills and their Attitudes towards Learning English
as a Foreign Language**

By

Shaimaa Galal El Sayed Ebrahim

A teacher of English
Ministry of Education
Egypt- Sharkia- Zagazig

Using Educational Broadcasting in Improving EFL Preparatory School Students' Oral Reading Fluency Skills and their Attitudes towards Learning English as a Foreign Language

By

Shaimaa Galal El Sayed Ebrahim

A teacher of English
Ministry of Education
Egypt- Sharkia- Zagazig

Abstract

This study aimed at examining the usage of educational broadcasting in improving EFL oral reading fluency skills for first year preparatory school students and their attitude towards learning English as a foreign language. The participants were thirty five first-year preparatory school students, composing one experimental group. The instruments for data collection were an EFL oral reading fluency test, a questionnaire of attitudes towards learning English as a foreign language. An educational broadcasting based program was designed by the researcher. The experimentation was conducted in the second term of the academic year (2018/2019) and lasted for nine weeks, one session a week. By the end of the experimentation, the test of the oral reading fluency skills and the questionnaire of the attitudes towards learning English as a foreign language were administered to the one experimental group. The test and questionnaire scores were compared and analyzed. The findings revealed that there is a difference in oral reading fluency skills improvement for the post administration of the EFL oral reading fluency test. There was also an evident and positive change in the attitudes of the experimental group members towards English as a foreign language. Some pedagogical implications were stated, as educational broadcasting is a vital tool for enhancing EFL oral reading fluency skills and attitudes towards learning English as a foreign language.

Keywords: Educational Broadcasting, Oral Reading fluency Skills, Attitudes towards learning English as a foreign language.

استخدام الاذاعة المدرسية التعليمية لتحسين مهارات الطلاقة القرائية الشفهية باللغة الانجليزية لدى طلاب المرحلة الاعدادية وأثر ذلك على اتجاههم نحو اللغة الانجليزية كلغة أجنبية

المستخلص باللغة العربية

هدفت هذه الدراسة لمعرفة أثر استخدام الاذاعة المدرسية التعليمية فى تنمية مهارات الطلاقة القرائية الشفهية باللغة الانجليزية لدى طلاب الاول الاعدادى و كذلك مدى أثر ذلك على اتجاههم نحو تعلم اللغة الانجليزية كلغة أجنبية. وقد تكونت عينة الدراسة من خمس وثلاثين طالبة بالصف الأول الاعدادى مكونين مجموعة تجريبية واحدة. واشتملت أدوات الدراسة على اختبار لطلاقة القرائية الشفهية باللغة الانجليزية واستبيان لتحديد اتجاهات الطلاب نحو تعلم اللغة الانجليزية كلغة أجنبية. وقد قامت الباحثة بتصميم برنامج للاذاعة المدرسية التعليمية باللغة الانجليزية. تم تطبيق البرنامج الازاعى المدرسى فى الفصل الدراسى الثانى للعام الدراسى ٢٠١٨-٢٠١٩ واستمر لمدة تسعة أسابيع بمعدل اذاعة مدرسية باللغة الانجليزية مرة أسبوعيا. وبانتهاء التسعة أسابيع لتطبيق الاذاعة المدرسية تم توزيع اختبار الطلاقة القرائية الشفهية باللغة الانجليزية وكذلك استبيان اتجاهات الطلاب نحو تعلم اللغة الانجليزية كلغة أجنبية للمجموعة التجريبية الواحدة . وقد تم تحليل ومقارنة نتائج الاختبار والاستبيان القبلى والبعدى ، وقد اسفرت النتائج عن تحسن ملحوظ لصالح التطبيق البعدى فى اختبار الطلاقة القرائية الشفهية باللغة الانجليزية وكذلك تغيير ايجابى فى اتجاهات الطالبات نحو تعلم اللغة الانجليزية كلغة أجنبية . وبناءا عليه تم اثبات الدور الفعال للاذاعة المدرسة باللغة الانجليزية فى تنمية مهارات الطلاقة القرائية الشفهية باللغة الانجليزية وكذلك تغيير اتجاهات الطلاب للافضل نحو تعلم اللغة الانجليزية كلغة أجنبية ولذلك يوصى بتطبيق البرنامج الازاعى المدرسى باللغة الانجليزية بكافة المدارس

الكلمات المفتاحية: الاذاعة المدرسية التعليمية - مهارات الطلاقة القرائية الشفهية باللغة الانجليزية- اتجاهات الطلاب نحو تعلم اللغة الانجليزية كلغة أجنبية.

1- Introduction

English is an international language that is used as one of the means of communication and exchanging knowledge with all people from different countries. One of the objectives of teaching English in preparatory schools in Egypt is to enable the learners to communicate fluently, independently and accurately in English language in everyday life. The process of language acquisition entails learners to practice all the four skills in all contexts so as to grasp how to manipulate it. Reading is an important skill that should be mastered by learners of English as a foreign language. Moreover, oral reading fluency is a necessary skill that is needed to be developed and assessed while teaching EFL reading skills.

Rasplica and Cummings (2013) defined oral reading fluency as being is the ability to read connected text quickly, accurately, and with expression. In doing so, there is no noticeable cognitive effort that is associated with decoding the words on the page. Oral reading fluency is one of several critical components required for successful reading comprehension. Students who read with automaticity and have appropriate speed, accuracy, and proper expression are more likely to comprehend material because they are able to focus on the meaning of the text.

Also learner's attitude towards learning languages is one of the crucial factors determining the success or failure while learning English as a foreign language. Ahmed (2015b:6) said that 'Learners' attitude plays a vital role in maximizing learning and teaching output. Learners' attitude can be defined as a collection of feelings regarding language use and its status in the society. The feelings are good, bad and neutral. They can nurture or hinder the learning process effectively.' Also Ahmed (2015a) indicated that the concept of attitude is commonly used among people to show their opinions towards different objects or people. Therefore, attitude, as one of the simplest definitions, refers to people's opinion or way of thinking that reflects one's state of mind or behaviour. Setianengsih, Salam and Arifin (2017) added that attitudes show whether

the students like or dislike the language. Attitudes determine whether it is their favorable or unfavorable language. Students' attitude towards language learning can be negative and positive attitude. Students who have positive attitude show more interest and motivation towards learning a language. On the other hand, students who have negative attitude shows low interest and dislike the language. Yet, the negative attitude can be changed by giving information about the importance and benefits of the target language. Viet (2017) agreed saying that negative attitudes can hinder learning. However, a negative attitude can be changed and turned into a positive attitude and a positive outcome. A positive attitude towards learning languages is a good starting point

Effective teaching materials and methodology should be used in the EFL context to enable the learners improve their oral reading fluency and change their negative attitudes towards learning English. One of these methods is educational broadcasting. Reddi (2003) said that the definition of educational broadcasting includes programmes, activities and events that support the educational processes, whether they are of formal or non-formal kind. Educational broadcasting programmes are designed and delivered to support the curriculum. Yamane and Yamane (2014) figured out that educational broadcasting helps EFL students practise reading aloud with speed and thinking of the text meanings. Successful readers are judged by their ability to read fluently. Broadcasting motivates students to increase vocabulary and comprehend reading passages. The students manage to paraphrase and summarize texts. Moreover, EFL students can develop their critical thinking, discussion and presentation skills. They will be able to use the language outside the classroom. By adopting educational broadcasting, EFL students use contractions, intonation and stress in their speech. Their speech rate surely will be increased. Odera and Kenya (2011) added that school broadcast assists pupils to learn foreign languages like English faster. This helps them improve pronunciation of difficult words and learn new words and sentence patterns. It improves EFL students' confidence.

