

## **The Reasons Behind the Students' Weaknesses in University Requirement Language Courses in Speaking Skills**

**By**

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### **Abstract**

*This paper is intended to investigate and scrutinize the reasons behind the students' weaknesses in university requirement language courses, i.e., English 099, English 101, and English 102 particularly in speaking skills. In my own experience as a teacher of English in elementary, preparatory and secondary cycles in Jordan, and as a teacher of English in both Philadelphia University and the University of Jordan on the one hand, and as a school supervisor in Education Development Center UNRWA – UNESCO and as General Education Specialist (English) UNRWA – UNESCO on the other hand, through classroom visits to some UNRWA schools, community colleges and Education Science Faculties in the five fields of UNRWA operations: Jordan, Syria, Lebanon, West Bank and Gaza, I have discovered that the reasons behind our students weaknesses may refer to the textbook (content), methods used, teaching aids or to the teacher himself. The textbook (content) is excluded in this paper, simply because, in my point of view, the creative teacher can change any activity, whatever it is, to suit his purpose and to achieve his objectives. The overall goal of this paper is to enable our teachers to help their students become efficient, independent, and intelligible speakers of English, able to express their intended meaning with confidence and to understand native speakers of English with minimal difficulty. A major objective of this paper is to improve students' communicative competence and help them achieve more pragmatic competence in oral communication, i.e., to be able to interpret and convey intended meaning; to use politeness strategies; to know which language forms are appropriate for certain situations.*

**Keywords:** *Speaking, competence, performance, role-play, group work, work-curricular activities.*