For developing EFL oral reading fluency, Rasinski, Homan and Biggs (2009) indicated that teachers can set up daily or weekly opportunities for students to let the students have a daily poetry reading (done individually or chorally with groups of students), a weekly song festival or periodic readers theatre festival in which groups of students plan and rehearse their scripts for performance for an audience. To sum up, it can be said that texts such as oratory, narrative, poetry, rhymes, scripts, speeches, dialogues, monologues, jokes, song lyrics, , and other such texts are appropriate materials for authentic and effective instruction of oral reading fluency. This is a natural form of repeated exposure to text that is read orally and will build reading fluency.

On the other hand, using educational broadcasting can change the attitudes of EFL learners to be positive ones. Odera and Kenya (2011) pointed out that school broadcast motivates pupils to learn English because it stimulates thinking and imagination. It makes learning enjoyable. Adopting school broadcast enables EFL pupils to feel more confident while communicating orally. It can be said that the attitudes of EFL pupils become better after using school broadcast in the TEFL context. Francis (2017) also figured out that by adopting educational broadcasting, relevant changes in attitudes can be fostered. Olumorin, Aderoju and Onojah (2018) assured that educational broadcasting, with its adequate planning and entertainment, improves students' motivation and attitudes towards learning. Rasinski, Homan and Biggs (2009) indicated that while developing oral reading fluency, it is better to use materials such as rhymes, jokes, oratory, song lyrics, scripts to be performed for an audience. This will help students develop a love of and appreciation of the language. Ukwela (2017) confirmed that broadcast entertainment-education programmes are perceived to be the most tenacious, pragmatic and efficacious channel in achieving attitudinal changes.

2- Literature Review:

Developing EFL reading fluency is of a great importance, a lot of studies were conducted to improve this skill as follows:

Ramadan (2016) conducted a study to determine the effectiveness of using a suggested integrative reading strategy in developing seventy randomly selected EFL preparatory school students' oral reading fluency and vocabulary acquisition from Ahmed Oraby Preparatory school, Sharkia governorate in the academic year 2015/2016. The sample was equally divided into experimental and control group. To achieve the purpose of the study, the researcher developed oral reading fluency and vocabulary acquisition skills questionnaires and tests. The experimental group was taught by the suggested integrative reading strategy which was designed by the researcher, while the control group was taught by the regular method. The results revealed that the suggested integrative reading strategy is significantly effective in developing oral reading fluency skills and vocabulary acquisition for the experimental group.

Diab's study (2015) aimed at investigating the effectiveness of a suggested program based on Engelmann's Corrective Reading in developing reading fluency skills among EFL students at the faculty of Education. The study followed the pre-post one group design. The study sample consisted of thirty students of second year enrolled in English department at the Faculty of Education, Benha University. For determining the most important and required EFL reading fluency skills, a list of EFL reading fluency skills was designed and verified. Then a pre and post EFL reading fluency test was designed. The suggested program was applied in the first semester of the academic year (2014/2015) and lasted for two months. The findings indicated that the suggested program was effective in developing students' EFL reading fluency skills.

El-Garawany (2010) investigated the effects of repeated reading strategies on developing oral reading fluency- with its three components: accuracy, rate and prosody- and reading comprehension among EFL prospective teachers. Subjects were sixty third year students enrolled in the English Department, Faculty of Education, Minufiya University,

during the second semester of the 2008- 2009 academic year. Two tools were developed: an oral reading fluency test and a reading comprehension test. Both tests were used as pre-post tests. Subjects were chosen at random and divided into two groups: the experimental group (N = 30) and the control group (N = 30). A program based on repeated reading strategies was developed by the researcher. The experiment lasted for two months. Upon the completion of the experiment, both groups were post-tested. The data obtained were statistically analyzed. Results revealed that the experimental group students made significant gains in oral reading fluency with its three components and reading comprehension. Thus, the repeated reading strategies program proved to be effective in developing students' oral reading fluency and reading comprehension.

Reviewing the previous studies, it can be said that they are similar to the current study in their interest in improving EFL reading fluency skill, but these studies used different strategies such as repeated reading strategies and corrective reading strategies. It can be concluded that more studies are needed to be investigated on developing this skill.

Viet (2017) stressed the necessity to conduct studies to understand EFL learners' attitudes. Better understanding of students' attitude will help language teaching programmers and educators develop strategies to improve student's learning outcomes. Ahmed (2015) confirmed that it is, now, a duty of the planners and policy makes to come up with viable and learner sensitive curriculum, teaching materials and methods to help EFL learners have positive attitudes towards English as a foreign language. Single curriculum or teaching methodology is not adequate. Positive attitudes, as a result of adopting effective teaching material and methods, help EFL learners feel that English will help the growth of their minds, improve their personalities, open more job opportunities, promote business and reach higher academic achievements. Here are some studies that were conducted to improve EFL learners' attitudes towards leaning English as a foreign language as follows:

El-Abady (2017) conducted a study whose purpose was to investigate the effectiveness of using activities based on instrumental enrichment (IE) in improving the reading comprehension sub skills of first year preparatory school pupils and their attitudes towards learning English. The participants were sixty six pupils from El- Alshraph Mutual School , Belqas, Dakahlia. The instruments were a reading comprehension sub skills questionnaire, a checklist for selecting the suitable activities for the experimental treatment, a pre/post reading comprehension sub skills test and a pre/post attitude scale towards learning English. The results revealed that using activities based on (IE) had a high effect on the experimental group. The experimental group outperformed the control group on the post administration of the reading comprehension test. Furthermore, the experimental group's attitude towards learning English was sustainably improved compared to the control group's attitudes on the post administration of the attitude scale

Also Mohammed (2011) attempted to investigate the effectiveness of using active learning strategies in teaching vocabulary in developing fifth graders' speaking and writing skills & in their attitudes towards EFL. Eighty fifth graders were chosen from among a larger population enrolled in the public primary school in Bani Hamad, Minia. They represented two classes of primary five at Bani Hamad School. They were divided into two groups: an experimental group and a control one, each group included forty pupils. The study followed the pre- post experimental design where the experimental group was taught using the active learning program while the control group was taught following the plan prescribed by the ministry of education in Egypt. Results of the study revealed that the experimental group significantly surpassed the control one on the post test of speaking, writing, and attitude scale. It was concluded that using active learning strategies in teaching vocabulary helped students develop their speaking skills, writing skills and their attitude towards EFL.

In addition to this point, Shehata's study (2010) aimed at investigating the effectiveness of using an EFL Music -Based Program on developing primary third graders' listening and speaking skills and their attitudes towards learning English. Eighty third graders were randomly divided into two groups: an experimental group and a control one. The experimental group was taught using the EFL Music- Based Program while the control one received conventional instruction where only five text book songs were offered. The tools of the study included a listening test, a speaking test and an attitude scale. After implementing the Music-Based Program, post testing was undertaken and the data obtained were analysed. The results revealed that the subjects of the experimental group surpassed their counterparts in the control one on the post tests of listening, speaking and the attitude scale.

The previous studies are similar to the current study as all of them pay attention to enhance the EFL learners' attitudes towards learning English as a foreign language. But the current study has used the educational broadcasting; on the other hand these previous studies used other strategies like active learning strategies, a Music -Based Program and instrumental enrichment activities.

Educational broadcasting has been used successfully in the context of EFL instruction as follows: Yamane and Yamane' study (2014) was twofold. First, it was examined some of the salient characteristics observed in the English of American news broadcasts. Following that, it was suggested some effective ways of using broadcast news as teaching materials for university English classes. Surveys were conducted to get feedback on the following: overall satisfaction with the course, skill areas in which the student most improved throughout the duration of the course; and most popular news stories. First, student satisfaction for the course was high. As for the perceived improvement in language skill areas, the students felt that the biggest improvement was found to be in vocabulary acquisition and listening skills. About half of the students indicated that

they felt that their writing skills also improved as a result of preparing the reaction papers. Two thirds noted some improvement in their speaking skills. Overwhelmingly the students indicated that they felt their English improved during the course. Finally, students were asked to indicate their favourite news stories. The students voiced a strong preference for humorous stories such as Lady Liberty, and human interest stories such as Happiest Person and Siblings. Not surprisingly, due to the fact that the survey was conducted at a women's university, stories about women such as Working Moms were also strongly favoured.

Concerning this point, Odera and Kenya (2011) conducted a study whose purpose was to find out if teachers in primary schools use broadcasts to schools programmes to assist them in teaching and learning the language. The study was based on a descriptive survey. Area of study was Kisumu district and the participants consisted of forty head teachers, forty English teachers and four hundred pupils. Data were collected by use of questionnaires for pupils and English teachers, while semi-structured interview was used to collect information from head teachers. Very few of teachers used broadcast citing various problems, such as lack of resources and broadcast time tables, negative attitudes and large number of pupils in the class. Those, who listened to English radio lessons, valued them very much and noted how it has helped to improve the pupils spoken English and performance in Kenya certificate of primary education examination. In view of the findings, the paper recommends that head teachers should provide teachers with radio sets and support materials encourage and assist them to use English radio

3- Context of the Problem

Being a teacher of English, the searcher has noticed that the EFL students at the preparatory stage are not fluent in oral reading. Moreover they have bad attitudes towards learning English as a foreign language. They believe it is just a school subject, not a language that can be used in every aspect of life

To make sure that there is a problem, the researcher has reviewed previous studies related to enhancing EFL oral reading fluency skills and attitudes towards learning English as a foreign language in Egypt as follows:

El-Garawany (2010) and Diab (2015) assured that students in Egypt face difficulties concerning their EFL reading fluency skills. Hegazy (2012) and Ramadn (2016) pointed out that English language oral reading fluency skills (like accuracy and prosody) should be developed for preparatory school students in Egypt.

On the other hand, Kazamal (2018) confirmed that EFL preparatory school students in Egypt have negative attitudes towards English reading classes in general. Shehata (2010), Mohammed (2011) and Nasr (2016) agreed with each other concerning the necessity of enhancing EFL students' attitudes towards English as a foreign language in Egypt. It was clarified that these negative attitudes should be paid the necessary attention from the early stages to be improved. El–Abady (2017) also stressed the importance of using educational activities for improving EFL preparatory stage students' attitudes towards the English language in Egypt.

These studies supported the researcher's sense of the problem concerning the low proficiency of the EFL students' oral reading fluency skills and having negative attitudes towards learning English as a foreign language. This was an evidence for the necessity of investigating these problems in the current research.

The researcher also conducted a pilot study in which an oral reading fluency test was administered to EFL first-year preparatory school students, as well as administering a questionnaire of attitudes towards learning English as a foreign language. The questionnaire used both the Arabic and English language. That was for greater accuracy of selecting the most appropriate responses by the students who were not supposed to understand all the English statements. The results of the pilot tests disclosed that the level of the first-year preparatory school

students was low and they were imperfect concerning the EFL oral reading fluency skills and they have negative attitudes towards learning English as a foreign language.

4- Statement of the Problem

The problem of this study can be stated in the poor performance of the first-year preparatory stage students in the EFL oral reading fluency skills and their negative attitudes towards learning English as a foreign language.

5- Delimitations

The study was delimited to:

- 1- The participants were preparatory stage students at a public school (Bani Shebl Preparatory school, Sharkia). That is because students at these schools are not trained well to read fluently in public. They study in a rural area; consequently the teacher noticed their negative attitudes towards learning English as a foreign language.
- 2- Developing some EFL oral reading fluency skills. These skills were approved by the jury members to be suitable to the first- year preparatory school students.
- 3- A delimited duration of implementing the designed educational broadcasting program (nine weeks, one session a week)

6- Research Questions

In order to tackle this problem, the present study was an attempt to address the following main question:

- ✧ **"How much effective is using an educational broadcasting based-program in developing EFL first-year school students' oral reading fluency skills and improving their attitudes towards learning English as a foreign language?"**

The following sub- questions were derived:

- 1- What are the necessary oral reading fluency skills needed for EFL first-year preparatory stage students?

- 2- What are the actual levels of the EFL first-year preparatory stage students in the oral reading fluency skills?
- 3- What are the EFL first-year preparatory school students' attitudes towards learning English as a foreign language?
- 4- What are the main features of the educational broadcasting based program for developing EFL first-year preparatory stage students' oral reading fluency skills and changing their negative attitudes towards learning English as a foreign language?

7- Methodology

The study followed the quasi-experimental design in which the participants were randomly allocated to one experimental group. The experimental group was taught by implementing the educational broadcasting based program for developing their EFL oral reading fluency skills and changing their negative attitudes towards learning English as a foreign language. Data were obtained using an EFL test of oral reading fluency test and a questionnaire of attitudes towards learning English as a foreign language. The test and questionnaire were pre and post administered. Obtained data were statistically analyzed. Then results, recommendations and suggestions for further research were provided.

A) Participants and Instruments

The participants of the study were first year preparatory stage students. The researcher chose these participants for many reasons. First these students came from a public school. The majority of them did not master the oral reading fluency skills. Moreover, they had negative attitudes towards learning English as a foreign language. They believed that English is just a school subject, not a language that can be used in all aspects of life.

The preparatory stage was chosen because it is a transitional period between primary and secondary stages. It is a suitable period to enable the participants to develop their oral reading fluency skills and

change the negative attitudes towards English. The participants were thirty five students, representing one experimental group, from Bani Shebl Preparatory school in Sharkia, West Zagazig Zone.

B) Procedures and data collection

For data collection, the following instruments were designed:

1- The EFL oral reading fluency skills test

The EFL oral reading fluency test was prepared to be used as a pre-posttest for evaluating the standard of the participants concerning the oral reading fluency skills. It was designed in the light of the oral reading fluency skills identified by the results of the questionnaire of the oral reading skills. The test was administered to thirty students, not included in the participating groups. Formula of Cronbach's Alpha was used to calculate reliability of the test. Test reliability was measured. The internal consistency method was used, Cronbach's Alpha = 0.89. This indicated that the test was reliable. It also helped to time the test. It was estimated that a period of fifteen minutes would provide ample time for the participants to answer the questions. No one needed an extra time to complete the test. This period was estimated according to the time which is taken by all the students divided by their number. To measure the validity of the oral reading fluency test content, it was submitted to a group EFL specialists to evaluate the test as a whole in terms of content, number of questions, correctness and level of comprehension. The jury members were also requested to evaluate the test for measuring the targeted oral reading fluency skills, the suitability of the test to preparatory school students and the suitability of its time limits. The test proved to be valid. The test validity was determined and estimated according to the following formula:

$$\text{Test validity} = \sqrt{\text{reliability}}$$

It was (0.94) and this indicated that it was valid.

Based on the questionnaire or oral reading fluency skills, an EFL oral reading fluency rubric was designed to help in scoring the test.

2- The questionnaire of attitudes towards learning English as a foreign language.

The questionnaire was constructed to ascertain the most crucial attitudes the students have towards English as a foreign language. The purpose of employing this questionnaire of attitudes was to investigate the effectiveness of the educational broadcasting based program in changing EFL preparatory school students' negative attitudes into positive ones. The questionnaire was administered to a group of students, not included in the participating group. The reliability was computed by using the Formula of Cronbach's Alpha. The reliability was found to be high (.90) Questionnaire validity = $\sqrt{\text{reliability}}$

It was 0.94. It means the questionnaire was valid. The ratings of the questionnaire was (agree- undecided- disagree). Each participant was given two points for choosing positive attitudes. Two points were given to the choice (agree), one point to the choice (undecided) and no point to the choice (disagree). The total score of the questionnaire is twelve.

3- The results and Conclusion

Validating the study hypotheses

Hypothesis one "There is a statistically significant difference between the mean scores of the experimental group in their performance of the pre and post administrations of the EFL oral reading fluency test in favor of the post administration". To validate this hypothesis, a paired samples t-test was used.

The oral reading fluency test	The sub skills	N	Mean	Std. deviation	t values	Sig.
Pre oral reading fluency test	Automaticity skills	35	1.9	.5	19.6	0.01
Post oral reading test		35	3	.6		
Pre test	Accuracy skills	35	1.4	.7	19	0.01
Post test		35	3	.6		
Pre test	Oral Reading Comprehension skills	35	1.5	.7	17.3	0.01
Post test		35	2.9	.9		
Pre test	Reading with prosody	35	1.4	.5	16.8	0.01
Post test		35	2.9	.6		
Pre test	Total	35	5.6	1.9	40.5	0.01
Post test		35	11.8	1.9		

The above table shows that the experimental group did better in the post administration of the oral reading fluency test as a whole and its sub skills (automaticity, accuracy, oral reading comprehension and reading with prosody) than in the pre administration. Being (40.5), the t value was significant. Also the t value of each sub skill was significant (automaticity skills: 19.6, accuracy: 19, oral reading comprehension: 17.3, reading with prosody: 16.8). Thus the first hypothesis was accepted.

The second hypothesis "The educational broadcasting is effective in developing the EFL oral reading fluency skills of the experimental group". To validate this third hypothesis, Cohen's Equation was used.

The skills	t value	Df	η^2	ES	Interpretation
Automaticity skills	19.5	34	0.9	6.3	Large
Accuracy skills	19	34	0.9	6.3	Large
Oral Reading Comprehension skills	17.3	34	0.8	5.6	Large
Reading with prosody	16.8	34	0.8	5.6	Large
The oral reading fluency test as a whole	40.4	34	0.97	11.4	Large

Being (11.4), the (ES) was large. The ES for each sub skills was large (automaticity skills: 6.3, accuracy skills: 6.3, oral reading comprehension skills: 5.6 and reading with prosody: 5.6). The

educational broadcasting could be considered effective in developing the oral reading fluency skill and sub skills (automaticity, accuracy, oral reading comprehension and reading with prosody). Thus the second hypothesis was accepted.

The third hypothesis "There is a statistically significant difference between the mean scores of the experimental group in their performance of the pre and post administrations of the questionnaire of attitudes towards learning English as a foreign language in favor of the post administration". To validate this hypothesis, paired samples t-test was used.

The experimental group	The variable	N	Mean	Std. deviation	t value	Sig.
Pre questionnaire	Attitudes towards English	35	5	1.3	25.5	0.01
Post questionnaire		35	10.2	1.5		

The above table shows that the experimental group did better in the post administration of the questionnaire of attitudes towards English as a foreign language. Being (25.5), the t value was significant. Thus the third hypothesis was accepted

The fourth hypothesis "The educational broadcasting is effective in changing the EFL first year preparatory school students' negative attitudes towards learning English as a foreign language ". To validate this hypothesis, Cohen's Equation was used.

The variable	t- value	Df	η^2	ES	Interpretation
Attitudes towards English	25.5	34	0.9	8.7	Large

As the effect size was large (8.7), the educational broadcasting could be considered to be effective in changing the EFL first year preparatory school students' negative attitudes towards learning English as a foreign language. Therefore the fourth hypothesis was accepted.

The Discussion

The results of the current study verified that:

- 1- There are statistically significant differences between the mean scores of the experimental group in the pre and post administrations of the EFL oral reading fluency test in favor of the post administration.
- 2- There are statistically significant differences between the mean scores of the experimental group in the pre and post administrations of the attitudes towards English questionnaire in favor of the post administration.
- 3- The educational broadcasting is effective in developing the EFL oral reading fluency skills.
- 4- The educational broadcasting is effective in changing the negative attitudes towards learning English as a foreign language

These significant improvements and modifications can be attributed to a number of causes related to the nature of the educational broadcasting administration as follows:

Concerning the oral reading fluency skill:

It was the first time for the participants to be involved in an English educational broadcasting, in which they practiced EFL oral reading in public. They have many rehearsals before reading in public during the English educational broadcasting. The students were trained to recite the holy Quran, read the speech of the prophet and some supplications in the educational broadcasting. This enabled them to read the text with appropriate rate and speed. They managed to correct their mistakes. The good training helped them read a series of connected words instantly and effortlessly without hesitation or struggle. Moreover, the activities of tongue twisters and common mistakes in pronunciation helped in developing the accuracy skills while reading. The participants succeeded to pronounce confusing consonants and vowels. They read

without omitting words, repeating phrases or substitutions. They also managed to recognize syllabication and use English contractions in oral reading. Also, using proverbs, add to your information, quizzes and today's wisdoms played a great role in developing oral reading comprehension skills. The students identified the main ideas and details. Acting and singing enabled the participants to read with prosody. They were capable of changing the tone of their voice to emphasize important words. Also they raised and lowered their voice to show appropriate emotions. In conclusion, the rehearsals, activities and practicing reading orally in public during the educational broadcasting enabled the participants to master the necessary EFL oral reading fluency skills.

The results of this study are analogous to Ramadan (2016), Diab's study (2015), El-Garawany (2010). All these studies succeeded to pay attention and develop the EFL oral reading fluency skills. The current study and the previous studies reached a consensus on using different activities and techniques for enhancing reading in public. Being with parallel to the current study, Odera and Kenya (2011) concluded that educational broadcasting can be used successfully to teach English as a foreign language.

Concerning the attitudes towards English as a foreign language:

As a result of being involved in the educational broadcasting, the participants started to feel more motivated and confident to practice the language orally. They assured that using the English language orally in the English broadcasting help the growth of their minds and improve their personalities. They become more eager to use the English language in oral communication. Some of them started to search on the internet to improve the English language. They assured that after participating in the educational broadcasting, they feel that English is not only a European language, but also a lingua franca. Now they pointed out that English is not just a school subject but can be used to talk about topics related to culture, religious issues and general information.

The current results were also verified by Yamane and Yamane' study (2014) concerning the satisfaction of the participants about their English after implementing an broadcasting program. Also the results of this study are consistent with El–Abady (2017), Mohammed (2011), Shehata (2010). They all managed to modify the negative attitudes of EFL learners to be positive ones. There is a dynamic relationship between designing and adopting extra activities and changing the attitudes of EFL students towards learning English as a foreign language.

To sum up, the current study proved that using the educational broadcasting is effective in developing EFL preparatory school students' oral reading fluency skills and modifying the negative attitudes towards learning English as a foreign language. In the post administration of the oral reading fluency test, the participants managed to get higher marks. Also there is a cyclical relationship between the educational broadcasting and the attitudes of the participants towards English as a foreign language.

8- Conclusion, recommendations and suggestions

In terms of the study results and discussion, it can be concluded that:

The educational broadcasting proved to be effective in developing EFL oral reading fluency skills. The participants became fluent readers after being helped developed the automaticity skills: (reading the text with appropriate rate and speed, reading a series of connected words instantly and effortlessly without hesitation or struggle, correcting their mistakes quickly).

Also, the participants mastered the accuracy skills (reading without omitting words, reading without substitutions, reading without repeating words or phrases, pronouncing English contractions correctly, pronouncing confusing consonant sounds correctly, pronouncing confusing vowel sounds correctly, and recognizing syllabication). The participants mastered the oral reading comprehension skills (identifying

the main ideas, identifying details, showing correct comprehension of a text) The skills of reading with prosody (raising and lowering the voice to show appropriate emotions (e.g. excitement, fear, happiness, etc., emphasizing important words or phrases by changing the tone of voice, student's inflection should reflect the punctuation in the text 'e.g. voice tone falls near the end of a question') were completely acquired by the participants. The participants were satisfied to be involved in the educational broadcasting. The included activities such as acts, songs, riddles, tongue twisters etc. enabled the participants to master the EFL oral fluency reading skills.

The educational broadcasting proved to be effective in changing negative attitudes towards learning English to be positive. It was a new experience to the participants to recite Quran, read some Prophet's sayings and supplication, and say riddles in English. Consequently they started to feel that English is not a school subject, but is related to all aspects of life such as religion and culture. To them, English becomes a lingua franca. They became eager to practice the language orally. To sum up, it can be confirmed that the participants formed positive attitudes towards English as a foreign language as a result of being involved in the educational program.

Recommendations

- 1- The EFL oral reading fluency skills should be given due attention in the EFL instruction. They should be allocated more space in the textbook and timetable.
- 2- Adopting interesting material (like tongue twisters and songs) should be considered to attract the attention of EFL learners and motivate them to read fluently
- 3- EFL teachers should pay greater attention to their learners' attitudes and their impact on learning English as a foreign language.

- 4- EFL teachers should be trained to use educational broadcasting to help their students read fluently and have positive attitudes towards English as a foreign language.
- 5- EFL teachers should not limit the opportunities of engaging in educational broadcasting activities to only the most talented readers.

Suggestions

- 1- More researches are needed to provide effective strategies for developing the crucial EFL oral reading fluency skills.
- 2- There is still a need for more studies that handle the EFL learners' attitudes towards learning English as a foreign language
- 3- Further studies are needed to identify the effect of using the educational broadcasting on developing other English skills (listening, speaking, writing)
- 4- Other studies are needed to identify the effect of psychological factors on learning English, otherwise attitudes, such as motivation, self-efficacy.
- 5- It will be of value if other researchers investigate the oral reading fluency skills of EFL exceptional learners such as blind, deaf or students with dyslexia
- 6- If other researchers design in-service training programs for EFL teachers to be able to use the English educational broadcasting effectively

Reference

- Ahmed , S. (2015a) Moroccan Female Rural Students' Attitudes towards Learning English. Arab World English Journal (AWEJ) Vol.6. No.4.Pp. 291 -305
- Ahmed, S. (2015b) Attitudes towards English Language Learning among EFL Learners at UMSKAL. Journal of Education and Practice . Vol.6, No.18, Pp. 6-16
- Diab (2015) The Effectiveness of a Suggested Program Based on "Engelmann's Corrective Reading" in Developing Reading Fluency Skills among EFL Students at the Faculty of Education. An M.A Thesis. Faculty of Education. Benha University.
- El–Abady , A. (2017) Using instrumental enrichment activities in improving reading comprehension skills of EFL preparatory stage pupils and their attitudes towards the English language. M.A Thesis. Faculty of Education. Mansoura University
- El-Garawany (2010) The Effects of Repeated Reading Strategies on Developing Oral Reading Fluency and Reading Comprehension among EFL Prospective Teachers. Faculty of Education. Faculty of Education Shebin El Kom. Minufiya University
- Francis, O. (2017) Educational Broadcasting. Available at <https://www.facebook.com/Masscomlovedjfrank/posts/educational-broadcasting>
- Hegazy , M.(2012) The Effectiveness of a Proposed Repeated Program in Developing English Language Oral Reading Fluency and Comprehension Skills of Preparatory school Students. Ph.D. Cairo University. Institute of Educational Studies.
- Kazamal, S (2018) Using Concept Maps Strategy for Developing the English Reading Comprehension Skills and Attitudes of Preparatory Students. M.A Thesis. Faculty of Girls for Arts, Science and Education. Ain shams University

- Mohammed, M. (2011) The Effectiveness of Using Active Learning Strategies in Teaching Vocabulary on Developing Fifth Graders' Speaking and Writing Skills & on Their Attitudes towards EFL . An M.A Thesis. Faculty of Education. Minia University.
- Nasr, A. (2016) The Effectiveness of Blended Learning in Enhancing Vocabulary Acquisition and Students' Attitudes towards Studying EFL in Primary Schools. M.A Thesis. Faculty of Education. Tanat University.
- Odera, F. and Kenya, K. (2011) Learning English Language by Radio in Primary Schools in Kenya. *US-China Education Review*. 7. Pp. 960-966
- Olumorin, C. , Aderoju, A. and Onojah, A. (2018) Students' Awareness and Utilization of Educational Broadcasts to Learn in Ogbomosho, Oyo State Nigeria. *Turkish Online Journal of Distance Education-TOJDE* .Vol. 19, N. 3. Pp.182-192
- Ramadan, H (2016) A Suggested Integrative Reading Strategy to Develop EFL Prep School Students' Oral Reading Fluency and Vocabulary Acquisition. An M.A Thesis. Faculty of Education . Zagazig University.
- Rasinski, T. Homan, S and Biggs, M. (2009) Teaching Reading Fluency to Struggling Readers – Method, Materials, and Evidence. *Reading and Writing Quarterly*. Vol.25, N.2-3, p192-204 Apr 2009
- Rasplica, C. and Cummings, K. (2013) Oral Reading Fluency. Available at <https://council-for-learning-disabilities.org/what-is-oral-reading-fluency-verbal-reading-proficiency>
- Reddi, U. (2003) Educational Broadcasting in the Commonwealth with Special Reference of Educational .A paper circulated at the “International Round Table on Educational Broadcasting in the Commonwealth” held at New Delhi from 26-30, November 2001. Available at https://cemca.org.in/ckfinder/userfiles/files/EBC_Cemca2.pdf

- Setianengsih, E. , Salam, U and Arifin, Z. (2017) Attitude Towards English Language Learning (A Survey on the Rural Students of SMAN 2 Paloh). Pendidikan dan Pembelajaran Journal. Vol. 6, N. 11. Available at <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/22953>
- Shehata, M. (2010) The Effectiveness of Using an EFL Music - Based Program on Developing Primary Third Graders' Listening and Speaking Skills and their Attitudes Towards Learning English . Am M.A Thesis. Faculty of Education. Minia University.
- Ukwela, C. (2017) An Assessment of the Influence of Broadcast Entertainment-Education Programmes on Audience Behavioural Change in Nigeria. International Journal of Humanities and Social Science Invention. Vol. 6, N 5, Pp.57-68.
- Viet, V. (2017) Undergraduate Students' Attitudes Towards Learning English: A Case Study at Nong Lam University. Journal of Science: Education Research, Vol. 33, No. 4. 1-7
- Yamane, S. and Yamane, K.(2014) On the Effective Use of Broadcast News as Teaching Materials for University English Classes. Available at https://www.kansai-u.ac.jp/fl/publication/pdf_department/11/07yamane.pdf

Appendices

Appendix (A)

The Oral Reading Fluency Test

Name: class:..... Time: 15 minutes

Read the following passage orally:

There is a little cat. The cat wants to be a baseball player. Every day, he practices baseball. He practices hitting a baseball. He wants to be a big hitter.

After thirteen years of practice, the cat decides to try out for the New York Yankees, the most famous baseball team in America. He takes a direct flight to New York, then rents a car and drives to Yankee Stadium.

He tries out for the Yankees, but the Yankees reject him. The Yankees' manager says, "I'm sorry. You are an amazing baseball player, but we can't let a cat join our team."

The cat is very unhappy. He goes home and cries every day. Finally, his friend says to him, "Come on, stop crying and try again with another team."

The cat listens to his friend. He stops crying. He practices baseball every day.

One day, he is reading the newspaper and he finds out that the San Francisco Giants need new baseball players. The cat immediately flies to San Francisco.

He tries out for the Giants. The Giants are very impressed with the cat. The manager says, "Wow, you are the best hitter I have ever seen". The Giants hire the cat and pay him forty five million dollars.

In his first game, the cat hits six home runs! Everyone in San Francisco loves the cat! The Giants give him a big raise. They pay him eighty million dollars!

The cat is rich, famous, and happy.

Appendix (B)**The Oral Reading Fluency questionnaire**

Oral Reading fluency skills	Very important	important	Less important
Automaticity skills			
1- Reading the text with appropriate rate and speed			
3- Reading a series of connected words instantly and effortlessly without hesitation or struggle			
3- Correcting their mistakes quickly			
Accuracy skills			
1- Reading without omitting words			
2- Reading without substitutions			
3- Reading without repeating words or phrases			
4- Pronouncing English contractions correctly			
5- Pronouncing confusing consonant sounds correctly			
6- Pronouncing confusing vowel sounds correctly			
7- Recognising syllabication			
Oral Reading Comprehension skills			
1- Identifying the main ideas			
2- Identifying details			
3- Showing correct comprehension of a text			
Reading with prosody			
1- Raising and lowering the voice to show appropriate emotions (e.g. excitement, fear, happiness, etc.)			
2- Emphasising important words or phrases by changing the tone of voice			
3- Student's inflection reflect the punctuation in the text (e.g. voice tone falls near the end of a question)			

Appendix (C)

The questionnaire of Attitudes towards Learning English as a Foreign Language □

<p>While learning English as a foreign language,</p>	<p>Agree موافق </p>	<p>Undecided غير محدد الاجابة </p>	<p>Disagree غير موافق </p>
<p>1- I feel motivated and confident to practice the English language orally ١- أشعر بالحماس والتفمة وأنا امارس اللغة الانجليزية شفها</p>			
<p>2- I feel that English is not only a European language , but also a lingua franca ٢- أشعر أن اللغة الانجليزية ليست لغة أوروبية فحسب بل لغة مستخدمة بين أقوام مختلفى اللغة</p>			
<p>3- I feel that I English is not just a school subject but can be used to talk about topics related to culture, religious issues and general information, etc. ٣- أشعر أن اللغة الانجليزية ليست مادة دراسية فحسب ولكن تستخدم للتحدث عن موضوعات لها علاقة بالثقافة والدين و المعلومات عامة.</p>			
<p>4- I feel that English will help the growth of my mind and improve my personality ٤- أشعر ان اللغة الانجليزية سوف تساعدنى فى نمو عقلى وتحسين شخصيتى.</p>			
<p>5- I like to search on the internet , and read books and journals in English to improve my language ٥- أحب أن أبحث فى الانترنت وأقرأ كتب و جرائد بالانجليزية لكى أحسن من مستواى فى اللغة.</p>			
<p>6 – I feel that I should regularly use English in oral communication ٦- أشعر بأننى يجب أن أمارس اللغة الانجليزية شفها بصفة مستمرة</p>			

Appendix (D)

The Educational Broadcasting Sessions (the program)



The introduction of the sessions

In the name of Allah the Most Gracious the Most Merciful

Dear the head teacher, my dear teachers and my dear sisters and brothers; Peace and blessings of Allah be upon you. Welcome to the English broadcast. We are glad to present you our program.

- 1- The best start is with The Holy Quran recited by
- 2- Now we are going to listen to the speech of the prophet, peace and blessings of Allah be upon him, by
- 3- Now the supplication which is read by
- 4- Let's listen to today's proverbs with
- 5- Today's wisdom is with.....
- 6- Add to your information or do you know introduced by.....
- 7- Common mistakes in pronunciation introduced by
- 8- It is time to tongue twisters and competitions with
Tongue twisters are a great way to practice and improve pronunciation and fluency. They're not just for kids, but are also used by adults. We want one of the students to share with us in this competition, who can say it 3 times quickly? The one who can say it correctly and quickly without stopping will get a prize
- 9- Hurray! It's a time for fun & excitement with quizzes and riddles, introduced by the student the answer must be in English. We have a prize for the winner.

10- and now with today's chant (this is the way) chanted by the students.....-.....-.....-.....

Finally, we would like to thank you for good listening, wishing you a nice day And this is your sister See you later and take care

The session number ↓	The activity used in the educational broadcasting →	1-The Holy Quran	3-Supplication	5-wisdom	7-common mistakes in pronunciation	9- Quizzes and riddles
		2- The Prophet's Speech	4-Proverbs	6-Add to your information or do you know	8- tongue twisters	10- the Chant
Session 1		1-The Holy Quran بسم الله الرحمن الرحيم وتنزل من القرآن ما هو شفاء ورحمة للمؤمنين In the name of Allah the Most Gracious the Most Merciful We send down of the Quran that is healing and mercy for the believers.	3-Supplication O, Allah, forgive me for all my sins, the small and great, the first and last, the seen and the hidden	5-wisdom You don't have to be great to start, but you have to start to be great.	7-common mistakes in pronunciation The word (onion). It is not /ɒnjən/ it is /'ʌnjən/	9- Quizzes and riddles I walk without feet, fly without wings & cry without eyes. What am I? The answer must be in English We have a prize for the winner The answer is (The cloud)
		2- The Prophet's Speech The Prophet (Peace and blessings of Allah be upon him) said: - If a person loves his brother, he should inform him of this fact.	4-Proverbs a- Time is money b- Knowledge is power. C- Practice makes perfect	6-Add to your information or do you know In Bangladesh, children aged 15 and over can be sent to jail for cheating on their final exams	8- tongue twisters Six silly sheep still asleep 	10- The Chant: This is the way I say hello, say hello say hello in English. La la la la This is the way I brush my teeth, brush my teeth in English. La la la la This is the way I wear my clothes, wear my clothes in English. La la la la This is the way I go to school, go to school in English. La la la la la
Session 2		1-The Holy Quran بسم الله الرحمن الرحيم لا تحزن ان الله معنا In the name of Allah the Most Gracious the Most Merciful Do not be sad, surly Allah is with us	3-Supplication Oh Allah, Lighten my heart, Lighten my hearing, Lighten my words, and Lighten my eyes	5-wisdom The way to get started is to stop talking and begin doing.	7-common mistakes in pronunciation The word 'clothes'. It is not /kləʊðzIz/ It is /kləʊðz/	9- Quizzes and riddles What has a neck, but no head? The answer must be in English. We have a prize for the winner The answer is: a bottle.

The session number ↓	The activity used in the educational broadcasting →	1-The Holy Quran	3-Supplication	5-wisdom	7-common mistakes in pronunciati on	9- Quizzes and riddles
		2- The Prophet's Speech	4-Proverbs	6-Add to your informatio n or do you know	8- tongue twisters	10- the Chant
		2- The Prophet's Speech The prophet, peace and blessings of Allah be upon him, said (None of you truly believes until he likes for his brother what he likes for himself)	4-Proverbs Four eyes see more than two. Two heads are better than one.	6-Add to your information or do you know The most used letter in the English alphabet is 'E', and 'Q' is the least used.	8- tongue twisters  The fat cat sat on the mat	10- The Chant The Chant (was composed and acted by these four students)  The spring: Welcome spring. Let's go playing in the garden, between the flowers which are running. Let's have fun in the valley, where the weather is very charming The summer: I like summer because I can go to the beach. I don't like summer. That's because it's hot, hot, hot The winter : The winter. The weather is cold, and the sun is not hot. People stay at home with each other, but I can go outside with my mother. We wear heavy clothes and get a cold in the nose The fall I like fall .The weather is cool. I can play under the trees. I walk in the streets

The session number ↓	The activity used in the educational broadcasting →	1-The Holy Quran	3-Supplication	5-wisdom	7-common mistakes in pronunciation	9- Quizzes and riddles
		2- The Prophet's Speech	4-Proverbs	6-Add to your information or do you know	8- tongue twisters	10- the Chant
Session 3		<p>1-The Holy Quran بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ وما أرسلناك إلا رحمة للعالمين In the name of Allah the Most Gracious the Most Merciful (And we have not sent you, [O Muhammad], except as a mercy to the worlds)</p>	<p>3-Supplication Oh Allah, I ask For paradise and protection from the fire</p>	<p>5-wisdom Do what you can with all you have, wherever you are.</p>	<p>7-common mistakes in pronunciation The word April. It is not /'æ.prəl / , it is / 'ei.prəl /</p>	<p>9- Quizzes and riddles What never asks questions but is always answered? The answer must be in English We have a prize for the winner (The telephone or the doorbell)</p>
		<p>2- The Prophet's Speech The prophet, peace and blessings of Allah be upon him said "Smiling at your brother's face is an act of charity.</p>	<p>4-Proverbs After a storm comes calm After dark clouds, clear weather All good things come to those who wait</p>	<p>6-Add to your information or do you know The Chinese used silk to make their paper</p>	<p>8- tongue twisters My father gathers great green grapes</p> 	<p>10- The Chant Good morning! Good morning! Hello and how are you? Early in the morning I say good morning. Hello and how are you? In the morning, I clap my hands. In the morning, I do my dance. In the morning, I shout 'Hurray'. This is going to be a wonderful day.</p>
Session 4		<p>1-The Holy Quran بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ وقضى ربك إلا تعبدوا إلا إياه وبالوالدين إحسانا In the name of Allah the Most Gracious the Most Merciful Your Lord has ordered you to worship none except him, and to be good to your parents.</p>	<p>3-Supplication O Allah, forgive me, my parents and all believers, males and females, the living as well as the dead</p>	<p>5-wisdom Reading is to the mind, as exercise is to the body.</p>	<p>7-Common mistakes in pronunciation The word special. It is not /'spef.j ə l/ , it is /'spef. ə l/</p>	<p>9- Quizzes and riddles Ali's mother loves the days of the week. She has 4 boys. Their names are Saturday, Sunday, and Monday. What is the name of the fourth boy? The answer is : (Ali)</p>

The session number ↓	The activity used in the educational broadcasting →	1-The Holy Quran	3-Supplication	5-wisdom	7-common mistakes in pronunciation	9- Quizzes and riddles
		2- The Prophet's Speech	4-Proverbs	6-Add to your information or do you know	8- tongue twisters	10- the Chant
		2- The Prophet's Speech A person came to Messenger of Allah and asked Messenger of Allah! Who most deserves to be treated with the best companionship?" He said, "Your mother, then your mother, then your mother, then your father, then your nearest, then nearest".	4-Proverbs Charity begins at home A man is known by the company he keeps.	6-Add to your information or do you know Water composes two-thirds of the human body and four-fifths of the human brain.	8- tongue twisters Sally sang seven silly songs	10- The Chant I love my mommy I love my mommy. I love my mommy. Yes I do Yes I do . Here is a kiss and a hug for you. Thank you mommy for all you do. I really love you. I really love you. Yes I do .Yes I do
Session 5		1-The Holy Quran بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ وَاصْبِرْ وَمَا صَبْرُكَ إِلَّا بِاللَّهِ In the name of Allah the Most Gracious the Most Merciful Be patient; yet your patience is only by the help of Allah.	3-Supplication Our Lord, grant us good in this world and good in the next world and save us from the torments of hellfire	5-wisdom Don't let yesterday take up too much of today.	7-Common mistakes in pronunciation The word Thursday, It is not /'θʌrz.deɪ/ , it is /'θɜ:rz.deɪ/	9- Quizzes and riddles What goes up and down without moving The answer (Stair)
		2- The Prophet's Speech A man said to the Prophet (peace and blessings of Allah be upon him), "Advise me," so he (peace and blessings of Allah be upon him) said, "Do not become angry." The man repeated [his request] several times, and [each time] he (peace and blessings of Allah be upon him) said, "Do not become angry."	4-Proverbs - No pain, no gain - No joy without annoy - You can't make an omelette without breaking eggs	6-Add to your information or do you know The discoverer of the blood circulation is Ibn AlNafees	8- tongue twisters Betty bought a bit of butter. Betty, please give me a piece	10- The Chant Allah Allah by Samy Yousef..O Allah the Almighty. Allah Allah .Protect me and guide me. Allah Allah To your love and mercy. Allah Allah Ya Allah don't deprive me. Allah Allah .From beholding your beauty. Allah Allah .O my Lord, accept this plea. Allah Allah

The session number ↓	The activity used in the educational broadcasting →	1-The Holy Quran	3-Supplication	5-wisdom	7-common mistakes in pronunciation	9- Quizzes and riddles
		2- The Prophet's Speech	4-Proverbs	6-Add to your information or do you know	8- tongue twisters	10- the Chant
Session 6		<p>1-The Holy Quran بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ وقال ربكم ادعوني استجب لكم In the name of Allah the Most Gracious the Most Merciful And the Lord said call me, I will answer you</p>	<p>3-Supplication Oh Allah, Help me to remember you, thank you, and worship you in the best of manners</p>	<p>5-wisdom You are never too old to set another goal or to dream a new dream</p>	<p>7-Common mistakes in pronunciation The word iron. It is not / aɪr n/, it is /aɪrn/</p>	<p>9- Quizzes and riddles What belongs to you, but other people use it more than you ? The answer is (your name)</p>
		<p>2- The Prophet's Speech The prophet, peace and blessings of Allah be upon him, said " The best amongst you is he who is the kindest to his family and I am the kindest amongst you to my family</p>	<p>4-Proverbs - A friend in need is a friend indeed - Always has been, always will be</p>	<p>6-Add to your information or do you know Dogs can hear sounds that humans can't</p>	<p>8- tongue twisters Four fine fresh fish for you </p>	<p>10- The Chant Insha Allah you'll find your way' by Maher Zain : Every time you feel like you can't go on. You feel so lost and that you're so alone. All you see is night and darkness all around. You feel so helpless. You can't see which way to go. Don't despair and never lose hope , cos Allah is always by your side.</p>
Session 7		<p>1-The Holy Quran بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ السَّمَوَاتِ وَالْأَرْضِ وَإِذَا قَضَىٰ أَمْرًا فَإِنَّمَا يَقُولُ لَهُ كُن فَيَكُونُ In the name of Allah the Most Gracious the Most Merciful : The originator of the heavens and the earth. When He (Allah) decrees a matter, he only says to it 'Be', and it is</p>	<p>3-Supplication O Allah, make me among those who repent and purify themselves.</p>	<p>5-wisdom Some people make the world special just by being in it</p>	<p>7-Common mistakes in pronunciation The word social . It is not /s əʊ. ʃj əl , it is /s əʊ. ʃ əl/</p>	<p>9- Quizzes and riddles What's the difference between here and there? The answer is : letter 't'</p>

The session number ↓	The activity used in the educational broadcasting →	1-The Holy Quran	3-Supplication	5-wisdom	7-common mistakes in pronunciation	9- Quizzes and riddles
		2- The Prophet's Speech	4-Proverbs	6-Add to your information or do you know	8- tongue twisters	10- the Chant
		2- The Prophet's Speech The Prophet (Peace and blessings of Allah be upon him) said a woman is married for four things: her wealth, her family status, her beauty and her religion. So you should marry the religious woman otherwise you will be a loser.	4-Proverbs Never say die Rome wasn't built in a day Where there is a will, there is a way	6-Add to your information or do you know Butterflies taste with their feet	8- tongue twisters There are thousand thinkers were thinking	10- The Chant Hello hello. Let's shake hands .It's English time again. Every one, clap three times: one- two- three. Every one, stomp three times: one- two- three. Hello hello.. Let's all smile. It's English time again. Every one, wave three times: one- two- three. Every one, nod three times.
Session 8		1-The Holy Quran بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ان الله يحب المتوكلين In the name of Allah the Most Gracious the Most Merciful Certainly, Allah loves those who put their trust in him	3-Supplication O Allah , I ask you with your mercy, which has extended to all things , that you forgive me	5-wisdom Knowing is not enough; we must apply. Wishing is not enough; we must do	7-Common mistakes in pronunciation The word police. It is not /pə 'l i s/, it is /pə 'li:s/	9- Quizzes and riddles What occurs once in a minute, twice in a moment, but never in an hour? The letter 'm'
		2- The Prophet's Speech The prophet, peace and blessings of Allah be upon him said 'The Muslim is the one from whose tongue and hand the people are safe'	4-Proverbs a- Many words hurt more than swords b-Easy come, easy go c-Live not to eat, but eat to live	6-Add to your information or do you know A person who deprives himself of sleep for sixty hours hears voices that do not really exist.	8- tongue twisters Daddy draws ten tall doors.	10- The Chant (five senses) I have two eyes so I can see and a nose to smell. I have ten fingers that can touch. They do it very well. I have two ears so I can hear the birds in the trees. I have a tongue inside my mouth to taste the food I eat

The session number ↓	The activity used in the educational broadcasting →	1-The Holy Quran	3-Supplication	5-wisdom	7-common mistakes in pronunciation	9- Quizzes and riddles
		2- The Prophet's Speech	4-Proverbs	6-Add to your information or do you know	8- tongue twisters	10- the Chant
Session 9		<p>1-The Holy Quran بسم الله الرحمن الرحيم اهدنا الصراط المستقيم In the name of Allah the Most Gracious the Most Merciful O Allah guide us to the straight path</p>	<p>3-Supplication My lord! Increase me in knowledge</p>	<p>5-wisdom Early to bed and early to rise makes a man healthy, wealthy and wise</p>	<p>7-Common mistakes in pronunciation The word oven, It is not /'bʌ. ən/ it is /'ʌv. ən/</p>	<p>9- Quizzes and riddles What has two hands and a face, but no legs? The answer is: the clock.</p>
		<p>2- The Prophet's Speech The messenger of Allah (Peace and blessings of Allah be upon him) said : "Save yourselves from Hell, even if it is by giving only half a date (of a palm tree) as charity ; and who does not have even that , should at least speak nicely</p>	<p>4-Proverbs The early bird gets the worm. A candle loses nothing by lighting another candle. An apple a day keeps the doctor away.</p>	<p>6-Add to your information or do you know The inventor of the telephone is Graham Bell</p>	<p>8- tongue twisters Rabbits are already steady. They're really ready.</p>	<p>10- The Chant If you're happy happy happy clap your hands  If you're angry angry angry ,stomp your feet  If you're scared scared scared say 'oh no' 'oh no'  If you're sleepy sleepy sleepy , take a nap </p>